

AN ENQUIRY INTO THE METHODS OF TEACHING HISTORY
IN LOWER SECONDARY SCHOOLS IN KENYA

A THESIS SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER
OF EDUCATION IN THE UNIVERSITY OF NAIROBI

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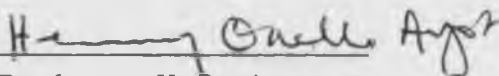
DECLARATION

"This Thesis is my original work and has not been presented for a Degree in any other University."



Rachel Samburu Ogutu

This Thesis has been submitted for examination with my approval as University Supervisor.



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DEDICATION

To Angela Ogutu

A C K N O W L E D G E M E N T S

The task of undertaking research is very tedious and sometimes quite disappointing as it requires personal sacrifice. Faced with field problems and financial hardships the researcher tends to wish for a wishless wish. To dissolve boredom and despair during the course of this study, I had to utilize the cooperation and assistance of a number of people and organizations to the maximum.

My special thanks are due to Professor H.O. Ayot, Chairman of the Department of Educational Communication and Technology, Kenyatta University College for his tireless guidance, patience and encouragement throughout all the stages of preparation and writing up of the thesis. To Professor M.M. Patel who tremendously helped me overcome my statistical problems and Dr. P.M. Mutebi for his valuable criticisms and suggestions. The list is too long to permit individual mention, but this does not indicate any dilution of gratitude.

I am most grateful to the German Academic Exchange Services for funding this important study.

I must not forget to acknowledge the cooperation I was given by the headteachers, heads of history departments,

history teachers and pupils of the schools involved in the study. Being the proper heirs to this study, I hope that the findings reported here will be of some value to them. To all of them I am very grateful.

My indebtedness also goes to Mr. Anthony Dwalo Bojana of Kenyatta University College, who organised the data and meticulously proofread the material, Miss Anne Akinyi Sirengo who was my research assistant and Miss Doreen Munene who spent many hours typing the final draft.

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ABSTRACT

The aim of this study was to investigate into the methods of teaching History in lower secondary schools in Kenya. The problem of finding a suitable teaching method that would enable children to meet the educational objectives continues to occupy the minds of many educators today. This study attempted to determine the methods used for teaching History in Kenya schools. Major research questions were: What are the most prevalent methods of teaching History in Forms 1 and 2? What are the most popular methods of instruction in Kenya schools? What methods of teaching are likely to make history an interesting subject to teach and learn? What factors hinder the use of some teaching methods? What instructional activities are employed by history teachers? What instructional media are used by History teachers?

Chapter two of the study discussed previous studies and researches done by local and foreign researchers. The previous studies found in this chapter provided the rationale and strategies for the course of the study. Furthermore, it provided suggestions, methods and the findings that contributed to the present study.

In chapter three, the methodology employed in this study was described in detail. The sample for the study consisted of 20 secondary schools in Kenya, 10 of which were in Siaya District in Nyanza Province and another 10 were in the City of Nairobi. In the 20 schools, 800 pupils and 34 history teachers were given questionnaires to answer. Other samples in the study included subject inspectors, Kenya Institute of Education officials particularly History Panel, University lecturers and other Government officials.

Research tools used were Questionnaire, Observation Cum-Survey Schedule and Interview Schedule. Discussions were also held with various subject specialists mentioned above.

Analysis of data was done using simple calculation to obtain the percentages which were worked out and presented in frequency distribution. Obtained results indicated that traditional methods are the most prevalent methods of teaching history in Kenyan Secondary Schools. These methods included the following, lecture, notemaking, notetaking, question and answer technique and discussion. It was further found that the chalk and talk, question and answer, and discussion were the most popular instructional activities used by history teachers. The results revealed that history is regarded on the average ranking scale among the school subjects. The

attitude of the teachers towards history was also found to be favourable. The favourable attitude was also reflected in the teacher response, for more than two-thirds (65%) of the teachers responded that history was interesting.

Furthermore, results drawn from three categories of schools showed that lecture method was more popular in Harambee Schools than in Government and Private Schools.

. The results showed that History is taught by teachers with the highest professional qualifications and long teaching experience.

Teaching load was found to be normal as no single teacher complained of overload.

The instructional media used by history teachers are charts, pictures, maps and atlases, radio, tape-recorders, projectors and films.

A number of serious problems that face the history teachers are administrative, professional and personal as summarised in Chapter 5.

On the integration of history with other Social Studies subjects, the male teachers were in favour of the integration

while the female folks were against it. It was also found that the defenders of pure history were more likely to be found among the older teachers.

The reported findings are the results of the study which was conducted to investigate the methods of teaching history in Kenya secondary schools.

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CHAPTER ONE

1.0 Introduction

Education reforms that have taken place in Kenyan schools have usually come from outside the schools (Ominde 1964, p.26)¹. Innovations have been introduced without finding out what pupils and teachers feel about them. For example, the introduction of Social Studies as an integrated subject was done without having carried out proper research to determine their suitability for our children and without having given teachers sufficient training to enable them to handle the new approach with ease (H.M.N. Kaibi, 1979, pp. 13 - 16)². Teaching methods play a very important role in our education. Therefore, their suitability or unsuitability would have an effect on the implementation of new changes. This is so because the end product of any process is mostly determined by the method through which it has been produced. The teacher is the key factor in the school environment and therefore the way in which he handles his pupils is of paramount importance. The motivation of the pupil initially depends on the teacher and therefore his attitudes should be in accordance with the needs of his pupils.

Problems like shortage of properly trained teachers, overcrowdedness of classes and inadequate facilities and

equipment call for proper ways of teaching. In the light of these problems that we face in our schools it is necessary to search for approaches to teaching that would help solve the problems.

In Kenya, researches into teaching methods appear rather scarce. However, in other countries, many studies have been conducted relating to teaching methods. For example, The Cambridge Institute Enquiry (1970)³ had more or less similar research in England - namely, the teaching of history to the 11 - 14 Age Group. This shows that no study known to the researcher has been conducted in Kenya Secondary Schools to establish which methods could be more suitable for teaching history. This fact has encouraged the researcher to investigate into the methods used for teaching history in lower secondary schools in Kenya.

Changes in education have come as a reaction against irrelevance of much of the traditional curriculum teaching methods (Bessey Report, 1972, p.32)⁴. Examining the methods used in primary schools, the pupil is taken as a recipient only and therefore there is a tendency of lecturing to rather than guiding the pupils. This is common in secondary schools where learning and teaching seem more teacher-centred

rather than pupil-centred. However, there is some effort in the primary schools where learning is by enquiry.

More emphasis was placed on rote learning which encouraged memorization of facts. Jean Piaget (1970, pp.43-44)⁵ points out that in the traditional approach to education, the child was treated as an adult who reasons and feels just as we do, the task of the teacher was to furnish the pupil with subject matter. He reacts to this by saying that the child's basic aim of education is to form his own intellectual and moral reasoning power, while the teacher has to find suitable method of teaching which can help him to constitute himself --- (Piaget, 1970). Hence teachers have to bear in mind the interest of the child by ensuring the right teaching method. It was to remedy these limitations or problems by carrying out a research which would reveal to teachers and educators a great range of activities, many designed to bring history more effectively to life, that this study on teaching method is being done.

1.1 Statement of the Problem

The primary aim of this study was to investigate the methods used for teaching history in lower secondary schools in Kenya. Although teaching methods are listed down in the

curriculum guide for secondary schools, we wonder how many of these methods our teachers find most effective to warrant their choice. The problem of finding a suitable teaching method that would enable pupils in our schools to meet the educational objectives continues to occupy the minds of many people in Kenya. For educators to recommend a method of instruction to be adopted by schools, its effectiveness needs to be ascertained through research. This study, therefore seeks to find out what methods of teaching our history teachers find most effective.

1.2 Objectives of the Study

The main objectives of this study are:

1. To identify the methods used for teaching history in forms I and II of our secondary schools.
2. To identify the methods that are likely to make history an interesting school subject to teach and learn.
3. To find out what instructional materials and activities are used by history teachers to promote the teaching of history.

4. To find out what factors hinder the use of some teaching methods.
5. To suggest some operational proposals and recommendations that could be useful in improving the teaching of history in secondary schools.

1.3 Research Questions

The study sought to answer the following questions concerning the teaching of history in forms I and II of the secondary schools.

1. What methods of teaching history are prevalent in lower secondary schools in Kenya?
2. What method of teaching history is most popular among history teachers and why is it popular?
3. What methods of instruction are likely to make history an interesting subject to teach and learn?
4. What factors hinder the use of some teaching methods?
5. Do history teachers organise any historical trips as a way of promoting the teaching of history in their schools?

6. What instructional media are used for teaching history in lower secondary schools?
7. What problems do pupils face when making notes from textbooks?
8. Do Harambee teachers use more lecture method than other methods that can enhance better teaching?
9. What teaching methods are most popular among private school teachers?

1.4 Significance of the Study

This study is important as it investigated the methods of teaching history in our schools. Essentially, there is a need to conduct a research, to find out what methods of teaching history are popular and whether the methods are effective. The results of such a study are likely to be of importance to curriculum developers. For instance, the research can help them to think how best the new methods can successfully be implemented. Not only that, the research would be of great importance to the teachers colleges. The researcher is of the opinion that if the study can contribute to the already existing knowledge about the methods that can enhance better teaching

of history, it will solve one of the pressing problems in our educational system. It is hoped that the study will help the teachers to recognize the general assumptions about teaching, as well as to introduce them to the range of differing approaches.

Moreover, it is through this study that many other methods of teaching will be made known to both teachers and educators. Therefore, the study seeks to provide one of the possible solutions to our educational problems. Its significance lies in its central concern which is the investigation into the possibility of choosing the right teaching methods for teaching history in schools. Therefore, in investigating about the methods that are likely to promote the teaching and learning we are not just concerned with the teacher alone but also with the pupils. That is, the basic aim of the methods employed is to stimulate interest, obtain an active response and lead to purposeful work on the part of the pupils. This study will enhance the teachers' knowledge on the importance of pupil activity. For instance, it can help the teacher answer such questions when planning his lesson - "what pupil activity will result from the lesson and will it be successfully carried out as a result of the method I have used in presenting the material to the pupils?"(Curriculum Guide, p.170)⁶. It is hoped that

the study may make its own contribution to the exchange of information among teachers and enable them to set their own situation in a wider perspective. It also leaves open the further possibilities of exploring the problems of history teaching by a deeper analysis of the classroom situation.

1.5 Area Under Study and Why Selected

Now and then an outcry is heard from parents criticising the poor performance in most subjects especially history at 'O' level. In the last decade performance in history in the 'O' level examination has been far below what could reasonably be expected of form 4 pupils. Several reasons account for this situation. One such reason is the fact that to many schools, pupils and parents there does not seem to be an overriding rationale for including history in the secondary curriculum. To some extent the lowly position of history in our curriculum can be attributed to the approaches to the teaching and learning of the subject. Many history teachers have done very little to show the relevance of the past to their pupils. In many classrooms, pupils are required to memorize historical facts with very little being done to give the facts form and to relate them to the life of the pupils. This shows that history fails to offer one

advantage of the curriculum studies which poses the important question - what is it that our students are going to be able to do once they have mastered the content? The pupils say that history is a boring subject devoid of any aim. One wonders why history should be criticised this way unless something is wrong with the way it is taught. The researcher then wonders what methods are likely to make history an interesting subject to teach and learn and how these methods would help to elevate the standard of teaching history.

It is thought that the best time to remedy these problems would be in lower forms of secondary schools. This would mean that if a good foundation is made in forms I and II it would be easy for the teacher to deal with more detailed work in later forms without any difficulties. Commenting on this, Ayot (1979, p.73)⁷ suggests that the best time to arouse pupils' interest is in lower forms so that they develop a positive attitude towards the subject and this makes it easy to deal with more detailed work later on.

It is in lower secondary that the teacher has enough time to manouvre because he is not really restricted in any

way and the pupils have no pressure of national examinations. Ayot (1979) suggests that it is in forms I and II that the teacher should use the most effective methods to help his pupils gain strong foundation. Therefore, forms I and II were chosen for the purpose of the study to find out how much the teachers were doing in preparing their pupils for more detailed work. Moreover, teaching methods play a very important role in our education. It is very important that it bothers people from all levels of the society. For instance, the Report of the Presidential Committee on Unemployment (1982/1983, pp.57-58)⁸ points out their concern on teaching methodologies and the use of appropriate teaching aids, by saying that teachers do not encourage learning by observation and experimentation ---. Observation and experimentation, on the other hand, stimulate the inquisitiveness of the children and a desire to unravel mysteries.

The research into methods of teaching history would be of great importance to the teachers' colleges. One of the principal roles of a teachers' college is to change the behaviour of the pre-service teachers. This is usually realized by popularization of the most current innovations and teaching methods. This study was undertaken as the researcher felt that teaching methods can be one of the contributory factors to poor per-

formance in schools. This is so because the teachers' approach to any topic can hinder or enhance learning, hence the researcher was prompted to carry out research on teaching methods.

1.6 Strategies for Collection of Data

The present study is an attempt to make an inquiry into the methods used for the teaching history in lower secondary schools in Kenya. In this wider setting, the aim was to show the nature and extent of the methods and variation which exist in response to changing pressures. This was done by collecting and collating the opinions of a large number of teachers and pupils on the methods of history teaching.

Data were collected from both the field and existing literature. Full description of technique used for collecting data is given in chapter three. However, the researcher began by intensive reading literature related to the study so as to identify various teaching methods. Field research involved administration of questionnaires to both pupils and teachers in forms I and II. The questionnaires were administered to 40 pupils in every school meaning that only 20 pupils in each form were chosen to answer the questionnaire.

The study involved 20 secondary schools in the Republic of Kenya the schools were categorized into three groups namely: Government Aided, Private and Harambee Schools.

Apart from questionnaires, the researcher also observed some history lessons in both Siaya and Nairobi City. The visits to these schools followed no set pattern as each school had its own timetable as to when history was taught. Discussions were also held with the history teachers in both forms I and II in the schools. Heads of history departments were consulted to find out about teaching materials or resources they provided to their teachers. The researcher chose discussion because it enabled the teachers to talk freely than when they realized that they were being interviewed. Interviews were also held with some teachers and heads of departments. Other relevant government officials such as inspectors of history and University lecturers were also consulted for more information.

1.7 Assumptions

The researcher made the following assumptions:

That the teacher qualification can influence his attitude to new changes. Beeby (1960, p.1)¹ asserts that the more qualified teachers can adopt to new changes than the

less qualified teachers. Thus he argues --- more serious than the range of ability within any teaching service is the gap between the teacher in the emergent countries who are being urged to adopt the new teaching methods and those teachers in the advanced system where the technique was developed. Beeby also assumes that the highly qualified teachers would do a better job than the lowly qualified teachers. As a result, the researcher predicted that the highly qualified teachers would prefer to use modern methods than the less qualified teachers. Hence professional qualification would have effects on the methods employed by the teachers.

Another question that bothered the researcher was that of the teachers' attitude towards the method. In other words, the researcher wanted to find out whether the attitude of teachers to new methods would be affected or influenced by age and experience of the teacher. Therefore, it was assumed that the younger and less experienced teachers would reveal more favourable attitude towards new methods than the old and experienced teachers.

1.8 Definition of Terms

Teaching Methods. These are strategies or techniques adopted by the teacher as the most efficient means of achieving his

teaching goals, that is, they are to be seen as means to ends.

Progressive Approach: This approach is thought provoking in nature. It is a method whereby the learner is actively engaged in the learning process either individually or through group work, discussion or debates.

Discovery Method: A method whereby the teacher gives the class individually or in groups the topic of study for the lesson, or in the kind of information to be searched for and learned, or the problem of the lesson to be undertaken and he leaves the pupils to work on the assignment completely on their own, using any method they like and consulting sources of their choice. In other words, in the discovery method the pupils act independently.

Discussion Method: This is a method half way between the lecture and the discovery method. Here the teacher tries to draw from the pupils as much as possible appropriate information concerning the subject of the lesson. The method is based on the theory that in trying to obtain information from the pupils about the material of the lesson, the teacher makes the students talk about the lesson, feel involved and think about it.

Lecture Method: Here the students are given the stuff of the lesson by the teacher. In other words, the students are passive listeners. It is largely listening and hopefully following the teaching satisfactorily and using their judgement as to what of the lecture they will be able to commit to memory, and what they will put down as notes, comprising what in their judgement are the important points of the lesson.

Patch History: Is the study of one period intensively to give a many sided portrait of an age.

Line of Development: Examination of a single trend throughout a length of historical time or way of working to impart a sense of long-term evolution in time.

Lower Secondary: Refers to forms I and II of the secondary education.

SI: Refers to Secondary Teacher Grade I, having satisfied the Kenya Advanced Certificate of Education requirements and relevant professional studies.

1.9 Organization of the Remainder of the Study

The remainder of the study is organized as follows:-

Chapter Two

This chapter is a summary of the review of literature found in textbooks, earlier similar studies and related documents. This chapter presents a theoretical foundation of the whole study.

Chapter Three

The chapter outlines the research methodology of the study. This includes the following aspects:

- (a) The pilot study - why and when it was carried out.
- (b) Subjects and sampling procedure - here the subjects and sampling procedure are described in detail.
- (c) Research instruments - there were three research instruments used in the study. Questionnaire, an interview schedule and observation cum-survey schedule were used to collect data from the field.
- (d) The choice of the area population and administrative problems encountered in the field are described.

Chapter Four

Deals with the presentation and analysis of data.

Chapter Five

Provides the discussion of findings and conclusion based on the results in Chapter Four. Recommendations and suggestions for further study are given as a result of this study.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

There has been rapid expansion of educational opportunities in Kenya since Independence. The Education Commission Report (1964), a Study of Curriculum Development in Kenya (1972) and the Report of the National Committee on Educational Objectives and Policies (NCEOP, 1976), and other related reports bear evidence to the efforts made by the Government to evaluate the effectiveness and suitability of the country's educational system. However, formal education is still oriented towards passing examinations and obtaining certificates rather than preparing the youth for the life in the society. As a result, formal education has tended to alienate the youth from their real social and productive background and realities of nation building. According to Bessey (1972, p.42),¹ such habits of learning which are based very largely on memorization fail to develop the capacity to make judgements and exercise choice and initiative. The report (1972) further observes that school curricula and teaching methods must make possible the early continuing emergence of attitude of self-reliance without which academic learning is a sham.

Education reforms which show that some effort is being made to help make the curriculum relevant to the needs of the society and to prepare pupils to be self-reliant can be seen in primary schools where history, geography, civics are now taught as integrated social studies subjects with more emphasis put on inquiry-discovery approach to teaching and learning.

The Kenya Institute of Education identified the following course objectives which the child should be able to do at the end of the course. The child should be able to:

1. recognise the family as a useful social institution.
2. understand and use the environment for the individual, national and international development.
3. acquire knowledge and show appreciation for the historical background of our community.
4. acquire a sense of value and appreciation of ethical values of Kenyan society.
5. show the development of attitudes, beliefs and values that lead to equitable distribution of wealth.

6. show respect for the dignity of labour and appreciate its role in the production of wealth.
7. understand the structure and function of the Kenyan political system.
8. identify, understand and have respect for the different ways of life (cultures) in Kenya, Africa and the world.
9. recognize and understand the need for importance of interdependence of nations.²

These objectives should help the teacher in preparing an all rounded students at the end of the course. Moreover, the more recent Report of the Working Party on the National Code of Conduct (1982/83, pp.96-97),³ shows concern on teaching methods used in our schools. The report points 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, pp.57-58)⁴ as follows, 'another matter that has been brought to our attention relates to teaching methodologies and the use of appropriate teaching aids --- do not encourage learning by observation and experimentation ---.

Observation and experimentation, on the other hand, stimulate the inquisitiveness of the children and a desire to unravel mysteries. The above statement shows the Government's effort to evaluate the effectiveness of our education. Moreover, it shows the concern the Government has on what goes on in schools, as schools are seen as centres of training the country's manpower.

In relation to this the NCEOP (1976, pp.69-70)⁵ observed that schools are required to change from being centres for formal instruction and become educational institutions. It is 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 is 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. This has been achieved to some extent particularly in science subjects in the secondary schools. And similarly in primary schools, the new approach to teaching social Studies as an integrated subject with emphasis on inquiry-discovery approach shows that we are moving towards what the NCEOP (1976) suggested regarding teaching methodology.

Moreover, Bessey's(1972, p.32)⁶ assessment on the traditional geography and history-civics syllabus found out that --- in schools they appear to lead to teaching which was over-concerned with note-taking and regurgitation of facts. This weakness in schools is being solved as had been pointed out above. However, despite such efforts, there are serious complaints from various Social Science scholars like Ochieng' W.R. (1979, p.12)⁷ and Ayot H.O. (1979, pp.141-3)⁸ that the teaching of Social Studies and in particular history, is very poor and confronted by several problems. These claims prompted the researcher to investigate whether teaching methods could be one of the contributory factors to the low status of history in our curriculum.

Bessey (1972, p.15)⁹ points out that no reform in the curriculum can be effective unless it is clearly directed towards the national aims which a country sets itself unless those aims are translated into precise educational objectives. According to Ndegwa (1965), one of the aims of education in Kenya is that education must prepare and equip the youth of the country so that they play an effective role in the life of the nation while ensuring that opportunities are provided for the full development of indi-

vidual talents and personalities. Therefore, if we are to adopt or change from traditional approach of teaching to inquiry-discovery approach or modern approach, then the new methods should help us to achieve our educational goals. The question that bothered the researcher is - Are the methods used for teaching history in secondary schools encouraging them to be self-reliant and creative in their thinking or do they encourage rote-learning and memorization of facts? The task before the researcher, therefore, is to find out what methods are used for teaching history in lower secondary schools in Kenya.

Change in educational thinking has inevitably affected the teaching of history. New ideals are not confined to the content of the history we teach, they extend also to our methods of teaching. Commenting on this point Dance (1970, p.105)¹⁰ suggests that methods in history teaching have come to share the belief that the child should be considered first and not the subject. This shows that the interest of the child is of paramount importance. Questions like who shall be educated and for what ends and the question of how to teach continue to worry educators. Moreover, parents are always concerned over how their children are taught and about what they learn in schools. Expanding on this Shipley (1968, p.1)¹¹ says that:

controversy over how our children are taught and about what they learn --- is a preoccupation of parents, curriculum planners, school administrators and classroom teachers

Because of the importance to mankind of the teaching process, educators have also been seeking to improve their methods of teaching. Our duty is to improve teaching methods so as to yield desirable goals. Shipley (1968, p.vii)¹² suggests that one way of achieving this is to periodically re-assess instructional objectives and modify and improve methods by getting ideas from many schools of thought about teaching methodology. Similar concern about methods of teaching history in schools can be seen in what Chabala (1980) says when he observes that history is boring because of stale lecture or story telling method --- textbook methods used for teaching it. From the foregoing discussion we realize that something has to be done in relation to teaching methods used in schools so as to keep the teachers informed of new developments.

2.1 General Attitude Towards History

There is an argument among several Kenyan scholars and educators that the state of history in our schools is deteriorating. According to the Report of Kenya National Examination Council (1982, p.1)¹³, the performance in history

in 'O' level examination has been far below what could reasonably be expected of Form IV pupils. To many schools, pupils, parents and others there does not seem to be an overriding rationale for including history in secondary curriculum. Many people argue that the learning of science and mathematics results in the growth of skills which have direct relevance in life and as a result they prefer sciences to arts subjects like history. However, some of the approaches to the teaching and learning of history are responsible for the raw deal given to it as had been pointed out by Chabala (1980). The Kenya National Examinations Council contributes this to lack of initiative on the part of the teachers who do very little or nothing to show that the study of the past is relevant to our lives.

Similar views on history are clearly shown in our local daily newspapers. For example, letters to the "Education Notebook" of the Daily Nation poignantly claim that there is something wrong with the teaching of history in Kenya. According to Ochieng' W.R. (1979, p.12)¹⁴, the former Chief Inspector of History claims that history is the worst done subject in schools and that it is becoming difficult to persuade students to enrol for it.

However, the poor state of history in our schools cannot only be attributed to the methods of teaching but

also to other factors such as students and parental attitude as has already been shown above. To many students today, history is a subject that is useless after the examination is over. This shows that history fails to offer one advantage of the curriculum studies which poses the important question - What is it that our students are going to be able to do once they have mastered the content?

Steel (1976, p.1)¹⁵ points out that the findings of the School Council Enquiry 1 (1968) which investigated the attitude of school leavers towards a range of subjects caused much embarrassment to history teachers. The study revealed that pupils surveyed regarded history as one of the most useless and boring subjects. Reasons quoted for this included repetition, lack of understanding and failure to achieve success in the subject. It is not surprising that similar reasons are common among pupils taking history in our secondary schools. For instance, Riria, J.V. (1982, p.8)¹⁶ shows that the students' conclusion that history is useless is enhanced by their realization of the fact that, sciences receive more attention both from school administration and the Ministry.

In Kenya, there is concern to improve the standard of teaching history. This can only be done if both teachers

and pupils realize the importance of history in our lives. Such concern for the subject can be seen in efforts such as the one made by the Ministry of Education in 1980.

It is not surprising at all, therefore, that the Inspectorate Division of the Ministry of Higher Education organized a conference on the teaching of History in August 1980 in Nairobi. The aim of this conference was to find ways and means of improving the standard of history in the schools. The conference discussed how they could save history from extinction. During the conference the participants realized that they could only help save the subject if the approach to teaching it was diversified. Thus Chabala (1980, p.8)¹⁷ suggested the use of "progressivist approach" in the teaching of history, instead of exclusive reliance on lecture or story telling techniques which kills interest in the learner. Steel (1976) has noted that the criticism of history teaching today reflects much more appreciation of the fact that history is important in schools. Therefore, the subject should be taught more effectively so that pupils can gain from its study.

2.2 Methods of Teaching History

The methods of teaching history do not differ widely from the methods used in teaching other subjects. There

are various methods of teaching which can be divided into two groups namely, teacher-centred and child-centred methods respectively. In teacher-centred method the teacher is more active than the children, while in child-centred method, the children are more active than the teacher. It must be emphasized at this juncture 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.

One important question to be asked at this stage is - What are the teacher's objectives when he is teaching history to Forms I and II pupils? This is fundamentally one of the most important questions to be addressed to all teachers for the answer to it would form much of the justification for history as a subject to be taught in schools and would determine both syllabus and methods. Another important point to remember is that many different factors govern which particular methods are adopted. These include the age and aptitude of the pupil, the nature of the work, the size of the class and the facilities available in school.

The researcher felt that a short historical background to the emergence of teaching methods would be of great help to this study. Therefore, following is a short description of the emergence of these teaching methods. Castle (1965)¹⁸ has summarized the methods of teaching as advocated by educators like Jean - Jacques Rousseau, Heinrich Pestalozzi, Friedrich Froebel and John Dewey. For example, Castle reports that Rousseau believed that our teaching must be based on the nature of children and not what adults think they ought to know. He asserts that the teacher's job should be that of providing the right environment from which children will learn by solving for themselves the problems that face them. Thus Rousseau firmly established the idea of child-centred education which has had a great influence on teaching methods.

Like Rousseau Pestalozzi emphasized the importance of educating children through senses. He felt that the teacher should only act as a guide to the children. The ideas of Rousseau and Pestalozzi were later put into more orderly form by Froebel. His method advocated purposeful play with the teacher as an observer. Castle also reported the work of John Dewey on teaching method. According to

Dewey children prepare for life by taking part in the life of the village and wider neighbourhood in which they live. In other words, he felt that social activity through project method was important to the children.

This belief is supported by Ominde (1964, p.25)¹⁹ that the child should be encouraged through the project method to find out for himself. According to Ominde the goal of education in Kenya is to produce men who can do things and create rather than repeat precisely what other men have done in the past. It is in this view that children have to be encouraged to find out through problem-solving and inquiry approach. This can be achieved when a teacher allows the child to confront himself with a problem. The 'inquiry approach' should enable the pupils to observe materials themselves, enable them to use specimens and allow problem-solving approach. In doing so, the pupils would be discouraged from cramming facts only to be reproduced for examination purposes.

2.3 Summary of Related Studies

Most of the researches on teaching method in higher education have concentrated on comparing the use of lectures with the use of classes or discussion groups. However, most

of these comparisons give no significant differences on tests of knowledge, though a couple of studies have favoured the lecture method (MacKenzie, 1970, p.132).²⁰ Beard, (1971, p.13)²¹ reports that comparisons of different conventional methods of teaching show that the lecture method is more economical of time than other methods if each is used independently.

According to Beard (1971), Joyce and Weatherall carried out an experiment comparing different methods of teaching (lecture, discussion groups, practical classes, and unsupervised reading). They found that lecturing was the most efficient method of teaching since it used least of the student's and staff's time. They reported that for tutors the size of classes was relevant to the economics of teaching, and the figures amount to 0.05 hours per session per student for lectures (assuming an audience of 60) = 0.3 hours per session per student for discussion groups of 12 students, and 0.33 hours per session per student for practical classes on the same scale --- these estimates are probably reliable enough to emphasize the economy, both to students and staff of lecturing compared with practical classes and discussion groups. Unlike the above study, the present study aims at investigating the reasons why some teachers use the lecture method than other methods rather than comparing the lecture and the discussion method as the above study illustrated.

Many research studies of the lecture method as compared to discussion or other method are illustrated below. McKeachie (1968, p.20)²² summarizes studies done by different scholars. For example, using tests of information, Reumers (1933) found slight but significant differences favouring learning in large lecture groups as compared to that in small (35-40) recitation sections. Spence (1928) obtained similar results comparing lecture and discussion technique in classes of over a hundred students. Moreover, McKeachie has reported an experiment done by Bane (1925). Bane compared lecture and discussion and found little difference between the methods on measures of immediate recall but a significant superiority for discussion on a measure of delayed recall.

Another study reported by McKeachie is that of Ruja (1954) whereby Ruja found that the lecture was superior to discussion as measured by a test of subject matter mastery in a general psychology course. McKeachie (1968, p.20)²³ says that English (1954), found no difference between a discussion class and a lecture class, not only in scores on the final examination in the course, but also in scores on an achievement test administered several weeks after the course had ended and in scores on a measure of tolerance. We would expect discussions to promote more active learning, as relevant evidence provided by Bloom (1953) and his colleagues at Chicago has shown

(McKeachie 1968, p.38)²⁴. They used recordings of classes to stimulate students to recall their thoughts during class. As predicted, they found that discussion did stimulate more active thinking than did lecture classes.

Beard (1971, p.13)²⁵ has reported a study carried out by MacManaway. In this study MacManaway confirmed the efficiency of lectures in comparing recall of lecture material and the same material learned by reading lecture scripts and notetaking. Reading and notetaking took considerably longer, but, in a test given a week later, students in both groups did about equally well. A third group who attended the lecture and made notes subsequently took still more time but did no better. According to Beard scientists regard lecture method as an excellent way to introduce and to open up difficult topics which students cannot undertake on their own. Again lecture method can be used when the school has outdated textbooks. In other words, lectures should fulfil three functions namely, to introduce the subject and set it in its context, to bring the textbook up to date and to provide discussion of problems and their possible solution.

However, Bloom in Encyclopaedia of Educational Research edited by Chester Harris (1960, p.851)²⁶ suggests that the worth

of the lecture method is dependent on the objectives of the instructor. If the instructor's objective is to transmit knowledge about some topic, the lecture method is an efficient method. However, if the objective of education is to develop problem-solving abilities and an attitude of inquiry then discussion is superior. This Taxonomy of Educational Objectives by Benjamin S. Bloom is better demonstrated by the theory of learning which states that learning in human beings takes place in three domains. According to Bloom these domains are cognitive, psychomotor and affective. What we are classifying in the domains is the intended behaviour of students - the ways in which individuals are to act, think, or feel as a result of participating in some unit of instruction. The cognitive domain is composed of objectives commonly referred to as knowledge, intellectual abilities and intellectual skills. It may also be described as including the behaviours like remembering, reasoning, problem-solving, concept formation and to a limited extent, creative thinking.

Affective domain is characterized by behaviour dealing with values, attitudes, beliefs and ideas. Though this internal consistency may not always be exhibited by the students towards whom the objectives are set, this consistency feature will always be a component of characterization objective.

The title of the category implies, these objectives are so encompassing that they tend to characterize the individual almost completely. Therefore the major research question is not whether the lecture method is more or less effective than the discussion method or other methods. Rather, the question should be - For what objectives is the lecture method, used in what way more or less effective than other methods ?

Gage, N.L. (1969, p. 1453)²⁷ summarizes a study conducted by MacKeachie comparing lecture and discussion. He says that since discussion offers the opportunity for a good deal of student activity and feedback, it could be (according to theory) and is (according to research results), more effective than typical lecture in developing concepts and problem-solving skills. However, because of the rate of transmission of information is slow in discussion classes, we would expect the lecture classes to be superior in attaining the objective of teaching knowledge.

Further research on lecture method shows that lectures delivered enthusiastically are more effective, stimulating and interesting. Gage (1969) talks about a study conducted by Mastin in which lectures were presented by 20 sixth and

seventh grade teachers on two different topics for a week. For one randomly chosen lesson, the teacher behaved so as to convey to the group "a feeling that he had an indifferent attitude toward the ideas and pictures being presented and towards the subject of the lesson". For the other lesson the same teacher conveyed the impression "that he was enthusiastic about the ideas and illustrative materials of the lesson and the subject covered by the lesson." In 19 of the 20 classes mean achievement was higher for the lesson taught enthusiastically. This shows that lectures become more effective, stimulating and interesting when presented in an enthusiastic manner.

Sister Chasas V.M. (1973, p.660 A) ²⁸ examined the relationship between teacher-student verbal interaction and critical thinking abilities using Flanders' Observation System. The types of interaction included lecture, discussion with broad questions and discussion with narrow questions. Results revealed discussion with broad based questions to be slightly higher than the other methods. Lecture produced greater achievement than discussion with narrow questions.

Furthermore, Gage (1969) continues to report a research carried out by Coats and Smidchens in which the lecture was delivered dynamically and statically. They used two ten-

minute lessons, each presented by two teachers in two ways.

- (a) Statically ("the static speaker read the entire speech from a manuscript. He made no gestures or direct eye contact and held vocal inflection to a minimum. However, he did speak with good diction and sufficient volume")
- (b) Dynamically ("the dynamic speeches were delivered from memory, with much vocal inflection, gesturing eye-contact, and animation on the part of the speaker").

A test immediately after the lecture indicated that "students did remember much more from the dynamic lecture than from the static one. This shows that teachers should be active when delivering lectures and they should keep eye-contact with the pupils so as to keep the class busy. These findings encouraged the researcher to find out about what our teachers do in classes, hence it led to the construction of an observation schedule which helped the researcher to observe what goes on in the classroom between teachers and pupils.

Another method employed by history teachers in schools is discussion. This method is characterized by much more teacher-student and student-student interaction. In a discussion, the learner has an opportunity to make his own con-

tributions, attempts to solve problems, make applications, evaluate others' ideas, receive confirmation and feedback. According to Gage (1969, p.1453)²⁹ it has been found that students in student-centred classes participate more and have greater responsibility for the determination, of the purpose, content, procedure and course of discussion. Generally, no consistent differences occur in knowledge outcome, but the student-centred classes yield greater gains in higher cognitive processes and in affective outcomes.

According to Gage, McKeachie carried out a research on the effectiveness of student-centred methods. In eleven studies significant differences in ability to apply concepts, in attitudes, in motivation and in group membership skills have been found between discussion techniques emphasizing freer student participation compared to discussion with greater instructor dominance. In ten of these the differences favoured the student-centred method. The eleventh had mixed results.

Good and Sikes (1973, pp.74-89)³⁰ also investigated whether subject matter being taught by a teacher had effect on classroom interaction. They found strong subject matter differences in quality and quantity of interaction indicating that Social Studies were generally related and discussion

oriented in comparison to maths classes which tended to be more focused on the learning of subject content. These findings prompted the researcher to investigate to what extent history teachers use discussion as a method of teaching history in Kenya.

The findings of the Cambridge History Teaching Today Group (1970)³¹ ^{physical} found that discussion as a method of arousing interest was considered by its advocates to be of vital importance. The report reads: "children like discussion and enjoy being involved". What reasons do history teachers in our school give for their choice of discussion as a method of instruction if at all the method is used in schools for teaching history?

According to Encyclopaedia of Educational Research edited by Chester (1960), Farley and Overton reported findings obtained in a fused programme of English and Social Studies in Grade XI. They reported a definite gain in the understanding of problems by students through the discussion method. From the cited studies one can conclude that group or class discussion gives students time to exchange ideas and to actively participate in learning.

Chaffer (1975, p.63)³² points out that Piaget, Taba and Bruner have all emphasized the value of co-operation

in learning. This can only be achieved in discussion groups and so they put more emphasis on discussion and question-answer techniques. It is felt that discussion helps the child to realize the value of his contribution by relating and comparing them to those of his peers.

Studies on note-taking show that those who are in its favour view it as time-saver for both students and staff. However, some teachers feel that giving notes to students is a way of training them to be active learners. Beard (1971, p.69)³³ says that 84 percent of Australian students liked duplicated notes because they found them closer to the course, more accurate than their own notes and useful in revision. However, Australian teachers were divided over the use of notes. Some regarded notes as spoon-feeding, an encouragement to 'swotting' from notes only and to passivity on the part of the students. Those who favoured the use of duplicated notes considered that they saved time for the lecturer, allowed him to digress profitably without leading his students to lose sight of the central argument, compensated for lack of suitable books or library deficiencies. Above is the description of the Australian situation and the reasons why teachers and pupils go for note-taking. The question in this particular study is - Do history teachers in Kenyan Secondary Schools go for note-taking as a method

of instruction and if they do, what justification do they give for its use?

Increasing evidence is available on the growth of the popularity of student centred method in history teaching abroad. These methods are commonly referred to as modern methods and they include discovery or inquiry/problem solving, dramatization and project methods. McCREE (1969, p.13)³⁴ points out that "learning by doing and learning by finding out' for oneself" are beginning to replace the old method of learning by listening and learning by being told. This change has also been felt important in Kenya, for instance the Kenya Education Commission Report (1964, p.63)³⁵ points out that not until our education is truly 'child-centred' will these difficulties of approach finally be overcome ---. No change of outlook on the part of our teachers will deeply influence teaching method than a shift of his attention to the child. This study is an attempt to investigate whether in history teaching we are moving towards child-centred approach. It was to remedy the limitation of traditional approaches to the teaching of history by providing a greater range of activities that these new methods were developed. Pupil participation is highly valued in any teaching and learning situation. It is believed that pupils recall best what they do themselves, hence teachers feel that active participation by pupils results

into better learning. The idea of facilitated learning is based on the interest of the child in engaging in an activity or inquiry. Experiments on student-centred teaching has been summarised by McKeachie (1968, pp.43-43)³⁶ as shown below.

One of the best known comparisons of student-centred and instructor-centred instruction is that made by Faw (1949). Faw's class of 102 students met two hours a week in discussion groups of 34. One discussion group was taught by a student-centred method, one by an instructor-centred method and one group alternated between two methods.

As compared to the instructor-centred class, the student-centred class was characterized by more student participation, no instructor correction of inaccurate statements, lack of instructor direction and more discussion of ideas related to personal experiences. Faw's major measure of attainment of objectives was in the intellectual area. Scores on the objective course examination based on the textbook showed small but significant differences favouring the student-centred method. In the area of major interest, emotional growth, Faw's method of evaluation was to ask students in the student-centred and alternating classes to write anonymous comments about the class. Generally Faw thought that these comments indicated

that the students felt that they received greater social and emotional value from the student-centred discussion groups than they would have from an instructor-centred class (McKeachie, 1968).

A very similar experiment was carried out by Asch (1951). Like Faw, Asch taught all the groups in his experiment. Three sections of about 30-35 students were taught by an instructor-centred method, half lecture-half discussion. One section of 23 students was taught by a non-directive method, quite similar to that of Faw. In Asch's experiment students in the student-centred class were allowed to determine their own grades.

However, Asch's results do not completely agree with Faw's. On the final examination in the course, students in the instructor-centred class scored significantly higher than members of the student-centred class, both on the objective and essay portions of the test. Note, however, that the student-centred class was specifically told that this examination would in no way affect their grades in the course and the two groups were thus probably not equivalent in motivation. Haigh and Schmidt (1956) found no significant difference in a similar comparison.

Asch's students, like Faw's had a different perception of their achievement from that shown by the course examination.

Faw's student-centred class did better on the course examination than the instructor-centred class section but thought they would have learned more if they had been in an instructor-centred class. Asch's students, however, rated the student-centred class higher than the instructor-centred class in helping them to learn the subject matter of the course even though they actually scored lower than the instructor-centred class (McKeachie, 1968, p.44)³⁷

Other experiments have also been carried out with negative results. For example, Johnson and Smith (1953) also found no significant difference between small "democratic" and large lecture classes in achievement test scores. No democratic class gave the course extremely favourable evaluations, while the democratic class tended to be less satisfied than lecture classes. Bills (1952) also found no difference in achievement between psychology classes taught by lecture-discussion versus student-centred method, but did find that the students in the student-centred class were significantly more favourable in attitude toward psychology. Maloney (1956) also found no differences in achievement between two types of discussion groups but did find gains in group cohesiveness, participation and other indices of effectiveness in groups in which the leader specifically aimed at establishing acceptance and other characteristics of the student-

centred group.

In eleven studies significant differences in ability to apply concepts, in attitudes, in motivation, or in group membership skills have been found between discussion techniques emphasizing freer student participation compared with discussion with greater instructor dominance. In ten of these the differences favoured the more student-centred method. The eleventh (Guetzkov, Kelly and McKeachie (1954) had mixed results. In Table 1, are listed some of the ways in which the student-centred method has been supposed to differ from the traditional instructor-centred class.

Table 1

DIMENSIONS UPON WHICH STUDENT-CENTRED AND INSTRUCTOR-CENTRED
METHODS MAY DIFFER

STUDENT-CENTRED	INSTRUCTOR-CENTRED
<u>Goals</u>	
Determined by group (Faw, 1947) Emphasis upon affective and attitudinal changes (Faw, 1949) Attempts to develop group cohesiveness (Bovard, 1951)	Determined by instructor Emphasis upon intellectual changes No attempt to develop group cohesiveness
<u>Classroom Activities</u>	
Much student participation (Faw, 1949) Student-student interaction (McKeachie, 1951) Discussion of students' personal experiences encour- aged (Faw, 1949) De-emphasis of tests and grades (Asch, 1951) Students share responsibility for evaluation (Ashmus and Haigh, 1952) Instructor interprets feelings and ideas of class member when it is necessary for class pro- gress (Axelrod, 1955) Reaction reports (Asch, 1951)	Much instructor participation Instructor-student interaction Instructor corrects, criticizes, or rejects erroneous or irrele- vant contributions Discussion kept on course materials Traditional use of tests and grades Instructor avoids interpreta- tion of feelings No reaction reports

Source: McKeachie, W.J. Teaching Tips, Michigan:
George Wahr Publishing Co. (1968) fifth
edition.

In the classroom situation, there is need to know: how much guidance should teachers give to children? The answer to this question is that children should be prepared to profit from learning experience. Brunner (1966, p.107)³⁸ suggests four ways of doing this in the classroom, by:

- (a) Encouraging them to believe they can solve problems
- (b) Helping them to be interested.
- (c) Helping them to find connections with what they are studying and what they know.
- (d) Giving them the skills related to the use of information and problem-solving.

The history teacher can do this by selecting interesting topics for pupils to carry out investigations about them in other sources like reading more books, consulting other teachers and exchanging ideas with other pupils.

According to Cronbach (1966, p.76)³⁹ discovery learning has different values for different children. He argues that discovery learning may be more useful to the negativistic pupils than to the more anxiously dependable children who may be paralysed by the demands of self-reliance. Basset (1970, p.43)⁴⁰ also comments that mere imparting of knowledge with too much participation may block the child's initiative in discovery, and yet non-intervention by the teacher may leave

the child bewildered and confused. Therefore, if history teachers in Kenya can resort to the use of discovery then they will be trying to achieve one of the goals of our education as stated by Ominde (1964, p.25)⁴¹ that education in Kenya is to:

produce men who can do things and create rather than report precisely what other men have done in the past. It is in this view that children have to be encouraged to find out through problem solving and inquiry approach.....

During such inquiries the teacher should consider the interest of the pupil for if the learner is given what he likes, he would put more effort into the study of the topic.

Project method has proved useful to both the history teacher and the pupils. The method allows the pupils to work on their own and encourages research and use of facilities like resource centres and libraries. Projects in history are investigations by pupils either individually or in groups into an historical topic generally using a number of sources. The project method is especially valuable in history where the teacher might give his pupils a list of famous leaders and ask them to select one and write short notes on his achievements.

Sheila Ferguson in New Movements in the Study and Teaching of History edited by Ballard M. (1970)⁴² says that the project method of teaching history is, in fact, training in historical research and, if well done, is more valuable than making children memorize large numbers of facts to re-gurgitate at examination. She continues to say that a successful piece of research can arouse the historical imagination of the pupil so that discoveries made in this way have more impact and last longer than ill-digested information learnt by heart and discarded when the examination is over.

This method has the advantage of developing self-reliance in children and encouraging them to work on their own initiative. This method if used in schools would help children become more responsible, hence the researcher got interested in finding out whether history teachers in Kenyan Secondary Schools encourage the pupils to work on projects in schools. Ferguson suggests that it is useful if part of at least one term each year in the lower part of the school is spent on topic work. She says that projects in the lower forms of the secondary school are valuable as a bridge between the informal and permissive methods of learning. Again Ferguson points out that the Steering Committee of the School's Council set up to investigate the value of the personal project in the CSE history examination concluded that while it presents challenges

to teachers it has many advantages. For the pupils 'there are the chances of following their own interests --- and, in the process, deriving the satisfaction of producing worthwhile piece of work, facing the difficulties of presenting a polished piece of sustained writing and using initiative and originality in production --- as well as demonstrating self discipline in compilation and completion to a deadline.'

The results of research on the effectiveness of the project method are not particularly encouraging. McKeachie (1968 p.57)⁴³ reports, a study done by Seashore (1928). His course consisted primarily of guided individual study with written reports on eight projects, each of which took about a month to complete. Final examination scores, however, were no different for these students than for students taught by the usual lecture-discussion method. Another study reported by McKeachie is that of Novak (1958) who carried out a study in a college botany course and found that students in conventional classes learned more facts than did those taught by project method. Similarly Goldstein (1956) reports that students taught pharmacology by a project method did not learn more than those taught by a standard laboratory.

The most favourable results on independent study were obtained in the experiments carried out at the University of

Colorado by Gruber and Weitman (1960). In a course in Freshman English in which the group met only about 90% of the regularly scheduled hours and had little formal training on grammar, the self-directed study group was significantly superior to control groups on a test of grammar.

During a survey conducted by the Cambridge Institute of Education (1970, p.27)⁴⁴ the teachers were asked how often they gave students project work either in group or individually. When the question was analysed it was found that 12% of schools did project at least once a month, 50% at least once a term, 30% at least once a year, 3% occasionally and 5% never. The inquiry found that the popularity and frequency of methods were governed by the availability of suitable books and materials of all kinds in the classroom in school and local libraries. The above findings show that the teachers interviewed used project method to some extent in their teaching since only 5% replied that they never use project method. These findings were in England and the researcher is not aware of any study in Kenya that has tried to investigate the use of project method for teaching history in lower secondary school. Hence, the present study undertook this investigation in our secondary schools.

Moreover, the inquiry by the Cambridge Institute of Education (1970) found that some teachers do not use project

method because they find it tedious for the weaker children and it is time consuming. They argued that these projects require great preparation to achieve worthwhile results.

Other development in history teaching has been the use of drama. Steel (1976, p.61)⁴⁵ recommends drama as a way of keeping the child engaged. Through drama children should develop their historical understanding while at the same time gain enjoyment and interest in their study. The use of drama must be regarded as one of the several ways of developing pupil's interest in history and of introducing him to the methodology of the subject. Steel argues that drama should play a major role in arousing the pupils' historical imagination. This can be achieved by organizing plays and giving pupils roles to play. Such activities are useful to the pupils for once they take part in plays and learn their roles properly, such accounts are easily remembered. Pupils gain through acting out the parts of the characters they study and through pursuing background research in order to set the scene for the play. The question that bothered the investigator is whether the history teachers in Kenya have realized the importance of drama so as to make use of it in their teaching. Therefore the task before the investigator is to find out whether history teachers make use of this valuable instructional method.

2.4 Technology and the Teaching of History

Educational technology has greatly enhanced the teachers' capacity to improve the pupils' appreciation of the past and to bring it to life. Another aspect of reform in teaching method is the stress on learning by expression. This idea is based on the assumption that active learning, is likely to be more effective than passive learning and that expressive learning increases concentration. This trend in teaching method can be illustrated by what Basset (1970, p.45)⁴⁶ says about modern classrooms:

--- children fill the rooms with their stories, paintings, graphs, models, whereas in traditional ways, they were used to working in books neatly labelled for a particular purpose.

These teaching resources are used to increase concrete observation. Like Basset, Mays (1974, p.19)⁴⁷ talks of floods of ideas concerning the teaching of history and says that there are many ways of teaching history attractively. This he attributes to the use of technology thus he says, model-making, and the introduction of original source to children --- pictures, films broadcasts --- considered undesirable --- are now not only freely used but considered essential to good teaching. Educational technology has enhanced the teaching of history by providing concrete aids to its teaching. This

has also improved the teaching of the subject by encouraging pupil participation in the teaching-learning process as the studies illustrated above show. Therefore in early years of secondary school there should be particular though not exclusive attention to those methods which emphasize a concrete and visual approach, and which attempt to bring the subject to life by using the experience and activity of the child.

Resources for learning and teaching history are data that students may use for learning. They make learning more interesting and, provide the children with practical experience through which they can develop skills and concepts. There are different types of teaching resources like software, hardware, and environment. Software or non-projected resources include the following; books, charts, posters, newspapers, chalkboard, pictures, photographs and flannel boards only to mention a few. These resources play different roles in promoting the teaching of history. For example, 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 software 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. Books provide relevant illustration, compact and economical materials. However, several factors affect the choice of these resources in the classroom. One such factor is relevance. The teacher should only use a picture or wall map if it is relevant to what is being taught. The age and language ability of the learner should also be considered before employing any of these resources. Moreover, academic standard of the class is of paramount importance when deciding on which software to use in the class.

Hardware or projected aids are other learning-teaching resources that the history teacher can use in his class to promote his teaching. Project aids help the teacher and pupils to see an illustration and an image of picture projected. Such projected pictures or image create lasting experience and recall of such events ^{are} easy. However, it is important to note that some of these projected aids are very expensive for the schools to purchase and maintain hence their unavailability in most schools. All the learning resources mentioned above assist in communicating the outside of events to the pupils in the class, hence they provide for life experience. From the studies cited in this chapter the investigator realized that they were all done in European countries and that the investi-

gator is not aware of any similar study done in Kenya. Although Shiundu (1980)⁴⁸ carried out a research on the status of Social Studies in Kenya, history included, he did not investigate into the methods used for teaching history in lower secondary schools in the country. Therefore, the present study investigated, into the methods used for teaching history in secondary schools in Kenya.

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CHAPTER THREE

RESEARCH METHODOLOGY

The preceding chapter described the literature review which formed the strategy and basis of the study. This chapter presents a description of methodology employed in the study. The researcher first read the relevant literature on teaching methods in Kenya and other parts of the world. After going through the literature on teaching methods, she began holding discussions with individual lecturers, secondary school teachers and University students about their views on teaching methods. During these preliminary visits the researcher had the opportunity to familiarize herself with the schools and the would-be subjects of the study. It was during this period that decision on what areas and population of the study was being considered carefully. The discussion with the teachers, lecturers and students provided very valuable information concerning teaching methods used in Kenya secondary schools. After this brief field experience, and literature review the objectives of the study were decided upon.

Draft questionnaires were made and given to University supervisors to go through. Similar questionnaires were also given to the researcher's colleagues for discussion purposes. Revision of the questionnaires followed and amendments were made until the final draft was approved. Since methodology covers a whole range of the pilot study, sampling procedures, description of research

instruments used, description of the main study and finally the procedure of administration and problems encountered during the field study, the researcher decided to present the above procedure as follows. It was planned to make the first part of the inquiry by questionnaire. After studying the procedure adopted in previous enquiries and consulting with others, it was decided to try out two questionnaires in a pilot study.

3.1 Pilot Study

In the pilot study two questionnaires covering 10 pupils and 3 history teachers from Hospital Hill High School in Nairobi were tried out. Classroom observation took place during this try-out in May, 1983 at the same school.

Purpose of the Pilot Study

The primary purpose of the pilot study was to test the appropriateness of the research tools or instruments that were to be used to review the problems likely to be encountered in the main study. In other words, the main purpose of this study was to find out whether there was ambiguity in the questionnaires and whether the scope of the included items was too restricted or too broad. The respondents were, therefore, asked to tick anything that they did not clearly under-

stand. The researcher was given permission to observe two history lessons during which she sat as a student and participated in the lesson. This was to make the pupils and the teacher concerned feel free and act in a natural way. During the pilot study, the following points emerged.

- (a) Most schools did not use radio as a medium of instruction and so items on radio were omitted.
- (b) The pupils feared the questionnaire might be an examination, and therefore, had to be assured it was not, so that they would answer honestly.
- (c) The pupils feared the presence of the observer, and therefore, had to be assured it was not an inspection of their participation in class.
- (d) Filling the questionnaires should not be done just before the school breaks, otherwise pupils and teachers fill in hastily and carelessly.
- (e) There is need to stress "silence" while filling in questionnaire because if respondents are allowed to talk, some may influence the others in their responses.

The comments made by both teachers and pupils helped the researcher in consultation with her supervisors, to draw up the questionnaires in their final form. Therefore, the information provided in the pilot study was used to design the final questionnaires for pupils and teachers.

After receiving back the questionnaires the researcher developed two tally sheets for data analysis and computation of results. Each tally sheet was developed according to the structure of the questions asked in the questionnaires. The results were then computed into simple percentages.

3.2 Subjects and Sampling Procedure

The Subjects

The study was limited to 34 history teachers and 800 pupils drawn from 20 secondary schools in Nairobi City and Siaya District. The pupils and teachers ^a come from three categories of schools namely, Harambee, Private and Government. Only history teachers teaching history to forms I and II were selected for the study. The 20 secondary schools were obtained from rural and urban settings. The major difficulty experienced was travelling to rural areas. Most of these schools are far apart from each other and the researcher had to spend two days in one school before moving on to the next one. Other

subjects that took part in the study were Inspector of History, lecturers, Kenya Institute of Education officials and Ministry of Education officials.

Sampling Procedure

For the rural schools, the researcher went to the District Education Officer and asked him to select 10 schools which were within Siaya District and keeping in mind the three categories of schools. Thus, the list of schools obtained from the District Education Officer consisted of Harambee, Private and Government schools found in that district. For the urban schools, the researcher decided to select the schools by herself since she was aware of the location of these schools. Many other schools were visited during this stage of the study to provide supplementary information through discussion and observation.

The questionnaire was administered using the following procedure. The general pattern in conducting research involved, first general introductory talk with the headteacher then the head of history department and his teaching staff. The headteacher and the staff were briefed on the purpose of the study and why their school was chosen for the study.

After explaining the purpose of the study and asking the teacher to co-operate during the administration of the questionnaires, the teachers were given their questionnaires ready for answering.

The problem of sampling was crucial in choosing the pupils to respond to the questionnaire. Pupils were selected from both forms I and II in every school visited. To select 800 pupils from the two forms in all the 20 schools, random sampling employed was adopted from Shiundu (1980, p.56).¹ Ballot papers enough for all pupils in each form with 20 of them stamped were placed in a box and each pupil asked to pick one. Those who picked stamped papers were selected for the study. This means that out of 40 pupils, 20 were from form I and the other 20 from form II. However, random sampling was not used in choosing the 34 history teachers since almost all the schools had a small number of history teachers teaching forms I and II. The pupils chosen for the study were then given the questionnaires to answer during which the rest of the pupils were kept in one separate classroom. The history teachers donated their lesson for this purpose meaning that the pupils had more than half an hour to fill in the questionnaires.

3,3 The Research Instruments

Pupil Questionnaire - Pupil questionnaire was developed on the basis of various instruments encountered in the literature review as used by various researchers. The questionnaire is a modification of the instrument used by Cambridge Institute of Education (1970)² which investigated the teaching of history to the 11-14 Age Group in England. The pupil questionnaire was a 20 item tool which required the pupils to tell how they are taught history. It also asked about their attitude towards the subject. It is noted that an effort was made to make the questions uncomplicated and not time consuming. The questions were both open and closed so that the pupils were given chance to express their views on the questions asked. Before embarking on the questions I explained to the pupils the purpose of the study and we both read the instructions together. The pupils were given enough time to respond to each question before the questionnaires were collected.

Teacher Questionnaire

The teacher questionnaire was a 34 item tool. It was open and closed questionnaire which gave the teachers the opportunity to express their views on the questions. This yielded a good response on the part of the teachers. The

purpose of the study was explained to the teachers before each of them was given a questionnaire to answer. Then the questionnaires were given to the teachers and left for three days to enable them to respond to all questions since it was a long questionnaire and demanded most of the teachers' time to think before answering the questions honestly. One problem experienced when administering the teachers' questionnaire was that some teachers misplaced their questionnaires, others had not filled in all the questions or that some left their questionnaires at home. This forced the researcher to give the teachers concerned new questionnaires and in some cases, the researcher was forced to urge the teachers to fill in the questionnaires so that she could take them along. This meant that the researcher had to wait until after the school breaks in the afternoon before taking the questionnaires.

Interview

Apart from the questionnaire, the researcher held discussions with the history teachers, heads of history departments in the schools visited, University lecturers teaching history, relevant Government Officials and Kenya Institute of Education officials. Interview schedule was constructed for the purpose of personal interviews with the above mentioned subjects whose findings were used to enhance whatever

data that had been collected by means of other instruments in the study. The purpose of the interview or discussion was to determine the resources available in history departments in the schools. Another purpose was to enable the teacher to express his views and suggestions about the methods used for teaching history and ways of improving the status of the subject. During such interviews the teachers were also encouraged to talk about the problems that face them in relation to the use of the methods recommended for teaching history by curriculum guide for secondary schools.

Other human resources that contributed to this study were subject inspectors, Kenya Institute of Education officials, University lecturers teaching history and the pupils. These people not only suggested better methods of teaching history in secondary schools but also criticised some of the methods employed in schools which they felt were responsible for the low status of the subject in our curriculum.

Their contribution to the study enhanced the information obtained from other research tools. However, a number of difficulties were experienced during these discussion or interviews. For example, some teachers were not free enough to talk about the methods they used in class after realising

that the researcher intended to observe the lessons. Another problem was time, most of these people could not spare enough time for discussion of the methods used for teaching history in schools. This forced the researcher to visit these subjects almost three times to ensure that all points raised were thoroughly discussed. Throughout the research there were hardly significant problems experienced in administering the questionnaire or conducting research in any other way either through discussion except for those problems mentioned above.

Observation Cum-Survey Schedule

This instrument was adopted from Shiundu (1980, p.158)³. The purpose of the observation was to try and find out how much facilities and learning resources materials are provided for teaching history. Secondly, what teaching methods teachers employ in actual classroom teaching and whether the teachers use stimulus variation techniques during their teaching. The use of this tool enhanced the findings of the study because actual or physical observation of what goes on in the classrooms was done by the researcher. Three schools were visited for the purpose of observation in Nairobi and another three in Siaya District. Schools visited for the purpose of observation belonged to all the three categories.

All together six lessons were observed during which the researcher sat in classroom with the whole class.

Hakemulder (1973, p.10)⁴ recommended that the classroom performance of untrained teachers be improved while they are at work by observing their teaching methods, noting their weaknesses and demonstrating improved methodology. This suggestion would be a good idea especially for a researcher, investigating into the methods used for teaching any given subject. Moreover, the observation of any teaching or lesson should not just be restricted to untrained teachers alone but also cover trained teachers so as to give a better assessment of the methods they employ in the classroom.

Hough (1970, p.6)⁵ defined teaching as behaving and that learning involves behaving. It follows therefore that behaviour which is characteristic of good teaching can be demonstrated by good and effective teachers. According to Ayot (1981, p.7),⁶ there is no way of identifying good teachers except through observation. He observes that the teacher must be made to think that observation or criticism, whichever the case, is for his own success rather than an examination of teaching methods, hence undermining his own

efforts.⁷ The researcher explained to the teachers the purpose of the observation and since learning facilities and resources were part of the things observed, the teachers were easily convinced that no investigation was being done on their teaching.

3.4 Description of the Main Study

The study was conducted in the City of Nairobi and Siaya District in Nyanza Province of Kenya. The work started by collecting information from 20 secondary schools in Siaya and Nairobi. In other words the sample represented rural and urban areas. Questionnaires were sent to 20 secondary schools in the area of the study. Draft versions of interview schedule and questionnaires had been sent out and these were then subsequently revised, edited and re-distributed as the agreed common instrument for data collection.

Some general comments on the region may help to place the schools in their social and geographical setting. The following types of area may be distinguished.

1. Rural Siaya District:- A relatively thickly populated area with secondary schools in every division. For historic reasons some of these are single-sex schools and old established so that there may be two aided schools, one for boys

and another for girls in the same division. Secondary education is offered in schools which include those run by the Government, Private Organizers as well as in Harambee community schools. Basically they are similar in their academic work in that they use the same centrally prepared and regulated curriculum. The National Council of Educational Objectives policies (1976, p.23)⁸ came to a conclusion that self-help movement in Kenya needs to be much more carefully guided and assisted so as to contribute efficiently to the totality of national development effort. Moreover, the government is to regulate the syllabi and curricula of private schools and to keep the public informed about their quality. This justifies the choice of the three categories of schools.

The City of Nairobi - the capital of Kenya hence has a number of important industries with concentration of population which is largely relative to the surrounding area. Particular local circumstances may have a bearing on the schools in the city. For example, the University of Nairobi and her traditions as the capital. All these would automatically place Nairobi over rural Siaya District in terms of facilities like public libraries, University libraries, National archives, museum and easy communication system. For the purpose of the present study the regions have been

taken as a whole - thus the sample represented rural and urban areas.

The reason for this choice was that Siaya District is better known to the researcher and therefore the subjects drawn from its population were thought to be likely to respond to the researcher more freely and willingly given the social problems of research in the country. For the similar convenience, schools listed in Table 2 were selected for the study and permission to use these schools and staff was sought from the headmasters.

Table 2

LIST OF SCHOOLS VISITED

SIAYA SCHOOLS	NAIROBI SCHOOLS
Yala High School	Upper Hill School
Rangala Girls School	Jamhuri High School
Ambira High School	Ngara Girls School
Jera High School	Kabete High School
Yenga High School	Kangemi High School
Rangala Boys School	Sharda High School
Nyanza Christian School	Arya Girls School
Jubilee High School	Aga Khan Academy
Sega Girls School	Uthiru Secondary School

Personal visits were made to the schools during which the researcher met the Headteachers of the school that took part in the study. These visits followed no set pattern as the researcher was herself acquainted with the schools and the staff. During this period, the aim of the study was explained to the headteachers and why their schools were chosen to take part in the study. For example, the researcher had to explain to the various heads of the three categories of schools why they were chosen. For instance, she had to explain to the teachers that the study covered all the three categories of schools existing in the country. Therefore, when the researcher was in a Harambee school she had to explain to the headteacher and history teachers that the study was investigating into the methods of teaching history in secondary schools in Kenya and that his school, being a secondary school was included for that purpose. The same procedure and similar reasons were given to the heads of Government and Private schools visited.

After explaining the aim of the study to the headteachers and history teachers, the researcher requested permission from the headteacher to use Forms I and II pupils in his school as the sample of the study. An appropriate date was then decided upon between the researcher and the teachers con-

cerned before the administration of the questionnaires and observation of the lessons could be carried out. The researcher left it to the teachers to decide on a date that could suit the use of both Forms I and II. This meant going through the class timetable to choose a day when both forms had history lessons. This was not just suitable for the researcher alone but also for the teachers and pupils who were asked to surrender their lesson.

When the researcher returned to the schools, the teachers concerned had already arranged with the classes to be used. First of all, the researcher and the teachers concerned went to the classes to randomly select the pupils for the study. The procedure used for sampling has been described above. After deciding on the sample, the two groups of pupils from both Forms I and II were put in one classroom to answer the questionnaires. But before embarking on the questions, the researcher and the pupils carefully went through the instructions in the questionnaire. The pupils were asked to remain quiet throughout the lesson so that there was no influence in their responses.

The teachers were given questionnaires and allowed to keep them for three days. This gave them enough time to res-

pond to all the questions. An additional time could be given to those who failed to fill in all the questions within three days provided. However, it proved time-consuming for the researcher to go back to the schools and sometimes to wait for those who either misplaced their questionnaires to fill in new ones or those who had not filled theirs at all.

Another research tool used for data collection was observation cum survey schedule. Observation was done with the consultation of the history teachers taking those classes and arrangement were made as to when to visit and observe the lessons. Moreover, instructional materials used for teaching history were also observed during such visits. This meant that earlier arrangements were to be made with the heads of history departments to allow the researcher to view their resources.

Six lessons were observed altogether meaning that three lessons were observed in Siaya District in the following schools, Rangala Boys School, Segal Girls School and Jubilee High School. While in Nairobi the following schools were visited for observation of lessons - Ngara Girls School, Kabete Harambee School and Arya Boys School. During the

observation, the researcher decided to observe at least a lesson from each category of school as shown above.

The researcher was introduced to the class by the teacher who explained to the pupils that she was also a student like them and had come to learn. This technique was used so as to assure the pupils that the researcher was not an inspector of school or any other education officer who had come to supervise their lesson. To make the pupils feel free, the researcher sat with them and participated in the lesson. After class observation, the history teacher showed the researcher the materials they had for teaching history. Some schools had history rooms used specifically for teaching history while others used the normal classroom but kept the materials or resources in the stores. Since the purpose of the observation was to try and find out how much facilities and learning resource materials are provided for teaching history, the visits to these stores provided very valuable information to the study.

Discussion or interviews were held with history teachers and heads of history departments in the schools. If time provided, the researcher held discussion with the teachers and heads together but whenever it was not possible, the re-

searcher held discussion with individual teachers. It was very encouraging to hold discussion with more than one teacher as this provided a situation for argument for or against the use of some particular methods. Again such a situation gave the teachers the opportunity to expand on some of the information or issues given in the questionnaire. It also provided an opportunity for criticism, suggestions and solutions to the use of some teaching methods. During the discussions lists of questions arising from the replies received were always prepared. Where possible the researcher was allowed about ten minutes to discuss with the pupils about the methods teachers use for teaching them. During such discussion with the pupils the researcher asked them to list down the methods they feel comfortable with when they are being taught history. This provided supplementary information from the pupils' part.

Finally, an analysis of data collected from both teachers and pupils as well as other relevant subjects were processed and summarised in the form of tables of frequency distribution. Those tables are found in chapter four which is based on analysis and results of the study.

3.5 Field Administrative Problems

There were few but significant problems experienced in

the administration of research tools in the schools. For example, it was very difficult to find all the questionnaires answered by the teachers. This meant that the researcher had to give more time for the answering of the questionnaire and this proved time-consuming and meant more visits to the schools than had been anticipated by the researcher. Moreover, it proved very difficult to get some subjects for interview purposes. Some of the subjects, particularly Ministry of Education officials did not keep to the appointments and so the researcher had to make another appointment to see them. Another problem encountered during the field study was that the pupils were very suspicious about the researcher sitting in the classroom with them. However, this problem was solved by assuring the pupils that the researcher was still a student and was studying just like them. It also proved difficult to get more than one teacher for discussion purposes and so the researcher was forced to hold discussion with individual teachers although it was felt that discussion with either two or three teachers would have provided a variety of reactions and information.

Apart from the above mentioned problems, there were hardly significant problems experienced in administering the questionnaires or conducting research in any other way either through discussion or getting information where they were available.

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CHAPTER FOUR

ANALYSIS AND PRESENTATION OF DATA

This chapter deals with the results and findings of the study. It focuses on the presentation and analysis of data derived from the teachers and pupils and summarized in the form of tables of frequency distribution. Included in this chapter is also the analysis of responses obtained using the other two research instruments namely, interview and observation schedules. Moreover, attempts are made to provide some answers to the research questions posed for this study. The following are research questions asked:

- i) What methods of teaching history are prevalent in lower secondary schools in Kenya?
- ii) What method of teaching history is most popular among history teachers and why is it popular?
- iii) What methods of instruction are likely to make history an interesting subject to teach and learn?

- iv) What factors hinder the use of some teaching methods?
- v) Do history teachers organise any historical trips as a way of promoting the teaching of history in their schools?
- vi) What instructional media are used for teaching history in lower secondary schools?
- vii) What problems do pupils face when making notes from textbooks?
- viii) Do harambee teachers use more lecture method than other methods?
- ix) What teaching methods are most popular among private school teachers?

The teachers' responses on personal data were examined according to the following variables: age, sex, experience and educational qualifications as shown in Table 3.

Table 3

TEACHERS' PERSONAL DATA

Age	N.	%	Sex	N	%	Experience	N.	%	Qual
- 29	14	41	Male	16	47	- 2 years	12	35	Unt
30 - 40	18	53	Female	18	53	2 - 5	5	15	Sl
41 - 50	2	6				6 -10	8	23	Sl
51 - 60	-	-				11 -15	5	15	Dip
60 +	-	-				16 +	4	12	B.E M.A M.E
TOTAL	34	100		34	100		34	100	

4.1 Analysis and Results

The analysis of the responses on teaching experience indicates that the majority of the teachers were those with the longest experience in teaching. It is noted that about a half (50%) of the teachers had taught for over 6 years, about a half (50%) had taught for a period ranging from 2 to 5 years.

The results further show that the teachers of history in secondary schools are drawn from almost all the existing types of teachers in terms of professional qualifications. The majority of the teachers are those with the highest professional qualifications.

The analysis of the responses on sex distribution indicates that 53% of the sample were female while 47% were male. This is a good sign because both sexes were involved in the teaching of history and that neither sex dominates the other (Table 3, p.85).

Results on age of the teachers show that 41% were aged below 29, 53% were between 30-40, 6% were 41-50 while there was no teacher aged 51 and above. The results indicate that more than half (53%) of the teachers are very mature

persons and that 41% are in their prime age and therefore should be able to handle the subject properly.

Table 4.

TEACHING LOAD PER WEEK

Lessons	N.	%
0 - 20	6	18
21 - 30	23	67
31 - 40	5	15
40 and above	-	-
TOTAL	34	100

Teaching load plays a very important role in the life of a teacher and his teaching experience. It can influence his teaching performance and hinder proper teaching, if it is too loadsome. D.N. Sifuna (1975, p.89)¹ observed that heavy teaching could seriously frustrate the efforts of a primary school teacher who might be genuinely interested in promoting modern activity methods to teaching.

Results in Table 4 reveal that 67% of the history teachers interviewed had 21-30 lessons a week while no

teacher taught more than 40 lessons. Only 18% had less than 20 lessons a week. About 15% had 31-40 lessons meaning that most history teachers had lessons ranging between 21-30 which is normal in most schools. No teacher complained of overloading.

Pupils' attitudes were measured along the following dimension:- The items used to measure this dimension were item numbers 4, 6, 7 and 8 in the pupils' questionnaire (see Appendix B). The liking of a subject can be measured by the amount of time pupils would like to spend on it in the school and also their opinion on the subject and teachers taking them in these subjects. The items in this dimension measured the value pupils place on history teachers and the subject. The data reveal that a majority of the pupils support history and their attitudes towards history is favourable as shown in Table 5.

Table 5 presents results of pupils' opinion about their history teachers. 50% feel that their history teacher is friendly while 40% felt that their teacher is cheerful. If these responses are put together, it would mean that 90% of the pupils feel that their teacher is friendly and cheerful. This reflects the pupils' positive attitude towards their teacher. While only 10% feel that their teacher is either cruel or dull.

Table 5

PUPILS' ATTITUDE TOWARDS HISTORY

Opinion about teacher			Feeling during history lesson			Freque
	No.	%		No.	%	
Friendly	380	50	Happy	573	76.4	Once a
Cheerful	297	40	Bored	177	23.6	Once a
Cruel	50	7				Before examin
TOTAL	750	100		750	100	

Table 5 also reveals that while 76.4% of the pupils in the sample feel happy during their history lesson, 23.6% feel bored. This gives a good picture of their liking the subject. Presented in the same table is frequency of reading history notes by pupils. 33% read the subject once a week while 60% read it before a test or examination. Those who read it once a term constitute only 7%. Therefore the results from Table 5 dealing with the liking of history by the pupils portray a very positive attitude towards the subject by the pupils.

Table 6

METHODS PUPILS USE FOR MAKING NOTES

Method	No	%
Dictation	120	16
Textbook	150	20
Chalkboard	450	60
Friends' Notebook	30	4
TOTAL	750	100

Results in Table 6 show that 60% of the pupils make notes from the chalkboard. This picture would imply that

most history teachers provide summarized or full notes for their pupils. There is less dictation and use of textbooks for notemaking among pupils of forms I and II for only 6% and 20% use the methods. This may be due to pupils' lack of experience in taking notes from dictation and textbooks. It may indicate that history teachers feel that dictation of notes is not good at this level and so they take to chalkboard which can be used to summarize notes for pupils. Not more than 4% rely on friends' notes.

When pupils were asked to list down problems they experience while making notes from textbooks, the following problems were cited:

- i) Language used in the textbooks - some vocabulary words or historical concepts were difficult to understand.
- ii) It was not easy for the pupils to summarize notes from the textbooks.
- iii) Few textbooks in class, so some pupils had to wait for the others to finish.

Table 7FREQUENCY OF PREPARING NOTES BY HISTORY TEACHERS

Frequency	No	%
Prior to lesson	15	44
Weekends	18	53
When need arises	1	3
TOTAL	34	100

53% of the teachers prepared notes during weekends (Table 7) while 44% of the teachers did so during their own time prior to the lesson. Only 3% indicated that they prepared notes when need arose. The results from the table show that the majority of the teachers prepared their notes well ahead of time as in the case of those who did so during the weekends.

Table 8INSTRUCTIONAL ACTIVITIES USED BY HISTORY TEACHERS

Activity	No.	%
Chalk and Talk	13	38.2
Dramatization	2	6
Audio-Visual Aids	10	29.4
Discussion	9	26.4
TOTAL	34	100

Table 8 presents results on instructional activities used by history teachers. The teachers were asked to list down the instructional activities they use and also give reasons for the use of these activities.

On chalk and talk, 38.2% of the teachers said that the activities is suitable because concepts can be easily simplified using illustrations on the chalkboard and that a topic can be easily summarized and preserved on the board. Dramatization was found to be the most unpopular activity as only 6% of the teachers responded that they use the activity. Reasons given for its unpopularity are that it is time consuming, needs proper and thorough preparation on the part of both the pupil and the teacher, and inadequate space for staging plays. Those who went for audio-visual constitute 29.4%. They contended that pupils understand the subject much better when they are made to participate in the making of posters, charts and drawing maps. This activity increases their participatory experiences and enables them to appreciate their role and own work. It also simplifies the textbook. Since the pupils like to see, feel, hear and retain what they learn, the activity keeps them occupied throughout the lesson.

Almost equally popular instructional activity to audio-visual aids is discussion. 26.4% of the teachers responded that this activity provides an opportunity for pupils to exchange ideas. It encourages class participation and thorough investigation before the class meets for topic discussion. It also keeps the pupils occupied throughout the lesson.

Table 9

HISTORICAL TRIPS ORGANIZED BY TEACHERS

Trips	Nairobi		Siaya	
	No.	%	No.	%
Yes	10	100	1	10
No	-	-	9	90
TOTAL	10	100	10	100

Results in Table 9 show that Nairobi teachers have organized more historical trips than Siaya teachers because 100% of the Nairobi schools said that such trips had been

organized while only 1 or 10% of the schools in Siaya had gone on such a trip. Perhaps this reflection could be attributed to environmental settings of the schools, administrative problems, teachers' attitude towards such trips, communication problems and lack of finance. Whatever the case, Nairobi fared well because it enjoys a good number of facilities like the National Museum, archives and easy communication much more than Siaya.

Another question put to teachers was how their pupils felt after the trips. To this they said that their pupils felt that such trips should be encouraged. They asked questions related to what they saw during the trip and they were happy with the trip. Discussions with teachers revealed that they (teachers) felt that historical trips not only got the pupils away from the classroom, but also gave them actual first hand contact with data in the course area. They expressed the hope that such concrete experiences should be more effective and meaningful in promoting learning than the more abstract presentation of a lecture or textbook because such trips remained in the memory of pupils for a long time. However, teachers expressed the fear that lack of enough funds to organize transport and lack of co-operation on the part of some school heads

hindered the organization of historical site visits.

Additional question on historical trip asked the teachers to say where he/she took the class for a site visit. It was interesting to note that almost all schools in Nairobi had visited the National Museum, other sites visited included Orlegessalle, Hyrax Hill in Nakuru, Fort Jesus in Mombasa. The only school in Siaya that went on a trip visited Kisumu Museum.

Table 10

METHODS OF TEACHING HISTORY IN THREE CATEGORIES OF SCHOOLS

Method	SCHOOL CATEGORIES					
	Harambee		Private		Government	
	No.	%	No.	%	No.	%
Lecture	6	100	8	67	10	67
Discussion	4	66.6	10	83.3	12	80
Notemaking	2	33.3	8	67	8	50
Notetaking	4	67	7	58.3	7	44
Dramatization	1	17	4	33.3	3	20
Project	-	-	3	25	2	13.3
Creative Writing	-	-	1	8.3	-	6
Source Material	-	-	3	25	1	7
Local Material	-	-	3	25	2	13.3
Role Play	-	-	1	8.3	-	
Others	-	-	1	8.3		

Results in Table 10 were drawn from teachers of those categories of schools namely, Harambee, Government and Private. The methods were listed down for every category of school and percentages worked out according to the number of teachers per school category. For example, Harambee schools had six teachers and all the 6 teachers interviewed indicated that they used lecture as a method of instruction hence the result was 100%. The same applied to private schools where 12 teachers were interviewed and the percentage worked out revealed that 67% of the teachers used lecture.

A similar procedure was employed to work out the percentages in Government schools which consisted of 16 teachers and the results showed that 67% of the teachers use lecture method. The same procedure was used to calculate the percentage of teachers who used the other methods listed in Table 10. It was interesting to note that the discussion method remained top in both Private and Government schools while lecture emerged top in Harambee schools. Another interesting observation was that lecture, discussion, notemaking and notetaking proved very popular among the history teachers from all the three categories of schools. However, it was noted that methods such as dramatization, projects, creative writing, use of local and source materials,

role play were rarely used in the schools visited.

In Chapter One the researcher made the following assumptions:

- i) That the teacher qualification can influence his attitude to new changes. It was assumed that the highly qualified teachers would prefer to use modern methods than the less qualified teachers, hence professional qualification would have effect on the choice of methods used by the teachers.

- ii) The younger and less experienced teachers would reveal more favourable attitude towards new methods than old and experienced teachers.

These assumptions were tested using information provided in the teacher questionnaire. Tables 11, 12 and 13 present data obtained from the teacher age, experience, professional qualification and methods.

Table 11AGE AND TEACHING METHOD

Age	Heuristic		Expository	
	No	%	No	%
- 30 years	6	18	10	29
30 - above	8	23	20	29

Results from Table 11 show that the defenders of conventional or expository methods were more likely to be found among both young and old teachers because 29% of the teachers below the age of 30 responded that they used expository approach and another 29% of the teachers aged 30 and above also said that they used conventional methods. What was interesting to note was that only 18% of the teachers below the age of 30 said they employed heuristic approach to their teaching. Another 23% of the teachers above the age of 30 indicated they used heuristic approach. The above data show that age does not influence the method used by the teacher as the researcher assumed.

Table 12PROFESSIONAL QUALIFICATION AND METHOD

Professional Qualification	Heuristic		Expository	
	No.	%	No.	%
Untrained	-	-	8	23
Sl	1	3	1	3
Sl Approved	1	3	2	6
Dip Education	-	0	2	6
Bachelor of Education	3	9	6	18
B.A Diploma in Education	4	11.64	3	9
M.A.	1	3	2	6
TOTAL	10	29.64	24	71

Table 12 shows that only 3% of the teachers with a Master of Arts Degree indicated that they used heuristic approach while 6% favoured expository approach to teaching history. 18% of the teachers with Bachelor of Education degree employed expository approach in contrast to 9% of the same category of teachers who showed that they use heuristic approach. It is interesting to note that the history teachers despite their qualifications favour the expository approach to teaching history. This kind of attitude could

be due to the nature of the subject which forces the teacher to resort to expository methods. Moreover, it could be due to shortage of learning-teaching resources available in the school which would force the teacher to rely on either one or two teaching aids and one teaching method.

It was only among Bachelor of Arts Degree holders with Diploma in Education where a majority of teachers (11.64%) against (9%) showed a favourable attitude towards the heuristic approach to teaching. However, in other cases it was noted that a larger percentage from qualified teachers favoured expository approaches. In other words, it can be said that a teacher's qualification has no significant effect on the methods used by the teachers.

Table 13

EXPERIENCE AND TEACHING METHOD

Experience	Heuristic		Expository	
	No.	%	No.	%
5 years	6	18	12	35
6 - 10 years	3	9	4	11
11 and above	6	18	3	9
TOTAL		45	19	55

Table 13 presents results from the teacher's experience and his method of teaching. Some unexpected and expected findings emerged from the analysis. It was interesting to note that the teachers who had a minimum of 5 years' experience used more (35%) expository than heuristic approach to their teaching. What was unexpected was the fact that these teachers who have not been in the field for so long could opt for expository approach to teaching history. It was thought that since these teachers had their training recently compared to those who have taught for over ten years, they would show a favourable attitude towards heuristic or modern approach to teaching history. What was more surprising was that the more experienced teachers (11 years and above) indicated a favourable attitude towards heuristic approach as 18% of the teachers indicated they employ heuristic approach in their teaching. However, this may be due to their long experience in the teaching profession which enables them to vary their teaching methods.

Table 13 also reveals that the less experienced teachers do not favour new or modern methods as was assumed by the researcher. In fact the old and experienced teachers seemed to have shown a favourable attitude towards modern methods as the results in the table show.

Table 14FREQUENCY OF CLASS DISCUSSION HELD BY PUPILS

Frequency	No.	%
At the end of every lesson	35	5
Once a week	250	33
Every two weeks	297	40
Once a term	100	13
Never	58	8
No response	10	
TOTAL	750	100

Another means of capturing and maintaining the pupils' interest in history could be the existence of discussion in the class. Therefore, to what extent were pupils in Forms I and II expected to hold class discussion? McKeachie (1968, p.41)² commenting on discussion points out that participation in discussion gives students an opportunity to gain recognition and praise which should, according to learning theory, strengthen motivation. Table 14 shows that 40% of the teachers catered for class discussion every fortnight, while 33% did so weekly, 13% once a term and 8% never held discussions. Those who held discussions at the end of the lesson constituted only 5%.

Further discussion with the history teachers on class discussion revealed that it was difficult to maintain such discussions as some pupils are shy to talk. Another factor that affected class discussion was language problem among the pupils who cannot express themselves properly. The teachers indicated that although class discussions made the lesson and topic lively, their organization demanded a lot on both the teacher and the pupils who need to do thorough investigation into the topic of discussion. This fact is reflected in the results presented in Table 14 where a majority of the pupils held class discussion every fortnight.

Moreover, the teachers revealed that lack of proper organization for a class discussion can very much affect the topic of discussion. One teacher maintained that pupils can become unruly and difficult to maintain class discipline if the teacher has not made proper arrangements. They suggested that before any class discussion, the teacher concerned should give the pupils enough time to investigate into the topic of discussion. He should also arrange with the pupils to organize their work in such a way that some members of the class will oppose the points presented while others should agree with the facts. Reasons for and against the topic should be highlighted during such discussion.

However, the pupils indicated that class discussion required a lot of time and concentration before any active participation can be achieved. The pupils further agreed that it was during such class discussions that the teacher gave them enough time to be heard or to participate in the teaching-learning process.

Table 15

TEACHERS' VIEWS ON HISTORY AS A SCHOOL SUBJECT

Views	No	%
Tedious	3	9
Time consuming	7	20
Dull	2	6
Interesting	22	65
TOTAL	34	100

The figures on Table 15 produced results obtained from teachers' reply to a question asking them to say how they view history. It is interesting to find that although 20% of the teachers find history time consuming, a larger percentage (65%) said that it was interesting. Only 6% found the subject dull while another 9% felt that it was tedious. The results above indicate that the majority of history teachers found the subject interesting to teach and this may indicate favourable attitude towards the subject.

The results from Table 15 portray a very positive attitude towards history by the history teachers. This finding is very important to both educators and teachers concerned with the teaching of the subject as it has been claimed by some historians that history is losing popularity in our schools (Ochieng' W.R. 1979, p.12). Such a portrait by the history teachers show that there is marked improvement in the teacher attitude toward the subject.

It is interesting to note from the table that very few, only 6%, find the subject dull while the other 29% either find it time consuming or tedious. What is important to note is the fact that although these teachers find the subject time consuming or tedious, they did not indicate that it is dull or boring. It can therefore be said that 65% of the history teachers interviewed portrayed a favourable attitude towards the subject and that those who found the subject tedious or time consuming did not indicate that history is dull and therefore a boring subject. This is a good sign among the teachers of history for although some find it tedious and time consuming, they can still spare their time to learn and teach the subject which shows that there is some interest despite the fact that it is tedious and time consuming.

Table 16WHEN PUPILS PREFER THEIR HISTORY LESSON

Session	Pupils	
	No	%
Morning	591	78.8
Afternoon	159	21.2
TOTAL	750	100

Results in Table 16 show that 78.8% of the pupils interviewed preferred to have their history lessons in the morning while 21.2% felt that history lessons should be held in the afternoon. A similar question was asked to the teachers during the interview and a number of teachers felt that history should be held in the morning. However, according to most schools, history lessons appeared to be common in the afternoons. Asked why this was so, the heads of departments responded that the administration gave priority to Science, Mathematics and English, which they claimed needed fresher minds.

Those who wanted history in the morning indicated that the subject required them to remember most of the facts and

dates and therefore should be taught in the morning before other subjects. They claimed that some historical events require the teacher to narrate everything and also to relate it to what is happening today. As a result the pupils felt that it would be wise to have history lessons in the morning when the pupils' minds are still fresh and eager to learn.

They claimed that if such narrative topics or events are held in the afternoon when the pupils' mind is already full of other things, it becomes so difficult to concentrate. One teacher commented that history is not actually a dull or boring subject to teach or learn as we have been made to think. It is the school administration and the Ministry of Education which have forced this belief into both pupils' and teachers' minds by giving science subjects a priority hence the decision to have science lesson in the morning. In fact it is the science subjects which are practical in nature that should be held in the afternoon as the pupil is kept occupied throughout.

This urge by the pupils to have their history lesson in the morning is portrayed in Table 16 where over three-

quarters (78.8%) expressed the wish to have history taught in the morning.

4.2 Methods

More detailed consideration was given to each of the methods listed in the tables as a means of introducing comments which teachers made and their effectiveness. This information was obtained from discussions or interviews held with the teachers.

4.2.1 Discussion

Discussion was found to be very important by the teachers. They used it to arouse interest in the pupils. Among other reasons given for its importance and effectiveness was that it encouraged class participation and enabled the pupils to share and exchange ideas.

Moreover, discussion encouraged pupils to investigate about the topic to be discussed before the class met. This according to some teachers proved to be of vital importance as it prepared them for more thorough and serious work in form three. Such investigations by the pupils also enabled them to read various sources or books for the answer. Retention of such kind of investigation

was usually very high among pupils who seriously do their work.

However, the teachers expressed much anxiety about the difficulty of initiating and sustaining discussion. They felt that some pupils were too shy and reluctant to participate in active discussion. This they said disappeared after sometime if such discussions were regularly held.

A number of teachers interviewed felt that for any discussion to succeed, it is important for both the teacher and pupils to carry out thorough investigation into the topic before the actual discussion in class takes place. Hence the teachers found that discussion offered the opportunity for a good deal of student activity and feedback. Discussion was found to be popular because the teacher got prompt feedback on how well his objectives were being achieved.

4.2.2 Lecture

Lecture as a method of teaching history ranked second among other methods. Lecture was chosen for the reason that it provided information from various sources

within the limited time allocated for the teachers. Thus the teachers felt that lecture was not time consuming. The teachers argued that students pay more attention to an outline they copy from the chalkboard. This they said proved more effective particularly if the teacher placed some outline on the chalkboard during the lecture.

However, in most of the discussions with the teachers on this subject it was stressed that, though the pupils remain passive learners in most cases, the brief outline on the chalkboard during the lecture keeps pupils attentive.

In spite of the general enthusiasm of history teachers for this method, support was mingled with some warnings. The teachers expressed their fear of rushing to complete the syllabus by using lecture as the most convenient method. Moreover, they felt that lecture leaves the majority of the pupils passive as there is little opportunity for pupils to receive knowledge of their progress or feedback except through tests that cannot be done after every lesson. Other warnings from the teachers were that the lecture encouraged the pupils to depend on the teacher and that the teacher was seen as the authority of

the subject. Again teachers felt that lecture as a method was not good for Forms I and II pupils where attention span was limited. One teacher argued that it is the nature of the subject that has encouraged the teachers to use lecture method. There was also regret that the pressure of examination together with the parents and headteachers to cover the syllabus has led to the use of lecture.

4.2.3 Notemaking

Notemaking was generally interpreted as writing notes from various sources by the pupils with either the help of the teacher's guidelines or without. Over half of the teachers interviewed said they used notemaking during their lessons. Reasons given for its effectiveness included the following: that it encourages pupils to read more books so as to get information required. Hence it encouraged research work by the pupils. Again the method provided the pupils with the opportunity to acquire skill of writing and organizing their own notes. Pupils find it easy to recollect their own notes. The method also encourages pupils to read and select facts from mere stories hence they learn the art of summarizing their notes.

Just like other methods the teachers expressed fear of relying on notemaking as a method of teaching history.

Some teachers spoke of the strain which could be imposed on children by teachers' demands for good notes. Moreover, some vocabulary words or historical concepts can also bother the pupils and this may lead to change of attitude towards the subject. Another problem with notemaking is that some pupils lack the language to express themselves in writing and if this is not checked or marked by the teachers, can lead to serious problems later. Some teachers are lazy to mark pupils' notes and this would mean that pupils remain with bad or poor notes which can be reproduced at examination time. Another serious problem that teachers expressed was the shortage of good books or learning resource materials. Without such facilities the teachers cannot rely on this method wholly as few books may not be enough for the pupils. Moreover, if the school has no proper library the use of this method is not only a problem to the pupils but also teachers alike.

4.2.4 Notetaking

Notetaking as a method of teaching was considered to be of vital importance. Like notemaking, this method is also widely used by history teachers. Teachers felt that it was a very effective method of teaching because pupils can read their notes whenever they like. Such

notes given by the teachers were always appreciated by the pupils. They are good for revision purposes for both the teacher and the pupils. Some teachers argued that perhaps pupils pay more attention to an outline they copy from the chalkboard than one given to them ready printed.

Some teachers spoke of lack of initiative on the part of the pupils if they realize that the teacher was going to provide notes. Hence the method does not encourage pupils to read other sources for information. Another danger with notetaking is that the pupils get tempted to cram the notes since they are provided by the teacher and regurgitate them at examination. However, the teachers felt that the pupils should be given short guidelines to help them making their own notes if the books are available so as to discourage them from cramming and reproducing the teachers notes later.

4.2.5 Dramatization

Dramatization encouraged pupil participation and made the pupils feel part and parcel of the teaching-learning process. Again it was pointed out that drama is humorous, keeps the class active and makes the learning

interesting. Events dramatized are easy to recall and pupils retain what is learned for a long time.

Despite the fair degree of importance attached to dramatization, as a means of stimulating interest among pupils in the lower forms of secondary schools, the visits made to schools revealed no example of the use of dramatization in the teaching of history.

Other methods employed by the history teachers but not widely used are projects, use of local and source materials, question and answer method and imaginative writing.

Projects were not among the most popular methods of teaching history in lower forms. However, those who use it said that it makes the pupils involved and encouraged them to read more books for information hence it encouraged pupils to investigate. Again it was pointed out that during such projects pupils felt part and parcel of the teaching-learning process. Teachers felt that some projects were too tedious for the weaker children who are not capable of extracting information for themselves from books. Not all projects were concerned with extracting

information from books. In two schools in the sample pupils displayed their projects in history room and in their classroom. Such projects included posters, time-charts, portraits of leaders and their achievement, collection and compilation of pictures from different newspapers.

Local and source materials are rarely used in schools. The use of source materials usually related to local history was closely linked with resources such as archive visits or similar equipment and therefore proved very unpopular because of lack of such resources. It was linked too, with such matters as local visits and with archival and museum services available in the area. Unfortunately rural schools which were part of the sample for this study are so far away from these facilities. As a result only 10% of the schools visited in rural areas have made use of the museum while 90% of urban schools made such visits. Finance also plays an important role in such visits and hinders some schools from organizing them.

Table 17FREQUENCY OF MARKING PUPILS' NOTEBOOKS BY HISTORY TEACHERS

Frequency	No.	%
At the end of every week	3	9
Once a month	17	50
Once a term	14	41
TOTAL	34	100

The purpose of question 30 was to ascertain how often pupils' notebooks were being marked. Marking pupils' notebooks is important as it provides the teacher with knowledge of how his pupils are making their notes or whether the notes taken as guidelines in the chalkboard or through dictation or whatever method used to provide notes to pupils is adequate. It also provides an opportunity for the pupil to correct his notes and get right facts before taking an examination. Data presented in Table 17 show that 50% of the teachers marked pupils' notebooks monthly and that 41% did so once a term and only 9% marked their pupils' books at the end of every week. This may indicate that the majority of the teachers (50%) get feedback from pupils' notes three times a term which is

a good sign of dedication to their duties.

It is interesting to note that very few (9%) history teachers mark their pupils' notes weekly. This is not surprising as the teachers expressed the fear of too much work from other subjects. Some teachers indicated that history is very time consuming and tedious subject and that it required a lot of concentration when marking pupils' notebooks. The results from Table 17 (117) which show that a majority (50%) of teachers mark their pupils books once a month and another group does so termly may indicate that it is not an easy task to mark books everyday or every week. This fact is reflected in the low percentage (9%) of teachers who mark their pupils' notebooks weekly.

Table 18

FREQUENCY OF TESTING

Frequency	No.	%
At the end of every lesson	-	-
At the end of the week	4	12
Once a month	16	47
Once a term	14	41
At the end of every year	-	-
TOTAL	34	100

47% of the teachers replying to question 28 which asked the teachers to say how often they gave history tests said that tests were given once a month. Another 41% responded that they gave a test once a term while 12% contended that they tested the pupils at the end of every week (Table 18 p.118). Tests can help the teacher determine whether some of his goals are being met or not, hence their importance in any classroom. Moreover, they provide both the pupils and the teachers with feedback on their progress towards achieving the stated course objectives. From the table we realize that 41% got such feedback through tests once a term. It was interesting to note that only 12% got feedback from tests every week.

Table 19

FREQUENCY OF LIBRARY VISITS BY HISTORY TEACHERS

Frequency	No	%
Daily	-	0
Weekly	9	26.4
Monthly	10	29.4
As and when required	12	35.2
No response	3	9
TOTAL	34	100

It was thought it might be of interest to discover to what extent teachers made use of library facilities. In their replies 35.2% said they used the facilities as and when required while 29.4% did so monthly (Table 18, p. 119). 26.4% visited the library weekly while none visited the library daily. Library provides the teacher with most of the references needed in the school and if it is a well equipped library it can provide a variety of information not only to the teacher but also to the pupils alike. During the visits to the schools it was noted that some schools had small and poorly equipped libraries while others had very good libraries. Schools which were badly affected were private schools in rural areas.

Personal field observation revealed that Harambee and some private schools, particularly in the rural areas had poor library facilities. In fact, in some schools, what constituted a library was just a cupboard where books, chalk, maps and atlases were kept in the classroom. The teachers in such schools complained that their efforts to make the subject lively or use a variety of methods was undermined by lack of teaching-learning resources.

However, most schools in the city of Nairobi had well equipped libraries compared to those in rural Siaya

District. It was in these schools that the majority of teachers (35.2%) indicated that they visited the library as and when required. This is understandable as the teachers have confidence in well equipped libraries where they can consult whenever need arose.

Moreover, personal visits to the libraries revealed that the major textbooks namely, People, Revolutions and Nations and Man, Civilizations and Conquest used in Forms I and II were available in most libraries although some libraries had enough copies for the pupils while others had very few and pupils were forced to share and rely on notes provided by the teachers.

Table 20

WHEN TEACHERS AROUSE PUPILS' INTEREST

Frequency	No	%
At the beginning of the lesson	8	23
In the middle of the lesson	6	18
Throughout the lesson	20	59
At the end of the lesson	-	-
None of the above	-	-
TOTAL	34	100

According to the replies to question 15 on the teacher questionnaire 59% of the teachers (Table 20 p.121) in the sample indicated that they aroused the interest of their pupils throughout the lesson. This shows that the history teachers interviewed understand and appreciate the value of motivation in the teaching-learning process in class. McKeachie W.I. (1968, p.135)³ contends that student learning and memory are closely tied to motivation. He goes on to say that students will learn what they want to learn and will have great difficulty in learning materials in which they are not interested. Hence the importance of motivation in class which would create some interest in what is being learned. From Table 20 (p.121) 23% responded that they arouse the interest of their pupils at the beginning while 18% said they did so in the middle of the lesson. The majority (59%) did so throughout the lesson.

Table 21TEACHERS' RANKING OF HISTORY AMONG OTHER SCHOOL SUBJECTS

Rank	No	%
1	2	5.88
2	4	11.76
3	4	11.76
4	12	35.29
5	5	14.7
6	5	14.7
7	1	2.94
8	-	-
9	1	2.94
10	-	-
11	-	-
TOTAL	34	99.97

Table 21 presents how history is ranked by teachers among other school subjects. The results show that history falls in the middle position in terms of ranking. 35.29% of the teachers ranked history fourth among other schools subject while 5% and 11.76% placed history in the first and second place meaning that two-thirds (62%) of the

teachers placed history among the first four subjects. This may indicate that history teachers value the subject and that is why they placed it high among other subjects in the school curriculum. The fact that history is held in fourth position by the teachers indicates that it is among the average subjects in the school. Moreover, it shows that it is held high by a majority of the teachers which is a sign of its popularity in schools.

Table 22

TYPES OF QUESTIONS TEACHERS CONSTRUCT IN THEIR TESTS

Type	No.	%
Essay	1	2.94
Essay and short answer	4	11.76
Essay and objective	4	11.76
Short answer	3	8.82
Objective and short answer	3	8.82
Combination of the above	18	52.94
No response	1	2.94
TOTAL	34	99.98

Results in Table 22 show that a majority (52.94%) of the teachers use a combination of the above listed

types of question. Very few only rely on the single type of question as shown. This shows that history teachers are well aware of the fact that history cannot be answered by using one type of question, hence a combination of essay, short answers, objectives are appropriate for this level. McKeachie (1968, p.91)⁴ commenting on choice of type of question says that the instructor who is about to give an examination is in a conflict situation of construction of the examination and that of grading. The choice of the question the teacher decides to use is determined by his objectives and so each question type may be used to measure different types of objectives.

4.3 Teaching-Learning Resources

It was felt worthwhile posing some detailed questions on resources available in the schools through the use of interviews. It was interesting to note that the findings from the interviews reinforced the data that were obtained from the questionnaire and observation-cum survey schedule.

When the teachers were asked to say what types of audio-visual aids they had in school for teaching history, only three schools in Nairobi said they had television and video tape recorders in their history departments. The

teachers noted that materials like charts, maps, pictures and textbooks reinforced learning as pupils could be shown what the teacher was referring to in the picture form or directions and locations could easily be shown in the maps. However, the teachers complained of outdated books and lack of knowledge on how to operate some of the audio-visual aids equipment like film projectors, video tape recorders and use of transparencies. Radio also was a problem because the timetable does not cater for history radio lessons.

Another question that the teachers were expected to answer was whether the school had a room purposely built as a history specialist room. According to Cambridge History Teaching Today Group, (1970, p.38)⁵, the history room may be considered first of all, in so far as the use of a specialist room for a subject may indicate either the concentration of, or the possibility of concentrating, teaching resources in it. Commenting on the same point about history specialist room Dwyer, F.J. in Bursdton, W.H. (1972, p.137)⁶ has this to say - "The specialist accommodation gives advantages of security, personal convenience and variety in the presentation of historical evidence which a classroom cannot match." In other words the history room enables the teacher to prepare his teaching materials ahead of class and store them safely.

What strikes one immediately is that small percentage of schools enjoyed the use of a history room built for the purpose compared to those in which rooms were allocated for the teaching of the subject. In all cases only one private school in Nairobi had a history specialist room where history was taught and all the resources for teaching history were found. However, in other schools, history was taught in the ordinary classroom with few resources like wall maps, charts, pictures and photographs on the classroom wall. There were schools with film projectors, tape recorders and radio but these were kept in a common store with other school equipment.

The crucial question, however, was not so much whether these audio-visual aids were at the teachers' disposal, but what use was made of them. Ayot (1979, p.117) commenting on the same issue says that - we should ask ourselves, how can we as teachers make good use of visual aids to enable us to teach our own subject successfully? Here the answers presented a remarkable contrast. Radio, projectors and transparencies, tape recorders were quite available, yet almost the teachers replying to this question said that film projectors and radio were never used. It was only in one school that the head of the department said they made use of their film projectors and video tape recorders.

This lack of use cannot be solely due to the absence of programme or films in the respective media. Presumably problems such as timetabling, the availability of rooms fitted with sockets and equipment are also involved and lack of knowledge to operate the machines contributed to laxity in their use.

The teachers' comments on the provision of equipment and books reflected a good deal of frustration. They said that it was very difficult to convince the headteachers to buy materials for teaching history as the heads gave priority to the sciences.

4.4 The Learning Activities mainly used by Teachers in History Classes.

The survey and observation carried out in six schools showed that chalk and talk, reading from textbooks, notemaking, discussion written exercises, question-answer were common activities used by history teachers during their teaching. Activities such as chalk and talk, notemaking and question-answer were found in all the schools visited meaning that they were most popular activities used by history teachers.

The pupil activities observed and found to be common in the schools were notetaking, reading from texts and answering questions from teachers.

It was also found out that there was very little pupil-teacher interaction except when the teacher asked a question or during discussion. The teacher passed all the information to the pupils either through guidelines on chalkboard or gave assignments. There were some instructional problems which hindered the teaching of history which the researcher observed as important.

(i) Too many pupils in class.

(ii) Teacher talks much with hardly any practical activities unless pupils are asked to read from the text.

(iii) Teacher dominates the learning situation.

4.5 Separation or Integration?

During the visits to the schools only 14 teachers were interviewed in relation to integration of history with other subjects. These teachers were asked to decide

with which of the following statements they agree or disagree and also to give reasons for their choice.

- (i) History should continue to be taught as a separate subject in the first 2 years of secondary school.
- (ii) History should be taught as part of an interdisciplinary - Social Studies approach during the first 2 years.

Table 23INTEGRATION OR SEPARATION

Sex	No.	%	Experience	N	%
Male	9	64	less than 5 yrs	7	50
Female	5	36	6 - 10 yrs	2	14
			No. of replies	5	36
TOTAL	14	100		14	100

Table 23 presents results from teachers' opinion on integration of history with other school subjects like Geography, Civics, Christian Religious Education, Economics, only to mention a few. It was decided that the teachers' opinion on this matter be measured against his/her sex and experience as shown in Table 23. It was found out that 64% of the teachers replying to the question on integration or separation of history were male teachers who felt that history should become part of an interdisciplinary, Social Studies approach.

The women who felt that the subject should be integrated formed only 36%. This may indicate that the male teachers favour the integration while the female teachers' attitude is not favourable towards integration. The same

table presents results of teachers' experiences and his attitude towards integration of history with other subjects. It would appear that the defenders of pure history were more likely to be found among other teachers as shown in Table 23. The majority who were for integration had taught for a period of five years and it would appear they are the young graduates.

The case against integration was argued by those who felt that the place of history could not be taken by any other subject in the curriculum. This feeling was apparent among the older teachers who expressed the fear of not properly handling the Social Studies subjects if they are integrated.

4. 6 Field Observation

During field study, the researcher managed to pose a number of important questions affecting the teaching of history to the history teachers she met. The major questions asked were those dealing with the utilization of local resources for teaching history, the teachers' efforts to promote the teaching of history and problems affecting the teaching of the subject. Moreover, the teachers were also required to suggest some possible solutions to these problems.

4.6.1 Local History

What attempts are being made by your staff to make use of local community and the school as a teaching resource?

Difference of opinion was apparent when the teachers were asked the above question. A further question put forward to the teachers was - Should teachers start with the local and expand to the general, or is it better to give the general perspectives first and then treat local aspects in detail?

Before the discussion began the teachers expressed their disappointment on lack of training in this area and expressed the desire to have courses on local history dealing with Kenyan culture and environment taught during their pre-service training. Moreover, the teachers complained of the following factors as hindrance to promotion of local history:

- i) inaccessibility to museums.
- ii) unavailability of money and time for outings.
- iii) non-cooperation of the heads and other staff members.

Another important finding was that most teachers admitted to being unskilled in the teaching of local history due to lack of training and suggested that such courses should be encouraged either during pre-service or in-service training. Some teachers expressed the fear that being strangers in the schools and felt that their lack of knowledge in the local village or district was a hindrance to their efforts to promote local history.

Another question put to the teachers during the field study was to say what measures were being taken by them to promote history and whether their efforts were successful or not.

The teachers listed the following as ways and means of promoting history:

- i) Historical clubs - during club meetings students are made aware of the relevance of history to the society by relating it to what is happening around them. The use of current affairs has really helped the pupils to appreciate history. The clubs organize site visits to museums, historical sites and the purpose is to widen the

pupils' understanding of their culture and history.

- ii) Project work given to pupils during club meetings helps to promote the subject. It is during such meetings that pupils from other forms come up with new ideas and discoveries. Models, pictures, charts and maps are usually collected by the club.
- iii) Good results in forms 4 and 6 have helped to promote history in some schools. The teachers argue that whenever the school has done well in history, the preceding classes try to do just as well.
- iv) Providing learning resources whenever possible and making the topic as interesting as possible.

However, the teachers indicated that their efforts were being undermined by:

- i) Large classes which hinder the use of a variety of teaching methods.

- ii) Teaching load and extra-curricular activities also hinder the teachers' efforts to either organize a drama or debate.
- iii) Lack of finance to run the club or organize historical trips outside the school.
- iv) Lack of understanding on the part of the headmaster to provide facilities for teaching history

4.6.2 Some of the Most Serious Problems Facing the Teaching of History in Lower Secondary Schools.

Some of the teachers interviewed indicated that there were various problems that faced them during their teaching. These were, administrative, personal as well as professional problems which they felt hindered the teaching of history.

Among the administrative problems were:

- (a) Lack of proper and adequate textbooks, guide materials where improvisation is not possible.
- (b) Lack of time and funds to carry out field study and visits.

- (c) Large classes and poor learning facilities are a drawback to the effective teaching of history.
- (d) Lack of cooperation between the schools and the local community denies both the learner and the teacher free access to certain learning resources in the local and immediate environment.
- (e) Negative attitude towards the subject by the headteacher sometimes hinder any organization of historical trips outside the schools. The headteacher argues that the little fund available is better used for purchasing science equipment.

Among the professional problems cited by the teachers included:

- (a) Lack of any in-service courses to update the teachers in order to enable them to cope with new syllabuses and other innovations.

- (b) Irrelevant topics to the needs of pupils make the topics boring and due to lack of resources the teacher can do little to make the topic lively.
- (c) Frequent and abrupt changes in syllabuses and textbooks.
- (d) Lack of trained teachers for history forces some head-teachers to employ teachers who were not trained to teach history and these teachers resort to some uncalled for methods which make the subject boring.

Of the personal problems listed were:

- (a) Teaching load forces the teacher to take to the easiest method of teaching.
- (b) Lack of time to implement or try new methods or techniques.
- (c) Lack of understanding on the part of the headmaster may hinder the teachers' efforts to try out new methods.

4.6.3 Suggested Solutions Towards Solving Some of the Problems and Improving History Teaching.

- i) Textbooks should be reviewed by teachers and resource centres or units established in schools so as to enable teachers to produce their own resources.
- ii) The heads with the consultation with the teachers should organize funds and time for teachers to carry out field study or research and visits.
- iii) Headteachers should be made aware of the new developments in teaching methodology, this can be done during their in-service courses.
- iv) Frequent and well planned in-service courses for teachers by qualified staff so as to keep them informed of new developments in teaching.
- v) Review the syllabuses for more relevant content and more acceptable arrangement and sequence of topics, in order to make the programme more meaningful to the child.

- vi) Improve learning facilities in schools.

- vii) Exchange of ideas among history teachers of different schools in a locality should be encouraged.

- viii) Encourage local community study through practical activities and groupwork, this can be encouraged during Parent-Teacher Association meetings.

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CHAPTER FIVE

SUMMARY, RECOMMENDATIONS, IMPLICATIONS AND SUGGESTIONS

5.0 Introduction

As we have seen the study attempted to identify the methods used for teaching history in lower secondary schools in Kenya. An attempt was also made to identify the methods that are likely to make history an interesting subject to teach and learn and to find out what instructional media are used for teaching history. On the basis of the findings, the study was then expected to make possible recommendations for the general improvement of teaching history in the secondary schools.

Chapter two of the study discussed literature review which provided the rationale and strategies for the course of the study. The previous studies on information found in this chapter provided suggestions, methods and the findings that contributed to the present study.

In Chapter three, the methodology employed in this study is described in detail. The sample, sampling procedure, research instruments, administration of research tools and field administrative problems are discussed here.

Chapter four dealt with the analysis and presentation of data. Simple percentages were worked out and presented in tables of frequency distribution.

Finally this chapter provides the discussion of results and major findings of the study.

5.1 Discussion

Despite the importance of social education for good and successful citizenship, history which is one of the Social Science subjects in providing this kind of education is claimed by historians (W.R. Ochieng' p.12, 1979)¹ to be losing status and therefore likely to be completely neglected by the pupils and teachers. This could easily defeat the vital purpose of history in our society. History provides people with their identity, thus it tells us who we are, who our relatives are, and how we came into being. That is, it is through the study of history that we are made aware of our origins. Moreover, by studying history we come to know of people's past activities as Muyanda Mutebi (1981, p.5)² contends that, we begin to appreciate the values of other people and their contribution to civilization through the study of history.

It was interesting to note that the history teachers did put history at the top of the list of the school subjects. The results in Table 21(p.123) show how history is ranked by teachers. A majority (35.29%) of the history teachers ranked history fourth among other school subjects. This shows that those teaching history have pride in the subject. When asked why they placed the subject in fourth position, the teachers responded that the sciences were priority to the Government, school administration and even parents. They claimed that the relegation of history to a lowly position in the secondary curriculum has not entirely arisen because of the biases of the Government or school administration but to some of the approaches to the teaching and learning of history as opposed to other disciplines whereby practical techniques can be easily utilized.

The teachers argued that their efforts to promote the teaching of history by making it more practical were frustrated by the school authorities. They say that history like any other subject requires adequate teaching and learning resources. However, it is common to find that science subjects receive more equipment. Moreover, the syllabus compels the teachers to resort to traditional methods of teaching. Pupils learn history of other lands and not of their immediate environment. One teacher commented that "in many classrooms, pupils are required

to memorize facts of history with very little being done to give the facts form and to relate them to the lives of the pupils".

This claim is true to some extent and can be reinforced by what teachers said about their use of local resources to promote the teaching of history. The teachers expressed their disappointment in lack of training on the use of local material. They admitted that they are unskilled in the teaching of local history.

Furthermore, the teachers noted that the history syllabus for forms I and II forces them to use methods like lecture, notetaking, notemaking which are not practical. From Table 10(p. 96) we realized that lecture, discussion notemaking and notetaking are very popular in all the three categories of schools visited. It is true that a developed low status can generate more problems and good examples are, poor teaching and provision for the subject. The fact that this subject is looked down upon by the authorities, the same authorities are reluctant to provide for it adequately and reduce efforts to improve the teaching. The ultimate results are that the teachers will also reduce their commitment and hence poor teaching.

The liking of history was measured by the amount of time spent on it in school, and the value pupils placed on history teachers. Table 5 (p.89) which dealt with the liking of the subject by the pupils showed their favourable attitude towards the subject. 90% of the pupils said their teachers were friendly and cheerful, 76.4% of the pupils felt happy during their history lesson. These figures portrayed a positive attitude towards the subject. The indication here that history is popular among the lower secondary school pupils, could be attributed to the fact that history at this level does not require the pupils to analyse events. Moreover, most of the methods used in history like notetaking and question and answer methods do not require the pupils to strain their mind as they are given guidelines to complete. At this stage the pupils are very sensitive and anything demanding on their part can lead to serious effects in later forms.

The attitude of the teachers towards history is also generally favourable, although some of them teach the subject and yet it is not among their favourite subjects. Results in Table 15 (p.105) show that 65% of the teachers find history interesting. Moreover, teachers' positive attitude towards the subject can be seen in their desire to promote history by

organizing historical trips and even desire to have more training in the use of some instructional media and local history. The teachers feel that history is vital in the individual and social life of the pupil and therefore has to be taught. This same feeling has been expressed by many scholars reviewed in Chapter two which dealt with the literature review.

The foregoing discussion shows that the apparent low status of history has little relation to the pupils and teachers' attitude. The subject is favourably viewed by the pupils and teachers.

When pupils were asked how they make their notes, it was shown that 60% of them made notes from the chalkboard. This picture would imply that most history teachers provide summarized notes for their pupils. This may be due to pupils' lack of experience in taking notes through other methods. Again one would argue that the history teachers are doing their best to train pupils on how to make notes providing guidelines.

Instructional activities used by history teachers included chalk and talk, discussion, use of audio-visual

aids and dramatization. On chalk and talk, teachers noted that the method made it easy to build concepts step by step and that illustrations were made clear on the board for the pupils to understand. Chalk and talk is the most common instructional activity used in all schools and no teacher can avoid to use it. However, some teachers misuse the board due to lack of training or due to carelessness. Dramatization was found to be time consuming by most teachers. During the visits to the schools, the researcher found no dramatization in any of these schools. The teachers expressed the fear of lack of time and space to organize dramatization. Hence it proved quite unpopular in schools as Table 8 (p. 92) showed that only 6% of the teachers went for dramatization. Although it keeps the pupils active and retention of facts is high, the teachers felt that there was no time for drama in schools.

When pupils were asked when they preferred to have their history lesson, 78.8% indicated that they would like to have it in the morning while only 21.2% preferred to have theirs in the afternoon. Reasons given by the pupils as to why history should be taught in the morning were that they would rather have history in the morning when their minds are fresh and that afternoon periods are normally hot

for a narrative subject like history. However, when the teachers were asked why most history lessons were held in the afternoon, they explained that the authorities concerned with the arrangements of timetables feel that sciences and English Language which need fresher minds should be taught in the morning.

The use of library facilities is important for any teacher wishing to keep up with the new methods of teaching. It was interesting to note that a majority of history teachers interviewed indicated that they visited the library as and when required. It was found during the visits to the schools that some schools did not have properly equipped libraries and that the teachers relied on very few books to teach.

The assumption that the teachers' qualification, age and experience affect their attitude to new changes (methods) was dismissed on the basis of the findings that both young and old teachers showed that they used expository or conventional methods. Moreover, the age of the teacher did not influence the method he chose for teaching. All the three variables namely, age, experience and qualification have no bearing on the method of teaching used by the teacher.

Organization of historical trips to promote the subject was important. The teachers were asked to say where they have taken their pupils for a trip and they mentioned the following sites - National Museum, Hyrax Hill, Orlegessaille, Fort Jesus in Mombasa and Kisumu Museum. Furthermore, the teachers said that the pupils asked questions after the trip and suggested that such trips should be organized to promote the subject. This may indicate that those trips are very useful to both the teacher and pupils as they gain from them.

The most prevalent methods used by history teachers were lecture, discussion, notetaking, notemaking, dramatization. However, the lecture, notetaking, notemaking and discussion appeared to be common in most schools in Kenya. Furthermore, it was found that the lecture method was equally effective in other schools because it provided notes from various sources in form of summary. Notetaking from the chalkboard was also important as it guided the pupils and trained them how to make notes. Question-answer technique which led to discussion was also found effective as it enabled the pupils to engage in active discussion and learning-teaching process.

Another interesting discovery was that Harambee School teachers used more lecture method and that other methods were not as popular. This could be due to lack of training for teachers in Harambee schools, lack of adequate teaching-learning resources which encouraged teachers to resort to lecture as a method of instruction.

Again, responses from private schools showed that discussion, lecture, notetaking and notemaking were among the most popular methods of instruction. In fact the above listed methods were found to be common in all the three categories of schools with lecture leading in Harambee and discussion in Government schools. From the above it can be said that the majority of history teachers use lecture, discussion, notetaking and notemaking in their classroom.

Another interesting finding was that unlike what the majority of people believe that history is a very unpopular subject even among the history teachers, the results from the study showed that the majority (65%) of the teachers found history interesting to teach. What was encouraging was that a very small percentage (6%) of the teachers found the subject dull. The other 29% either found it tedious or time-consuming.

Closely related to teachers' interest in the subject was their effort to promote history. To find out this, they were required to say how often they visited the library, gave out tests, marked the pupils' books and when they aroused the pupils' interest. The majority of the teachers visited the library as and when required, 29.4% did so monthly while 26.4% went to the library weekly. Half of the teachers interviewed indicated that they marked their pupils' books monthly while 41% marked the books once a term. Tests were given monthly by 47% of the teachers while 41% examined their pupils termly. It was also interesting to find out that the majority of the teachers aroused the interest of their pupils throughout the lesson. These activities showed what interest or efforts the teachers employed to promote the subject. From the foregoing discussion it can be said that the history teachers are trying their best to keep up with their pupils' progress in the subject.

Teaching-learning resources are very important in any teaching-learning situation. Their effective use is of paramount importance to the teachers. The crucial question was not so much whether the audio-visual aids were at the teachers disposal, but what use was made of them.

Among the resources mentioned were charts, pictures, books, radio, projectors, tape-recorders, transparencies. The teachers said that the problem of outdated books, charts and pictures were common. Another problem was lack of knowledge of how to operate equipment like projectors, use transparencies and film. It was also noted that most of the equipment like projectors, radio, transparencies were rarely or never used due to a number of factors, such as lack of rooms fitted with sockets.

However, the teachers indicated that pictures, charts, maps and atlases reinforced teaching and learning whenever an illustration was to be shown. They indicated that such materials were at the teachers disposal and that their use proved important in the teaching of history. Very few schools visited had a special history room where learning resources were kept and history was taught. These learning resources were kept in a common store where equipment for other subjects were stored. History room is one of the new innovations in schools and so its scarcity in most secondary schools is not surprising at all.

On integration of history with other subjects, it was interesting to note that the male teachers were in

favour of the integrated approach. Moreover, the older and more experienced teachers were against the integration. Those who were against the integration felt that the position of history was threatened if it was integrated with other subjects. Others expressed the fear of properly failing to handle the subject.

According to interview schedule, it was found that the teachers' efforts to promote history through the use of local resources were hindered by factors such as non-cooperation of the heads, lack of training and funds to organize such historical visits. The teachers expressed the desire to have a course on local history and the use of such resources. Local history was promoted through historical clubs, project works and availability of teaching resources (See appendix C). This indicates that there is progress to promote the teaching and learning of history in our schools.

5.2 Summary of the Findings

The data obtained from the subject teachers and pupils were analysed to generate answers to the following research questions:

1. What methods of teaching history are prevalent in lower secondary schools in Kenya?

2. What method of teaching history is most popular among history teachers and why is it popular?
3. What methods of instruction are likely to make history an interesting subjects to teach and learn?
4. What factors hinder the use of some teaching methods?
5. What instructional media are used for teaching history?
6. What problems do pupils face when making notes from textbooks?
7. Do Harambee teachers use more lecture methods than other methods?
8. What teaching methods are most popular among private school teachers?

The findings of the present study can be summarized as follows:

1. The teachers' sex, experience and professional qualification showed that history is taught by the teachers of all qualifications and that neither sex dominates the other. Most of the teachers are among those with the highest professional qualifications and long teaching experience.

The results show that about a half (50%) of the teachers had taught for over 6 years. The other half had taught for a minimum of two years. It was also found out that the majority of the teachers (53%) were aged between 30-40 years, (41%) of the sample were aged below 29 while 6% were aged between 41-50 years. This shows that the history teachers interviewed were mature and in their prime age and that they should be able to handle the subject properly.

2. Teaching load was found to be normal as no single teacher complained that he was overloaded. However, the teachers said that they were required to take some extra-curricular activities apart from the normal daily teaching.

3. Results Table 7, p.92 revealed that a majority of teachers prepared their notes on weekends and during their own time. Only 3% indicated that they prepared their notes when need arose.

4. Among the instructional activities used by history teachers listed included:
 - (i) chalk and talk
 - (ii) Discussion
 - (iii) Dramatization
 - (iv) Use of Audio-visual aids.

Although the history teachers claim that they use a great variety of activities in the classroom, the actual lesson observation revealed that the classroom activities in history lesson were limited mainly to chalk and talk activities, question and answer which led to discussion and notetaking.

5. It is revealed from the teacher questionnaire that the following are the most prevalent methods used by history teachers in Kenya.
 - (i) lecture
 - (ii) discussion

- (iii) notetaking
- (iv) notemaking
- (v) question-answer method
- (vi) dramatization
- (vii) projects
- (viii) creative writing
- (ix) local material
- (x) source material
- (xi) role play

6. Furthermore, it was found that, the lecture, notetaking, notemaking, discussion and question-answer methods are the most popular methods of teaching history.
7. Results drawn from three categories of schools revealed that lecture method was more popular in Harambee schools than in Government and private schools.
8. Responses from private school teachers showed that discussion, lecture, notetaking and notemaking are among the most popular methods of teaching history in this category of school.
9. It was found out that the majority of history teachers (65%) interviewed responded that history was an interest-

ing subject to teach. However, very few (6%) found the subject dull, while the remaining 29% found it either tedious or time-consuming.

10. It was revealed that the majority of the history teachers visited the library as and when required, 29.4% did so monthly, while 26.4% weekly. No teacher visited the library daily.
11. More than half (59%) of the history teachers aroused the interest of their pupils throughout the lesson. This may indicate that the history teachers interviewed understood the importance of motivation which should be spread throughout the lesson.
12. It was also found that the majority (53%) of the history teachers used a combination of essay, short answer and objective questions in their test construction.
13. Among the audio-visual aids found in schools for teaching history included:
 - (i) charts
 - (ii) pictures
 - (iii) maps and atlases

- (iv) radio
- (v) tape-recorder
- (vi) projectors
- (vii) films

However, the teachers noted that most of these aids were rarely used due to ignorance on how to use them.

Closely related to audio-visual aids is a specialist room where they are kept. It was interesting to note that the small percentage of schools (Aga Khan Academy

in Nairobi) enjoyed the use of a history room built specifically for teaching history. It was also revealed that the teachers' efforts to promote the use of local community and school as a teaching resource were being frustrated by a number of factors such as lack of training on local history, inaccessibility to museums, unavailability of money and the time for outings and non-co-operation of the heads and school administration.

14. The history teachers interviewed said that a number of serious problems facing the teaching of history were administrative, professional and personal. Among the administrative problems listed were:

- (i) lack of proper and adequate textbooks, guide materials where improvisation is not possible.
- (ii) lack of time and fund to carry out field study and visits.
- (iii) the headteachers' negligence and negative attitude towards history.
- (iv) large classes and poor learning facilities are a drawback to the effective teaching of history.
- (v) lack of cooperation between the schools and the local community denies both the learner and the free access to certain learning resources such as visiting old men, historical sites such as some sacred stones in the area and old established churches where pupils can learn about their past through oral history.

Professional problems cited were:

- (i) lack of any in-service courses to update the teachers in order to enable them to cope with the new syllabuses and other innovations.
- (ii) lack of training in the use of local history during their pre-service training.

- (iii) irrelevant topics to the needs of the pupils make the topics boring and due to lack of resources the teacher can do very little to make the subject interesting.
- (iv) the use of some untrained teachers to teach history makes the subject boring as the untrained teachers are not conversant with good methods for teaching history.

Among the personal problems mentioned by the teachers included:

- (i) lack of time and cooperation to implement or try new teaching methods.
- (ii) teaching load forces the teacher to take the easiest method of instruction.

15. The teachers' opinions about the appropriateness of the integrated Social Studies. 64% of the teachers were male who felt that history should become part of an interdisciplinary, social studies approach. The women who felt that the subject should be integrated formed 36%. This indicated that the male teachers favoured the integration while the female folks

were not favourable towards integration. Moreover, it was found that the defenders of pure history were more likely to be found among older teachers. The case against integration was argued by those who considered that the place of history could not be taken by any other subject in the school curriculum. Other teachers expressed the fear of not properly handling other Social Studies subjects.

5.3 Recommendations

1. There should be in-service training courses to keep the teachers up-to-date with the new methods of teaching.
2. Pre-service course for undergraduates should promote the use of local resources and prepare the teachers to utilize such resources.
3. Teachers should have a thorough training on how to use instructional materials such as video tape recorders, projectors, transparencies and films during their undergraduate training.

4. The pupils, teachers and school administration need to be motivated towards a positive attitude towards history in the curriculum through mass media.
5. The school administration and inspectors have great impact on the school curriculum. Education officers should be those with generally a positive attitude towards all school subjects and have a good academic and professional know-how in their responsibilities.
6. Teaching methods or techniques should be covered throughout the three years of the Bachelor of Education course so as to equip and prepare the teachers with the variety of methods and how to use them in classroom situations.
7. Observation of lessons by other teachers. Teachers should be encouraged to observe other teachers teaching. This would encourage other teachers to change their style and techniques of teaching where possible educational media could be used to record what is happening. The teacher must be made to think that observation or criticism, whichever the case, is for his own success rather than an examination of

his teaching methods, hence undermining his own efforts.² Ayot (1981, p.120)³ contends that there is hardly any supervision in instructional methods in Kenya schools, except during teaching practice by undergraduate students. The researcher would therefore recommend frequent supervision of teaching methods by subject inspectors.

8. A more effective method of communication between the Inspectorate, the Examination Council and history teachers ought to be established. This would enable feedback to flow to and fro and it is of grave importance if the teaching of history has to be improved.
9. The syllabus should be constructed in such a way that it is in chronological order so as to eliminate teaching of totally new technical concepts in Forms III and IV, when the pupils are supposed to be actualising the concepts that they learnt in Forms I and II. The history teachers should be involved in this exercise.
10. There is need for the formation of a secondary school teachers historical association to cater for the needs

of the teachers in the classroom. Such association could act as a forum where teachers exchange ideas on what affects their classroom teaching.

5.4 The Implications

The findings and conclusion arrived at in this study could have far reaching implications for history teachers in Kenya schools. As pointed out in chapter one, the results of this study are likely to be of importance to curriculum developers in the development, implementation and successful teaching and learning of the subject.

1. Curriculum developers and planners should cater for the pupils' needs by providing a syllabus relevant to their environment. This can be enhanced by organizing courses on utilization of local resources.
2. There should be field studies by curriculum planners to find out the relevance of present history taught in schools to our society.
3. From the results one is tempted to conclude that the history teachers do not make use of all the methods recommended by curriculum guide for teaching

history. This may imply that the teachers were not trained or prepared to use a variety of methods or in-serviced in the use of various teaching methods.

4. Methods such as discussion, lecture, notetaking and notemaking which were found to be most popular should be promoted through thorough training on their utilization by the teachers. Illustrations of lessons done by professionals should be shown to the teachers.
5. The balanced use of various methods would give the teacher maximum flexibility and a wide range of activities, which would encourage the child to look at and think about history in a variety of ways.

5.5 Suggestions for Further Research

1. Other possible areas for further research in history would be a study on the relationship between teacher, pupil, and the subject.
2. Another possible research that needs attention is the attitude of pupils, the curriculum planners and teachers towards history.

3. Research should be done to find out what resources are used by history teachers in secondary schools in order to determine their effectiveness.
4. Various teaching methods should be compared for their effectiveness.
5. Other areas which need investigation include the training needs of history teachers and role of in-service education in improving history teaching.
6. A further research should also involve more respondents beyond the pupils and teachers alone; politicians, school administrators, educational authorities all should be involved.
7. Since chalk and talk was the most commonly used activity in the classroom, there should be a research to determine how history teachers use the chalkboard to teach history.
8. In a general survey of this kind it has not been possible to consider in detail the appropriateness of particular methods to varying age-groups or abilities.

5.6 Conclusion

In conclusion, it is possible to say that history teachers in secondary schools use more traditional methods in their teaching. This conclusion was reached after a thorough analysis of data which revealed the lecture, note-taking, discussion and notemaking were common instructional methods. New or modern methods such as project work, practical activities, dramatization, visits to historical sites were rarely used in most schools visited. It was found that most of these techniques were only used periodically because of their nature, the time they required and the need for a variety of activities. History teachers are making attempts to promote history through various means which include historical clubs, project work and creation of learning-teaching resources.

The results from this study reveal that history is regarded favourably among pupils and the history teachers in schools. This revelation can be supported by Table 5 (p.89) and Table 15 (p.105) which portray the positive attitude of pupils and teachers towards history.

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APPENDIX A

TEACHER QUESTIONNAIREINSTRUCTIONS

Answer all the questions below by putting a tick (✓) in the appropriate box against your choice and where there is no choice, write down your responses in the spaces provided.

1. Your sex: Female ()
Male ()

2. Your age:
 1. 1 - 29 years ()
 2. 30 - 40 years ()
 3. 41 - 50 years ()
 4. 51 - 60 years ()
 5. 61 years ()

3. Professional Qualification
 1. Untrained teacher ()
 2. S1 ()
 3. S1 approved ()
 4. Dip.Ed. ()
 5. B.Ed. ()
 6. Other (specify _____)

4. What is your teaching load per week? _____ lessons.

5. Of the total number of lessons, how many are allocated for history per week? _____

6. Your experience: For how long have you taught history?

1. 1 - 2 years ()

2. 2 - 5 years ()

3. 6 - 10 years ()

4. 11 - 15 years ()

5. 16 years. ()

7. What other subjects do you teach?

1. Geography ()

2. Religious studies ()

3. Literature ()

4. English language ()

5. Others, give name _____

8. Where do you rank history among other subjects offered in your school? (Ignore the arrangement in this question).

1. ()

2. ()

3. ()

4. ()

5. ()

6. ()

7. ()

8. ()

9. ()

9. When do you prepare your history notes? _____

10. Do you read other related history books apart from the classroom textbooks?

1. Yes ()

2. No ()

11. List the titles of the main history textbooks used in Forms 1 and 2 in your school.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

12. List some of the instructional activities you use while teaching history.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

13. Among the activities you have mentioned, which ones interest your students most?

1. _____

2. _____

3. _____

4. _____

5. _____

14. What reasons do you give on their popularity?

1. _____

2. _____

3. _____

15. When do you arouse the interest of your students during a history lesson?

1. At the beginning of the lesson ()

2. In the middle of the lesson ()

- 3. Throughout the lesson ()
- 4. At the end of the lessons ()
- 5. None of the above ()

16. What teaching methods do you use when teaching history?

- 1. Lecture ()
- 2. Class discussion ()
- 3. Notetaking ()
- 4. Notemaking ()
- 5. Creative writing ()
- 6. Dramatization ()
- 7. Role play ()
- 8. Use of local material ()
- 9. Use of source material ()
- 10. Projects ()
- 11. Others (specify) _____

17. What methods have you found most effective in history lesson?

- 1. _____
- 2. _____
- 3. _____

18. Give reasons why you think they are effective.

1. _____
2. _____
3. _____

19. When do you prepare instructional materials?

1. _____
2. _____
3. _____

20. What is your opinion on history as a subject?

1. Tedious ()
2. Time consuming ()
3. Dull ()
4. Interesting ()

21. Have you organized any trip outside the school in relation to the history you teach?

1. Yes ()
2. No ()

22. Where did you take your pupils during this trip?

23. What were their reactions after the trip?

- 1. They were happy with the trip ()
- 2. They asked questions related to what they saw ()
- 3. No questions were asked about the trip ()
- 4. They suggested that such trips should be encouraged ()
- 5. Other reactions (specify) _____

24. What topics do your pupils enjoy most in Forms 1 and 2?

25. What teaching methods did you employ when teaching these topics?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

26. Do you think that the methods employed when handling the topics named above contributed to their popularity?

- 1. Yes ()
- 2. No ()

27. Outline some of the problems you have encountered during the teaching of history in relation to the methods you employed.

28. How often do you give history test?

1. At the end of every lesson ()
2. At the end of the week ()
3. Once a month ()
4. Once a term ()
5. At the end of the year ()
6. Others (specify) _____

21. What types of questions do you construct in your class tests?

1. Essay ()
2. Short answer questions ()
3. Objective questions ()
4. Structure questions ()
5. Combination of the above ()
6. Others, (specify) _____

30. How often do you mark your pupil's notebooks?
1. At the end of the week ()
 2. Once a month ()
 3. Once a term ()
 4. Other alternatives (specify) _____
31. Do you have a library where you can get materials relevant to the courses offered in your school?
- * 1. Yes ()
 2. No ()
32. How often do you make use of library facilities to promote the teaching of history in your school?
1. Daily ()
 2. Weekly ()
 3. Monthly ()
33. How would you characterize your school in general?
1. There is a consistent expectation of good performance and adherence to high standards ()
 2. There is some attempt to adhere to acceptable standards ()
 3. There is little effort to adhere to acceptable standards ()
34. Type of school.
1. Government aided ()
 2. Harambee school ()
 3. Private school ()

APPENDIX B

STUDENT QUESTIONNAIREINSTRUCTIONS

Fill in all the blank spaces provided by selecting appropriate answer from the alternatives given/or put a tick (✓) in the box where it is necessary.

1. Are you a boy or a girl?

1. A Girl ()

2. A Boy ()

2. Your Age:

1. 10 years ()

2. 11 - 15 years ()

3. 16 years ()

3. Your Form:

1. Form I ()

2. Form II ()

4. How do you find your history teacher?

1. Dull ()

2. Cruel ()

3. Cheerful ()

4. Friendly ()

5. List the subjects you take in your school.

1. Biology ()
2. Chemistry ()
3. History ()
4. Physics ()
5. Art ()
6. English ()
7. Geography ()
8. C.R.E ()
9. French ()
10. Kiswahili ()
11. Literature ()
12. Mathematics ()

6. How often do you read your history notes?

1. Once a week ()
2. Twice a term ()
3. Before a test or examination ()

7. How do you feel during the history lesson?

1. Happy ()
2. Bored ()

8. Do you read other history books apart from the classroom textbooks?
1. Yes ()
 2. No ()
9. List three topics you have enjoyed since you joined secondary school.
1. _____
 2. _____
 3. _____
10. Have you gone on a trip outside school to learn history?
1. Yes ()
 2. No ()
11. Where did you go? _____
12. Did you enjoy the trip?
1. Yes ()
 2. No ()
13. What did you see during the trip?

14. How do you make your history notes?
1. Through dictation ()
 2. From the textbook ()
 3. From the blackboard ()
 4. From friend's notebooks ()
15. What problems/difficulties do you experience when making notes from textbooks?
-
-
-
16. How often do you have class discussion?
1. At the end of every lesson ()
 2. Once a week ()
 3. Every two weeks ()
 4. Once a term ()
 5. Never ()
17. What marks did you get in your last history test?
1. Below 30% ()
 2. 40% - 50% ()
 3. 51% - 60% ()
 4. 61% - 70% ()
 5. 71% and above ()

18. When would you prefer to have a history lesson?

1. Morning hours ()
2. Afternoon hours ()

19. How many history textbooks do you use in your school?

List them down.

1. _____
2. _____
3. _____
4. _____
5. _____

20. Apart from textbooks, what other materials have you used during history lesson?

1. Maps ()
2. Atlas ()
3. Pictures ()
4. Radio ()
5. Newspaper ()
6. Posters ()
7. Models ()
8. All of the above ()
9. Others, specify _____

21. Do you ever listen to history lesson on radio?
1. Yes ()
 2. No ()
22. How many times a week do you listen to history lesson on radio?
1. Everyday ()
 2. Once a week ()
 3. Twice a week ()
23. Does your teacher tell you what the programme is about before actual programme is on?
1. Yes ()
 2. No ()
24. Do you understand the lesson on radio broadcast?
1. Yes ()
 2. No ()
25. If you do not understand the programme on radio properly, what difficulties do you experience?
1. The language of the broadcaster is not fluent ()
 2. Usually the lesson is not clear ()
 3. The broadcaster talks too fast ()

26. Do the teacher ask questions after the broadcast is over?

1. Yes ()

2. No ()

APPENDIX C

INTERVIEW SCHEDULE

The availability of teaching aids may seriously influence whether or not teachers make use of them in their classes.

1. What types of audio-visual aids do you have in the school for teaching history?
2. Do you consider them useful?
3. Do you have a school library? If so, are the teaching aids in part of the library. If not, do you have a separate room or store for teaching aids - or are the aids kept in special area (such as the history room) where they are more frequently used?
4. Do you consider teaching aids and learning resources to be of value in making learning more effective?
How often do you use them?
5. What attempts are being made by your staff to make use of the local community and the school as a teaching resource?

6. Do you organise historical trips outside the school?
How important do you consider such visits in relation to the teaching of history in your school?
7. What teaching methods would you consider most effective for pupils in Forms I and II.
8. What problems have you experienced when using the methods you have mentioned above?
9. What is your opinion on lecture as a method of instruction in lower forms of secondary school?
10. What measures have you taken to promote history in your school? Have your efforts been successful or not?
11. With which of the following statements would you agree?
 - (a) History should continue to be taught as a separate subject in the first 2 years.
 - (b) History should be taught as part of an inter-disciplinary - Social Studies approach during the first 2 years. Give reasons for your answer.

APPENDIX D

OBSERVATION CUM SURVEY SCHEDULEMETHODS AND TECHNIQUES OF TEACHING HISTORY IN LOWER SECONDARY
SCHOOLSMETHODS

1.0 During the lesson the teacher used the following methods of presentation.

1. Lecture
2. Class discussion
3. Notemaking
4. Notetaking
5. Question-answer method
6. Dictation
7. Use of reference (textbook)
8. Dramatization
9. Demonstration.

1.1 During the lesson the teacher varied the stimulus situation by using.

1. Gestures
2. Pausing techniques
3. Focussed students attention on important points.

ACTIVITIES

2.0 What teacher activities took place during the lesson?

1. _____
2. _____
3. _____
4. _____
5. _____

2.1 What pupil activities took place during the lesson?

1. _____
2. _____
3. _____
4. _____
5. _____

2.2 Was there any teacher-pupil interaction during the lesson?

1. _____
2. _____
3. _____
4. _____
5. _____

3.0 THE CLASSROOM CONDITIONS (Where history is taught)

3.1 Furniture in the classroom

1. Tables and chairs.
2. Desks
3. Tables and stools
4. Tables and forms

Any other _____

Comment (Adequacy)

3.2 Seating arrangements

1. Traditional (individually)
2. Traditional (in two's or more)
3. Round the table in small groups

Any other specify _____

3.3 Space for writing

1. Inadequate
2. Enough
3. More than enough

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LIBRARY

4.0 USE OF INSTRUCTIONAL MATERIAL (AIDS)

4.1 During the lesson the teacher made use of the following aids

1. Chalkboard
2. Charts
3. Maps and historical atlases
4. Models
5. Reference books (textbooks)
6. Pictures
7. Newspaper
8. Tape recorder
9. Video-tape recorders
10. Radio
11. Filmstrips.

4.2 Did the school possess any of the above materials?

4.3 Did the school have a room especially used for teaching history?