

**INFLUENCE OF SELECTED INNOVATIVE TEACHING STRATEGIES ON
HISTORY AND GOVERNMENT KCSE PERFORMANCE: A CASE OF
SECONDARY SCHOOLS IN KERICHO COUNTY, KENYA**

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AND HUMAN RESOURCE DEVELOPMENT, DEPARTMENT OF
CURRICULUM INSTRUCTION AND MEDIA OF
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DEDICATION

This thesis is dedicated to the love of my life Betsy Langat, our children Yvonne Splendor, Lovynne June, Emmanuel Berur and Karim Towett for their inspiration and support, not forgetting my caring and supportive mother Marsellar Chirchir who taught me the power of hard work. From bottom of my heart, thank you for being there for me.

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ABSTRACT

The use of innovative teaching strategy has been identified as one of issues History and Government subject teaching in various secondary schools. Based on the 2016-2019 Kenya Certificate of Secondary Education results the performance of History and Government in Kericho County have been declining. The aim of the investigation was to establish the influence of selected innovative teaching strategies on KCSE history and government performance in secondary schools in Kericho County. The objectives of this study were to establish; the influence of project-based learning, inquiry based, dramatisation, cooperative and use of information and communication technology on History and government performance in secondary schools in Kericho County. The study adopted Bruner (1966) theory. A descriptive survey research design guided the study. The study targeted 230 Head of Departments, 503 History and government teachers and 2340 Learners undertaking History and Government subject. Purposive sampling technique was applied in selection of 69 heads of department and simple random sampling method was used to select 69 Teachers of history and 223 History students. The sample size was 361 respondents. Questionnaires, structured interview and observation schedule was used for data collection. Descriptive statistics were used to analyse data. The data was presented in tabular form using frequencies, percentages and inferential statistics. The study found that project-based learning assisted the students to be independent and able to ask question and teachers were able to give task and assess student with ease. It was strongly correlated with achievement of History and Government. Inquiry based learning was significant on achievement of History and Government. This reduced cramming and increase cognitive development of students. Dramatisation was found to be creative method that made students to be proactive. It also assisted student understanding, socialization and arouse imagination hence influence significantly the achievement of History and Government. Cooperative learning method was also found to be correlated with achievement of History and Government. It motivated students' leadership, decision-making and communication skills. The integration of ICT as learning tool and method showed that it enriched student with more information. The use of ICT learning positively influenced the achievement of History and Government. The study concluded that project learning, inquiry learning, dramatisation, Cooperative learning and ICT learning assisted significantly the achievement of History and Government. The study recommended that History teacher should integrate more than one innovative learning method since they have different benefit in both knowledge and skill to the learner. It also encourages the school and teacher to consider further training especially in ICT learning technique through seminar and workshop. This would equip history and government teacher to improve lesson delivery and increase performance. It also recommended the government to pay a major role in ensuring provision of teaching resources that would assist in utilization of innovative learning methods.

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LIST OF ABBREVIATIONS AND ACRONYMS

A-level	Advanced Level
CBG	Chemistry, Biology and Geography
CBN	Chemistry, Biology and Nutrition
EGM	Economic, Geography and Mathematics
IBL	Inquiry Based Learning
ICT	Information and Communication technology
KCSE	Kenya Certificate of secondary Education
KICD	Kenya Institute of Curriculum Development
KIE	Kenya Institute of Education
MIE	Malawi Institute of Education
MoEVT	Ministry of Education and Vocational Training
PBL	Project Based Learning
SPSS	Statistical Product and Service Solutions
TIE	Tanzania Institute of Education

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The aim of teaching in any education level across the world is to bring significant change in the student with an aim of transmitting important concepts and skills so as to improve performance (Tebabal & Kahssay, 2011). To ease this process, instructors need to use suitable instructional methods which fits specific functions and level exit results. A teacher is therefore an essential element in this process, since he/she pursue the curriculum goals in that in the whole academic year all essential knowledge is dispensed to learners with the intention of improvement to their performance.

Levstik and Barton (2015) listed several scenarios on the nature and significance of teaching history as: history is more than politics, history is controversial, history is explained through narratives, history is interpretive, history is about significance themes and questions, history helps to picture possible futures, and history involves multiple activities and purposes. Likewise, Yilmaz (2008) described form of history teaching as subjective, literary-based, tentative, empirical, interpretive, and rooted in social cultural setting. These features are comparable to constructivist teaching strategy because there has been a development and modification in the teaching process and traditional practices to active learning methods which tend to impact positively on learners' academic performance.

Maloy and LaRoche (2010) defines teaching strategy as a technique which examines the way through which teachers intentionally convey hoard of knowledge, values and skills to the learners, this is done base on set objectives mostly tied with performance in both schools and national examination. Schools and teachers across the world are in

certain phases of reforms to modify their teaching methods and education systems so as to be effective so that learners are involved as actively as possible. One of the adopted strategies to teach history is innovative pedagogy. This pedagogy has a responsibility to prepare learners to improve on their academic performance by enabling them be innovative, handle changes, administer and analyse information and operate with knowledge. Innovation has a sway on students interests and their desire to know history which influence learners to build up critical decisions on historical matters, and comprehend present proceedings in the suitable historical framework (Hightower, 2011).

Taylor and Young (2003) highlight three exceptional features of history teaching using innovative pedagogy. Successful teaching of history involves understanding history, doing history and scaffolding teaching. This implies that knowing the conceptual and theoretical foundation of the subjective, the procedure of historical rebuilding in addition to showing the discipline in a manner and context which eases ensuring learning are at the centre of past pedagogy. Further, efficient instructions needs that instructors become ambitious.

Fogo (2014) applied Delphi method to obtain main methods in teaching of history lesson from experienced teachers, researchers in education and expert teachers form US. Fogo discovered some key teaching methods of History teaching that consisted the use of historical questions, pick and adjust historical sources, clarify and link historical content, structure and propping up historical reading competencies, assessment of learner thinking concerning history, model and support historical writing, facilitating discussion of historical topics, use of historical concepts, and employing historical evidence.

Maloy and LaRoche (2010) classified history teaching technique into two wide groups; learner and teacher centred techniques. Instructional techniques like whole class discussion, teacher-led discussions and lecture were grouped as teacher centred approaches whereas simulations, role plays, drama, primary source analysis, interactive discussions, and small group work signified learner centred instructional approaches. Various investigations across the world have found that History instruction in schools is dominated by the conveyance strategy of instruction despite pressure on use of student centred approach as supported by emerging reforms in education.

Additionally, the 21st century has seen the need to adopt innovative approaches in the teaching and learning activity that tends to have a significant impact on performance. Among the various innovative teaching strategies to teach history, Kumari (2012) strongly advocates Project base learning, Inquiry base learning, dramatisation, Cooperative learning and use information communication and technology. He observes that these strategies are among the best suited strategies to improve learners' academic performance because they motivate cooperative method of learning among learners through their active involvement and integrative interpretation.

Vasudeva Rao and Gupta, (2012) opine that innovative instruction entailed creativity on the side of the instructor because at times instructors restructure the teaching process and acts as a steward or advisor as learners participate. A prime intention of innovative instruction is to motivate learners to connect more in the process of learning. When learners engage with peers and teachers, they acquire more practical knowledge and maintain more information which will improve their performance.

Molnar (2015) in supporting the strategy provided the following principles; students have to be at the core of what occurs in the class with tasks aimed their participation and cognition. They have to be actively involved in learning so as to become self controlled pupils who are capable to manage their learning and interest during classroom lesson, establish objectives, and asses their own learning process; students are diverse and creative learning situations shows the varied understanding and earlier knowledge which each learner comes with in classroom. Innovative methods also propose practices and processes that help learners engage each other. Learning henceforth cannot be consequential if learners do not know how the knowledge gained would be beneficial to them and how it can be used in daily life.

The contemporary generation calls for innovative instruction than the earlier age group since there are various transformations in teaching methods and hurdles of learners interaction which decide on their learning context in addition to potential in relation with their overall performance. Chances for education and teachers emanate from learners acquaintance with acceptance of authority, team orientation, optimism, diversity, multitasking style, and technology (Oblinger, 2005). The above observations therefore show that adoption and usage of certain pedagogies in schools could lead to considerable transfer of knowledge and improved academic engagement which is essential to learners and teachers. When applied well, they assist in strengthening the significance of education to an ever more connected society, improving education quality through making instruction process active process linked to reality situations (Zaman, Shamim & Clement, 2011).

In Turkey, Yilmaz (2011) carried out a study and found that teachers in using innovative methods may utilise both the syntactic and substantive features of history, which is the

configuration of the subject, its various means of historical descriptions and the historical processes and competences required to design justifications concerning the ancient times as well as basic and subject particular instructional understanding. These aspects will help the instructor to change the subject title into an efficient learning context for learners to easily understand. This comprehension is essential as it would make learners recognise the various scope of the subject in addition to aid them comprehend the intricacies of the past human experiences. An efficient history instructor hence widely knows the epistemologies and structures of the subject, and also understands the processes to transform to help learners academic outcomes in the subject.

History teaching can be problematic experience based on the type of the subject. The impulsively is because previous occurrence cannot be repeated and re-assessed for genuineness and intentions for which actions were undertaken are not open to physical scrutiny and examination. Hence, Taylor and Youngs (2003) argued that history is a multifaceted assignment involving the change of subject agenda into a mode which permit students to enhance their achievement, whereas at the same time preserving the integrity of the matter. The efficiency of any strategy of teaching shows the quality of instruction is normally shown in relation to academic performance. Teaching strategy as a set of events are supposed to be designed to support internal process of learning among the learners; this can be enhanced when teachers use innovative pedagogy.

Suslov, Salimgareev & Khammatov (2017) studied innovative methods of teaching history and gave an account of the strategy as the one that encourages class participation with greater teacher-student interaction. Here, assessment is not based on memorization but application of what one has learnt in class. They also observed that innovative teaching methods have a profound impact on teaching and learning of history with it

producing decision making, socialisation, and analysis and critical thinking, among learners. Similarly, Maloy and LaRoche (2010) mention small group work, primary sources and role play to be innovative teaching methods used in the teaching of history. Consequently, such innovative teaching methods have been found to attract attention, offer vivid understanding of what happened and excitement to students. All along, the idea of innovative teaching methods has been embraced due to a historical thinking it creates from students. This thinking makes students examine historical evidence, reflect on perspective, context as well observe beyond the written words. Such approaches make students be taught through interaction and instructors developing a dynamic atmosphere for students practice.

Yawman and Appiah-Kubi (2018) investigated innovative teaching strategies and students' performance in Philippines. They conducted an experiment on two classes. Control group was instructed via conventional approaches whereas the experimental one was instructed using innovative instructional methods. It was found out that learners who were instructed via the innovative teaching techniques performed significantly higher in post test compared to those who were taught using conventional approaches. In their conclusion, they recommended the application of innovative pedagogy because these strategies engage the learners actively and hence take into consideration their individual differences.

Studies carried out in Bangladesh by Khan, Hasan and Clement, (2012) revealed that adoption and usage of innovative methods in schools like E-Learning and Project Base Learning (PBL) can promote cooperative, increase motivation by students, provide better information access and shared working resources, communicate creatively, assist a learner reason, deepen understanding, and enhances learners active and lifelong

learning. In other words, innovative methods seem to alter the means of instruction is conducted in schools since such a strategy promotes critical thinking which in turn promotes how learners interpret questions during exams.

Harrigan (2014) assessed teacher experience in the integration of problem based learning in class. The respondents were teachers of primary schools (experience) in Southern Florida district. Participants of the study reported that the method made their learners to be committed and well understand the subject during learning activities for PBL. Moreover, the PBL cohort posted better grades since learners were learning actively in groups, sharing concepts and attempting to comprehend the perceptions of their colleagues. Further, they acquired skills of taking responsibility for their cohort colleagues. The above observations were supported by Bharadwaj and Pal (2011) who stated that teaching techniques operated well when they met the needs of learners because every student interpreted and responded to questions in a distinctive form. Hence, arrangement of teaching approaches with learners' needs and favourite learning determined learners' academic performance.

Martin, (2005) in supporting the use of innovative strategy, advised that instructors should incorporate historical reconstruction and historical inquiry. This is the act of asking questions, collecting and assessing important evidence and arriving at conclusions according to evidence presented. Historical re-construction is the procedure of developing historical knowledge via crucial assessment of historical foundation. It encompasses methods like contextualisation (locating documents in the framework of historical challenge), sourcing (analysing of the origin of document) and corroboration (comparison of historical documents). These methods underline the function of the student in development of historical knowledge. Therefore, these

methods agree with constructivist features of teaching and learning. But, these methods are more appropriate for higher education learners compared to students in primary and secondary schools because they require the use of abstract thinking which may not measure academic performance.

Apart from these models, instructors still go about the multifaceted means of instruction with topics coming from their comprehension of the matter, availability of resource and comprehension of the student. The approach through which they commence a subject and direct questions to the learners enlightens and signal their make ups and orientations (Genc & Organ-Bekiroglu, 2006). Therefore, the latter convey the origin of pedagogical styles or approaches used by instructors. Methods of teachings are channels applied to transmit knowledge and skills so as to improve and direct effective learning.

Guloba, Wokodola and Bategeka, (2010), acknowledge that the regularly applied teaching techniques in many developing nations are teacher centred; they observed that this is highly influence by the need to complete the courses within a stipulated time so that learners can adequately prepare for examinations. Their concentration was more centred into pas exams compared to knowing the real content of the subject. This indicate the desire to change conventional form of lecturing and transition to a more balance way of instruction which constitutes using practical approaches of students engagements.

Opping and Quan-Baffour (2014) suggest that history deviates from many other subjects in that its main obsession depends with the actions of human in the past and the benefits and impacts of those actions; a characteristic of history that seemingly update teachers of history teaching methods and decisions in class. Ghansah, (2009) supported this view by noting that instruction of history needs more creativity from

instructors as these topics required well prepared meticulous instructors who can creatively and innovatively reconstruct man's past actions. Further the study observed that teachers of history are requested to have adequate professional competencies in art and theory of teaching and evaluation of outcomes of learning of learners in order to furnish learners with rational information which will permit them to develop association with the past and therefore improve their academic performance especially in national examinations.

In relation to this some teachers of history subject did not depict the curriculum as interesting and stimulating unit of learning when teaching which in the long term affects its performance. Research has revealed that many teachers of history are fixed on conventional way of instruction with little or no creativity (Adeyinka, 1990; Opong, 2009). This could largely due to the fact that teachers of history are not trained or exposed on the principles of managing the subject well through creative approaches or that instructors do not have commitment towards instructing the subject as it is expected to be instructed. Teaching effectively history denote, among other things making history subject lively and making it attractive to emotional and intellectual sense of learners. It operates over and beyond oral narration or presentation of happenings or the utilisation of lecturers but incorporates a multifaceted mix of overarching comprehension of art and content of pedagogy. This comprehension is dominant in developing a situation where learners can acquire mastery over historical ideas in addition to increasing their competency of reasoning historically. Hence, the subject uniqueness is that which would inform and feed instructors to embrace creative methods in making instruction efficient (Adunola, 2011).

Moreover, teaching innovatively in history assist leaders to develop vital reasoning on historical matters and comprehend existing situations in the suitable historical situations

because learners obtain skills of organisation via varied and contradictory explanations. This makes them develop opinions in relation to historical matters given to them during exams. Students are for instance, set to have the ability to argue historical artifacts other than accept or reject what is being taught with this attitude being crucial in preparing them for a democratic society (Boadu, 2015).

Adunola (2011) examined the teaching techniques used by teachers on academic achievement of primary school students in Nigeria, he indicated that in order to improve learners' academic performance teaching techniques applied by teachers should be well appropriate for the subject content and enhanced attainment of the set objectives, he therefore recommended that in order to achieve this, teachers ought to incorporate innovative teaching strategies. The research further shows that in most countries in Africa; history is included with other social sciences subjects like geography to establish social studies and made compulsory because the discipline is seen as being significant in transmitting important concepts such as nationalism to the younger generation, the subject is mainly taught using the lecture approach. This is because the study of the subject is critical as it helps students to understand the past for posterity, develop a sense of nationalism and nurture reasoning skills.

Other research studies in Africa have indicated that innovative approaches yielded better performance in relation to learning among students. Oyelekan and Olorundare (2015) examined the effects instructional strategy use and students performance in secondary schools. they discovered that students instructed via innovative teaching method performed well compared to those who were taught using conventional methods.

Moreover, Gambari, Yusuf & Thomas (2015) assessed computer assisted instruction method effectiveness on student learning together model (SLTM) and team achievement division (TAD) in addition to cooperative learning method on secondary schools learners' performance in Nigeria. It was found out that learners instructed using LTM and STAD performed significantly higher compared to that interacted using individualised computer approach. Further, cooperative learning methods were established to be gender neutral.

A research by Abrami (2016) in Nigeria investigated effect of cooperative pedagogic method on learners' outcome in social sciences in senior secondary schools. Gender was used as moderating variable results revealed that learners instructed via cooperative method performed well compared to the control group and that poor performers benefited from the use of this approach. Therefore, as a means of looking for solutions to learners' poor performance in sciences, it was essential to established whether teachers were using innovative approaches in class or not.

In the Republic of Tanzania, History subject is instructed as an independent discipline at junior and senior secondary school (Ministry of Education and Vocational Training [MoEVT], 2012; Tanzania Institute of Education [TIE], 2013). A study conducted there discovered that teachers regularly used lecture approach which was teacher-centred and make learners to be passive audience hence making learning to be superficial. Comparatively, Asikhia (2010) discovered that teacher qualifications and learners environmental factors did not impact on learners poor performance but teachers methods of instruction; such methods of teaching history have been found to hardly arouse creativity among students as they are subjected to only listen, copy and memorize information with little or no room for questions.

Additionally, surveys undertaken in Tanzania centred on factors influencing learners' achievement and policy making different from how approaches to instruction influenced performance (Kairuki, 2009; Laddunuri, 2012). In Burundi, Mruma (2013) assessed teachers' motivation in secondary schools. It was established that when used appropriately, methods have the potential to enhance students' academic achievement as they assist them in meeting learning objectives. The study advocated for the adoption of learner centred methods where students are actively involved teaching process.

Similarly, Mtitu (2014) examined the usage of student – centred teaching method in Tanzania and found varied challenges to the use of this pedagogy like instructors inadequate understanding of the technique, overcrowding in class which affected teacher management of classrooms and instructors lack of desire to use the strategy in their teaching. This was supported by Makunja (2015) who discovered that a number of educators in Morogoro secondary schools were utilizing conventional approaches especially the lecture approach which made learners to memorise facts to be recall during examinations. Aside from using lecturers, instructors choose question and answer method to elicit responses from the learners. Hence, teachers and students interactions and between students themselves were significantly emphasised in the teaching and learning in class.

In Uganda, Guloba, Wokodola and Bategeka (2010) research found that most schools have standard classroom environments with an illustration of the subject teacher complemented by a lecture which was short. Most students just copied the notes from the chalkboard since it was part of their duty of being in class but it did not enhance their interaction level with the subject being taught. This therefore underscores the

importance of adopting active pedagogies by establishing learner-centred approaches that will improve learners' performance.

In Kenya many researchers have found that history and government teaching has remained unchanged for a long time; it is too often textbook centred, with the teachers' main learning aim being to clear the syllabus on time. Teachers therefore current resource in an encyclopaedic way and the learners become passive receivers of additional information than one could ever expect to get, analyse, understand or commit to memory. This has made history performance to be inconsistent and sometimes on declining trend (Kericho county Education Report, 2020).

Nasibi and Kiio (2005) recommended the pedagogical methods that should be adopted in the history and government; these include; project method, panel discussion, reading and group projects, audio visual, dramatising, lecture method, note-making, explaining, imaginary educational visit, identifying, modelling, practicing observation, discussion, reciting, role playing, debates, visiting, participating, brainstorming, educational visits and narrating. These approaches were better applied by History and Government teachers in their lessons.

Rotumoi and Too (2012) supported the notion that teachers have several strategies at their disposal to be utilised during history instruction; their findings show student-centred methods were found to be better to the conventional teacher centred methods, a deduction which relates whether the evaluated output was level of confidence in knowledge or competencies, development of positive attitudes towards the discipline being lectured, level of understanding of subject material, attainment of creative problem-solving or critical thinking skills, long-term retention, or short-term mastery. They further asserted that the selection of a certain approach of instruction by the

instructor was dependent on various factors that consisted of: the willingness and capacity of the instructor to improvise if required teaching aids have not been provided, availability of teaching and learning resources, the goals which the instructor expects to realise and the content to be taught, chief among this is learners' academic performance.

Additionally, Oloo, (2013), Rono, (2015) and Agumba (2015) pointed that there are substantial hindrances to change, including the history and government teachers attitude towards innovative pedagogy. Principal amongst this is the performance in national examinations which dictates the style of teaching used that ensures attainment of higher grades. They further reported that most classroom time is spent on teacher talk with only 5% of the classroom time being used to integrate learners through other methods especially question and answer method.

Mwathwana, Munga, Gathumbi, and George (2014)., observed that innovative pedagogy teaching is gaining more attention in schools as a method of addressing inefficacy of conventional teaching approaches where techniques did not motivate learners involvement in the learning process. This approach features modelling, audio visual, dramatisation, role playing, identifying, explaining, reciting, discussion, and narration. But, there are disputes in the educator sector to embrace student centred method whereas other philosophical beliefs are propagating participatory approaches to learning. Further, investigations on teaching and learning regularly desire to assess the degree at which various approaches to teaching improve student achievement.

This is supported by Nyamwembe, (2006) in a study on students attitudes towards learning History and Government subject in Mosochi division secondary schools, the study suggests that advance preparation for students and establishing a link between a

particular method and the test outcomes are the most influential factors in influencing students' attitude towards using a certain method of instruction. History and Government curriculum also handles wide and varied topics that may not be well taught through one method of teaching. This may be damaging to the learners particularly where teacher-centred method (lecture) is regularly applied where they are made to reproduce the same during examinations. In most cases, where such a method is used, the learners would over depend on the instructor and even decide to cram of knowledge making it challenging for them to develop perspectives into relationships between historical facts. However, one of the problems confronting instruction of History and government is on the instructional methods instructor use in our schools. An examination oriented curriculum like the 8.4.4 system of education lays great emphasis on how learners perform on national examination. Teachers have therefore resorted to using the lecture method as they argue that it is economical in terms of time and resources (Jaoko, 2006).

Mwariki's (2008) researched on approaches of teaching history in secondary schools in Kenya tended to dispute teachers' notion that innovative strategies are time consuming. He found that some teachers simply were too lazy to be creative and organise project centred activities for the learners and therefore casted their blame that the strategy was time consuming hindering the covering of the syllabus. From the above review it can be observed that school related, students, teacher related, and cultural factors have been some of the challenges in the implementation of innovative teaching techniques in history (Jackson, 2005) similarly, Jackson noted that these techniques were also affected by the inflexible curriculum and rigid examination-oriented evident in history subject in Kenyan secondary schools which has led to most schools registering an average performance in the subject as Bett and Bett (2021) noted. They

explained that average academic performance in the subject is basically connected to the application of instructional approaches by teachers to which does not take into consideration learners’ needs and priorities. Kericho County has been performing slightly below average as compared to the national performance with about 70 percent of schools between 2016-2019 posting a mean score of between C- and C+ in the subject as revealed in Table 1.0.

Table 1.0: KCSE History and Government Performance in Kericho County 2016 – 2019

Performance (%)	Frequency	Percent
40 and below	38	15.8
40-50	65	27.0
51-60	46	19.1
61-70	44	18.3
71 -80	28	11.6
81-90	11	4.5
91-100	9	3.7
Total	241	100.0

Source: Research (2019)

Similarly, analysis of Kenya Certificate of Secondary Education (KCSE) national results showed that history and government performance has also been fluctuating and a times declining. However, the national results show that learners undertaking History and Government subject performed slightly better as compared to Kericho County as shown in table 1.1 below

Table 2.0: Learners undertaking History and Government subject’ KCSE Mean Performance in 2016 – 2019

KCSE YEAR	2016	2017	2018	2019
MSS	8.5	8.1	8.2	8.0

The study is undertaken due to the usual teaching and curricular approaches in history and government still remain basically unchanged in many schools with teachers poorly adopting and underutilizing innovative pedagogy in their classes, this is alleged by the stakeholders to be the cause behind the declining performance as shown in table 2.0 in Kericho County between 2016 -2019.

1.2 Statement of the Problem

The study of history and government in secondary schools in Kenya is of utmost benefit to learners as it helps them to understand the past for posterity, develop a sense of nationalism and nurture their reasoning skills; however, for this to be achieved, teachers need to apply teaching strategies that tend to involve learners actively and offer them a chance to construct their own learning; various student-centred techniques such as innovative teaching strategies are the precursor for attaining such skills by students because these methods encouraged a shared perceptions between a teacher and students hence offering cooperative solution of learning objectives, arouse cognitive competencies in addition to acquisition of knowledge among the learners; however, it has been found that history and government teachers still stick to the old way of teaching where they tend to prefer the use of lecture method because their main aim is to clear the syllabus and prepare for exams. Consequently, this among others factors does not only demotivated students to take the subject, but also encourage them to cram facts that are to be reproduce during examinations. Researchers (Agumba 2015, Rono 2015, Mruma, 2013, Mtitu, 2014) observed that these methods are influenced by the rigid examination-oriented tendencies and inflexible curricular that only uphold higher grades in national examinations. Thus, such methods of teaching are void of the critical thinking needed for historical interpretation of past events among students. Ideally implementing innovative pedagogy approach supposes that teachers role will transform

to a facilitator that denotes a change from teacher centred to student centred technique to learning; with more interactive pedagogic approaches, students' learning outcomes would be improved. Moreover, observations of the Kericho county Education reports indicate that performances in KCSE history and government results have performed below the national mean between 2016 and 2019. This was supported by the observations of the Kenya National Examinations Council (KNEC) 2019 reports which indicated that there has been a diminishing trend in the performance of the subject. The report attributed the results to overreliance on teacher centred methods by teachers such as lecture method that have denied students opportunity to gain more concepts and knowledge in history and government that is necessary for their holistic development. This study, therefore seeks to establish Influence of selected innovative teaching strategies on learners' performance in KCSE history and government examinations in secondary schools in Kericho County.

1.3 Purpose of the Study

This study aimed at establishing the influence of selected innovative teaching strategies on learners' performance in KCSE history and government examinations in secondary schools in Kericho County.

1.4 Objectives of the Study

The study sought to:

- i. Establish the influence of project-based learning on History and Government performance in KCSE in Kericho County.
- ii. Determine the influence of inquiry-based learning on History and Government performance in KCSE in Kericho County.

- iii. Find out the influence of dramatisation on History and Government performance in KCSE in Kericho County.
- iv. Establish the influence of cooperative learning on History and Government performance in KCSE in Kericho County.
- v. Find out the influence of using information and communication technology on History and Government performance in KCSE in Kericho County.

1.5 Research Hypotheses

The study hypotheses were as postulated below;

H_{01} : Project based learning has no influence on the academic achievement in History and government in secondary schools in Kericho County

H_{02} : Inquiry-based learning has no influence on the academic achievement in History and government in secondary schools in Kericho County

H_{03} : Dramatisation has no influence on the academic achievement in History and government in secondary schools in Kericho County

H_{04} : Cooperative learning has no influence on the academic achievement in History and government subject in secondary schools in Kericho County

H_{05} : Information and communication technology has no influence on the academic performance in History and government subject in secondary schools in Kericho County

1.6 Significance of the Study

This study investigates the innovative strategies of teaching history and government subject in secondary schools. The results of such a study are of great benefit to curriculum developers. It would also assist curriculum developers and implementers to

recognize areas of concern in the teaching methods employed to teach the subject where emphasis should be concentrated on innovative methods so as to improve performance. Furthermore, this would assist the history and government teachers to devise strategies which will encourage learners' participation in the classroom for better understanding of the concepts. Furthermore, the research would assist curriculum developers in revising the syllabus to enforce instructional methods which would encourage the learners to generate knowledge by themselves. For case in point, the findings would assist them to visualise how best the new approaches can be successfully be adopted in class.

The study would contribute to the already existing knowledge concerning the techniques that would improve teaching of History better in secondary schools and solve educational system challenges. The study findings would assist teachers to recognize the general assumptions concerning teaching in addition to introducing them to variety of techniques.

By investigating about the methods that are expected to enhance instruction because the research is not only related to teachers but students as well. The key purpose of the techniques applied is to arouse interest, acquire an active feedback and direct a focused activity on the side of the learners. This research enhances teachers knowledge on the significance of student activity. Just in case, it would assist teacher to answer those questions during planning their lessons and answering the question on what student activity would emanate from the lesson and it would be effectively conducted out from the approach. The study makes contributions to the field of History and government subject teaching and hence teachers in other localities may use the result of the study to improve their instructional process. the study also provide opportunity for further

exploration of issues surrounding teaching and learning of History and Government deeper in a classroom setting.

1.7 Justification of the study

Innovative teaching strategies is an instruction method most teachers have emphasised since John Dewey's persuasive contention that learners ought to be occupied in an active learning environment that gives them room to construct new thoughts. Learners need to be provided with reality situations that would help them discover information and solutions to their everyday learning (Dewey 1966). Accordingly, he further elaborated that Innovative pedagogy refers to a process where a teacher undertake a plan to identify their learning needs and design learning objectives, source materials, choose and execute instructional methods and assess the outcomes of learning.

Although the ministry of education is committed to providing holistic education to the learners through innovative methodologies, most of them are not mastering learning skills due to the nature of instructional strategies used by history and government teachers and hence most of the students rely on their teachers to give them information that is to be reproduced during examinations.

The history and government instruction curriculum emphasize a lively instructional technique and hence motivates teachers to use this method of teaching. Nevertheless, inadequate efforts have been undertaken by the ministry and policy implementers to translate the strategy in the instructional process at classroom. In such situations, textbook writers, education experts, teacher training institutions, curriculum designers, and teachers all fashioned their materials for purposes of examinations.

Many history and government teachers have done modestly to illustrate the importance of the past to their learners; in most classes, students are expected to memorise historical

evidence with little being undertaken to provide the evidence and associate them to the current realities of life. This shows that the subject fails to offer holistic education for learners to trace and reconstruct their past.

Additionally, global trends in educational developments have brought forward changes in education theories. These changes have been accompanied by reforms in the means through which teachers and practitioners develop the curriculum where a lot of emphasis has been put on student centred instruction. In comparison to subject centred methods, problem centred and learner centred designs are regularly depicted to have much impact to convey to the next generation. Innovative teaching as one of the strategies of learner-centred approaches involve instructional activities grounded on learning guides for students, audiovisual resources, materials, furnishings, and learning environments with equipment (Anderson & Neri (2012). When these methodologies are combined enhances the usage of active learning methods that assist teachers enhance their learners learning capacities.

But, history and government subject instruction has for long been related with illustration of evidence, also known as instruction in a conventional way. That kind of instruction constitutes listening to lectures and reading chapters while making learners copy notes henceforth denying them chance to develop critical thinking and interpretations of historical facts.

Therefore, it is against this situation that this investigation looked at the influence of selected innovative teaching strategies on learners' performance in KCSE history and government examinations in County of Kericho, Kenya.

1.8 Assumptions of the Study

The following assumptions were made by the researcher:

History and Government teachers from selected schools would be able to use various innovative teaching strategies in enhancing instruction of History and Government in secondary schools in Kericho County. The history and government teachers have been well trained on application of innovative teaching methods. The information given by the respondents are true reflection of instruction of History and government in Kericho County.

1.9 Limitations of the Study

Limitation involves characteristics of investigation that contributes to negative outcomes in a situation that an investigator cannot control (Nachmias & Nachmias, 2009). Because the study investigated the influence of innovative teaching strategies on history and government learners the respondents may have fears to reveal information in relation to instruction and performance of their schools since they could mistake the investigator to have been sent by governmental agencies. To address this limitation, the investigator physically visited the sampled schools and explain to them the aim of the study is for academic purposes and the confidentiality of the information they give.

The study dependent on questionnaires and interview guide to collect data and relied mainly on the perception of the respondents who in turn may conceal some information due to the presence of the researcher. To address this, the researcher made sure that the school management supported the researcher and ensured that teachers and students gave relevant information.

The target respondents were busy especially since they are attending lessons throughout the day as well as teaching. This was an issue when collected data because of inadequate time to interact one on one with teachers when filling the instruments. This was addressed by deciding to use drop and pick up method which permitted teachers to respond to questions at their own convenience within a specified period. The study was

also limited to 27 schools within the county hence the limited sample did not constitute all the responses that all teachers and students in the county could have given.

1.10 Delimitation of the study

Delimitation is setting boundaries for study to make it manageable (Mugenda and Mugenda, 2003). The research assessed the influence of selected innovative teaching strategies on learners' performance in KCSE history and government examinations in Kericho County. The focus was based on project-based learning, inquiry-based learning, dramatisation, cooperative method and use of Information and communication technology (ICT) in achievement in History and government in secondary schools in Kericho County. The study adopted a mixed method research approach.

Data was collected from randomly selected secondary schools in Kericho County. The study used questionnaires, interviews and observation schedule. The study was carried out on History and Government teachers as well as Form Four learners from Kericho County. The sampling frame was History and Government teachers and students from selected secondary schools in Kericho County. The data was collected from 230 secondary schools. The respondents were selected randomly. The research was conducted between September 2019 and March 2020.

1.11 Theoretical Framework

The study was anchored on Bruner constructivist theory from his works on education process; educational process (1960), theory of instruction (1966) and relevance of education (1971). These efforts illustrated Bruner's key educational positions about students' learning. This is a theory that argues that learning is built upon knowledge which a learner already knows (prior knowledge) also known as schema. The theorist

asserts that all knowledge is developed from a base of earlier knowledge commonly referred to as schemata. This is based on the premise that students are not an empty slate and knowledge may not be conveyed without the student understanding it based on his or her present ideas. Bruner considers the importance of learning is that an individual links things that are similar and organises them into significant models. The theorist maintains cognitive model is a normal way for students to generalise and perceive the outer physical world so that they can generate new knowledge.

According to Bruner cognitive structure is multi level and progressive, coming from low to advance level and it is developed on the grounds of previous experience which is regularly transforming in learning process. Further, the cognitive structure formation is an essential intern foundation and aspect for future learning and understanding of new knowledge (Alesandrini & Larson, L, 2002).

The theorist names cognitive structure representation and maintains that the description can be grouped into three parts; symbolic, image and action representations. Bruner conceptualised that knowledge education is to build particular structure of knowledge in learners mind that is consisted of principles of subject knowledge or basic ideas, basic concepts; the structural design of knowledge structure is composed of human coding system earners to which enable form connection between prior and current knowledge.

Bruner delineates the universal procedure of cognition; Bruner considered that learning a point of knowledge or subject constituted three similar instantaneous procedures; new knowledge acquisition, conveyance and knowledge evaluation. the alleged new knowledge acquisition is the procedure whereby new knowledge is linked with existence knowledge, cognitive structure and experience. it is a procedure of active

comprehension, that fetch in new knowledge to an already existing knowledge structure via adaptation or assimilation.

Powell and Calina (2009) elucidated that so as to obtain new knowledge during schooling, learners are required to initiate the correspondence between the past and present knowledge in order to shape a new cognitive system. Knowledge transformation is extra inquiry and generalisation of new knowledge that can be reconstructed into another shape to change to new tasks. Various pedagogical approaches are aligned to constructivist learning theory where which mainly constitutes a type of directed disclosure where the instructor circumvent face to face teaching and tries to direct learners through question and answer tasks to verbalise, appreciate, discussion and discover new knowledge. Tasks motivated through constructivism consist of class discussion, films, research project, visualisation and dramatisation.

In terms of teaching method, Powell and Calina, (2009), describes the discovery learning method which supports innovative teaching strategy. Here discovery entails all channels of acquiring cognition through discussion, inquiry and problem-solving skills where students are allowed to organise what they know in their own way rather than just reading and copying notes found on books. For learning to succeed the environment should be structured to inspired students to regularly explore and question ideas through practical experiences. Teacher's role should not to educate information through mechanical learning, but rather ease the process of learning by acting as a guide. This implies that the instructor will prepare lesson activities that assist learners understand the linkage between various parts of the topic to be covered. To achieve this, an instructor has to provide learners with all the information they require, but not arranging for them.

Additionally, innovative strategy is a learning activity where learners obtain new knowledge through reading literature and books unaided and thinking individually through the utilisation of inquiry base approach. Bruner hence attaches great importance to this strategy by observing that learners are not docile recipients but active participants who should be given chance to a construct their own knowledge; in this way, teachers can better awaken interest of learners thoughts, arouse learners enthusiasm, composure and learning interest which assist them to sustain remembrance.

Bruner's discovery learning approach is epitomised well in innovative teaching strategy by advocating that the instructor's responsibility is to develop an environment where learners can study on their own, compared to provision of read made apprehension. Rather than cramming what is said by textbooks and teachers, the main aim of education is learner involvement in the learning activity of setting up the knowledge process of the subject.

Bruner's discovery learning theory highlights the activity of inquiry, underlining the development of learners' spirit of examining problems and the capacity to resolve problems on their own. Learning of history needs student to depend on their own capacity to uncover the generalisation behind the reconstruction of human past. Though this is the case some researchers have different views about innovative strategies; for example, Gupta, (2011) perceived that this theory advocated for an instructional method with minimally guided or unguided learning for learners who then might not always do as per the set objectives since they can be distracted by other activities. Furthermore, he claims that constructivists view students as expounding the planet uniquely and teaching is not effective since main ideas within the discipline are not well developed by students. Kirschner, Sweller and Clark, (2006) argue that within constructivist-based

pedagogies, while subject are centred towards all students in class but every student has diverse perception and abilities. He further argued that students require to link their understanding to physical materials to make sure they acquired the cognition and constructivist methods do not aid this education associated need.

Gupta, (2011) also indicates that constructivism enhances team thinking disregard the personality of learners even though instruction should enhance personal privileges. Some scholars criticise constructivist theory since they believe that superior learners control leading discussions in class whereas average learners could be overlooked. Gupta contends that dominant team steer the entire classroom towards their reasoning while leaving other learners at the rear; this means that this theory ignore the growth of many learners competency since the lesson is steered by a few individuals. This view was supported by Kirschner, Sweller and Clark, (2006) who observed that when learners learner with least guidance, they become frustrated and lost since they need guidance from the teacher who has the set objectives of the lesson. They further argued that least – directed methods as practiced using constructivist methods snubbed empirical research which have revealed that non-directed learning are not effective in classroom learning.

Hmelo-Silver, Duncan and Chinn, (2007) on their part agree that the teacher and resources used should be focused on the encouragement of the learners by helping and permitting them to discover the key philosophies of learning as individuals. Interactions between teacher and learner are a significant issue. Hence, to Bruner, essential results of learning consist not just the problem solving, categories and concept procedures discovered in the past through culture but also the capacity to innovate new learning on oneself. During classroom learning, linkage between teachers and learners has

transformed from power-submission to useful guided active involvement. Through this activity of joint discovery of knowledge and independent inquiry, learners gain important experience and realise their meaning of self image. Hence, instructors should passionately develop situations to direct learners to adjust their learning methods. From inactive approval of knowledge to active identification and personal inquest, education would really become their individual owned tasks. Bruner's constructivist theory thus supports innovative pedagogy; the theory's main principle on constructivism take in the notion of learning as an active activity in which the student are skilled to create new ideas according to their previous knowledge in order to construct new knowledge.

In conclusion as a learning theory, constructivism looks at the consequence of new knowledge construction for education (Liao, 2007). In such a situation, this theory emphasises the need for students to be at the help of learning compared to the instructor. The theory anticipate to develop learners role in instructional activity for them to be more lively in classroom than being inactive by just absorbing knowledge from their instructors. Further, through constructivism theory, classroom environment should focus on learners being active participants in learning activity.

1.12 Conceptual Framework

Independent variables are variables that are varied or manipulated by the researcher, (Kothari, 2004). In this study the independent variable is the innovative teaching strategies which included, inquiry-based learning, project-based learning, dramatisation, cooperative learning and information and communication technology. Dependent variables are the responses that are measured during the study. These included achievement in History and Government subject, conceptualized through improved performance and students' motivation to learn. Intervening variables will be

the government policy and learning environment and assumed to influence the relationship between independent variables and dependent variable.

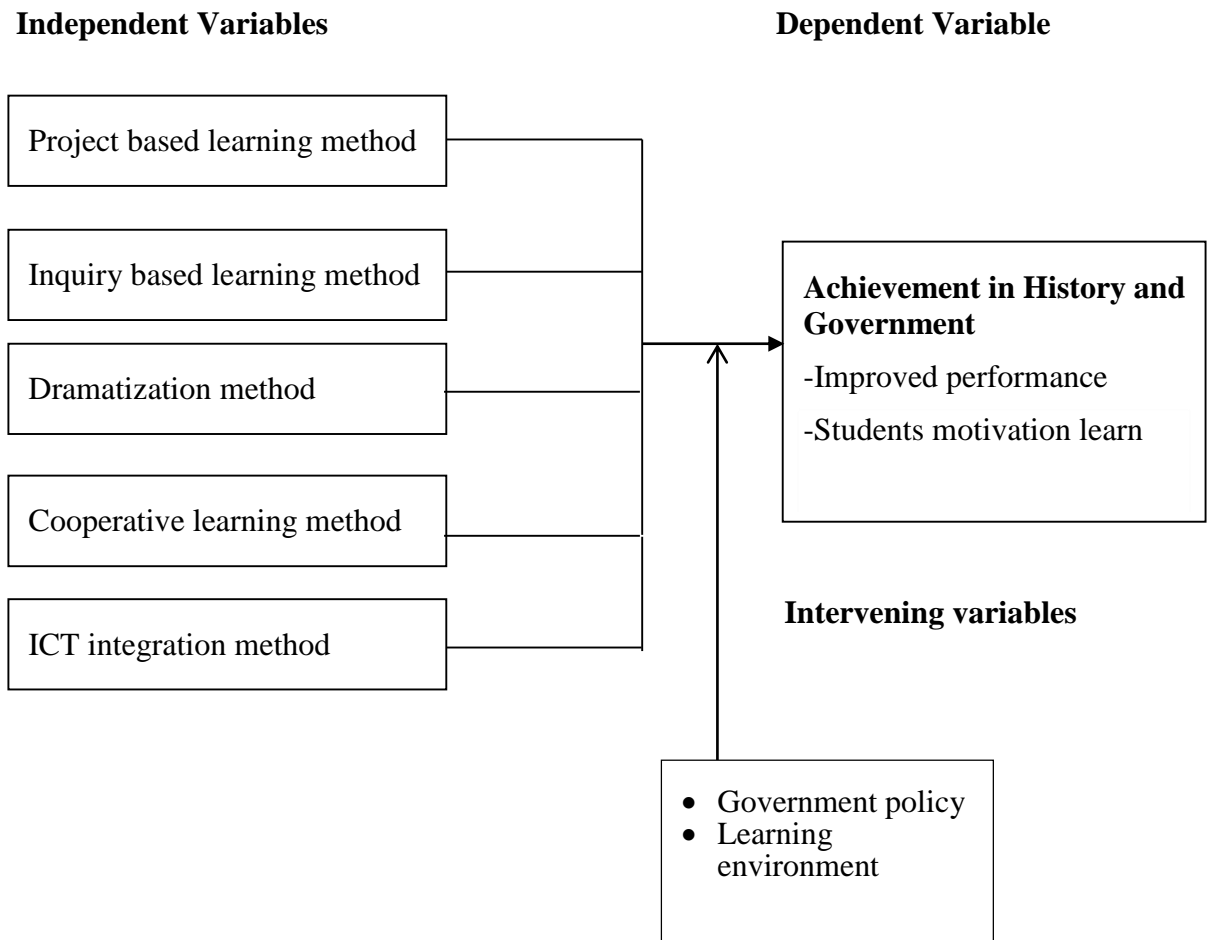


Figure 1.1 Conceptual Framework

Source: Researcher (2019)

The study assumed existence of a direct relationship existed between independent variables on dependent variable. The innovative strategies comprise of cooperative learning and were considered as learning method where learners operate in small but heterogeneous teams to undertake a project, tackle a project or other learning objective while educators operate as facilitators or guides. Dramatisation as a method can transform textbook or occasion it film or play while making it more thrilling. Inquiry based teaching method computes the degree to which an individual obtains certain skills or information, regularly due to certain information. Project approach is one of the techniques of instruction where learners' perception is amplified when designing the

syllabus or content of certain disciplines. Student-centred learning is a technique where learners has significant dominance over the activity and guides more or less the learning tasks with the instructor giving adequate direction. The dependent variable being the achievement in History and government subject in school by students. it measures the degree to which a learner has obtain certain skills or information, regularly due to certain information. The strategy hence inspires objective-guided behaviour among learners, hence is essential in increasing performance by students.

1.12 Operational Definition of Terms

Innovative teaching strategies: These are teaching strategies that encourage students to use their imagination while connecting with lesson content. The learners are keenly involved in education and can operate with their colleagues in mutual teams to display their learning. In this study innovative strategies are: Project base learning, Inquiry base learning, dramatisation, Cooperative learning and use information communication and technology.

Performance: is the results that show the degree to which a student has attained certain metrics which were the focus of tasks in classroom learning. It Also refers to the quality and quantity of a student's work on standardised tests.

Cooperative learning: is a method of teaching where learners operate in small but heterogeneous groups to finish a tasks or an activity while teachers operate as facilitators or guides.

Dramatisation: is a method of learning that involves converting a textbook story into play or film while making it more appealing. It can also be used to refer to a film or play that can be acted on stage creating excitement among the viewers.

Inquiry based teaching method: is a teaching approach used by educators to teach learners to develop a scientific apparatus in utilisation of knowledge acquired.

Project-based learning: it is an innovation instructional approach that constitutes a dynamic classroom technique where learners obtain meaningful knowledge through dynamic examination of real problems and challenges in the world. Students get educated concerning the subject through operation for a lengthened period to assess and respond to difficult problems or challenges in small or collaborative groups.

Instruction: is the activity of directing the student to develop understanding, knowledge and skills by the teacher through communication with students.

Instructional methods: refers to teaching activities or techniques applied to direct the learning situation in every unit of a syllabus, topic or a course.

Learning: is the operational and common development of knowledge, understanding and skills by a student due to interactions with institutional environment (inside and outside).

Project method: it is an instructional approach where learners' views are valued when developing the curriculum, syllabus and lesson plan. This technique is grounded on pragmatism philosophy and the law of learning through action.

Student-centred teaching-learning; is a learning method where a learner has significant dominance over the learning activity and guides more or less on lesson tasks with the instructor providing minimal guidance (professional assisted guidance only).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter review literature (previous studies) in relation to the study title. The chapter is categorised into three; general literature, specific literature and summary. The literature is in conceptual, contextual, theoretical and empirical on instructional approaches that are used in teaching history and government.

2.2 Learner (Student) Centred Methods

Student centred teaching is an instructional approach that which makes learners to be the centre of instruction. Here, teacher role is to ensure there is conducive environment for learning and motivate learners to learn from one another and develop an accurate real life activity which inspires their participation and involvement (Weimer, 2002). To ensure learning that transforms how students reasons and comprehend, instructors need to start by discovering students existing thoughts and then develop lesson that transforms those thoughts. Students on their side need to understand the desire to learn and be provided with a strong foundation knowledge which they can be able to use. Student – centred syllabus vary from teacher centred in the following forms: student centred training make students understand why they require to learn content and its helpfulness to them whereas teacher centred session teacher students to be receivers of information prepared by the instructor according to set objectives.

In instructional delivery for a student centred method, learners are accorded a chance to construct their own learning, this is allied to experiential and constructivism theories of learning wherein learners are provided with the opportunity to be

involved in their own process of learning. Further, it is important for learners to connect their previous knowledge and associate it with new ideas and concept offered in class, in this way, learning is tangible and real among the learners.

Davis (2017) argued that any learning situation needed to engage the learner, this implies that learners need to be interested to learn, optimistic, attentive, curious and be passionate while being instructed, and this will later result to improved student achievement in school. All stakeholders in the education sector especially the ministry of education should conduct curriculum review and construct required facilities in secondary schools which will facilitate teachers to use innovative teaching strategies. Learners need to have freedom in accessing of new instructional technologies like social media and internet that expose them to various information sources (Cisco, 2011). The study further observes that inclusive participation of learners in classrooms can still be achieved while minimising costs associated with education by permitting students to learn from each other. Learners also have diverse learning capacity hence some of them can assist their colleagues to understand some aspects in class. David concluded that categorising learners may permit them to develop collaboration competencies through reading and listening individually through sharing of ideas. Further, collaborative learning in schools helped to develop students' interpersonal skills.

Agumba (2015), stated that the implementation of innovative instruction approach is a student centred approach wherein teachers implement classroom learning through guiding learners to target processes depending on the objectives to be achieved during the lesson; Agumba also observed that when testing was the only way of assessment, content learning was not shown, however the competency for

how well the content was remembered through memory was the only issue that was evaluated; but how one individual exhibit usage of content is an essential indicator of learning. For instance, individual students who perceived that they have learned merely because of memorisation, would not understand that the continued practical approach to lesson over a period was the most important purpose they could show how they had understood the content. Agumba further stated that continuous advancement was not about amendment; but instead it was about improving performance in any learning situation, therefore, the attitude that the teachers have towards innovative teaching techniques informed how the students learn with an aim of improving their academic performance.

2.3 Teaching Methods in History and Government

Methods of teaching have been defined in various ways by various scholars based on their philosophical position; according to Kimwari, (2010) teaching methods refer to varied methods at which a learning activity is handled to enhance a learning process, this implies the means of coordinating learners and the forms of techniques used in order to ensure that learning objectives are achieved. Asikhia (2010) define teaching methods as the strategies and means used by instructors in an effort to pass knowledge to students, it constitutes the way instructors coordinate and utilise approach of subject matter, resources for teaching and materials needed to ensure the objectives of teaching are attained.

According to Ayiro (2012), teaching is a continuous procedure which constitutes bringing about expected changes among students by use of suitable methods of teaching. In order to bring expected changes among learners, methods of teaching used by teachers need to be the most appropriate for the subject content in relation

to the objectives of learning (Adunola, 2011). Teaching approaches perform well if they meet students' needs because every student understands and responds to questions in a special way and therefore matching of teaching techniques with learners' requirements and desired learning impact on learners' academic performance (Bharadwaj & Pal, 2011).

Oloo (2013) asserted that History and Government teaching methods do not vary significantly from other techniques applied in other subjects; these methods can be divided into two categories which were; teacher-centred and learner-centred techniques respectively. In teacher-centred approach, the instructor is more active compared to learners whereas in learner-centred approach, the students are more active than their teacher. Oloo argued that no single method was enough for effective learning and therefore tactful and interplay interweaving of one or more of these approaches were important to effective instruction of History and Government. According to Dewey, learners are prepared for life by taking part in the learning process which can then be applied to the wider society in which they live. This belief is supported by Adunola (2011) who observed that learners should be encouraged through interactive methods in order to find out information for themselves, he believed that the education goal in any society is to churn out learners who can perform and produce knowledge instead of repeating specifically what other individuals did previously. From this position, students have to be motivated to learn through inquiry and problem-solving technique; this can be attained when an instructor permits a student to face the problem themselves; enable them to observe resources, utilise learning resources and allow them to look for solutions to problems. When they do that, students would be dissuaded from memorising facts only to be

reproduced for the aim of examinations. Lumpkin and Multon's, (2013) study revealed that teachers of history have favoured teacher-centred teaching approach during teaching session due to the ease of using them, these styles to an extent deprive learners the chance to construct their own learning because their main aim is to perform well in exams. Further, results show that instructors fully followed stated activities in the instructional documents in situations they made efforts to bring change in behaviour among their students.

Grashas (1996) argument on 'what' facets, indicate teachers of history' inclination for the inquiry guided method as opposed to teacher centred style of teaching, the justification behind the approach was to make students locate and development knowledge on their own for them to become self supporting and self reliant, with this, teachers of history provided learners with work to do on their own while they acted as experts or coaches behind what they observe as being good for learners to develop, hence instructors did not keep aside inquiry style of teaching learners at bay, but made sure learners were inspired to think in order to find answers. Through this, teachers offered directions to learners through asking them questions, providing options for exploration, providing suggestions on options and also designed a measure for selection of a suitable approach to a problem; still at the 'what; feature. Young (2002) believe that teachers of history' penchant for coach style and inquiry base teaching was due to the fact that the method supported cooperative form of teaching which appeared to construct a communal technique in engaging learners mental faculties and emotions through realities, this would permit them to relate individually to the experienced that they got from class discussions.

Rono (2015) observed that history was an essential subject since it played an important role in society development; past knowledge is indispensable in the knowing the current and to forecast for the future, it was through studying this subject that the development of a country is able to be realized. In order to realize the above aim, the right methods should be used as they form the most essential linkage in teaching and learning strong. Candal, (2015), believes that a good method of teaching history should: provoke higher interest in students thinking through increasing the desire for further study and exploration, change the focus from memorization and verbalism to learning through concrete purposeful, and pragmatic conditions. Furthermore, he argued that cramming of historical facts will not help in the acquisition of historical knowledge as knowledge has to be made concrete and realistic through appropriate methods that become related to the learners' experiences. Knowledge on facts will develop insight into the casual relationships; for imparting knowledge the teacher can use textbook, storytelling or lecture method while for developing attitudes and skills a number of methods like field trip, project method may be helpful.

Nasibi and Kiiio (2005) stated that instructional techniques are grouped under two categories namely: Expository strategy which is teacher-centre and include such methods like lecture and question and answer; Heuristic strategy which is learner-centred and examples include field trip, project and role play among others. Agumba, (2015) in his research concluded that interactive methods are vital in social sciences than in any other field since proof, despite it may be a picture or artefact, can only be translated through a language, it could not as in science or mathematics be physically controlled for concept investigation. It is for this reason that Kenya institute of curriculum development (KICD) outlined a variety of instructional

methods for teachers of History and Government to enable them develop in learners the ability to think and assess critically what they are taught.

2.4 Project Based Learning

This is a systematic style of teaching which engages learners in understanding knowledge and understanding through an extended activity of inquiry built around genuine questions, complex and cautiously framed tasks and products. The process can survive for changing period of time and can go beyond over numerous areas of content. According to Barak (2012), it is an approach which assists to develop a flexible and pleasant environment of learning for learners that would enhance their knowledge and implant thinking capacities. Project based learning can also be described as a style which motivates learners to investigate something new through integration of knowledge from already existing matters.

PBL is an instructional method which transforms education from instructor informing the learner to perform where learners are provided with activities according to challenging problems or questions which constitutes learners investigative skills and reflection, meaning-making, decision-making and problem-solving which involves facilitation by teachers and not guidance (Chi, Mei & Siu Lun 2011). PBL learning as a case of innovative strategy has the following merits which makes its edge over other techniques; builds positive relationships between students and teachers, develops high order thinking skills, improves academic performance, boosts cooperative learning skills, and engages learners (Wekesa & Odhiambo, 2016). This ensures the method a proper instructional design in developing learning since the approach needs creative thinking skills, problem solving and content knowledge for learners to understand it. PBL method has been effectively applied in developing nations to enhance students' performance and also

to prepare them for life after school. In United Kingdom, there has been a significant change in performance of students in social science subjects due to application of project based learning method in teaching.

The current status of PBL has its foundation from philosopher John Dewey (American educator) who came with the term in the year 1890s (Habok & Nagy, 2016). Dewey expanded this concept of learning through doing. Dewey contended that learners need to actively participate in real world challenges so as to enhance their academic achievement. Dewey belief was about active inquiry resulting to profound understanding of problem (Kolodner et al 2013). Dewey position aided to design other concepts and theories like Kilpatrick project based instruction that consists of phased like judging, execution, purposing and planning. Further Dewey recommended that could be utilised in various subjects to offer learners with broad range of concepts and ideas.

Conventional approaches normally used by teachers of history do not motivate students involvement hence becomes unexciting to them, hence PBL is an approach to instruction which provide many prospects to students to acquire knowledge values and skills in addition to improvement of ideas associated with the social planet. History nature demands concerted exploration to improve learners' content knowledge and democratic ideas since the aim of the subject is growth and maintenance of the society. Similarly, studying history is desired to improved learners comprehension of citizenship and democracy and assist them excel in their class work. Newmann et al. (2007) emphasised that learner interaction and motivation in learning improves when learning is linked with real social world issues. This improved engagement is specifically required in history subject to make sure learners are in a position to arrive at informed decisions with respect to

classroom work since many of them are expected to analyse social issues efficiently through undertaking projects related to history in class; so instructors need to apply interactive teaching methods regularly (Bullock, 2013).

Project Based Learning is an important approach for developing independent philosophers and learners in history and government class, here learners focus on their performance through drawing up their individual inquiries, scheduling their learning, organising their exploration and executive a number of teaching methods (Bell, 2010). It is a teaching approach which can be infused into various instructional units and content areas depending on the nature of the topic being taught. Key to this PBL strategy is the notion that learning is most efficient when learners enact theory into practice; in which the learners role transforms from learning through listening to learning through doing.

Effective PBL must arouse learner's interest and then include leading questions in order to maintain learner attention. Permitting learners to have their own individual say and arrive at their own decisions concerning a project, enhances personal learning and inspires inquiry so that learners can develop their individual driving queries. When working in groups, learners utilise and learn important skills like critical thinking, communication and collaboration. Educators's function is that of a guide that constitute provision of feedback and permitting learners to undertake revisions by use of group evaluations and rubrics (Kibett, 2002).

In USA, PBL is well recognised due to the support from Buck Institute for Education (BIE) as a reaction to school reforms activities which is needed to equip students with knowledge appropriate in the knowledge based learning. According to Svinicki, (2000) the institute provides support for project-based learning which normally has

a driving query which encompassed a valuable content which is attached to real world challenges, research and materials which permit students to learn ideas, use information and portray knowledge in various ways like collaboration between teachers and students. Ocak and Uluyol (2010) assessed how PBL environment influenced aspects of intrinsic motivation, particularly cognitive engagement, academic improvement and interest. PBL influenced learners' academic interest and engagement in classroom. Learners felt positive force to finish their assignments and improved communication among students.

Additionally, PBL pedagogical approaches which intensifies learners engagement in the learning process guarantee history academic achievement; this is because the instruction mode is the most efficient approach for engaging learners' creative abilities. The method enables members of these tasks to apply knowledge they have acquired and undertake the expected activities that are important outside the classroom learning. The teaching approach involves several approaches which need to be applied to engage learners in Social Studies subject which improve active participation by all. PBL approach, as one of the reliable approach is mainly associated with instruction so as to attain social objectives and improve learners' motivation and interest.

Hugerat (2016) in a study on How to teach using project-based learning strategies observed that the significant advantages utilising PBL is the improved academic interactions and enthusiasm to learn. The study also found that PBL improve learners' performance in numerous investigation areas where they can address real matters and learn experience further away from classroom. Accordingly, this research could be on the area of model-building, problem-finding, discovery, design,

problem-solving, or decision-making, processes. Assessing PBL effect on classroom learning in two Israel Arab schools findings indicated that learners involved in PBL appeared to be more content with their academic roles and enjoyed the classroom more than learners who were not taught using PBL. This is so because learner instructed in PBL classrooms have an opportunity to advance a varied range of skills like critical thinking, problem solving, communication and collaboration skills which are critical to learners in their future life.

Researcher Chang (2010) provided proof in relation to influence of PBL on growth of academic performance. The study indicated students' positive attitudes towards PBL and demonstrated growth in academic performance after being taught using PBL since it offered them a chance to learn through doing, they also worked in teams, share their best concepts and learn from their colleagues and hence are able to create their individual knowledge. Moreover, research has revealed that PBL can engage learners. Investigations have revealed that PBL can increase cooperative learning skills, improve test scores, and engage students. Apart from this, other advantages of utilising PBL method include improved problem-solving abilities, increased self-direction and motivation and deeper understanding of the subject matter. Active social learning is important to learner engagement and understanding of the class content (Watters & Watters, 2007). When using PBL method, instructors act as facilitators to learning by student whereas learners have access to various materials in the class which enable them to discover and direct their own learning, organise their own assignment and manage their classroom time. This enables them to socially co-construct knowledge as a team.

According to Genc, (2015) PBL is a holistic approach that requires a curriculum change in addition to full support and cooperation from teachers and students. This is because PBL is not just a method of portraying challenges to learners but a structured, rigorous style to learning. Instructors normally observe increase in attendance, higher participation rate in class and better desire to complete homework.

The study by Chi, Mei and Siu Lun (2011) on the impacts of initiating PBL teaching approach in class revealed positive academic scores. Results revealed that brighter learners benefited more from the technique compared to students who normally performed on average. This coincides with results from Sandra (2011) who discovered that the use of PBL needed absolute and definite commitment from teachers in terms of; roles, assessment approach and stages. The initial phase needed teachers to have faith or accept in the social constructivism theory foundation on which PBL is grounded and a comprehension of constructivism that is important during implementation.

Various empirical studies focusing on learners and teachers' attitudes towards PBL reported that the method is a time-consuming method (Harrigan, 2014; Habok & Nagy, 2016). They stated that many instructors did not have adequate time to prepare and plan their projects because the approach needed more time which increased too much workload for them. Furthermore, PBL was found to be a time consuming method since it needed deep assessment of reality and the activity with this type of projects could take more time than it was expected from the beginning. PBL is only feasible in classes where instructors help learners through offering adequate direction and feedback. The instructor has to completely explain all activities that

are to be done, offer in-depth guidance for how to create the project and distribute within the class so as to answer questions and motivate the learners. So as to develop effective units anchored on PBL, instructors need to be flexible and plan well. In this method to learning, instructors occasionally found themselves in the role of student and colleague with the learner. Instructors can evaluate PBL with a mixture of rubrics, checklists and objective tests. Nevertheless, these normally measure completion of task. The addition of a reflective writing aspect offers for self-assessment of learning by students (Murithi, Odundo, Origa, & Gatumu 2013).

The Kenya education system being examination oriented has not provided avenue and assistance for application and use of PBL since it is time intensive and involving. It is therefore suggested that instructors need to come up with fresh teaching methods which emphasise on practical tasks rather than theoretical approaches. This can be attained through changing from teacher centered to learner centered instruction methods (Akama, (2011). Previous researches tend to focus on teachers' experiences and perceptions of using PBL. Most of these researchers investigated teachers' attitude and perception when using PBL in teaching history and social studies lessons as well as teachers' preparedness in implementing PBL. All studies focused the use of PBL in a classroom setting with the main aim being to find out how students learn.

2.5 Inquiry Base Learning

This is an approach to learning of utilising hands – on activities permit students to survey concepts in addition to teaching where the focus is on utilising the process skills to acquire profound comprehension of the linkage in history. Because of learner-centred premise behind inquiry-based pedagogy, Marshall, & Horton, (2011)

differentiated inquiry grounded learning from teacher – guided learning through looking at the distinctive role of the learner to develop personal understanding of knowledge according to their past experience and knowledge application in the related circumstance. Moreover, an inquiry-based method of learning is associated with the activities in the classroom that involves investigation analysis of data. It also instigate communication and collaboration between learners (Thompson, 2006). Thompson discovered support for the notion that there was efficiency for inquiry grounded learning for enhancing the academic performance of learners in addition to instructors' satisfaction when applied properly.

Njoronge, Changeiywo and Ndirangu M. (2014) found that inquiry-based instructor can develop inquiring opportunities for the learners that would be an important influence in the learning process. Their study looked at the changing perceptions of secondary school teachers' abilities and necessity towards inquiry-based education implementation that arose from professional development that was presented in a various school holidays seminars. Together with these development prospects, teachers were discovered to have higher confidence in the ability to develop inquiry-based to suit their learning objectives. Additionally, Dewey argued that skills acquired and content learner in this way would be effectively transmitted from practice setting to any other learning environment. Agreeing with this form of logic, it would follow that teachers would expect learners to perform better on standardised exams that they were provided with. Oliver-Hoyo (2011) stated that what functions in one environment at a specific organisation or within a particular subject might also operate at another so the requirement to offer options in learning varied content. This situation appeared to indicate yet another support level for usage of inquiry based instruction to enhance performance of student completion for usage aide other

teaching approaches, because the very assumption of inquiry based learning is undertaking of experience alongside a series of learning sessions.

Moreover, Hattie (2009) showed through wide analysis of the influence of learner achievement because of use of several instructional and environmental factors, a number of teaching methods including inquiry based teacher would be required to maximise learner performance in internal and external exams. Ortlieb and Lu (2011) provided other reasons for the benefit of inquiry based learning in their research on pre-service educators. Instructors who were motivated to use inquiry based instructional model showed more and greater prolonged commitment to help learners develop critical thinking capacities. Execution of well developed, theoretically based curriculum lessons for inquiry supervised by teachers who have a strong basis for multiple lesson delivery approaches is aided by the literature which concurs that inquiry based learning systems are structured to meet route of study objectives and improve learners performance in class while permitting for the execution of multiple instructional methods.

Scruggs and Mastropieri, (2012) underline the important of social togetherness in the achievement of success of knowledge learning and retention while utilising inquiry based learning. Their research concluded that students who were involved in group based in an inquiry grounded class environment had higher affinity to undertake a class activity for learning and showed increased improvement in tests. Hernandez-Ramos and De La Paz (2009) collected data that analysed inquiry based learning with teacher centered approach involving a team of more than 700 students from a middle school and a comparable number of students from a locational close middle schools that had same teacher and students profiles. During the investigation,

they established that support for greater efficacy for education that was learner aligned. They discovered that students that were taught using inquiry based resources attained higher outcomes compared with their counterparts from controlled groups from overall material knowledge and internal motivation. In addition, they indicated that learners had improved their critical thinking capacities within a certain content matter.

There are various approaches to inquiry based teaching (Bulbul, 2010). In a structured inquiry, instructors avails the input for learners with an issue to assess along with materials and procedures. This form of inquiry teaching is applied to instruct a certain skill, fact or concept and results to open inquiry where the learner develops his/her own issue for investigation. Learning inquiry cycle framework according to Piaget theory of cognitive learning is an example of structured inquiry learning method (Blumberg, 2010). Learning cycle model is an instructional process coherent with inquiry form of history and with the way pupils learn naturally. The strength of inquiry based leaning to instruction is its aptitude to improve intellectual interaction and enhance deep comprehension through advancement of minds on, hands on and survey based outlook towards instruction.

Regardless of the quantity of stages, every learning model has its own key objective (Sajjad, 2011). Sajjad used 5E learning cycle teaching framework created by Bybee et al. (2006). The instructor can finalise a formal assessment of elaboration stage. It is the stage where instructors administer tests to establish each learner understanding level. inquiry respects the multifaceted; interlinked nature of knowledge development that aims to offer prospects for learning; therefore learning would have added sense for learners as it becomes more essential portion of their lives and they

start to better appreciate the universe. Ward (2001) commended inquiry based teaching by indicating that through development on past developed knowledge, learners can well comprehend the ideas and can move from just understanding the resource to knowing it. There is a common agreement in the scholarly world relating to the positive contributions of constructivist paradigms on learners nature (Owino, 2010).

Herman and Knobloch (2004) established that constructivist method created improved cognitive and affective outcomes. They found that learners fancied constructivist method since they had been vigorously accountable for their academic progress. Teacher-investigator considered that it was god to witness learners creating linkages, sharing their personal experience with others in class and teaming together as one. Subsequently, learners were inspired by inquiry learning not only since learners were vigorously involved in the activity but because of the urge for establishing solutions and achieving better grades motivates them to search for information.

Constructivism as part of an inquiry is framed to make the learner at the heart of learning and the instructor works as a leader on the side rather at the beginning that is normally associated with direct instruction and teacher centered classes (Ogweno, Kathuri, & Nkurumwa, 2021). This nature of constructivist environment enhanced learners interest and inspired them to explore information related with study goals that enhanced independent learning. The inquiry grounded learning also creates independent critical thinking and problem solving skills among learners, that is to the advantage of teachers and learners. Additionally, this form of learning engaged learners at their individual capacity level. Because of the distinctive nature of inquiry

based learning, all learners may not acquire similar knowledge but they are able to find up the knowledge that they require and develop on it.

Baker and Robinson (2008) said that that motivating learners' creative thinking and problem solving was far much better compared to testing their memorisation capacity. This come from the objective of inquiry learning which is to assist learners enhance skills which permitted them to develop key ideas and test their embedded delusion as instructors; teachers need to aim to move their learners past repetition of information to becoming lifelong students who can have independent thinking, one approach to undertake this was through inquiry based teaching. Inquiry based instruction also stresses learners understanding ideas compare to skills acquisition. It motivates instructors to move away from behaviour where knowledge was viewed as fixed, sequential, hierarchical and discrete towards a situation where knowledge is seen as a personal construction developed by the student where instructors and learners collaboratively develop, assess and comprehend on the learning process.

In Belgium, Voet and De Weaver (2016) assessed examined Teachers of history' perceptions of inquiry based teaching. The established that instructors with complicated thinking concerning nature of history had significantly greater level of inquiry based teaching in comparison to instructors with subjectivist and objectivist history beliefs. They also found certain background variables that negatively impacted inquiry based learning in teaching History and included; instructors' lack of knowledge and competencies to plan and implement inquiry-based learning lessons, challenges in discovering suitable information sources apposite for learners, learners lack of procedural knowledge to do historical inquiry, and time available for teaching history.

In Tanzania Makunja (2015) discovered that instructors associated inquiry learning with just question and answer method during classroom learning. They indicated that teachers did not have capacity to choose and organise meaningful classroom activities that enhanced and nurtured lifelong learning, problem solving, critical thinking and inquiry. This was due to instructors' limited knowledge and skills for implementation of student centred approach to learning. In Kilimanjaro region of Tanzania, Salema and Wambiya (2016) evaluated students and teachers position on materials for learner centred pedagogy implementation. It was established that learning materials like libraries, computers, teaching aids and textbooks were inadequate in schools. Also, private education institutions had more instructional learning materials and hence their teachers used student centered methods that resulted to these private institutions to post better academic results.

Despite having various advantages of inquiry based teaching, there are also limitations associated with this teaching style. When instructors are introduced to this style of instruction, most of them appear to be alarmed by the duration of time one takes to prepare and implement the approach. From teachers' interviews, Baker et al. (2008) found that lesson planning and inadequate time that they encounter in inquiry learning was a major problem affecting its usage. Herman and Knobloch (2004) discovered that there was high caseload in development of constructivist subjects but suggested that instructors needed to consider reimbursing of their additional time saving during development and usage of constructivist approach in class. Another issue for instructors raised by the researchers is associated with time; that in many cases students have to search for information using various resources and report the findings, hence direct teaching can ensure that the lesson happens quickly. Other resources may appear to be more quickly instructed using direct

teaching, but instructors need also to factor learners understanding and comprehension of the resource. Direct teaching may rapidly permit the learner to recall a process, but not comprehend why and how of the processes that they have copied, that would decrease learners' capacity to reuse and retain the process.

Baker et al. (2008) discovered that learner and instructors attitudes were at average to slight issues. Instructors have to believe in and dynamically use an instructional method before learners would be motivated to utilise. They also discovered that instructors had to feel contented with instructional strategies and embrace them before they would used them regularly. Instructors' attitude significantly influenced learners attitudes, learner feelings and interest of affinity and importance of resources.

Herman and Knobloch (2004) identified that instructors need to foresee mixed feelings from learners who have not experienced constructivist learning from past experiences in learning. Constructivist learning can confuse instructors and learners because of the spectacular change in functions and learners beliefs of how teaching approaches impact their education. It was discovered that learners not used to constructivism learning were incapable of managing new freedom in class that resulted to class management problems. Nevertheless, learners suddenly changed by the subsequent week to the new classroom environment and were actively involved in learning. Despite being a concurrence on the effective of constructivist methods to aspects like critical thinking, motivation, student satisfaction, and knowledge retention, there was much less approval on its function in knowledge acquisition (Mullei, 2007).

Burris and Garton (2007) reported different findings, discovered that learners instructed with more conventional methods appear to have higher scores on content knowledge evaluation compared to learners taught using constructivist methods. whereas learners taught using constructivist style could have deeper knowledge of the content, that comprehension was not represented at content knowledge level. Equally, Herman and Knobloch (2004) stated that learners understood more owing to constructivist method rather than conventional methods.

The inquiry based learning is defended on knowledge concerning process of learning which has emanated from investigation (Bransford, Brown, & Cocking, 2000). During inquiry based learning, learners become involved in most of tasks and assessment process which investigators utilise to produce new knowledge. In realistic inquiry grounded tasks, learners act as investigators does, experiencing the process of understanding and knowledge justification. This review has contributed to the analysis and evaluation of inquiry base learning and concluded that inquiry-based models were efficient learning models in that involved the learners. Their main focus was on how educators determine the efficacy of inquiry-based instruction as a feasible solution to classroom learning.

2.6 Dramatisation Method

Dramatisation is spontaneous acting of a sub-aspect of a sub-topic from the syllabus; the approach is based on real life scenario where the troupe embodies other individuals and takes up their functions. The method is an instructional method that provides a number of activities for both the instructor and the students. Initially, learner attentiveness in the subject is raised then learners are guided to act out the scenes. Surveys have revealed that combining experimental environmental learning tasks in classes improved interest in the subject details and knowledge of content of

the course. Kilic and Ogur (2005) observed drama as a learning method which is more beneficial and effective in learning for a group of learners who have been using the method for a long period of time.

Narrang (2015) argued that instruction through drama increased learner' performance through augmenting their skills in solving problems, critical thinking, collaboration, and interactions. Further, drama is an amusing activity since it would reduce stress through relaxation of emotional, physical and mental tension. In this research, drama fashions a good understanding of the History in the instructional process. Learning history by itself was basically essential as it was certainly one of the subjects which influenced formation of identity by learners.

Bruner (2004) described dramatisation from the constructivist positions where a story is developed in the minds of students, not just in learners' mind, not just in the situations happening in classroom but also in the real world. Constructivism has significant consequence for teaching and the design of curriculum which involves learners performing activities during teaching, offers exciting experience and has an impact on their class performance (Schunk, 2012).

Concerning the dramatisation learning, Molnar, (2015) compares the method to transformative learning as it involves learners in their introspective practice that confronts the entrenched way of reasoning and henceforth aid transformation in attitude. Likewise, Taylor and Young (2003) stated that that dramatisation was part of developmental learning to know the knowledge previously to direct the future undertaking by acting out man's past events. According to their research, learners are reminded of historical events by utilising drama approach where learners restate the events of their history related to the story. Thus, it enhances learners to recall

and know the scheme of history which in turn enhanced their performance. On experimental learning, the researchers indicated that there were some essential aspects of experiential learning to be determined by instructors in applying drama during teaching like learners' participation, reflections and experiences.

Peter (2009) recommended that there were three essential variables to consider when utilising drama. Initially, teachers need to involve learners by active engagement in the learning process. Secondly, instructors confirm to learners that drama will contain fun activities. Thirdly, instructors have to ensure that learners follow the proceedings of drama voluntarily and intentionally. Further, drama can be performed by everyone, even the most challenging to reach like the disabled ones. In conducting instruction using drama, learners need to be at liberty in exhibiting themselves and produce history according to their motives, needs and perceptions. Likewise, students are to be provided with chances to be active members in the process of drama. Through participation in drama, learners receive various characters, they mimic the action of others like what others are saying or doing in various events. Through doing that, they comprehend new ideas being taught during drama (Kariuki, 2018).

Furthermore, Senturk (2020) concluded a research on the use of dramatisation and found that teachers needed to motivate learners to engage actively and directly like providing their own ideas, voluntarily acting out scenes and giving a summary of the scenes. Further, educators have to develop chance for learners' comprehension of the class by way of drama. These tasks can be planned and implemented in class to instruct topics and to help learners acquire knowledge and enhance language

development. Hence, dramatisation is a better approach for teachers who want to transformation and change in their class performance.

Moreover, Narrang (2015) indicated that drama realises many modern methods of instruction; one of the method is provide emancipation and opportunity for learners to be independent and self-driven. The researcher proposes the following phases in applying drama approaches; initially the instructors need to have to share with the learners the materials to be utilised, secondly instructors have to describe the activities to the learners in participating in drama and instructors have to provide learners a transparent subject to and establish which personality they desired to be involved in the drama. Brunner (1966) argued that teachers need to believe that their learners have the capacity to study autonomously; so instructors need to perform as guides or facilitators for learners, this implies that they do not compel learners to do what they want but to help the learners dramatise historical themes for good understanding.

In their researches on learning through drama, Peter (2009) and Braund (2015) indicated that drama was a possibly influential instrument for linking learners with learning and subject matter through guided simulation. They recommended that the instructor can use drama strategy in each unit since drama was one of the effective instruments for attaining impactful instruction. These functions and roles seem to transcend into what learners learn in school which could influence their academic achievement.

Based on this Braund (2015) argued that drama is an excellent method that can be used to present the legends, histories or something else that connect with the world hence increasing learners knowledge of historical concepts. He further stated the

following as benefits of drama usage in learning; surveying learner' skills, cultivating students' behaviours and enhances students' performance. McNaughton (2006) supported this by stating that drama promotes students' imagination and ideas, enhances learners' critical thinking in different perspectives, and supplements learners' understanding when using both easy and difficult learning materials. In McNaughton position, dramatisation provides learners with a wider perspective in history performance by encouraging learners to candidly acquire the content that they have been taught.

Krivkova (2011) indicated that was not used only in explaining the world but also to inspire learners' cognitive learning like development of students' memory and attainment of better academic performance. This is because the method entails learners being actively involved to recreate, discover, and inform some of the information individually. Moreover, Narrang (2015) argued that drama usage in learning increased learners ability to understand and rebuild past issues thus making them to understand history so easily. Sloman and Thompson (2010) posited that when drama is practiced, it helps learners to enhance their capacity to construct and understand real knowledge.

Dramatisation can be used in exploring learners competencies, Howell and Heap (2013) and Narrang (2015) opined that drama when used effectively will empower students' recreate an event, creativity, develop the students' performance, solve problems, enhances learners capacity to cooperate, collaborate and, communicate with the others, and inspired learners students to be more active and creative in class. On their part, Sloman and Thompson (2010) argued that drama persuaded learners to more confident when making presentation before others and improved their

communication competencies. This is supported by Krivkova (2011) who deduced that drama stimulated learners creativity to learning, learners gained self-confidence when performing in front of others. Therefore, drama is able to of enhancing students' performance by offering opportunities and atmosphere to learners by taking their emotions and imaginations into consideration. Learners not only know concerning the study but appreciate the principles that are entrenched in the story, this is according to Pektezel (2017) who contended that drama usage motivated learners to learn how to be others and attempt to develop similarities with the other people. This is because drama permitted learners who were involved to observe the reasons behind their performance and hence helps them to explore various aspects of the concepts learnt and hence impact positively on their performance.

Additionally, drama assisted learners to change their perceptions. Narrang (2015) disclosed that drama was a influential learning technique that had the has the potential advance learners' attitudes in class as well as providing students with many opportunities to explore values, encourages students' behaviour and enhanced students' sympathy, social awareness, empathy, respect, care of the others' lives compassion, confidence, discipline, and developed their identity. Krivkova (2011) supported this by mentioning that drama cultivated learners' behaviour enhance positive attitude on their academic development, mental, emotional, and social, development. This was further supported by Fleming and Mike (2006) who discovered that drama drew out views that promotes the intrinsic motivation of learners, helped them to be active students, aided personal development, resulted to build up of good association with teachers but also to be better students and provided platform for excellent performance. In addition, the method is very helpful to learners as it permitted them to visualise the narrative and context expression.

Niemi (2002) provided a divergent opinion about the dramatisation; he noted that learners are not keen to change to emerging learning strategies as this tended to disrupt their usual learning environment. Consequently, teachers who passionately accepted new approaches were regularly frustrated by their student's feedback. The researcher observed that students may be resistant to adoption of some methods of learning especially in the initial stages of introduction, but this should not be a discouragement to teachers to completely abandon such instructional methods. Hence, students should be constantly exposed to diverse teaching-learning methods by their teachers so that they can fully benefit from the learning-teaching experience.

Other researchers notably Sloman and Thompson (2010) broadly agree that dramatisation requires adequate time and resources to apply in a classroom setting. Based on this it can be deduced that though teachers of history believe that the method is learner-centred, they still rarely used it as they do not want to be involved with the much preparation required to organise dramatisation activities. In summary, dramatisation as an example innovative strategy encourages students to simulate with the scenes of the man's past actions. If the teachers directly engage them, they would persuade learners to be involved in acting various functions and scenes. Whenever drama is used instructors may moderate activities from within, build up the narrative fantasy and motivate learners to get involved in the scenes of the drama.

Therefore, the researcher sought to explore whether teachers of history and government made use of drama instructional approach. In most of the previous studies, research questions were categorised and divided based on learners understanding of the subject, learners knowledge level, learners application of knowledge learned, learners synthesis and analysis skills and learners learning

phase. Those approaches would have contributed to the determination of learning phases and areas where drama technique was most helpful. Some of the studies also concentrated on the use of dramatisation method in classroom learning. They examined such approaches like role play, simulations and drama games without necessarily measuring learners' performance.

2.7 Cooperative Learning

This is a teaching method where learners operate together in small but diverse groups to finish a task, answer a problem or undertake classroom activities where their instructors acted as facilitators or guide (Gillies, 2006). The cooperative learning method is a valuable effective method of learning aimed at bringing together students from distinct social backgrounds through motivation to work in small groups. Goby, and Lewis (2000) observed that so as to develop an environment where cooperative learning would be used, the following issues needed to be looked at; learners needed to feel challenged and be safe, groups were required to be small so that everybody can speak and the activities required needed to be clearly written and explained.

Roseth, Johnson and Johnson (2008) defined this approach as learning by small groups so that learners team together so that they can learn from one another and maximise team potentials. They recommended five important factors necessary for effective teaching using cooperative method; group processing social skills, personal accountability, promoted in person communication and positive dependency. The strategy therefore entails students in learning process so as to learn and comprehend the content of the subject being taught resulting to a positive environment for performance improvement (Slavin, 2011).

Cooperative learning method has advantage over other methods of teaching because of its impact on performance improvement, motivation and social skills acquisition. The approach is known for its interdependence and accountability principal as each person in the group is valuable for attainment of goals (Slavin, 1990). Its capacity in relation to accelerating academic performance has been justified by previous research investigations (Johnson & Johnson, 2002, Nichols, 2002, Winston, 2002). This learning method enhances learners' positive attitude towards education, and enhanced social relations as well as development of cohesiveness and high self esteem (Wachanga, 2012).

Cooperative learning can also be viewed as an instructional technique where learning operates work in unison to achieve subject targets (Abrami, Poulsen & Chambers, 2004). They further stated that this method when applied in class enhances class participation, increases learner motivation and academic performance of learners is improved. This technique has been applied by many educators as a method of learning with positive and admirable outcomes. There exist many methods which can be applied by educators under cooperative learning technique where some have become synonymous compared to others like Jigsaw II and Teams Games Tournaments [TGT] and Student Teach Achievement Division [STAD]. The universal aspect of all these learning techniques associated with cooperative learning, the learners are grouped into diverse teams according to their learning capacities where they assist each other during classroom instruction (Slavin, 2010).

The major aim of teaching and learning process in any learning situation is accomplished based on scores, as it is the primary measure of performance in many

incidents. To attain the targets, instructors are required to apply various instructional techniques including demonstration, discussion and lectures. Amongst these techniques, the one that is used widely by teachers across the world is the lecture approach (Harman & Nguyen, 2010). Despite its fame, lecture approach is also confronted by criticisms from many scholars indicating that it does not assist towards profound understanding of ideas and concepts. As a consequence, there has been more pressure on instruction through interactive approaches so as to improve understanding and learning in class. cooperative learning approach is one of them which argues that team synergy of learners towards a particular objective of learning in a specific unit is good as it brings more understanding than when one is operating alone. This approach, although has various prominent features for performance improvement, it is not practiced regularly because of many reasons associated with energy and time needed to ensure it is properly implemented.

Research cooperative learning as one of the student-centred approaches have appeared as a crucial teaching technique that has been proved to improve learners' engagement in social sciences (Slavin, 2011). Research has been undertaken in various contexts of learning, utilising various forms of cooperative learning methods. these methods are; Team Accelerated Instruction (TAI), Student Teams Achievement Division (STAD), Group Investigation (GI), Teams-Games-Tournaments (TGT), Jigsaw Grouping, and Learning Together (LT). Investigations have established strong association between higher affective and cognitive results with the use of cooperative learning methods (Tran & Lewis, 2012). Short explanations of tasks along with research evidence concerning the efficiency of these methods are provided here;

The first one is Jigsaw II that involves a group activity where one form of members in the group is expected to master their own part of resource while the specialists are in charge of teaching the subject to other group members. Sahin (2010) said that the difference between Jigsaw I and II is that the specialist undertakes the exercise before going back to the home group. After this, each member scores is created based on exercise and then combined score of the whole group is computed with reference to personal scores. Research agrees with the benefits of Jigsaw II approach for enhancing student academic performance.

Student Teams Achievement Division is another strategy which is the simple technique of cooperative learning strategy where an educator gives materials to learners and they continue to learn as a group. Tests scores from the group are undertaken on personal basis first and then as a whole team, the group getting higher results are known as the winning group (Arends, 1997). Jolliffe (2005) found out that this method was successful in enhancing learner's social and academic performance. Another research by Wyk (2010) investigated effects of TGT on knowledge retention and performance of students undertaking economic of education programme in South Africa. It was an experimental research conducted through 12 weeks of training involving 110 students. The investigator divided learners into four groups that were heterogeneous and performed multiple games according to instructional materials provided. The scores were provided on individual and collective basis; only group scores were deemed on the aspect of a win or lose. Findings indicated that post test and delay test average performance of learners in TGT were greater than those of learners in the control group (taught using conventional approaches).

Similarly, Gerlach, (2004) and Siddiqui (2003) research studies showed positive effect of cooperative learning usage in performance improvement by learners in social studies subject. Arbab (2003) experimental research involving social science learners within a two week period. Results showed that learners who were instructed through cooperative learning approach had positive outcomes compared to the ones taught using conventional methods. Further, Parveen, (2010) did two studies involving seventh and eighth graders. Results revealed that learner instructed using cooperative approach performed higher compare to those taught using other methods in social studies.

Harman and Nguyen (2010) found out that the Vietnamese institutions of higher learning still used lectures as a teaching approach and this has transcended to even secondary schools. The lecture method was found to be less effective compared to the cooperative learning approach in improving learners' cognitive and affective results. So as to increase learners' cognitive results, a substitute to lecture method is cooperative learning where learners are given tasks to discuss in groups then report their findings with the guidance of the teacher).

Slavin, (2011) observed that cooperative learning comprises teaching approaches where teachers organised learners into small teams that then operated together through assisting one another on academic activities within a stipulated time. He proposed that cooperative approach involved five important features: quality of group processing, teaching of interpersonal and social skills, individual accountability, promotive interaction, and, positive interdependence. Therefore, learning environment is not considered to be cooperative if learners are organised into teams without positive inter-reliance. Positive inter reliance implies that in cooperative learning scenario, learners are expected to operate together as one team

to attain shared learning goals. In the learning process, learners need to be accountable for the group members' success in learning.

Johnson and Johnson (2008) suggested that for performance to be improved promotive interaction and individual responsibility should occur where learners as on their own motivate and assist each other endeavours to meet the goals of the group during the discussion; as a condition for cooperative learning, learners are required to communicate face to face with each other on subject tasks, explain things, exchange opinions, present their understanding and teacher others. This implies that learners should request for help, perform best in their undertakings, learn as much as possible, help the group operate well, take their tasks seriously, take care of one another and present their ideas.

Johnson and Johnson (2008) further gave a caution that students' learning through this strategy cannot operate well if socially inexperienced learners are delegated into one team, if basic education competencies on cooperative discussion are not learnt and if team members may not operate together well to complete their assignments. In comparison to competitive or individualistic learning, cooperative learning method is complicated since needs learners to be engaged in learning activities and operate together as a group. Hence, interpersonal and social skills like negotiating, cooperatively, questioning and listening attentively respectfully need instructed to assist learners collaborate well in the team.

Group processing is also another form of cooperative learning; it is as reflection on a team learning gathering to assist learners; explain what individual actions were beneficial or not; and arrive at decisions concerning what activities to change or continue. Processing by group assist to enhance efficacy of group members in

contributions to the shared activities to attain team objectives through contemplation on process of learning. In general, if these key aspects of cooperative learning are included in cooperative learning teams, learners attain better, show higher learning experience and skills and there is development of more positive relationship between team members and between the teacher and learner and more positive attitude and self esteem towards the subject under consideration (Yamarik, 2007). At all levels of learning, learners being taught using cooperative learning approaches attained higher performance in academics in addition to psychological and social advantages. Especially, cooperative learning approach has been found to improve academic achievement by students (Orora, Keraro, & Wachanga, 2014).

In addition Doymus, Karacon, & Simsek, (2010) carried out two experimental studies on learners comprehension of subjects and concepts in history, they utilised the pre-test and post-test techniques with control group design to assess impact of jigsaw learning on learner performance. The research findings discovered that learners taught using cooperative learning showed greater motivation to learn on their own. Students also performed exceptionally higher than the control group which was instructed via traditional methods. Beck and Chizhik (2008) examined cooperative learning and traditional teaching methods effect on performance of learners. The research involved learners undertaking Social studies programme and was conducted within a period of one year. It was established that learners taught using cooperative method performed higher compared to ones taught using lecture method.

In ensuring higher academic outcomes, research has found out that when cooperative learning is used, learners retain content learnt to a great extent and learners performed exemplary well in tests presented to them (Sousa, 2006). In addition, the

reports indicated that a combination of showing and telling methods resulted to higher retention after three days of teaching. Hence, effective preparation through cooperative learning is the best way of student learning.

Chianson, Kurumeh and Obida, (2010) noted that the description cooperative learning was learning through action; here the concepts being taught are often elaborated through discussions by the group members. The steady explanation of learning ideas offers learners who either accept the elaboration or those who provide the elaboration with profound knowledge and a more absolute retention of ideas being taught for long period of time. cooperative learning approach has been used by scholars as teaching method with encouraging and improved outcomes. They examined the effect of cooperative approach on performance of students in secondary schools and found out that there existed varied difference on performance scores of learners instructed via traditional and cooperative learning method. Learners taught using cooperative approach displayed improved performance. Accordingly, as has been seen from the above literature, in cooperative learning contexts, learners retain more knowledge and hence score higher grades in academics when they offered more involving situations (Waiganjo, Ngesa, & Cheplogoi 2014). Some researches have found positive impact on various types of cooperative learning on learner retention of knowledge. Tanel and Erol (2008) compared the efficacy of conventional teaching and jig saw learning approach on learner retention and performance in history programme at Turkish university. The study was conducted in four weeks involving an experimental group that were taught using jigsaw and control one that was instructed via conventional methods. The findings revealed that the group was taught using jigsaw technique performed highly as they were able to learn at their own pace.

In Vietnam, Luu (2010) did a research on effect of learning together on tertiary students reading competency. The study was experimental in nature and conducted using two groups of 77 students in a 7 week period. Findings revealed that cooperative learning group performed better than the control one in post test scores on reading skills. Moreover, Zain, Subramaniam, Rashid&Shani (2009) assessed the effects on STAD on Malaysian learners' performance in social studies programme in university. The method was used to teach for one semester and end of semester outcomes showed that there existed no variations on post test performance between the STAD group and the control group. Although these results are supportive of the strategy, it was impossible to manage learner excitement for being involved in activities which was different from their normal classroom tasks, despite the learners raising level of motivation compared to the control group who were instructed using lecture style as it was the norm of their school. another justification of excitement of groups was their contest to outdo others and excel better through assisting one another to do well in classroom tasks. The learners could have been exposed to such teaching for the first time so joy and excitement of performing something different from normal classroom routine could have improved their desire to do well (Chebii, Wachanga & Anditi 2018).

However, some studies revealed that cooperative learning was no superior to other methods such as lecture and dictation in their effects on students' learning. For example, Sachs, Candlin, Rose, & Shum, (2003) carried out a longitudinal research on attitude of students and linguistic competence performance in Hong Kong. The study was conducted in two semester involving 21 learners. It was found that there was no significant difference on linguistic proficiency between the treatment group

and control group. Similarly, Chung, (1999) conducted a researched on the use of cooperative learning method on primary school pupils learning of history. A total of 23 learners were taught in one semester and outcomes revealed that there was no statistical significant difference on history performance between treatment and control groups and that the results were similar.

Another study was done by Messier (2003) examined the effect of cooperative learning and traditional lecture teaching methods on English grammar course achievement in China. The respondents were 95 students who were taught in four weeks. The experimental groups were four with similar number for control groups. Findings indicated that performance for learners taught using lecture method was higher compared to groups taught using cooperative learning method. The research attributed this outcome to the nature of involvement teachers used during the learning process.

It is evident from the reviewed literature that cooperative learning method is used in various subjects and not only social sciences. This research investigated how cooperative learning approach was used in teaching History and Government subject to establish whether it is used or teacher continue to use the lecture approach. The respondents for this investigation were students from sampled schools.

2.8 Use of Information and Communication Technology

A variety of instructional materials are available for instruction due to constant change in technology. There are various forms of technological resources which are beneficial for teaching of History that involves; video conferencing, computers, web-based instruction, video, interactive digital television, and internet (Sofowora & Egbedokun, 2010). Usage of technology in conducting instruction across various

disciplines has received attention of many scholars around the globe. Instructors are important resource in classroom communication and their beliefs do have a contribution to what they teach and the way they instruct. Miima et al. (2013) contend that technology use in classroom instruction relied to a larger extent on perceptions by teachers which are a key determination when choosing learning strategies. Teacher perceptions concerning technology use in teaching has received considerable attention.

Amengor (2011) examined History and Government teachers' perceptions on usage of ICT in teaching and learning the subject. The outcome showed that many teachers perceived technology as an essential motivational resource which insured learners to perform better in their academics. Kandasamy and Shah (2013) assessed knowledge, attitude and practice in the use of ICT by teachers and discovered that most of them perceived computers to be a crucial resource for them as it could transform the way their learners acquired knowledge in classroom. Further, teachers perceived that computer use assisted their learners to comprehend ideas in more useful means and also assisted teachers to effectively conduct lessons. Miima et al (2013) discovered that teachers saw technology as a tool for offering a conducive environment for learning in class to learners, made learning interesting due to learners' participation, assisted learners to access authentic current information and provided important platform to support learner performance. This was supported by Haydn (2001) and Enayati et al (2012) researches which found teachers to have fairly positive perceptions on the contribution of technology in enhancing history performance. However, they reported that most teachers perceived that ICT integration in instruction was time consuming and therefore syllabus coverage was not actualised and this made them to have mixed feelings towards its use in class.

Attitude once it is created it can facilitate or prevented onward learning (Volk et al, 2003). It is challenging for preferred behavioural changes and teaching experience to be designed in a context where learners attitude are not factor in. Turan (2010) notes that learners mainly list History and Government among their least preferred subjects showing that they had developed a negative attitude towards the subject most probably due to the methods used by their teachers. Conversely Loewen (1995) contends that learners viewed history subject as being restricted to reading of textbooks, taking exams, paying attention in class, and memorising facts which provide them with little or no chance for active involvement. This position towards History has resulted to emergence of research on technology enabled history learning, that would expectantly transform learners attitudes and enhance their interest in the subject.

In a research on American and Turkish learners towards use of technology in history subject teaching, Turan (2010) observed that most learners displayed positive attitude towards utilisation of technology in history classrooms. Learners could focus and perform well when technology resources were integrated in classroom learning and this improved learning by student in class. Amengor (2011) found out that history and government teachers encountered challenges during teaching which were; deficiency in professional development opportunities for teachers, absence of a reward system to encourage ICT usage, insufficient instructional software, lack of access to overhead projectors, printers, computers, and scanners, inadequate technical knowledge to prepare instructional materials using ICT and insufficient time to prepare instructional materials using ICT. Result indicated that intrinsic and extrinsic variables affected adoption and use of ICT in classroom instruction.

Kandasamy and Shah (2013) on a study on teacher knowledge, attitude and ICT usage reported that the following obstacles; lack of websites or software that support teaching and learning, limited understanding on how to integrate ICT into teaching, inadequate time and limited knowledge on how to use technology. Nuuyoma (2012) assessed challenges that teachers of English subject encountered when integrating ICT in writing and reading essays. The following were challenges found; overcrowding in the classrooms, lack of parental involvement, lack of motivation from the school management, lack of ICT resources, inability to operate ICT facilities and lack of teacher training.

Additionally, in Ghana Morrissa, (2011) found the following as barriers limiting usage of ICT in secondary schools classrooms; teachers little or no previous experience in the use of ICT, teachers' lack of knowledge about computers and teachers lack of training in the usage of technology. Similarly, poor previous experience by teachers is seen to be a key challenge towards integration of ICT in class. Mills, (1999) posited that adequate experience in ICT use and changes associated with ICT would aid in development of student centred teaching style. They also found out that past use of computers by instructors was a critical determinant of its effective use in classroom learning. In support of this argument, Magambo (2007) posited that age was a significant predictor of teacher use of modern methods of teaching. This means that ICT usage was dependent on age factor and is not only for teachers but it is in all aspects of our life. Rodden (2010) observed that young and less experienced instructors utilised computers regularly since they were computer literate and were more technologically savvy from their training in college and were less likely to be influenced by their past behaviours, attitudes or perceptions than teachers who were older. This was supported by Lee,

Doolittle and Hicks (2006) indicated that older educators did not have experience with computers during their training and hence would need to go for training to make them be versed with computer use in teaching activities in classroom. They also noted that despite anxiety on computer use may increase with age, this did not mean that professional development and capacity building would be certainly targeting teachers who are older. They strongly disagreed with this position that computer anxiety increased with age and younger educators were not likely to require training in ICT. Further, substantial portion of research strongly believe that age does not have a significant influence on ICT use by educators.

Blanskat, Blamire and Kefala (2006) did a cross national research on benefits of use of ICT in classrooms. Results showed that ICT had a positive influence on examination results by students especially in English subject but less in science subjects in primary schools. teachers (28) from 10 countries in Europe were persuaded that significant learning happened through ICT use and learners were more interested when computers and internet was accessible during lesson time. the teachers also considered that it would be very of great help for learners with special needs because the difference were reduced among learners due to teamwork, completion of assignments, projects and tasks. ICT would have significant influence on inclusive classroom in addition teachers would benefit from using ICT during teaching. In many developed countries most (90.0%) of educators shared that ICT was beneficial in sharing ideas, preparing lesson plans and working in teams for effective implementation of curriculum in school. result revealed that interactive white boards and broadband performed a crucial function in maintaining interactions and increasing cooperation between teachers and hence a positive influence on students learning abilities (Elmailfi, 2014)

Maende and Opiyo (2014) assess the requirement for teacher training when implementing ICT in class. They assessed how ICT was used by teachers in Kenya by looking at the role that ICT could perform in students learning. They found out that training of ICT should be mandatory in higher education institutions providing teacher training. Further, they indicated that teachers do not only learn about techniques of technology implementation but how to transmit the same knowledge (skills) to the learners considered to be end users.

Iiomaki (2008) assessed ICT effects on learners and teachers perceptions and established that learners showed positive outcomes hence becoming interested users of ICT resources. Further, teachers had adequate skills on ICT implementation. But there were many teachers who continued to experience challenges in integrating ICT in their instructional pedagogy.

Steiner and Mendelovitch (2017) results found teachers desire to embrace ICT depended on their background knowledge and expertise in addition to competency in implementation of computer knowledge. Findings indicated that most teachers applied ICT resources mainly for visual presentations and not for the intention of improving performance. Yumurtaci (2017) argued that ICT needed to be re-assessed in relation to learning in schools. The author opined that the action of learning by itself depended mostly on the capacity of student to create and develop knowledge. He observed that in the current times, learning was reliant on technology and the advantages and disadvantages of ICT within learning contexts. He suggested a two sided technique which implied facilities for learning through use of ICT which permitted the student to be involved in outside classroom environment and undertake their learning through setting up individual space and time.

According to Casarez and Shipley, (2016), teachers' expertise in computers was a significant variable in ICT integration in teaching process. Most instructors who had neutral and positive attitude towards ICT integration in learning process did not have knowledge and skills which would permit them to adopt the technology in class. Peralta and Costa (2007) assessed teacher competency and confidence level in using ICT during teaching practice. The research was qualitative in nature using case study research design in selected primary schools in 5 countries in Europe. They discovered that technical competency affected Italian instructors ICT use in classroom instruction. Nevertheless, instructors mentioned didactic and pedagogical competencies as essential factors if efficient and effective school interventions were likely to be implemented in schools. Teachers from Portugal reported varied perceptions on essential competencies for ICT teaching in schools. New and experienced teachers emphasised the desire for technical competencies and attitude, innovative teachers stressed didactic and curriculum competencies and pre-service teachers mentioned pedagogical efficiency and technical competence as being important actors towards ICT integration in teaching. The research further revealed experienced teachers on computers had a higher confidence in their capacity to use ICT well to improve academic outcomes. Kibos (2017) noted that teachers competency was directly associated with their confidence, their views concerning the capacity to computers use in class, especially in relation to their students perceived expertise.

The competency of a teacher is mostly considered to be a significant factor on learning by students compared to social and demographic factors (Hanushek, 2014). Instructors are supposed to be capable of managing their classroom that has diverse

learners. Currently, efficacy of teachers is determined by learning gains from students which implies that the instructor is responsible for academic outcomes of his/her learners. Teacher training courses are being required to make sure learners can meet the emerging situations they encounter by attributing learners education gains to their professional expertise.

Asian and Zhu (2017) investigated competency of teachers and ICT integration in their classroom teaching. Data came from 599 pre-service teachers from Turkiye colleges. The subjects they were undertaking involved science, social sciences, elementary mathematics and Turkish language with pre-service teachers being fourth years. they concluded that pedagogical competency in addition to ICT competency and ICT training notably predicted integration of ICT in teaching during teaching practice.

In Singapore, Koh, Chai and Lim (2017) investigated ICT integration in teachers' professional development programmes. Teachers (37) were sampled from one school and were put into 7 lesson design groups. It was a longitudinal study of one year. It was established that 55 teachers showed positive impacts of instructors' confidence on ICT integration into classroom content. Moreover, 5 of the groups showed that they could use current ICT tools when preparing their lessons. Six groups indicated academic performance improvement from their learners when new ICT resources were used. Nevertheless, Leuven, Lindahl, Oosterbeek and Webbink, (2004) did not find association between higher use of ICT and learners achievement. Actually, they established a constantly negative and marginal significant association between use of ICT and some learners' performance indicators. Learners could use ICT to capitalise on their free time and had less time to do their study. Online games

and increased communication mediums did not essentially mean increased performance.

Ngetich and Ndege (2011) explored instructional approaches utilisation in teaching of social studies conflict resolution methods units in primary schools. They found out that most instructors did not attend in-service training programmes on contemporary matters on the subject that could have helped them to integrate ICT in their classes. ICT seemed to have a significant influence on learning process in higher education through providing new opportunities for teachers and learners. These opportunities could have an influence on learners' academic performance. It is worth to admit that ICT can have technical issues and therefore early planning is required to make sure alternative approaches are activated. Where the infrastructure and programme for integration is not reliable, outcomes could be affected and this could negatively affect motivation of students. As ICT facilities are becoming more refined and type of softwares used by schools continue to increase, institutions need to recognise the desire to recruit more and well qualified ICT support staff. But, with problems on their budgets and competition from other sectors that are well paying, it is becoming ever more challenging for schools to draw and retain ICT support staffs that are experienced and well qualified. From the above review, research has been done to examine relationship between ICT and students' learning where emphasis has been on various types of ICT devices used in instruction. Nevertheless, these investigations have not yet precisely establish the impact of ICT on learners' performance an issue that this study undertook.

2.9 Summary of the literature and Knowledge gap

Literature review gives a connection between the innovative teaching strategies and performance in schools, as shown above innovative teaching strategies engage the learners actively during a learning situation, this means that knowledge is best acquired when learners are allowed to participate in the learning process; a good method of structuring knowledge should therefore result in simplifying, generating new proposition and increase manipulation of information by the learners, this means that learners should be provided with the conditions that would allow them construct their own interpretation of key learning experiences. Several relevant studies conducted in the past tried to link availability or adequacy of facilities, reasons for teacher-centred teaching strategies and general performance in schools. Further these researches tend to focus on teachers' experiences and perceptions of using innovative teaching strategies in teaching history and social studies lessons as well as teachers' preparedness. In most of these studies, the study test questions were divided and categorized according to students' understanding of the subject, the students' level of knowledge, the students' as well as application of learned knowledge, such an approaches may have contributed to determining the learning stages and areas in which the innovative teaching strategies are most effective. Due to this gap, this study focused influence of selected innovative teaching strategies on learners' performance in KCSE history and government examinations in Kericho County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design and methodology that was followed. It also presents the research paradigm and design, study area, target population, sampling processes, data collection instruments, methods of determining validity and reliability of research instruments, procedures of data collection, analysis of data and ethical considerations.

3.2 Research Paradigm

It is important when conducting research to deliberate on various beliefs known as philosophical stance (Creswell, 2013). Creswell indicated that philosophical stance is essential in research since it models the means through which investigators develop research problem. Jwan and Ong'ondo (2011) defined philosophical stance to constitute the way of looking at the universe and making inference of what is to be investigated. Therefore, research paradigms consists of patters of believes that controls inquiry within a subject through provision of frames, lenses and procedures through which research is to be undertaken.

This research was guided by pragmatic research paradigm because the paradigm uses pluralistic channels of knowledge acquisition concerning a particular phenomenon (Morgan, 2007; Teddlie & Tashakkori, 1998). Creswell (2013) argued that pragmatism make it feasible to operate within interpretivist and positivist approach. This integrative aspect permits use of various means to answer research questions. Mixed method research approach was applied and it coincides with pragmatic approach of addressing

matters with the intention of acquisition of in-depth information using several approaches.

3.3 Research Design

A research design is regarded as an organisation of conditions for collection and analysis of data in a means of merging relevance with research objective (Kothari, 2014). This study was guided by descriptive survey research design. This design explains and describes the features associated with target population. It is a design of data collection through questionnaire administrations and conduction of interviews to sampled population. It also involves collection of data to answer questions relating to issue under investigation and mainly uses questionnaires and data is analysed using mean, mode, median (measures of central tendency), frequencies, percentages and correlation between variables (Cohen, Manion, & Morrison, 2000). Survey research allowed large volume of data to be collected which were analyzed in terms of frequencies, average and other statistical method. The design assisted in collecting data from the desired large scope which allowed generalization of information obtained from the sample size chosen. This permitted the investigator to generalize the information collected from secondary schools in Kericho County.

3.4 Study Area

This research was conducted in Kericho County. Kericho is located in the central rift valley region of Kenya. The county climate is warm and temperate which make it ideal for agriculture (crop and livestock farming) and especially tea farming in plantations (large scale). The county stands on the edge of Mau forest; one of Kenya's main water towers. The county is on latitude of 0°22'8.03"S and a longitude of 35°17'10.63"E or -0.368897 and 35.286286 respectively. The county borders the following counties;

Kisumu County to the West and North West, Bomet to the South, Uasin Gishu and Baringo to the North East, Nandi to the North, Nyamira and Homa-Bay to the South West, and Nakuru to the East and South East,. It is also located 199.3 Km NW of Kenya's capital Nairobi and a population of over one million. The county is divided into six sub counties (constituencies) which are: Kipkelion West, Kipkelion East, Sigowet/Soin, Ainamoi, Belgut and Bureti. Further, the constituencies are divided into 30 electoral wards. Kericho Town is the administrative capital of the county.

Kericho county has a total of 230 schools with the schools categorized into national, extra-county and county schools. The general performance in KCSE national examinations of the county has been on a down trend and sometimes fluctuating as shown in table 1.1. The County was selected for the current study based on poor academic performance recorded in secondary schools within Kericho County.

3.5 Target Population

Target population refers to study of group of individuals who share similar features like gender, interest, beliefs or even age (Sproul, 1995). This study targeted all the secondary schools in Kericho County. A target of 3073 respondents comprising of 230 secondary schools HODs, 503 History and Government teachers and 2340 form Four Learners undertaking History and Government subject. The researcher sampled 69 schools. The total number of respondents were therefore 361. Selection of the target population was based on both feasibility and generalization which are important aspects of determining target population, Light, (1999).

3.6 Sampling Procedures and Sample Size

Sampling is the selection of respondents from a defined population to be the representative of the whole target population (Orodho, 2008). Yamane's (1967) formulae was used to calculate sample size for proportions at 95% confidence level, $P = 0.05$, the sample size was computed using this formular:

$$n = \frac{N}{1 + N(\epsilon)^2}$$

Where;

n = the sample size,

N = the population size,

ϵ = the acceptance sampling error

$$= 3073 / 1 + 3073(.05)^2$$

$$= 3073 / 1 + 7.54$$

$$= 3056 / 8.54$$

$$= 361 \text{ respondents}$$

From a target population of 3075 respondents, proportionate sampling was applied in selection of 361 respondents as summarised in Table 3.1.

Table 3.1: Sample Size

Respondents	Target population	Sample size	Proportion
Head of Departments	230	69	30%
Teachers	503	69	14%
History and Government Form 4 Students	2340	223	10%
Total	3073	361	

Source: Author, (2019)

Stratified sampling method was applied in selecting heads of department, teachers and students. Simple random sampling technique was also applied in selection of 69 heads

of history and government as well as history and government teachers and 223 learners undertaking History and Government subject from the sampled schools. Using Yamane's (1967) formula the proportions of school to be sample were stratified in table 3.2 below.

Table 3.2: Sample of Schools

Respondents	Target population	Sample
Nationals	2	1
Extra County	26	8
County Schools	38	11
Sub-County Schools	164	49
Total	230	69

Source: Author, (2019)

The 69 schools were selected randomly after schools stratification into: national, extra-county, County and Sub-county; then under each category schools were listed and sampled as shown in table 3.2 above. This was done during a seminar for the principals held in the county headquarters. This enabled the researcher to sample his respondents without biasness. The 69 history and government HODs were selected purposively, one from each school. One teacher of history and government teaching form four were sampled from each of the selected schools. 10 Learners undertaking History and Government subject from each of the selected schools were also randomly selected.

3.7 Research Instruments

They are tools that assist to collect data from the population to assist in answering research questions for the investigation. The instruments used in this research involved; interview guide, observation schedule and questionnaires. They are discussed in sub-sections below.

3.7.1 Questionnaire

Is a data collection tool that contains questions that can be answered by respondents through various means. Kombo and Tromp (2006) defined questionnaire as a data collection tool which is used to collect information from a large sample. The questionnaires used for this study collected structured data.

Questionnaire is an effective instrument which can be used to collect personal information from respondents (Orodho, 2008). The researcher decided to use questionnaires as one of the instrument since the questions, sequence and wordings were similar and appeared to all respondents sampled. This instrument was also believed to have the benefit of obtaining feedback from respondents making it possible to contrast various sets of data collected. Further, questionnaire permitted respondents to provide their own view on the issue under investigation (Mathews & Ross, 2010). The questionnaire was divided into two areas: the first part had the demographic information of respondents and the second section had questions (some in Likert scale) seeking respondents view on specific objectives of the investigation. The questionnaires helped to collect data that generated quantitative data. The questionnaires helped to collect data on innovative teaching method on academic performance from teachers' perspective as well as student perspective.

3.7.2 Interview Guide

Interview involve conversation between two people (or more) with one asking while another (or others) responding. The one in charge of the interview is the interviewer. Most people are eager to orally communicate compared to writing and provide responses more fully and readily compared to other research instruments. The questionnaire for this study was semi-structured and this provided opportunity for the

researcher to provide clarification or respond to any queries appearing during interview. This made sure that the feedback was rich and aspects of similarities or divergence amongst interviewees could be established. Tight, Hughes and Blaxter (2006) said that interview strategies have to be properly utilised to elicit quality responses.

The interview guide was applied in collection of data from history and government HODs which generated qualitative data that were extracted using content analysis. The researcher asked questions and recorded the responses given by the interviewees. The interview schedule made it easier for the researcher to capture and clarify information acquired. The researcher prepared a list of main questions which the respondents were asked. The interview questions dwelt mainly on teachers' use of innovative teaching strategies in history and government instruction and how they influence their academic performance.

3.7.3 Observation Schedule

This is a research instrument used for data collection through inspection, scrutiny, watching or surveillance. Observation is normally associated with qualitative data approaches. During data collection, the researcher checks each behaviour as it occurs. Based on this the researcher developed a list of behaviours to be observed for teachers as they use various teaching strategies. Three frames of reference were used to guide observation of the teaching strategies applied by teachers in history and government. First the researcher identified the recommended methods to be use in teaching the subject, and then observed the methods being used in a particular lesson being observed before finally commenting on learner participation as a reflection of their academic performance. These were used together with a checklist that had various teaching strategies. The observations were made to ascertain whether the innovative teaching strategies are used to teach History and government subject by the teachers. History

and government lessons from the sampled schools were observed. This was done with permission of school administration.

3.8 Reliability and Validity of the research instrument

3.8.1 Reliability

Reliability is the measure of the extent to which a data collection instrument produces constant outcomes even after repeated tests (Mugenda & Mugenda, 2019). The researcher applied test-retest method to test the reliability of the research instruments was applied in this investigation. The questionnaires were administered twice to the same respondents after two weeks interval. To compute the co-efficient of the two test, Pearson correlation product moment formula was used. The reliability of the questions was determined through the calculation of a correlation co-efficient between the first and second administrations. This ascertained the degree at which questionnaires produced similar outcomes each moment they were administered, therefore the questionnaires were considered reliable. A correlation coefficient value of 0.6 and above was used as the benchmark for this study. The values 0-0.49 implied unreliable while that 0.6-1.0 was reliable (Borg & Gall, 1983).

3.8.2 Pilot Study

There was need to pilot the research data collection tools to determine their reliability. For data collection tools to be termed as valid, the framing of questions in the instruments has to be relevant to the issues under investigation (Kerlinger, 1973). According to Al-Wright (1988), in undertaking a pilot study, the investigator is determined to know whether respondents have similar understanding of questions and hence would provide feedback needed. The pilot study permitted the investigator to correct the data collection tools through making necessary amendments according to

the observations that were seen. New items were added while some items were deleted. The time taken by the respondents to fill the questionnaire was also assessed.

The pilot study was undertaken in Bomet County which neighbours Kericho and also to undertake a pilot study test. This was undertaken using test re-test approach. In the first test, the investigator administered the questionnaire and observed five students and one teacher from each of the two pilot schools in County. The re-test of the questionnaire was administered to the same students and teachers after a period of 2 weeks. Interview schedule was administered to the same teachers.

Pearson's product moment co-efficient(r) was used to calculate the correlation of the two sets of data. Results indicated a strong positive correlation of 0.86. The results also showed that a number of responses provided by teachers and learners to the items in the questionnaire had certain weaknesses. This resulted to deletions, alterations and adjustments on certain questions as a means of improving questionnaire reliability. The pilot study also demonstrated the sufficiency of the research procedure and probable challenges that would be solved at the stage and therefore saving time and effort of the researcher.

3.8.3 Validity

Validity is the feature accredited to measures or proposition of the extent at which they correspond to established truth or knowledge (Patton, 2002). The research instruments content validity was established through discussion expert judgement with lecturers from the department, supervisors and colleagues. In assessing the content validity of research instruments, the investigator developed measures and dimension that constitute adequate coverage in relation to the study title.

The researchers also used face validity method which is determined based on face value. Data collection instruments were provided to the lecturers, colleges and supervisor to get their feedback and areas for modifications. Face validation suggests that items which are expected to measure a concept on the face looked like they measure the concept. Face Validity was established by ascertaining whether at face value, the questions appear to be measuring the construct as per the research objectives.

The researcher determined the validity of the instrument of data collection with the help of the thesis supervisors, lecturers from the department of curriculum Instruction and Media and his Colleagues. They marked every question in the instrument with either a tick (√) to show acceptance and a cross (x) to show that the question was not valid to what is supposed to measure. The feedback from the experts on the instruments was checked against the objectives through the pilot study to determine validity. Comments from this exercise were used in making amendments in the instruments to ensure they were fit to be administered in the field.

3.9 Data Collection Procedure

After the researcher ensured that instruments were valid and reliable, the researcher sought clearance from the University to go to the field. The clearance was accompanied by letter of authorisation which the researcher used in application for research permit from the National Council for Science and Technology Innovation (NACOSTI). After receipt of permit, the researcher proceeded to the county director of education in Kericho town to seek permission to visit school and collect data. After this, a preliminary visit to the targeted schools in Kericho County was undertaken in order to make the researcher familiarise with the location of the study. Even during this stage, the

researcher made prior appointments with the targeted respondents who were also informed of the roles and responsibilities that they were expected to undertake.

After informing the principals, the researcher sought principals and teachers consent to participate in the study. Any issue pertaining the research instrument was explained to them at this particular stage and after taking them through this process, they were issued with the research instrument (questionnaire) for teachers for them to fill and the researcher was to come back after one week. Interview with the principal was also arranged in advance on the date and time. Once the interview session was secured, the researcher reminded the principals a day before the day of interviews. The interviews with principals were conducted in their respective office taking a total of 15 minutes.

3.10 Data Analysis

After all the data was collected, it was cleaned, arranged into qualitative and quantitative forms. Quantitative data was coded (provided numerical values and labels) and entered closed ended questions in the questionnaire to Statistical Product and Service Solutions (SPSS Ver. 22.0) computer programme. Responses from the Likert scale (questionnaire) were analyzed using the descriptive statistics that included frequency counts, percentages and weighted averages. Also, for the summated Likert scale, measures the mean and the standard deviation were used. Whether the means from two sets of data or more was equal or different, the researcher computed Analysis of Variance. This helped to examine whether means of two set of groups differed significantly through comparing the variance between them to examine whether the usage of various innovation strategies implementation differed significantly or not. The output provided F-ratio statistics that showed whether there was variance within the

groups. A higher f-ratio denoted that there was more variance between the teachers, students and HODs with regard to the use of the innovative strategies in their schools. To determine the form and strength of the association between variables of the study, Pearson product moment correlation was applied. Multiple regression analysis was used to investigate the effect of the innovative teaching strategies on student achievement. The regression model will be of the form:

$$Y = a_0 + a_1x_1 + a_2x_2 + a_3x_3 + a_4x_4 + a_5x_5 + \varepsilon$$

Where; $Y = \textit{Student Academic Performance}$

$x_1 = \textit{Project based learning}$

$x_2 = \textit{Inquiry Based Learning}$

$x_3 = \textit{Dramatization}$

$x_4 = \textit{Cooperative Learning}$

$x_5 = \textit{ICT Integration}$

$\varepsilon = \textit{error term}$

Results of the analysis were presented in tabular form using frequencies and percentages, pie charts and bar graphs are also used in data presentation.

3.10 Diagnostic Tests

3.10.1 Normality test

Normality tests are used to determine whether a random variable underlying a data set is normally dispersed. Normality was determined through use of histogram and normal P-P plots (Saunders et al., 2009).

3.10.2 Multicollinearity

Multicollinearity refers to the existence of strong correlations amongst the independent variables. In critical incidents of absolute correlations between independent variables, multicollinearity may mean that an exceptional least squares solution to a regression

analysis may not be measured (William, 2013). Variance inflation factors (VIF) was applied to assess Multicollinearity subject to the recommendation by William (2013) of a value of at least 10 for the presence of high multicollinearity.

3.11 Ethical Considerations

Ethics helps in explaining what is or what is not justifiable to undertake or what honourable investigation process involves. This research made sure that necessary permission were sought from the University, NACOSTI, County Education office and secondary schools before data collection started. The respondents were fully informed on the purpose and objectives of the study before they were issued with the research instrument. This was achieved through ensuring that the informed consent was properly signed by them. The names of institutions and respondents who were involved in the research were not divulged and they were not expected to note them in the research instrument. Therefore, confidentiality and privacy of every respondent was maintained. The participation of each sampled respondent was voluntary and no any form of coercion or inducement was used. Every data that was collected was properly stored.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter comprises results from history form four students History and and government teachers as well as history and government HODs. The results of the data obtained were analyzed and presented systematically per research instrument and according to objectives. This allowed the results to be discussed as per the objective and inference came from all the three major stakeholders of history and government that is teachers, students and head of department concurrently. The questionnaires were presented using frequency table with means as well as charts, while the interviews were thematically presented as well as observation checklist utilised table, charts and thematic discussion.

4.2 Response Rate

The respond rate from the four instruments met the required threshold of 70% as stated by Mugenda and Mugenda (2003) that make it excellent for data analysis. Teachers' questionnaires present were 69 where 57 were returned with response rate of 91.9%. Students' questionnaires had a response rate of 88.6% representing 241 responses against a sample of 223 students. Head of department were 69 where all heads were interviewed and 69 schools visited were all assessed by the researcher who happened to be the researcher. Other bio-data obtained from these schools pertaining to the instruments of data collection are presented below.

4.3 Demographic Data Analysis

4.3.1 Bio-Data for Teachers of history

The gender of teachers who were given questionnaires were obtained as indicated in table 4.1.

Table 4.1: Gender of Teacher

		Frequency	Percent
Valid	Male	31	54.4
	Female	26	45.6
	Total	57	100.0

Source: Research (2019)

Table 4.1 indicated that male teachers were 54.4% which was representing 31 out of 57 teachers while female teachers were 45.6% representing 26 out of 57 teachers given questionnaires.

Table 4.2: Education Level of Teachers

		Frequency	Percent
Valid	Masters	6	10.5
	Bachelor's degree	51	89.5
	Total	57	100.0

Source: Research (2019)

Table 4.2 indicated that there were 51 with bachelor degree teachers representing 89.5% out of 57 respondents who taught History and government teachers while 6 with masters representing 10.5%. It shows that a History and government teacher indicated was qualified to teach.

Table 4.3: Experience of the Teacher

		Frequency	Percent
Valid	1-2 years	14	24.6
	2-5 years	18	31.5
	6-10 years	20	35.1
	11-15 years	5	8.8
	Total	57	100.0

Source: Research (2019)

Table 4.3 showed that 14(24.6%) had worked for 1-2 years, 18(31.5%) has experience of 2-5 years, 20(35.1%) has worked between 6-10 years and 5(8.8%) has worked for 11-15 years. The results indicate that most of the History and government teacher were employed within 6-10 years.

4.3.2 Bio-Data for History Students

General data from students' questionnaires were obtained from gender, age, students and form.

Table 4.4: Gender of Students

		Frequency	Percent
Valid	Girls	98	40.7
	Boys	143	59.3
	Total	241	100.0

Source: Research (2019)

Table 4.4 revealed that there were 98 girls out of 241 respondents representing 40.7% and 143 boys out of 241 respondents representing 59.3%. Hence more boys than girls were represented by the data collected.

Further analysis of the performance rating by students is provided in the table 4.8

Table 4.5.1: Computation of the Mean and Standard Deviation for Performance Rating by Students

Performance Rating %	F	x	fx	$x - \bar{x}$	$(x - \bar{x})^2$	$f(x - \bar{x})^2$
1- 40	38	20.5	779	-33.8	1142.215613	43404.19328
41 – 50	65	45.5	2957.5	-8.8	77.38158778	5029.803206
51-60	46	55.5	2553	1.2	1.447977824	66.60697991
61-70	44	65.5	2882	11.2	125.5143679	5522.632186
71 – 80	28	75.5	2114	21.2	449.5807579	12588.26122
81-90	11	85.5	940.5	31.2	973.6471479	10710.11863
91-100	9	95.5	859.5	41.2	1697.713538	15279.42184
Total	241		13085.5			92601.03734

Source: Research Study

From table 4.10, the mean performance rating for the 241 students was $\frac{13085.5}{241} = 54.3\%$ percent with values deviating from mean with a standard deviation of $\sqrt{\frac{92601.03734}{240}} = 19.643$. The results show that on the average, the performance of students in History and Government was average but with greater variability between students.

Observation results innovation learning method and performance revealed that most school performance in History and government was attributed with the method used lesson delivery.

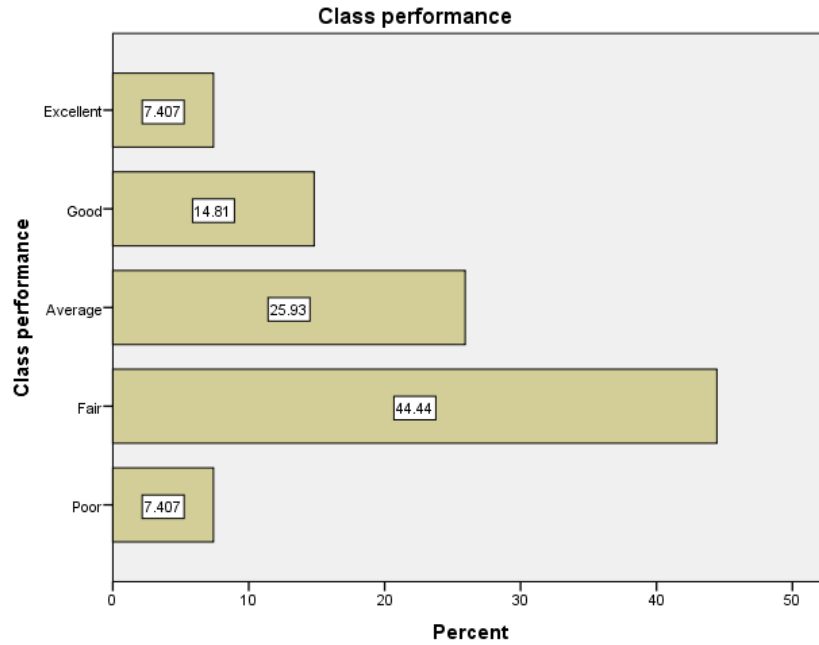


Figure 4. 1: Class performance

Source: Survey data (2019)

Figure 4.1 indicating observed results showed that the class performance was fair in majority of school represent by 44.44%, averaged performance was observed in 25.93% of the schools, 14.81% were good, and 7.40% were both excellent and poor. There is need to adopt these methods for achievement of History and government.

Table 4.6: Correlation Coefficients of Teaching Methods and Achievement in history and government

		Projects learning Method	Inquiry Learning Method	Dramatisation Learning Method	Cooperative learning Method	ICT Integration	Achievement in History
Projects Method	Pearson Correlation	1	.052	.215**	.032	.233**	.599**
	Sig. (2-tailed)		.422	.001	.625	.000	.000
	N	241	241	241	241	241	241
Inquiry Learning Method	Pearson Correlation	.052	1	.342**	.309**	.057	.498**
	Sig. (2-tailed)	.422		.000	.000	.375	.000
	N	241	241	241	241	241	241
Dramatisation Learning Method	Pearson Correlation	.215**	.342**	1	.058	.222**	.468**
	Sig. (2-tailed)	.001	.000		.370	.001	.000
	N	241	241	241	241	241	241
Cooperative learning	Pearson Correlation	.032	.309**	.058	1	.382**	.343**
	Sig. (2-tailed)	.625	.000	.370		.000	.002
	N	241	241	241	241	241	241
Integration of Information Technology	Pearson Correlation	.233**	.057	.222**	.382**	1	.379**
	Sig. (2-tailed)	.000	.375	.001	.000		.000
	N	241	241	241	241	241	241
Achievement of History	Pearson Correlation	.599**	.498**	.468**	.343**	.379**	1
	Sig. (2-tailed)	.000	.000	.000	.002	.000	
	N	241	241	241	241	241	241

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.8 denote that the correlation between the correlations between the independent variables namely inquiry-based learning, project based learning, Dramatisation, cooperation learning and integration of ICT were all less than 0.7 showing no-existence of Multicollinearity (Tabachnick & Fidell, 2007).

4.4 General Report on Heads' of Department Interview

The results from the interview showed that there has been some improvement in some of the schools which have integrated the use of learning methods in the last 10 years.

The summarised results is presented in the following table.

Table 4.7 Performance Over 2016-2019

<i>STATISTC</i>	VALUE
Mean	5.044633
Standard Error	0.245916
Median	5.0686
Mode	8.098
Standard Deviation	2.042731
Sample Variance	4.172749
Kurtosis	-1.34091
Skewness	0.074029
Range	6.119388
Minimum	1.978612
Maximum	8.098
Count	57

The results show that the four-year average mean of History and Government for the sampled schools was 5.044633 with a confidence interval of **5.044633 ± 0.495899**.

The other mean scores deviated from the mean to the extent of 2.042731.

4.5.1 Tests for Normality

The normality test for academic performance (dependent variable) was analysed and presented through a normal probability plot and histogram plot. The histogram plot is illustrated in Figure 4.7 below.

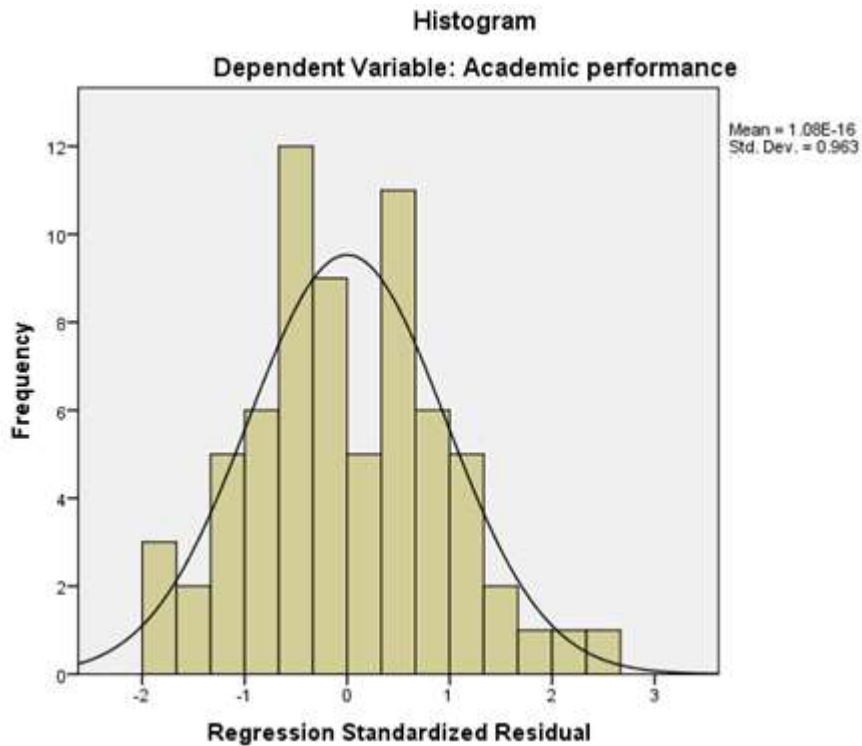


Figure 4. 2: Academic performance

The histogram plot shows that academic achievement is normally distributed with mean value of $1.08E - 16 \approx 0$ and standard deviation scores of $0.963 \approx 1$ which denote a normal distribution. Equally, the normal probability plot presented in Figure 4.8 shows that the residuals are evenly distributed along the 45^0 line therefore it is deduced that academic achievement for the data was also normally distributed.

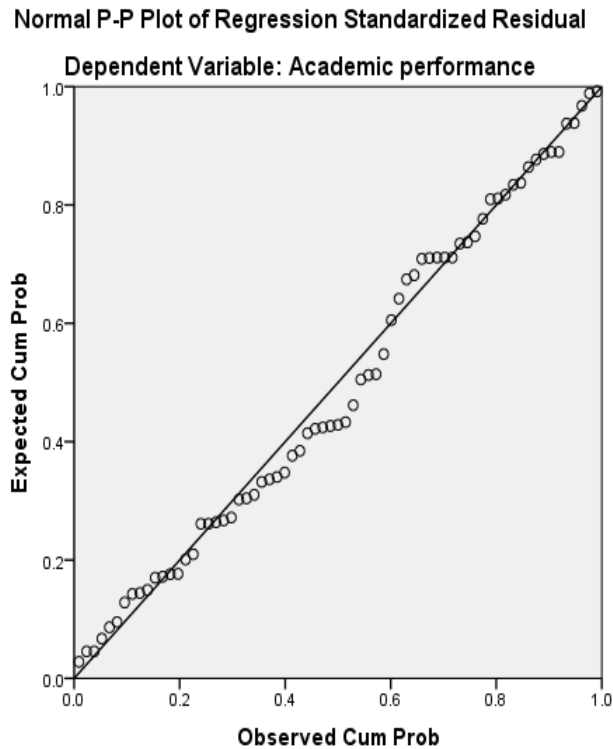


Figure 4. 3

4.5.2 Multiple Regression Analysis of the Relationship between the Innovative teaching Strategies and Academic Performance.

A multiple regression analysis was undertaken with the intention of establishing the linear relationship between the dependent variable (Academic Performance) and independent variables (Project base learning, Dramatisation, Cooperative learning, ICT Integration and Inquiry based Learning). Analysed result is presented in analysis in Table 4.8.1

Table 4.8.1

Coefficients ^a							
Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.500	.421				
	Project base Learning	.443	.100	.338	4.447	.000	.244 .642
	Dramatisation	.309	.061	.389	5.055	.000	.187 .431
	Cooperative learning	.139	.070	.132	1.985	.034	-.013 .266
	ICT Integration	.189	.075	.195	2.521	.014	.039 .339
	Inquiry based Learning	.305	.075	.313	4.060	.000	.155 .455

a. Dependent Variable: Academic performance

Hypothesis one (H_{01}) stated that project based learning as an innovative teaching strategy had no effect on students academic performance in Kericho County in History and Government. Outcomes in Table 4.8.1 shows that there was a significant influence of project based learning as an innovative teaching strategy on the academic performance of students in History and Government ($t=4.447$; $p<.05$). Hence the null hypothesis was rejected at 95% confidence level. Through rejecting the null hypothesis, it is deduced that use of group learning has a significant effect on the academic achievement of learners in History and Government subject. The regression coefficient ($\beta_1 = 0.443$) indicates a positive relationship between utilisation of group learning and academic performance hence an increased frequency of use of the group learning

strategy by teachers will definitely result to increased performance in History and Government.

Hypothesis two (H₀₂) stated that Inquiry based learning as an innovative teaching strategy had no effect on students academic performance in Kericho County in History and Government discipline. Findings in Table 4.24 shows that the effect of Inquiry based learning as an innovative teaching strategy on students academic performance in History and Government was statistically significant at 5% significant level ($t=4.060$; $p<.05$) hence the second null hypothesis was rejected at 95% confidence level. Through rejecting the second null hypothesis, it is concluded that the use of Inquiry based learning has a significant effect on the academic achievement of learners in History and Government subject. The positive value of the regression coefficient ($\beta_2 = .305$) confirms the correlation analysis results of a positive relationship between usage of Inquiry based learning technique and the academic performance of learners in History and Government.

Hypothesis three (H₀₃) stated that dramatisation as an innovative teaching strategy had no effect on students academic performance in Kericho County in History and Government. Outcomes from Table 4.8.1 show that there was a significant influence of dramatisation as an innovative teaching strategy on the academic performance of students in History and Government ($t=5.055$; $p<.05$). The third null hypothesis was hence rejected at 95% confidence level leading to the conclusion that use of dramatisation has a significant effect on the academic performance of learners in History and Government. The regression coefficient ($\beta_1 = .309$) indicates a positive relationship between the use of dramatisation and academic performance hence an increased frequency dramatisation approach use by teachers will result to increased performance in History and Government.

Hypothesis four (H0₄) stated that cooperative learning as an innovative teaching strategy had no effect on students academic performance in Kericho County in History and Government. Findings in Table 4.8.1 shows that the effect of cooperative learning as an innovative teaching strategy on the academic performance of students in History and Government was statistically significant at 5% level of significance ($t=1.985$; $p<.05$) hence the stated null hypothesis was rejected with 95% confidence level. This implies that the use of cooperative learning has a significant effect on the academic performance of learners in History and Government. The positive value of the regression coefficient ($\beta_2 = .139$) confirms the correlation analysis results of a positive relationship between use of cooperative learning strategy and the academic performance of learners in History and Government. This finding are in line with findings by Bibi (2002) as well as Siddiqui (2003) who established a positive relationship between cooperative based learning and performance. But, are in contrast with findings by Luu (2010) who found no significant relationship between STAD which was one of the cooperative learning and learner performance.

Hypothesis five (H0₅) stated that integration of ICT in the instruction of History and Government as an innovative strategy had no effect on students academic performance in Kericho County. Findings in Table 4.24 shows that the effect of ICT integration as an innovative teaching strategy on the academic performance of students in History and Government was statistically significant at 5% significant level ($t=2.521$; $p<.05$) hence the stated null hypothesis was rejected with 95% confidence level. This means that integration of ICT History and Government subject instruction has a statistically significant association with academic performance of learners. The positive value of

the regression coefficient ($\beta_2 = .189$) confirms the correlation analysis results of a positive relationship between the integration of ICT and the academic performance of learners in History and Government.). The study results are similar to those established by Haydn (2001); Enayati et al (2012) and Turan (2010) who established a positive relationship between use of ICT and academic performance. Turan (2010) further asserted that positive attitude towards education technology during History lesson in Turkish and American students was a pre-cursor to improved performance; a notion is supported by the study results. Despite the positive effect of ICT to achievement in History there several studies that have found challenges in learning, time and limited understanding of ICT (Kandasamy & Shah, 2013). Also, Ruto and Ndaloh (2013) cited challenge facing Kenya to be lack of enough resource which included ICT resource that act as an impediment to achievement.

From table 4.24 the following multiple regression model was formulated:

$$Y = -1.500 + 0.443 x_1 + 0.305x_2 + 0.309x_3 + 0.139x_4 + 0.189x_5$$

The positive beta coefficient for all predictors implies that all independent variables had significant influence on performance of students in History and Government subject. Hence, all factors under the investigation (Group Learning, Dramatisation, Cooperative learning, ICT Integration and Inquiry based Learning) are held constant, the performance will decline by -1.500. Result also show that for every unit increase in the use of group based learning will result in a 33.8% increase in academic performance of learners in History and Government; a unit increase in the use of Inquiry based learning would result to a 31.3% increase in the academic achievement of the learners, a unit increase in the use of dramatisation strategy would result in a 38.9% increase in academic performance, a unit increase in the use of cooperative learning strategy will result in a 13.2% increase in academic performance and that every unit increase in the

use of ICT will result in a 19.5% increase in the academic performance of the learners in History.

The standardised beta coefficients suggests that usage of dramatisation strategy had the greatest contribution of 0.389 followed by project based learning which had a standardised beta value of 0.338. Use of Inquiry based learning had standardised beta values of 0.313 while the use of cooperative and ICT integration had beta values 0.132 and 0.195 correspondingly. Consequently= the use of cooperative learning had the lowest effect size while the use of dramatisation strategy had the greatest effect size.

Table 4.8.2 Model Summary^b

Model	R	R Square	Adjusted R Square	SE of the Estimate	Change Statistics					Durbin - Watson
					R Square Change	F Change	df 1	df 2	Sig. F Change	
1	.826 _a	.682	.656	.58118	.682	26.961	5	51	.000	1.848

a. Predictors: (Constant), Group Learning, Dramatisation, Cooperative learning, ICT Integration
Inquiry based Learning

b. Dependent Variable: Academic performance

As seen in table 4.5.2, the R² value wis 0.682 indicating that 68.2% of the variation in the academic performance of learners in History and Government can be explained by the extent of use of the five innovative teaching strategies being investigated here. The remaining 31.8% of the variance student performance could be explained by other factors that did not form part of this investigation. These results signal the importance of the teaching strategy employed by teachers in teaching History. The more the strategy involves the learners in the learning process, the better the outcome.

To establish goodness-of-fit of the regression model, ANOVA statistics was computed and results given in Table 4.8.3.

Table 4.8.3 ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	45.532	5	9.106	21.837	.000 ^b
Residual	21.279	51	.417		
Total	66.812	56			

a. Dependent Variable: Academic performance

b. Predictors: (Constant), Group Learning, Dramatisation, Cooperative learning, ICT Integration Inquiry based Learning

Table 4.26 results indicate that the overall regression model is ($F=21.837$, $p=0.000$) which is significant at 95.0% confidence level. Hence, project base learning, Dramatisation, Cooperative learning, ICT Integration and Inquiry based Learning as innovative strategies of teaching history and government have a significant positive effect on academic performance of learners in history and government. Every instructional strategy investigated permit learners to get knowledge through developing critical thinking, discovering solutions, and solving problems. Engagement of learners is attained through approaches that shift far from conventional lecture method but inspires questioning in classroom, supports technology integration, encourage self study and students can do research on their own. Ultimately, they result to student

developing collaboration initiatives, attention, motivation, interest, and curiosity among learners and have been verified to increase academic performance and success in life in their careers. Through research, it has been proved that learners who are actively involved in educational activity would learn more than learners who are passive receivers of knowledge. The results coincide with Akama (2011) who found out that such methods like project, peer teaching and inquiry provided opportunity for students to enhance their skills which they would need in their lifetime, learn to handle situations which could not have definite outcomes, handle differences and problems in order to look for answers present and for future.

The results reveal that using innovative teaching techniques was useful method which created good students outcomes. This agrees with previous outcomes where students and teacher interaction during instructional process motivates learners to research for knowledge than the instructor dominating information transmission to students. Similarly indicates that learner-centred techniques enhanced high subject mastery than centralising knowledge flow as one way direction from teacher to the learner. In inquiry based teaching, students are actively involved in the classroom learning in that the design questions search widely and they design innovative comprehensions, inference and proofs. Research evidence argue that inquiry based instruction with students could assist them become self governing, more confidence and creativity (Hanushek, 2014). This may be applied to all students irrespective of their abilities hence contributing to their high academic performance.

4.6 Inferential Statistics

4.6.1 Statistical Checks for Multicollinearity

Multicollinearity is referred to a circumstance in which there is a high degree of relationship between independent variables in an investigation. In the research,

Multicollinearity was determined through Variance Inflation Factor (VIF). Multicollinearity exists between variables when the VIF values are higher than 4.0 (Hair, Black, Babin & Anderson, 2010). The VIF analysis outcomes is presented in Table 4.22.

Table 4.9.1: Coefficients for VIF Tests

Independent variable	Collinearity Statistics
	VIF
Project based learning	2.111
Inquiry based learning	1.845
Dramatisation	2.316
Cooperation learning	1.081
ICT integration	1.007

Source: Research Study

Result reveal that project based learning had VIF of 2.111, Inquiry based learning had VIF value of 1.845, Dramatisation had VIF value of 2.316, and cooperation learning had a VIF value of 1.081 while the integration of ICT had a VIF of 1.007. All VIF scores for variables under investigation were below 4 resulting to deduction of non-existence of Multicollinearity among variables. Moreover, correlation analysis was also computed to check the results of VIF on Multicollinearity. Pearson correlation coefficients were obtained from the questionnaires which showed correlation between two of all the following variable; project learning method, inquiry learning method, dramatisation learning, cooperation learning, ICT integration and achievement of History and Government.

Table 4.9.2: Correlation Coefficients of Teaching Methods and Achievement in history and government

		Projects learning Method	Inquiry Learning Method	Dramatisation Learning Method	Cooperative learning Method	ICT Integration	Achievement in History
Projects Method	Pearson Correlation	1	.052	.215**	.032	.233**	.599**
	Sig. (2-tailed)		.422	.001	.625	.000	.000
	N	241	241	241	241	241	241
Inquiry Learning Method	Pearson Correlation	.052	1	.342**	.309**	.057	.498**
	Sig. (2-tailed)	.422		.000	.000	.375	.000
	N	241	241	241	241	241	241
Dramatisation Learning Method	Pearson Correlation	.215**	.342**	1	.058	.222**	.468**
	Sig. (2-tailed)	.001	.000		.370	.001	.000
	N	241	241	241	241	241	241
Cooperative learning	Pearson Correlation	.032	.309**	.058	1	.382**	.343**
	Sig. (2-tailed)	.625	.000	.370		.000	.002
	N	241	241	241	241	241	241
Integration of Information Technology	Pearson Correlation	.233**	.057	.222**	.382**	1	.379**
	Sig. (2-tailed)	.000	.375	.001	.000		.000
	N	241	241	241	241	241	241
Achievement of History	Pearson Correlation	.599**	.498**	.468**	.343**	.379**	1
	Sig. (2-tailed)	.000	.000	.000	.002	.000	
	N	241	241	241	241	241	241

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.9.2 shows the correlation between the correlations between the independent variables namely inquiry-based learning, project based learning, Dramatisation, cooperation learning and integration of ICT were all less than 0.7 showing lack of Multicollinearity (Tabachnick & Fidell, 2007).

The results further revealed that there was a positive moderate significant association between inquiry-based learning, project-based learning, dramatisation and academic performance in History and Government Achievement as indicated by correlation coefficients of 0.599, 0.498 and 0.468 respectively. There was also a moderate positive association between the cooperation learning and integration of ICT and the academic achievement of learners in History and Government with Pearson's correlation coefficients of 0.343 and 0.379 respectively. This finding concurs with Bibi (2002) as well as Siddiqui (2003) where they found positive relationship between cooperative based learning and performance. Luu (2010) found no relationship between STAD which is one of cooperative learning and tradition methods of teaching.

The results reveal existence of significant relationship between ICT learning and History and Government Achievement ($P < 0.05$). ICT was linked to have fair positive relationship with achievement by Haydn (2001) and Enayati et al (2012). This was also similar to Ward (2010) where here was positive attitude towards education technology during History lesson in Turkish and American students. Despite the positive effect of ICT to achievement in History there several studies that have found challenges in learning, time and limited understanding of ICT (Kandasamy & Shah, 2013). Also, Ruto & Ndaloh (2013) cited challenge facing Kenya to be lack of enough resource which included ICT resource that act as an impediment to performance.

From the results, history and government teachers mainly use lecture method as well as Question and Answer method, in a few cases teacher demonstration and discussion were used. The former was used by more than half of the teachers; most of the lessons were therefore characterized by too much teacher talk. Poor questioning technique was noted, this attracted chorus response.

The teachers also allowed some individual or group of learners to dominate the teaching and learning tasks during the lessons. This made a few learners to answer most of the questions. Questions also came from the teacher and were not evenly spread to the whole class; most of these questions were at the introductory and conclusion stage of the lesson.

Another observation made was on the level of the questions base on Bloom's taxonomy. Majority of these questions were in the lower order in the cognitive domain. They mainly covered knowledge and comprehension levels. In addition, some questions asked were vague which made learners unable to answer.

The researcher also observed that among the learners who were actively involved by the teacher, there was some noted performance on the content covered. The learners were able to show mastery of the content that was being taught by the teacher. However, in the case of those learners who passive during the lesson there was lack of evidence of any meaningful learning since learners were not actively involved. Nabutola (2012) affirmed this assertion by stating that failure by most teachers in Kenya to give learners a chance to participate in the learning process has promoted dependence. That is why after successful training, graduates desperately look for jobs instead of creating some or employing themselves.

In Kenya, Kiio (1999) conducted a research on techniques and resources used for History and Government instruction in secondary schools. The research findings

revealed that there was over-reliance on expository aligned techniques, which tended to support passive learning. Kiio's findings was in line with this research finding that many teachers did not use innovative teaching strategies in History and Government instruction, yet they make learning more meaningful to the learner.

Ajayi, (2010) strongly condemned this situation and called for adoption of innovative teaching strategies in schools. Today's learners require much more practical applications in the learning process, including finding information for themselves and constructing knowledge that demonstrates their own understanding and conceptualization. It is true that one of the ways to make learners get practically involved in the learning of history and government is to make them be involved in finding knowledge for themselves. If this is done it would make the learning of History and Government more meaningful to the learners. Graves (2008) conducted a research in Ohio USA and supported the idea that innovative strategies help students retain more than traditional methods such as lecture. Thus, it is noteworthy that one of the ways to make the learning of History and Government more interesting to the learners is to involve them actively.

The findings also showed that dictation and provision of notes were used by history and government teachers, further reduced learners' involvement during instruction. This provided a suggestion that many teachers associate innovative strategies with time wastage and delay in syllabus coverage because such methods require a lot of time both in preparation and delivery and such strategy took more time compared to lecture. But the key principle to using any instructional method is first planning for it. If teachers plan well for the methods they use, then time would not be an issue. Research finding of Latchanna and Dagner (2006) on use of active learning methods in Ethiopian secondary schools tend to dispute the teachers' notion that time hinder them from using

role-play method. Latchanna and Dagner (2006) found that many teachers (62%) would attend class without their lesson plans. Thus, the teachers found themselves engaging in minor activities which would have not been part of the lesson; in the end, this consumed some of their lesson time.

Sajjad's (2010) research on effective instructional techniques at higher education level yielded some findings which were not in line with this research finding. In the study, Sajjad found that most learners rated lecture approach as the preferred approach. Asked to give reasons why they rated lecture the best; the students said that in lecture, the teacher provides all knowledge related to topic, it is time saving and that student's listen to lectures attentively and take notes.

Teachers therefore not only perform their duties in planning for lessons so that they important aspects likely to ensure there is successful learning in class are there but they have a duty to enhance interaction among learners since evidence show that learners seldom provide quality clarifications or interact in high level discussions if not instructed to do so (King, 2002). But, learners can be taught to communicate, rationalise and solve problems together which in many aspects have been found to result to individual development of problem solving, reasoning and learning. Moreover, instructors can moderate learning by students through engagement in teaching talk or dialogic teaching where they show how to participate in give and take discussions to ask questions and solve problems which contents present knowledge, develop on others ideas so as they are joined together. When teachers model these strategies learners would learn to develop skills that would guide their learning.

4.7 Project-Based Learning and Achievement

The first objective of the research sought to determine the influence of project-based learning on performance in history and government in secondary schools in Kericho County. Project based learning and achievement were investigated using questionnaires given to history and government subject instructors and learners as well as interview schedules that were conducted.

Table 4.10: Results of Project-Based Learning from Teachers Questionnaires

Project- Based Learning	5	4	3	2	1	Mean
Based on content and students, I develop a project that allows for student choice.	15, 26.3%	13, 22.8%	11, 19.3%	12, 21.1%	6, 10.5%	3.333
I use content standards in the creation or adaptation of a project to ensure that key aspects from the content area are included and addressed by the project.	17, 29.8%	16, 28.1%	12, 21.1%	12, 21.1%	0, 0.0%	3.667
I prompt student inquiry and independence.	12, 21.1%	16, 28.1%	3, 5.3%	23, 40.4%	3, 5.3%	3.193
I set tasks, schedules, checkpoints and deadlines while working with the students.	15, 26.3%	11, 19.3%	25, 43.9%	0, 0.0%	6, 10.5%	3.754
I utilise a variety of tools and strategies for support based on student(s) need(s) in assisting students in reaching their project goals,	22, 38.6%	18, 31.6%	6, 10.5%	11, 19.3%	0, 0.0%	3.895
I use both formative and summative assessments to assess the students both on an individual level and as a collaborative team.	31, 54.4%	14, 24.6%	6, 10.5%	0, 0.0%	6, 10.5%	4.123
I enable learners to focus on open-ended questions so as to be able to solve abstract concepts.	17, 29.8%	20, 35.1%	11, 19.3%	3, 5.3%	6, 10.5%	3.684
I teach what students should academically know, understand, and be able to do into the project.	11, 19.3%	34, 59.6%	3, 5.3%	3, 5.3%	6, 10.5%	3.719
I use project-based strategies to learn historical concepts or project based	11, 19.3%	25, 43.9%	15, 26.3%	6, 10.5%	0, 0.0%	3.719
I use 21st-century skills such as collaboration, communication, critical thinking, and creativity.	11, 19.3%	17, 29.8%	20, 35.1%	6, 10.5%	3, 5.3%	3.474

I simplify abstract concepts for the learners for the learners	11, 19.3%	26, 45.6%	6, 10.5%	5, 8.8%	9, 15.8%	3.439
I provide opportunities for feedback and revision of the plan and the project.	40, 70.2%	5, 8.8%	6, 10.5%	0, 0.0%	6, 10.5%	4.281
I require students to present their problems, research process, methods, and results.	6, 10.5%	23, 40.4%	25, 43.9%	0, 0.0%	3, 5.3%	3.509

Source: Research (2019)

Table 4.10 represent teacher's questionnaire results on project-based learning on achievement of History and Government. The values 1, 2, 3, 4, and 5 represent a Likert scale which is strongly disagree, disagree, neutral, agree and strongly agree respectively. Those who strongly agreed and agreed were summed to explain those who supported while strongly disagreed and disagreed represent the total for respondent who did not support. Mean was obtained as descriptive analysis variable measuring the average of the study.

Majority of 28(49.1%) respondents develop project context that assist students to make choices against a total of 18(31.6%) respondents who did not develop and 11(22.8%) were neutral out of 57 respondents, therefore, project based allowed students to make a choice between the content to moderate extent (mean of 3.333). Majority of teacher allowed to student to choose the content for their project.

Majority of teachers utilised content standards in creation of project to ensure that key aspects from content were addressed through the project method where a sum of 33(57.9%) respondents out of 57 respondents. Those who did contrary were a total of 12 (21.1%) and neutral were 12(21.1%) out of 57 respondents. It meant that projects have sufficient context in bring the key aspects making it easier for students to adopt (mean of 3.667).

Response of whether teacher prompted student inquiries and independence indicated a total of 28(49.2%) respondents practice, 3(5.3%) who did not and 25(43.9%) were neutral out of 57 respondents. These enable students to create independent and assist them through making inquiries (mean of 3.193).

High number of teachers 40(70.2%) as compared to 11(19.3%) of the contrary opinion and 6(10.5%) were neutral on set tasks, schedules, checkpoints and deadlines while working with the students. Hence it implied that teachers set tasks, schedules, checkpoints and deadlines while working with the students (mean of 3.754).

Most teachers 40(70.2%) utilised a variety of tools and strategies for support based on students' needs in order to assist students to reach their project goals while 11(19.3%) did not and were 6(10.5%) neutral. Teachers are able to utilise a variety of tools and strategies for support based on student(s) need(s) in assisting students in reaching their project goals (mean of 3.895).

The research revealed that 45(79.0%) of teachers out of 57 used both formative and summative evaluation to measure the learners both on an individual level and as a collaborative group as compared to 6(10.5%) while 6(10.5%) were neutral. It implied that both formative and summative assessments were used by instructors to assess the individual students as well as group work using project technique (mean of 4.123).

A response of 37(64.9%) respondents prompted that project-based learning enabled learner to focus on problems and challenges to research as well as solution while 9(15.8%) were on contrary opinion, though 11(19.3%) were neutral opinion. These enabled learners to focus on open-ended question, problem or challenge to investigation and react to and/or resolve (mean of 3.684).

Those who agreed that project-based method teach learners to know, understand and capable to do more on History and Government were 45(78.9%) and those who did not

agree were 9(15.8%) and those were neutral were 3(5.3%). There majority teachers taught what learners need to academically recognise, understand, and be able to do into the project method (mean of 3.719).

Project based method enable the student to make inquiries in History and government where 36(63.2%) agreed, 15(26.3%) neutral and those who did not agree were 6(10.5%). Hence there were more who agreed than those who disagreed. Therefore, project method allowed inquiry in History and government subject (mean of 3.474).

According to respondents on the use of 21st century skills like collaboration, communication, critical thinking and creativity there were 28(49.1%) respondents who supported, 9(15.8%) respondents did not support and 20(35.1%) who were undecided. Hence, majority teachers were found to use 21st century skills like collaboration, critical thinking, creativity, communication among others (mean of 3.474).

A response of 37(64.9%) respondents of the teachers were able to build students choice of content into the process against 14(24.6%) who did not and 6(10.5%) were undecided. Majority of teachers believe that the method assists them to simplify abstract concepts for the learners (mean of 3.439).

Most teachers where a total of 45(79.0%) of teachers provided opportunity for feedback and revision of the plan and the project against 6(10.5%) who did not and 6(10.5%) neutral. A large number of teachers provided opportunities for feedback and revision of the plan and the project (mean of 4.281).

A significant number of 29 (50.9%) respondents supported that the project based required student to represent their problems, research process, techniques and outcomes at the end of each project. Despite 35(43.9%) respondents who were neutral, 3(5.4%) respondent did not support. There majority of teachers required students to present their issues, research procedures approaches, and outcomes (mean of 3.509).

Table 4.11: Results of Project-Based Learning Results from Students’

Questionnaires

Project-Based Learning	5	4	3	2	1	Mean
Project allows me to do further research in the library	30, 12.4%	60, 24.9%	68, 28.2%	54, 22.4%	28, 12.0%	2.996
Project allows more investigations either individually or in groups on historical concepts	84, 34.9%	69, 28.9%	60, 24.9%	10, 4.1%	18, 7.5%	3.793
Project makes me not to memorize facts in History	30, 12.4%	54, 22.4%	68, 28.2%	28, 12.0%	60, 24.9%	2.855
Project method is important in developing self-confidence in learning History.	106, 44.0%	64, 26.6%	50, 20.7%	16, 6.6%	5, 2.1%	4.037
Project makes me learn more facts in History	94, 39.0%	105, 43.6%	26, 10.8%	5, 2.1%	11, 4.6%	4.104

Source: Research (2019)

Table 4.11 represented questions answered by students on the effect of project based methods on the performance of students in History and Government subject. The finding reveals a Likert Scale where 1, 2, 3, 4, 5 represented strongly agree, agree, neutral, disagree, and strongly disagree in that order. Hence strongly agree and agree represent those who support the statement while disagree and strongly disagree represents those who are of contrary opinion and those who are neutral are undecided. This was used to obtain the mean which were used in interpreting the results.

A response of 90(37.3%) respondents supported that projects allowed students to do further research in the library while 68(28.2%) were undecided and 82(34.4%) respondent did not support. The findings revealed larger number of students in their project did not research in library (mean of 2.996). In moderate extent it increased the ability through motivating the students hence changing the reading habit and attitude. On the contrary, Barak (2012) argued that it learners obtained higher level of cognitive competencies and methods in addition to an aspect of taking initiative. It shows that few students would do further research in the library despite increasing self-reliance and cognitive skills.

A significant number of respondents supported 153(62.8%) that project allowed student to conduct more investigations either as group or individual on History and Government. Even though few were of 28(11.6%) and some were neutral 60(24.9%), students benefited from individual or in groups investigations on History and government topics to some greater extent (mean of 3.793). Similarly, Genc (2015) stated that project-based learning is a instructional approach which engages learners in social environments hence assisting them to enhance and practice their literacy competencies. The method is significant to student in development of literacy skills both as group or individually.

A larger number of 88(36.9%) respondents disagreed that project reducing memorization on the 84(34.8%) respondents supported while 68(28.2%) were undecided. Hence some more the project did not entirely eliminate memorization of History and government topics but reduced moderately (mean of 2.855). Once memorization is reduced student are expected to become creative and participate more in class. Bell (2010) also come with also argued that project-based learning encouraged collaborative and increased innovation in class.

Majority of respondents where 170(70.6%) supported that project base learning is important in developing self-confidence in learning History, 50(20.7%) were undecided and 21(8.7%) were on contrary opinion. A project was important in developing self-confidence of the Learners undertaking History and Government subject (mean of 4.037). Self-confidence is crucial not only for the subject but also for establish self-regulation skill as Ahmed (2013) argued.

A larger number of respondents 199(82.6%) respondent supported that project made learning more factual in History and Government, 16(6.7% disagreed and 26(10.8%) were neutral. The investigation indicated that project method enables learners to increase facts in History and Government (mean of 4.104). This concurs with Ahmed, (2013) conducted a study and the findings supported the findings of this study. According to Ahmed (2013) research indicated that PBL is an effective learner-centred model which enable learners to develop positive attitudes, content knowledge, self-management and self-regulation skills, problem solving, communication, teamwork skills and hence make them acquire hands-on experiences as well as scientific inquiry knowledge. Therefore, it can be generalized that project-based learning plays accrual role in learning and providing positive altitude in academics.

The interview results on “How does project based learning influence the achievement in History and government in secondary schools in Kericho County?” reveal that majority of head of department answered that it assisted performance of History though most Teachers of history have not fully embraced the method, this is so because they claim the method takes a lot of time and hence derail the syllabus coverage.

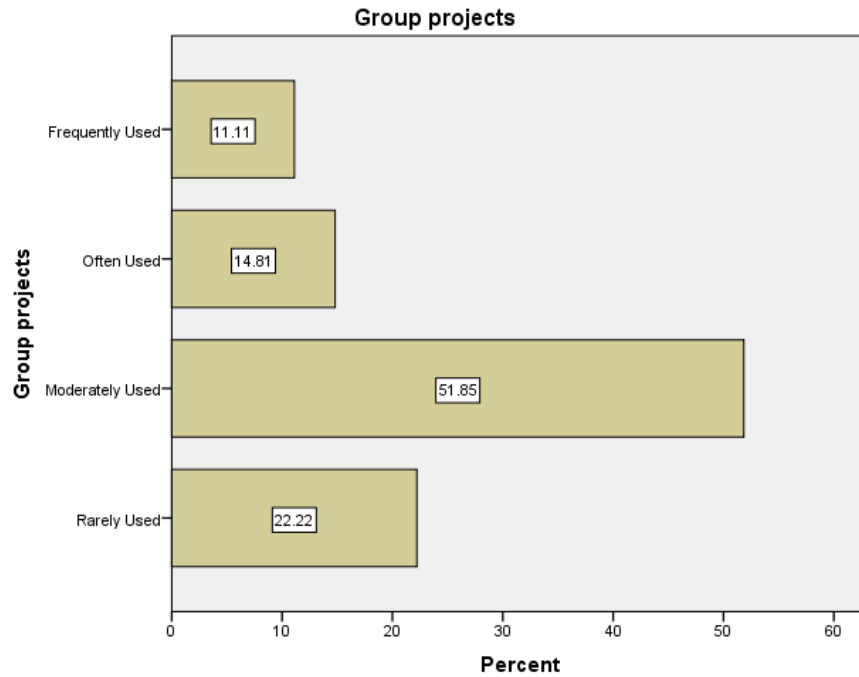


Figure 4. 4: Group projects

Source: Appendix E from Survey data (2019)

Figure 4.2 represent results from observation made in project-based learning from the research through participation in History and Governance lesson. The summary of the findings in indicated that group project was moderately used by 51.85% of the teachers, 22.22% rarely used, 14.81% often used and 11.11% frequently used. Hence the results from 27 observations implied that despite been an innovative method that involves student it is moderately used.

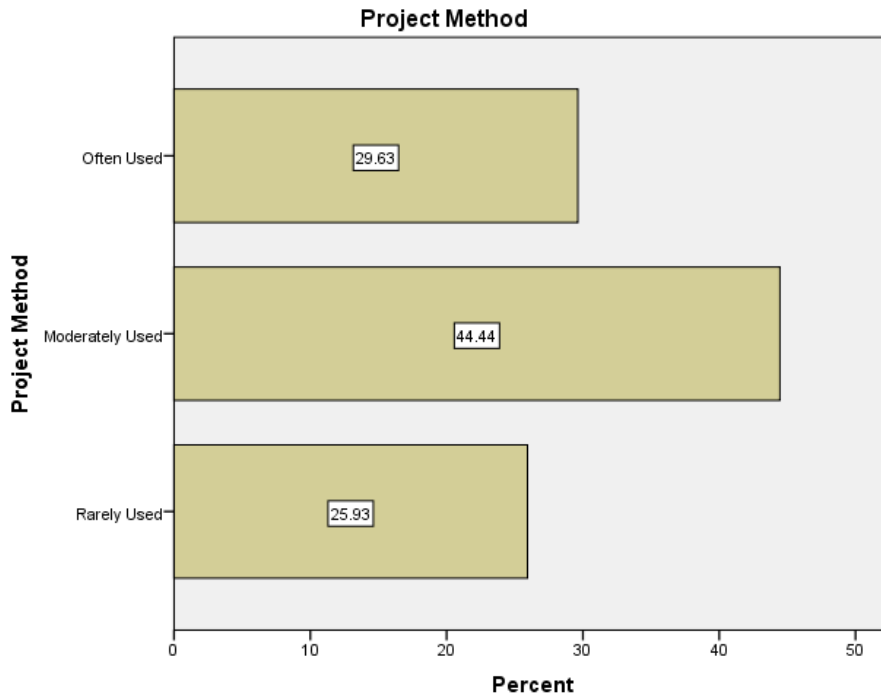


Figure 4. 5: Project method

Source: Appendix E from Survey data (2019)

The observed results in figure 4.3 revealed that 44.44% moderately used, 29.63% often used and 25.93% rarely used. The method is used by most respondents accounting for more than half but some rarely used the method.

Factor analysis was conducted on statements regarding the use of project-based learning innovative method in the teaching of History and Government subject in Schools in Kericho County. Results of the factor analysis is shown in Table 4.9.

Table 4.12: Factor Analysis Components Matrix

	Project- Based Learning Statements	Factor Loadings
1	Based on content and students, I develop a project that allows for student choice.	.726
2	I use content standards in the creation or adaptation of a project to ensure that key aspects from the content area are included and addressed by the project.	.703
3	I prompt student inquiry and independence.	.596
4	I set tasks, schedules, checkpoints and deadlines while working with the students.	.612
5	I utilise a variety of tools and strategies for support based on student(s) need(s) in assisting students in reaching their project goals,	.611
6	I use both formative and summative assessments to assess the students both on an individual level and as a collaborative team.	.700
7	I enable learners to focus on open-ended questions so as to be able to solve abstract concepts.	.588
8	I teach what students should academically know, understand, and be able to do into the project.	.615
9	I use project-based strategies to learn historical concepts or project based	.613
10	I use 21st-century skills such as collaboration, communication, critical thinking, and creativity.	.664
11	I simplify abstract concepts for the learners for the learners	.691
12	I provide opportunities for feedback and revision of the plan and the project.	.700
13	I require students to present their problems, research process, methods, and results.	.567

All the constructs for the use of project-based learning had factor loading of higher than 0.5 and based on Mabert, Soni and Venkataramanan (2003), they were all deemed to be essential in measuring the use of project-based learning method in the history and government teaching in schools in Kericho County.

The ratings for each respondent for the set of items that measured the use of project-based learning were aggregated up to attain an index that measured the extent of use of the innovative method. The index ranged from 13 to 65. An index of more than 39 would imply fair utilisation of the method while an index of less than 36 would interpret

that project base learning method was less used by History and Government teachers. The descriptive statistics for use of project-based learning are displayed in Table 4.10.

Table 4.13: Descriptive Statistics of Aggregated Values for the Use of Project

Based Learning

	N	Min	Max	Mean	Std. Dev
Project-based Learning	57	13.00	55.00	31.195	11.835

The results illustrated in Table 4.13 indicate that the use of project-based learning method has a mean of **31.195** with the values deviating from the mean to the extent of **11.835**. The minimum score index of 13 imply that some of the respondents strongly disagreed on all the constructs meaning that in their schools’ project-based learning technique was not being applied in the teaching of History and Government. PBL is an instructional method where past human experiences are utilised as avenues for promotion of learning of principles and concepts by students in contrast to direct presentation of concepts and facts. Further, to syllabus content, the method enhances development of communication, problem solving and critical thinking skills among the learners. It also provide advantages of operating in teams, looking for and assessing research materials long term education (Tai & Ting, 2011).

The results obtained from table 4.12 indicated that project method assist students gain independency, set tasks, schedules, use variety of tools and develop collaboration between student as well as teachers (62.8%). The results further indicated that there was a positive moderate significant association between Project-Based Learning academic performance in History and Government Achievement as indicated by correlation coefficient of 0.599. This concurs with Thoma’s (2000) findings that the method assists students’ learning by boosting research learning skills, academic performance and build relationship between them. Snow (2005) also supported this view by observing that

learners were able to develop individual knowledge interpretation according to their past experience and knowledge application in appropriate situation.

Shittu, Basha, AbdulRahman and Ahmad (2011) in their research on learners' attitude and objective to utilise social software in Malaysia higher education institutions supported the outcomes of the investigation where 44.44% of teachers believe that the method is effective in enabling learners improve their performance. They found that brighter students benefit more from the inductive approach than the average students. They also discovered that learners acquired knowledge and skills through learning for an extended period of time to explore and respond to a complex, engaging and authentic questions, challenge or problem.

From table 4.13 effective PBL had to arouse interest of the student and then integrate driving questions so as sustain learners interest 153(62.8%), this allows learners to have the right to speak and arrive at their own decision concerning the project through nurturing individual learning and advancing inquiry so that learners could motivate them to learn. When operating in teams, students learn and use important current century knowledge that consists of critical thinking, communication and group collaboration. Instructors' facilitative role consists of giving feedback and permitting learners to undertake revision through use of group evaluations and rubrics. In a similar study, Britten (2015) analysed how PBL environment was influenced aspects of intrinsic motivation on learners' performance in academics. It was found that PBL positively influenced engagement and interest to in classroom, Britten believed that pedagogical methods which intensified learners engagement in the process of learning also ensures learners' academic performance which agrees with the outcomes of the research under study; this supports the research findings in that by using the method

students (63.8) experienced positive pressure to finish their exercises in addition to improved communication between team members. Traditional methods often utilised by teachers of history do not cater for all students' academic needs, but opportunities are many to obtain values, knowledge and skills and also to improve ideas associated with social world through the use of PBL. Newmann, Bryk and Nagaoka (2007) on their part emphasized that student' motivation and performance improved when learning was linked with authentic problems in the social world. This improvement in engagement is certainly required in history to make sure that learners are able to arrive at informed decisions during a learning situation. Learners are expected to analyse social occurrence well through undertake project in history lessons; so instructors need to use the best teaching approach feasible and aim to attain motivation and performance in the subject which is essential in social life. It was seen that 82.6% of teachers supported that project made learning more factual in history and government. The study also indicated that project method enables learners to increase facts in history and government (mean of 4.104). Ahmed's (2013) findings, supported this by indicating that PBL is an effective learner-centred model which enable learners to develop communication, content knowledge, positive attitudes, self-regulation skills and self-management, problem solving, teamwork skills and hence make them gain proactive experiences as well as scientific inquiry competencies. Therefore, it can be generalized that project-based learning plays a crucial role in learning by ensuring that learners' performance is improved.

Additionally, Barak (2012) research suggests that PBL assist learners to improve on high level cognitive competencies and better grades by ensuring that learners participate actively in the learning process. Similarly, Bell (2010) on a study on Project-based

learning for the current dispensation proved that project-based learning provides higher prospects for collaboration, supports active engagement and classroom academic performance. Bell further went on to state that engagement is the centre of problem based learning familiar with the usage of creativity, motivation relevance, teamwork, collaboration, and establishment of relationship while operating on authentic projects to construct knowledge. The study findings had similar sentiments that 88(36.9%) of the respondents agree that PBL give learners a chance to be actively involved in learning and therefore reduce memorization. Coyne and Potter (2016) on a study entitled in a research deduced that learners in PBL teams had application and comprehension skills that better compared to teach using lecture method. The outcomes also showed positive experiences of PBL method which resulted to increased abilities and confidence as well as improved performance.

The study findings showed that 60.61% strongly agreed that PBL increased learners' motivation foster more positive attitudes towards the subject. Students also said greater pleasure, interest, curiosity, and cooperation due to usage of PBL in the learning process. Furthermore 50.51% agreed that there was enhancement in performance when using the method. This was supported by Genc's, (2015) research who observed learners taught in PBL normally investigated and sought answers to the challenges they saw and knew the main concepts and principles. Projects are adjustable to various types of students and learning conditions. Genc argued that PBL was a technique of instruction which could engage learners in a social environment hence assisting the learners to increase their performance by practicing their literacy skills. This is because students are able to engage in creating project together and discussing the results with other students and their teachers.

This means that the instructional method which mainly relied on textbooks and lecturers were more aligned on conventional methods did not essentially provided academic motivation and needs to learners. Undeniably, learners who undertook active roles in education were found to perform well through modifying their individual learning process in comparison with learners who were engaged as non-members in the process of learning (Hugerat, 2016). The study results stressed that learners are capable of constructing knowledge that later improved their academic performance in History. Studies review shows that student learn best through actively developing their knowledge and concepts through projects with classmates in social studies. Hugerat also indicated that in PBL, learners can change their attitude and performance because interaction between team members in a social context is important for learning as recommended in social constructive theory and situations are essential to know what happens in society and to develop knowledge.

According to respondents on the use of current skills such as collaboration, communication, critical thinking and creativity there were 49.1% with a mean of 3.474, they believed that project-based learning, as one of the genuine approaches is normally concerned with instruction to attain specific goals and improve motivation and performance. Ozdemir, Yildiz and Yildiz (2015), in their study concur by stating that learners are naturally more inspired to learn when they are permitted to be involved in a project that they have higher significance to. There is confirmation that when teachers organise pedagogy around exercises that requires higher depth of thinking, comprehending intricate communication makes a linkage to learners live after school so learners create more elaborate works rationally. These genuine rational researches have been discovered to improve learners' engagement and performance. Their survey

has also indicated that engagements, attitude and academic performance of learners have been harmfully influenced by their participation in their classroom learning activities. The outcomes normally emanate from teacher centred instructional methods, teacher excitement, lack of continuous exposure to textbooks, and materials. Markic et al. (2016) indicated that most instructors grapple with low student interest in subject content thus resulting to their low motivation to learn. This condition particularly dominant in social sciences courses; the result showed similar results that a larger number of students in their project did not get enough time to do research in library (mean of 2.996). The method could have increased the class performance through motivating the students by changing their reading habit and attitude. This is because students hardly felt engaged in the learning process and acquired important ideas when educators were still embracing conventional methods. This could be damaging not only to learners but the community at large.

Achinstein and Ogawa (2006) research tend to differ with the findings of the research under study, they argued that problem based learning could flourish as a dynamic idea without tangible description; this is because when pedagogical changes become too regulatory, they can delay innovation and inadvertently draw out resistance by teachers. Proposing that schools should design teaching strategies that are adaptable sufficiently so that instructors could use project based learning technique in schools.

In reviewing Project-based learning implementation in classroom environment, Tseng, Chang, Lou and Chen (2013) reported that altering instructors perceptions concerning their classroom function from that of a leader to a guide is an important hurdle of implementation of student centered pedagogical techniques like PBL. According to their finding on educators attempts to incorporate learning by design approach in

classroom instruction, Kolodner, Krajcik, Edelson, Reiser and Starr (2003) established that one of important implementation issue revolved around instructors' eagerness to alter their role in class and change their perception of class control. They further established that it was too challenging for some educators who had tried to implement PBL; these educators found the method to be too involving for both the teacher and the learners (34.4%). They further noted that some teachers found implementation of this approach to be perilous since other than changing instructors' role, they needed educators to bear with changes to conventional learning environment like student collaboration, noise level and learners' movement and felt at ease with flexibility and ambiguity in management of classroom. Provided that educators encounter pressures of accountability, dealing with levels and changes of ambiguity could be challenging.

A study conducted in Minnesota by Capraro et al. (2016) supply added that learners used to more conventional type of learning normally experienced challenges in changing to PBL. Teachers and administrators of one charter school that used learner centered approach found out that changing mindset of learners concerning how institutions should work out as a key challenge in implementing an individual guided PBL technique to learning. Hence, PBL technique not only has more positive impact on learners levels of academic performance and attitude towards subject but has more positive impact on learners academic creative thinking skills, problem solving and academic risk taking. This is due to the fact that learners in PBL context are exposed to an array of competencies and skills like time management, critical thinking, decision making, project planning, and collaboration.

Edelson, Gordon and Pea (1999) believe that projects symbolised features that provide them an experience of gaminess to learners; there are exist various practical challenges

related to organisation of institutions which meddle with effective PBL implementation. The factors consist of incompatible technology, inflexible schedules, and fixed and inadequate resources. School related variables were the key hindrance as found by Hertzog (1994) research on how best PBL was implemented in primary school environment. Hertzog argued that physical school organisation, inadequate time challenges and perceived need on the side of educators to make up time to finish the curriculum appeared to impede PBL efficacy for incorporation of subject unit areas and provision of in-depth learning.

Terasawa, (2016) on a study on challenges of PBL on wireless community in secondary school offering technical courses concluded that PBL gives teachers information for improving learners capacity to gain from classroom learning, mostly through introduction of an array of scaffolding strategies like training, models and learning aids. They are projected to assist learners become more skilled in performing inquiry tasks. Terasawa observed that master – trainee relationship developed is applied as equivalence for instructional condition where educators need to scaffold teaching through breaking down activities; use coaching, prompting and modelling to instruct techniques for problem solving and thinking; and slowly discharging the responsibility to the student. As a result, performance improves in the context of PBL since learning tends to be retained and applied. These findings concur study that learners benefited from individual or in groups investigations on history and government topics to a greater extent (mean of 3.793). This is as a result of the approach being more adjustable than the inactive knowledge that is obtained from more conventional instructive approaches.

Gültekin, (2005) examine challenges for learners (in 5th & 6th grade) experienced when learning under PBL in social studies subjects. The researcher provided evidence on learner motivation and that despite the investigation being essential in characterising universal approaches of challenge seeking, more personal and contextualised ideas was required to know how to aid learners engaged in challenging classroom work like PBL. Based on outcomes from reviewed literature, PBL learning improved learners' academic performance significantly. But, Yurtluk (2003) studied observed no change in academic performance levels by learners in experimental and control groups with regard to use of PBL instruction (for the experimental group).

Generally, an instructional method that intensifies engagement in learning process by students improves their performance. In fact, realistic teaching is most efficient approach for assessing achievement by students. It also aids learners' high level thinking that permit learners to decode all background data or detailed concrete knowledge. This is because PBL permit learners to utilise competencies they have acquired and undertake the expected behaviours which are essential in out of school environment. Authentic teaching involve of several approaches to teaching which need to be applied in student engagement in history and government subject that promotes national development.

4.8 Inquiry-Based Learning

The second objective sought to determine the influence of inquiry-based learning on achievement in History and government in secondary schools in Kericho County. Inquiry based learning was investigated based using teachers and students' questionnaires as well as interview schedule for the History and government HODs.

Table 4.14: Results of Inquiry-Based Learning on Results of Teachers'**Questionnaires**

	1	2	3	4	5	Mean
I always make learners look and develop knowledge on their own and become self supporting and reliant.	6, 10.5%	23, 40.4%	25, 43.9%	3, 5.3%	0, 0.0%	3.521
I always give students tasks to do independently and act as coaches	21, 36.8%	17, 29.8%	16, 28.1%	3, 5.3%	0, 0.0%	3.930
I discourage students from cramming facts only to be reproduced for examination purposes.	43, 75.4%	3, 5.3%	11, 19.3%	0, 0.0%	0, 0.0%	4.561
I provide a share cognitive set of information between students.	25, 43.9%	23, 40.4%	9, 15.8%	0, 0.0%	0, 0.0%	4.281
I motivate students to learn the material.	23, 40.4%	25, 43.9%	3, 5.3%	6, 10.5%	0, 0.0%	4.536
I ensure that students construct their own knowledge	31, 54.4%	17, 29.8%	6, 10.5%	3, 5.3%	0, 0.0%	4.333
I provide formative feedback base on the content learnt	12, 21.1%	39, 68.4%	6, 10.5%	0, 0.0%	0, 0.0%	4.105
I develop social and group skills necessary for success outside the classroom.	9, 15.8%	35, 68.4%	9, 15.8%	0, 0.0%	0, 0.0%	3.842
I promote positive interaction between members of different cultural and socio-economic groups	20, 35.1%	17, 29.8%	14, 24.6%	0, 0.0%	6, 10.5%	3.790
I am able to identify the difference between History and government concepts	34, 59.6%	17, 29.8%	3, 5.3%	3, 5.3%	0, 0.0%	4.439
I am able to communicate and express myself in daily-life in relation to government processes	11, 19.3%	37, 64.9%	6, 10.5%	3, 5.3%	0, 0.0%	3.983
Able to make conclusions through their research using different resources	11, 19.3%	34, 59.6%	9, 15.8%	3, 5.3%	0, 0.0%	3.930
I am able to integrate research with life experience	17, 29.8%	31, 54.4%	6, 10.5%	3, 5.3%	0, 0.0%	4.088

Source: Research (2019)

Tables 4.14 represent teachers' questionnaires which were used for inquiry-based learning and achievement of History and government where frequencies and percentages were used with mean as measure of central tendency. The values 1, 2, 3, 4 and 5 were used to represent strongly disagree, disagree, neutral, agree and strongly

agree. Those who support were represented by strongly agree and agree while those who did not support represent disagree and strongly disagree.

Majority representing 29(50.9%) respondents claimed that teachers used inquiry base method believe that the method enable the learners to look and develop knowledge on their own and become self supporting and reliant 3(5.3%) of the respondents did not and 25(43.9%) were undecided. It revealed that the most of teachers made learners to look and develop knowledge on their own and become self supporting and reliant (mean of 3.521).

Majority of teachers always gave students exercises to do independently and appeared as trainers representing 38(50.9%) which was far more than those who did not gave students tasks 3(5.3%) respondents while 25(43.9%) respondents were undecided. Most teachers made learners sought and construct knowledge independent and self-reliant (mean of 3.930).

A respond of 46(80.7%) teachers discouraged students from cramming facts only to be reproduced in examination purposes though 11(19.3%) respondents were undecided and none disagreed. Therefore, majority of Teachers of history discourage cramming and ensured that they understood the concepts and content of the subject (mean of 4.561).

Data results showed that there were a large number 48(84.3) of teachers who provided a share cognitive set of information between student with none who disagreed and 9(15.8%) remained neutral out of 57 respondents. Hence through inquiry learning teachers were able to provide cognitive set of information that assists students to acquire more knowledge in History and government (mean of 4.281).

Most teachers representing 48(84.3%) of total respondents motivated students to learn the content of History, though 6(10.5%) disagreed and 3(5.3%) were neutral. It

indicated that students were encouraged to inquire in their History and government questions (mean of 4.536).

Results indicated that inquiry method assisted students to construct their own knowledge where 48(84.2%) agreed in response, 6 (10.5%) were neutral and 3(5.3%) disagreed. It indicated that teacher used this method significantly to assist students construct their own knowledge concerning the topics in History and government subject (mean of 4.105).

Inquiry based method enabled the students to some extent formative feedback showed that 51(89.5%) agreed, 6(10.5%) were neutral and none disagreed. Hence, inquiry-based learning provided formative feedback to the student (mean of 4.105).

A response of 44(84.2%) agreed and 9(15.8%) were neutral that inquiry learning method developed social and group skills necessary for success outside the classroom. The results indicate that social and group skills development acquired from inquiry-based learning especially outside the classroom (mean of 3.842).

Findings showed that the inquiry-based method promoted healthy interaction between member of diverse culture and socio-economic categories where 37(65.9%), agreed, 14(24.6%) were neutral and 6(10.5%) disagreed. It showed that significant number of History and Government teachers promoted positive interaction between students of diverse cultural and socio-economic categories through inquiry method of learning (mean of 3.790).

Most students were able to identify difference between History and Government concepts through the use of inquiry-based learning where 51(89.4%) agreed, 3(5.3%) disagreed and 3(5.3%) were neutral. Hence the result indicated that teachers were able to apply inquiry-based learning to assist student to differentiate between History and government concepts (mean of 4.439).

The results indicated that a larger proportion of learners were able to communicate and express themselves in daily-life through inquiry learning technique where 48(84.2%) agreed, 6(10.5%) were neutral and 3(5.3%) disagreed. It showed that communication and express daily-life in relation to government process through inquiry learning techniques assist to teachers in lesson delivery (mean of 3.983).

In response to the ability of teachers to make conclusion through their research using different resource using inquiry method indicated that 45(78.9%) agreed, 9(15.8%) were neutral and 3(5.3%) disagreed. Therefore, teachers through utilizing inquiry-based learning are able to make conclusions through their research using different resources (mean of 3.930).

Finally, on response to teacher ability to integrate research with life experience showed that 48(84.2%) of teacher use, 6(10.5%) were neutral and 3(5.3%) disagreed. Hence, the study can ascertain that teachers were able to integrate research with life experience (mean of 4.088).

Inquiry based learning results from students' question were presented in frequency table and percentages. This assisted the understanding of the variable where mean was used as appropriate statistics to discuss the results as present below the table. A Likert scale was used where 1 strongly disagreed, 2 disagreed, 3 neutral, 4 agreed and 5 strongly agreed were used.

Table 4.15: Inquiry-Based Learning Result from Students' Questionnaires

	5	4	3	2	1	Mean
Our teachers engage us with History-oriented questions.	61, 25.3%	140, 58.1%	20, 8.3%	9, 3.7%	11, 4.6%	3.959
Our teachers give priority to evidence, which allows us to develop and evaluate explanations that address History-oriented questions.	63, 26.1%	119, 49.4%	41, 17.0%	14, 17.0%	4, 1.7%	3.925
Our teachers formulate explanations from evidence to address History-oriented questions.	68, 28.2%	115, 47.7%	44, 18.3%	10, 4.1%	4, 1.7%	3.967
Our teachers evaluate their explanations in light of alternative explanations, particularly those reflecting historical understanding.	55, 22.8%	116, 48.1%	34, 14.1%	26, 10.8%	10, 4.1%	3.747
Our teachers communicate and justify their proposed explanations.	58, 24.1%	130, 53.9%	28, 11.6%	12, 5.0%	13, 5.4%	3.863
Our teachers discourage us from memorizing while revising	69, 28.6%	87, 36.1%	15, 6.2%	12, 5.0%	58, 24.1%	3.403

Source: Research (2019)

Results from table 4.15 revealed that History teacher engaged students in History oriented questions where 201(83.4%) of the students agreed, 20(8.3%) were neutral and 20(8.3%) disagreed. The results indicated that teachers engaged students with History question which encouraged students to use inquiry-based learning (mean of 3.959).

A response of 182(75.5%) agreed, 41(17.0%) neutral and 18(18.7%) disagreed that teachers give priority to evidence which permitted learners to create and assess descriptions which tackled History related questions. Hence teachers through inquiry learning technique are able to create and evaluate students' ability to explain History (mean of 3.967).

The respondents from results indicated that 183 representing 75.9% agreed, 44 respondents 17.0% were neutral, 14 respondents representing 5.8% disagreed that teachers develop explanations from evidence to tackle History related questions. The results reveal that teachers have developed explanations to address History question (mean of 3.967). Similarly, Powell and Calina, (2009) supported this by noting that inquiry based assisted students in developing critical thinking strategies and therefore be able to explain and conceptualize the subject matter being handled.

From the results 171 respondents representing 70.9% agreed, 34 respondents representing 14.1% were neutral and 36 respondents representing 14.9% disagreed that teachers evaluated their explanations in light of alternative explanation. Result obtained after evaluating teachers' ability to formulate explanation from evidence to address History-oriented question indicated that students understood History (mean of 3.747). The respondents that agreed were 188 respondents representing 64.7%, 28 respondents were neutral representing 11.6% and 25 respondents representing 10.4% disagree that teachers communicate and justify their proposed explanation. This showed that teachers communicated to their children (mean of 3.863). Similarly, Marshall and Horton (2011) observations contrary to study findings as they discovered that learners who sat and listened to lecturers and were involved in rote learning were expected to be involved in critical thinking tasks, this is because instructors perceived that there was no adequate classroom time to execute inquiry based learning since the method required more time compared to teacher-cantered methods like lecture; other educators indicated that some learners were not capable of handling this form of obstinacy and would not be effective. Students also welcome the conventional method as it was predictable and familiar.

Research data indicated that 156 representing 64.7% agreed while 15 representing 6.2% were neutral and 70 representing 29.1% disagreed. It showed that teachers discourage us from memorizing while revising (mean of 3.403).

Interview results on the question “Is there any effect of inquiry-based learning on achievement in History and government in secondary schools in Kericho County?” The response from most of the HOD indicated that it had significant effect on the performance of History. This differs from Voet and De Weaver (2016) who showed that there was negative effect of inquiry based methods in teachers of history. They cited lack of time, complexity in discovering needed information source for student and lack of knowledge as well as skills in teachers.

Observation results were analyzed based on the usage of the innovative teaching method. The results were presented below.

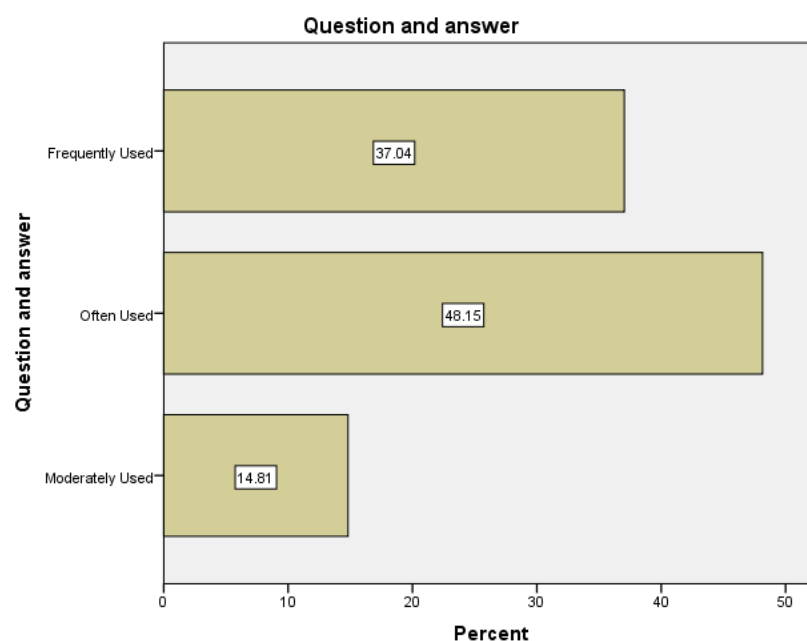


Figure 4. 6: Question and Answer

Source: Appendix E from Survey data (2019)

Figure 4.3 revealed that questions and answers were often used with 37.04% response, 37.04% frequently used and 14.81% moderately used. Outcomes then indicate that most educators did prefer the use of question and answers to other method based on the simplicity and ease of use.

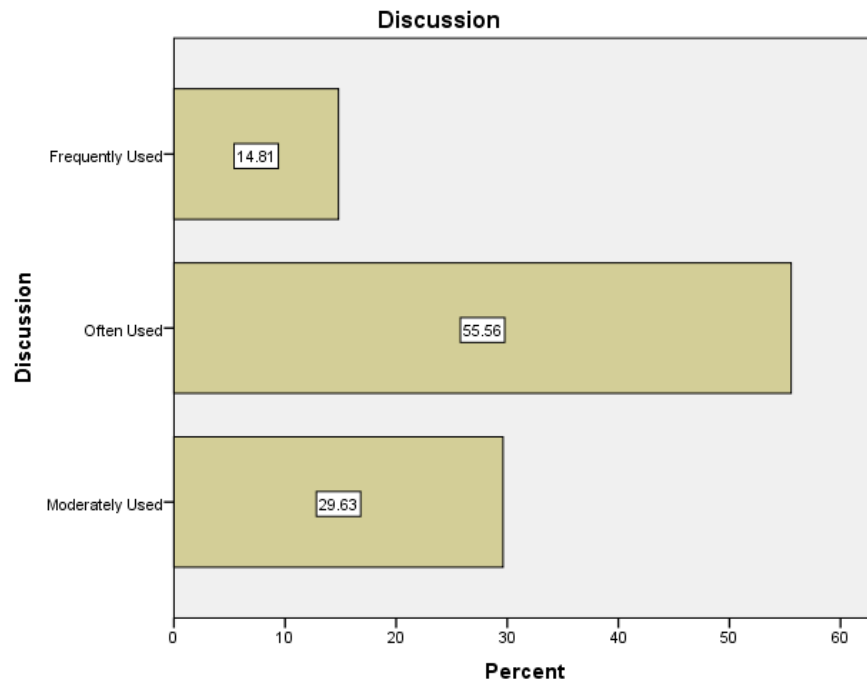


Figure 4. 7: Discussion

Source: Appendix E from Survey data (2019)

Figure 4.4 indicate that discussion was also often used with 55.56% respondents, followed by moderately used with 29.63% and finally 14.81% frequently used. The results revealed that discussion also allowed inquiry method to be used mostly between themselves.

Factor analysis was conducted on statements regarding the use of Inquiry based method in the History and Government subject teaching in Schools in Kericho County. Factor analysis results are presented in Table 4.11.

Table 4.16: Factor Analysis Components Matrix for the Inquiry Method**Constructs**

I1	I always make learners look and develop knowledge on their own and become self supporting and reliant.	.609
I2	I always give students tasks to do independently and act as coaches	.593
I3	I discourage students from cramming facts only to be reproduced for examination purposes.	.715
I4	I provide a share cognitive set of information between students.	.747
I5	I motivate students to learn the material.	.740
I6	I ensure that students construct their own knowledge	.502
I7	I provide formative feedback base on the content learnt	.519
I8	I develop social and group skills necessary for success outside the classroom.	.531
I9	I promote positive interaction between members of different cultural and socio-economic groups	.580
I10	I am able to identify the difference between History and government concepts	.777
I11	I am able to communicate and express myself in daily-life in relation to government processes	.701
I12	Students are able to make conclusions through their research using different resources	.527
I13	I am able to integrate research with life experience	.592

Findings Table 4.16 show that all items in inquiry-based learning method construct had factor loadings of more than 0.5 which was deemed to be appropriate according to suggestions by Mabert et al. (2003). The factor with high factor loading was “I am able to identify the difference between History and government concepts” with a factor loading of 0.777. This was followed by “I provide a share cognitive set of information between students” with a factor loading of 0.747. Teachers ensuring that students construct their own knowledge in history and government had the least factor loading of 0.502 implying that students relied more on teacher provided knowledge and seldom built their own understanding of what the teachers presented.

The ratings for each respondent for the set of items that measured application of Inquiry based learning were added up to get an index which measured the extent of use of the innovative method. The index ranged from 13 to 65. An index of at least 39 could imply that the method was more used while an index of less than 39 could mean that Inquiry method was less used by History and Government teachers. The descriptive statistics for the use of Inquiry based learning are displayed in Table 4.12.

Table 4.17: Descriptive Statistics of Aggregated Values for the Use of Inquiry Based Learning method

	N	Min	Max	Mean	Std. Dev
Inquiry-based Learning	57	19.00	54.00	40.223	13.207

Findings illustrated in Table 4.17 reveal that the use of Inquiry based learning method had a mean index of **40.223** with the values deviating from the mean to the extent of **13.207**. The minimum score was 19 meaning that no responded completely disagreed with all the constructs for the use of Inquiry based learning method hence it can be inferred that History and Government educators in Kericho County secondary schools to some extent used the Inquiry based learning method. This was supported by the findings in table 4.11 that there is a positive correlation between Inquiry Based learning and performance in history and Government as indicated by correlation coefficients of 0.498, this showed that there was a significant relationship between inquiry-based learning and academic performance.

Inquiry based instruction is the activity of building up challenging situations where learners are requested to watch and question an occurrence; create descriptions of what they watch; invent and perform experiments where data is collected to aid or disagree their hypothesis; analyse data; come up with deductions from experimental data; develop and construct models; or any mixture of these. It is a teaching method where

learners look for content by asking, researching and responding to questions. Learners are middle of learning experience and take charge of their own learning. They normally operate on their own and in small participatory teams.

Teachers' role in inquiry based class is somewhat different from that of an instructor in a normal classroom, as an alternative to provision of direct teaching to learners, instructors assist learners produce their individually content – associated questions and direct the exploration that follows. Since teachers' role in inquiry based learning is eccentric, it is at times misinterpreted by head teachers, parents or even learners who may not identify the hard work which goes into design and execution of inquiry based technique. Actually, it may seem that instructors are not performing anything as learners toil to develop questions and find out answers. Inherently, inquiry based learning engages learners in research to answer questions which are normally responded when learners have developed mind designs which sufficiently describe their unswerving experiences. Utilising inquiry based teaching permit students to enhance their capacity to reason and gives experiences that improve their growth and development. Hardly ever to tasks permit learners to undertake an operation and obtain their own conclusion or hypothesis concerning phenomena and materials (Kombo & Tromp, 2009).

The study findings showed that significant number of history and government teachers promoted positive interaction between learners of diverse social - economic and cultural categories through inquiry method of learning (mean of 3.790). Thompson (2004) supported this view by observing that inquiry-based learning enables students to collaborate and communicate with each other hence enriched them with knowledge because the method enabled learners to transfer conceptual understanding and accurately interpret historical concepts. This was also accepted by Powell and Calina (2009) by noting that inquiry based assisted students in developing critical thinking

strategies and therefore be able to explain and conceptualize the subject matter being handled in class. Through the method students are able to improve their academic performance by tackling on real questions, issues and problems, consult with authoritative sources and experts, work together to enhance knowledge and products and use detailed communication aspects beyond normal research like mini- documentary, complex display board, or a podcast explanation. These techniques to learning consist of; intellectual and authentic work which are the basis of inquiry base learning.

The current society demands that institutions produce learners who are competent in intellectual aspect which is enhanced through inquiry based teaching. Table 4.16 shows that the students (.593) rapidly changing society and information intensive where they normally meet new information and problems. Operating in such situation, it is no longer feasible for learners to acquire all the knowledge and skills in school that they are expected to use in their future careers. To the contrary, learners have to be have inquiry competences (well rounded) to aid in analysis of problems, information scrutiny, rational decision making, aggressively seeking and developing new knowledge, valuing diverse opinions and collaboratively and independently think on difficult social and political matters. Hence, inquiry based teaching, which can enhance intellectual competencies of judging, reflecting, reasoning and problem solving is important for them to have an industries and satisfying lives in current world (Watters & Watters, 2007).

Newmann et al. (1996) did a research on several schools (high, middle and elementary in Chicago) that had implemented inquiry based learning methods in social studies

classrooms tend to agree with the research under study, that when used students improve their academic performance (.715). The study examined the degree at which learners academic performance increased with increase use of inquiry based learning that comprise of deep knowledge techniques, higher order thinking and linkage to the society beyond classroom. A total of 504 lessons were observed and 234 assessment activities analysed and systematically sampled learners tasks. It was discovered that classrooms that highly used inquiry based learning had higher performance among their learners. Inquiry based instruction improved amount of time learners spend in classroom, reduced teacher – guided discussion in teaching and enhanced critical thinking. They deduced that variations between high and low performing learners significantly declined when learners who were usually low performs were trained on inquiry skills and this concurred with the results of this study that learners (factor loading of 0.777) were able to identify the difference between history and government concepts. Furthermore, Ernst (2017) findings supported the idea that this technique assisted learners acquire higher skills in scientific activities; the impact were less low in subject matter. Their study therefore suggests that inquiry-based learning has positive effects because the teacher acts as a guide who designs, initiate and watch learning process by students.

The research study revealed that History and Government teachers utilise inquiry-based learning to access various resources 45(78.9%, mean of 3.930). Scruggs and Mastropieri (2012) said that when utilising inquiry based learning instead of textbook and teacher-centred approach learners can be able to learn by accessing a variety of learning resources; their findings showed significantly a higher academic achievement than their peers who used a textbook. The findings found that 96% favoured use of inquiry based learning method whereas 80.0% of learners found these method activities

to be more impactful in learning activity which motivated them. Pre- and post test result showed that when learners were instructed via inquiry based learning, they received more, sustained more than their colleagues instructed via conventional methods. The outcome agrees with the research under study that 64.7% agreed that the method gives learners the opportunity explores the content on the own hence motivating them to learn on their new content since they are motivated.

However, Kirschner, Sweller, and Clark, (2006) found that innovative teaching approaches including inquiry base learning that depended on least directed learning were inefficient and ineffective means to instruct because educators had to be specific that each person is involved and everyone help one another otherwise some learners may not be involved as they rely on other learners' contributions. They believe that a guided instruction where students, other than being provided with important information, have to construct or discover important information for themselves. The results illustrated in Table 4.17 indicate that the use of inquiry based learning method had a mean index of 40.223 with the values deviating from the mean to the extent of 13.207 tend to support this view, Klahr and Nigam (2004) research justified thus by observing that direct instruction, commonly referred to as conventional lecture based method to education is favoured to inquiry based teaching in terms of enhancing learners basic domain knowledge. The researchers focused on grade six students (in two groups) who were requested to develop experiments to assess the variables in social studies test. They were also concerned in learners' comprehension of experimental design and capacity to control the confounding variable. In one classroom, learners were provided with direct instruction on the advantage of not confounding variables in experiments while in the other learners were merely requested to develop their own experiment. The results of the study reveal that teacher led instruction showed improved

academic results. This view was supported by Gungor, (2017) who observed that direct approach yielded better learning, since students are guided to understand concepts; the objective is to provide students explicit advice on how to cognitively manipulate knowledge in means that are in agreement with lesson goals and be capable of storing the outcome in lasting memory.

Despite surveys have found increased satisfaction levels among learners being taught via IBL, Abrams and Silva (2008) research findings have instead confirmed resistance and frustration from learners who were taught using inquiry based learning. For instance, learners' attitude towards 'I – labs syllabus was negative, they deduced that learners very strong response to the syllabus as coming from increased pressure for them to understand it in a new and more difficult means that was more involving for long. Figure 4.7 revealed similar results (37.04%) that most instructors preferred the use of question and answer technique to IBL because of its simplicity and ease of use. Students also did not love the additional work needed to reason through problems on their own and therefore prefer regurgitation and memorisation of knowledge than deep conception. On the same note Voet and De Weaver (2016) showed that there was negative effect of inquiry-based methods in teachers of history. They cited lack of time, complexity in establishing proper source of information for student and lack of knowledge as well as skills in teachers.

Similarly, Marshall and Horton (2011) outcomes are contrary to the study findings because they found that learners who sat and listen to lessons and were involved in role learning would probably be involved in critical thinking tasks and hence perform better, this is because instructors perceived that there was no adequate classroom time to execute inquiry base practices since the method requires more time compared to teacher-centred methods like lecture; other instructors indicated that some learners were

not able to cope with this form of learning and would not be effective. Students also welcome the conventional method as it was predictable and familiar.

In summary, learning theories development and the demand of current society implies that inquiry based learning positively influenced learners capacity to understand important concepts and processes. It also resulted to a more engaged learning atmosphere especially when combined with scaffolding activities.

4.9 Dramatisation-Based Learning

The third objective examined the effect of dramatisation on achievement in History and Government subject in secondary schools in Kericho County.

Table 4.18: Results of Dramatisation-Based Learning from Teachers’

Questionnaires

	5	4	3	2	1	Mean
I have self-confidence that History students will gain positively and hence construct new knowledge.	14, 24.6%	23, 40.4%	14, 24.6%	0, 0.0%	6, 10.5%	3.684
My use of creative choice, new ideas, interpreting the already known content in a new original way is essential during teaching of History.	27, 47.4%	30, 52.6%	0, 0.0%	0, 0.0%	0, 0.0%	4.474
My taking of characters and different roles, time episodes and customs enhanced tolerance and compassion towards others, views and feelings among History students.	25, 43.9%	32, 56.1%	0, 0.0%	0, 0.0%	0, 0.0%	4.438 7
My use of creative dramatisation blends creative abilities and ideas of all students who participate.	11, 19.3%	32, 56.1%	11, 19.3%	3, 5.3%	0, 0.0%	3.895
Through drama games, performed in front of classmates makes History students develop and maintain attention, was not be of great help in the future	17, 29.8%	25, 43.9%	9, 15.8%	0, 0.0%	6, 10.5%	3.825

The participation of History student's drama activities improves the articulation of the subject	14, 24.6%	35, 61.4%	8, 14.0%	0, 0.0%	0, 0.0%	4.105
I use the method in teaching History students because it carries a game, humor, laughter, fun, motivates and reduces stress	11, 19.3%	40, 70.2%	6, 10.5%	0, 0.0%	0, 0.0%	4.088
My use of role play allows students to express a range of emotions without fear of consequences.	25, 43.9%	18, 31.6%	5, 8.8%	3, 5.3%	6, 10.5%	3.930
The use of dramatic games aims at relaxation of students and directly increases their physical and emotional tension.	9, 15.8%	39, 68.45	3, 5.3%	3, 5.3%	3, 5.3%	3.842
The regular communication between teachers and learners was not develops confidence in History students own capacities	26, 45.6%	23, 40.4%	8, 14.0%	0, 0.0%	0, 0.0%	4.316
Through various legends, myths, folk tales, songs and dances, which are part of a role-play, students learn and focus their attention on social problems, conflicts and cultural diversity in the present and the past.	20, 35.1%	31, 54.4%	6, 10.5%	0, 0.0%	0, 0.0%	4.246

Source: Research (2019)

Table 4.18 are questionnaires results from Teachers of history were analyzed and mean was used for interpret of the data collected. The mean was obtained from frequency table where 1 was strongly disagreed, 2 agree, 3 neutrals, 4 agree and 5 strongly agree. Strongly agreed and agreed represented those who supported while strongly disagree and disagree of the contrary opinion and neutral were undecided.

A response of 37 respondents representing 65% had self-confidence that History students would gain positively hence affect their future development while 14 respondents representing 24.6% were undecided and 6 respondents representing 10.5% were of contrary opinion. It was clear that History students were able to develop in History through dramatisation (mean of 3.684).

There were 57 respondents representing 100% used of new ideas, creative choice, interpreting the already known content in a new initial way is important during teaching of History. Dramatisation has enabled students to be creative and have new ideas that have assisted in History lesson (mean of 4.474).

Also 57 respondents representing 100% took characters and different roles, time episodes and customs enhanced tolerance and compassion towards others, views and feelings among History students. Students were able to be feeling and have positive view about History based on proactive taking of character and role taking in dramatisation (mean of 4.438).

A majority of 43 respondents 75.4% emphasized creativity through dramatisation where ideas and abilities of student were utilised showed while 14 respondents representing 24.6% were undecided. The results arising from dramatisation showed it blends creative abilities and ideas of all students who participated (mean of 3.895).

A response of 42 respondents representing 73.7% used drama games, performed in front of classmates makes History students develop and maintain attention, while 9 respondents representing 15.8% were undecided and 6 respondents representing 10.5% were of contrary opinion. It implies that drama games assisted the History students to develop and maintain attention (mean of 3.825).

A Majority of 49 respondents representing 86% supported that participation of History students in drama activities reveal improved articulation on the subject while 8 respondents representing 14.0% were undecided. It implied that dramatisation assisted learners to articulate historical issues (mean of 4.105).

Results indicated that 51 respondents representing 89.5% agreed about the method in teaching History students because it carries a game, humour, fun, laughter, inspires and decreases anxiety, while 6 respondents representing 10.5% were undecided. It means

that dramatisation was utilised by students based on its ability to social interaction (4.088).

From the results obtained 43 respondents representing 75.5% agreed, 5 respondents representing 8.8% were neutral while 9 respondents representing 15.8% disagreed that use of role play permitted learners to articulate various emotions without fear of the results. Dramatisation allowed student to express their emotion without fear over the subject (mean of 3.930).

A majority of 48 respondents representing 84.25% supported that the use of dramatic games aims at relaxation of students and directly increases their physical and emotional tension against 3 respondents representing 5.3% were undecided and 3 respondents representing 5.3% did not support. The results indicated that dramatisation assists students largely in increasing physical and emotion tension (mean of 3.842).

The findings showed that 49 respondents representing 86% was in support of use of dramatisation as social interaction between students and teacher develops confidence in History students' own capacities while 8 respondents representing 14.0% did not. Dramatisation despite being a teaching technique, it also assisted in interaction between students and teacher enabling student to use their confidentiality (mean of 4.316).

From the results 51 respondents representing 89.5% support while 6 respondents representing 10.5% were undecided that dramatisation several myths, legends, dances, songs and folk tales, which were aspects of role play, students learn and direct their concentration to social conflicts, problems and traditional differences currently and previously. It implied that dramatisation significantly assisted in solving conflicts and cultural diversity (mean of 4.246).

Table 4.19: Dramatisation Learning Results from Students' Questionnaires

	5	4	3	2	1	Mean
Using drama builds my relationship with our teachers	76, 31.5%	66, 27.4%	48, 19.9%	12, 5.0%	39, 16.2%	3.531
Drama enables my teacher to control and manage classroom learning activities.	60, 24.9%	91, 37.8%	40, 16.6%	27, 11.2%	23, 9.5%	3.573
Drama builds a sense of confidence in students through their understanding on the general purpose of education.	101, 41.9%	100, 41.5%	35, 14.5%	4, 1.7%	1, 0.4%	4.228
Drama makes my teacher become my mentor	90, 37.3%	84, 34.9%	32, 13.3%	17, 7.1%	18, 7.5%	3.876
Drama enables our teacher to assist us in learning History through simulation	77, 32.0%	106, 44.0%	30, 12.4%	20, 8.3%	8, 3.3%	3.930
Drama makes me develop historical understanding and enjoyment in the subject.	111, 46.1%	87, 36.1%	24, 10.0%	12, 5.0%	7, 2.9%	4.174
Drama develops my interest in History subject	83, 34.4%	65, 27.0%	40, 16.6%	37, 15.4%	16, 6.6%	3.672
Drama makes me become aroused through historical imagination.	81, 33.6%	87, 36.1%	26, 10.8%	32, 13.3%	15, 6.2%	3.776

Source: Research (2019)

Table 4.19 shows students' questionnaires results on dramatisation learning techniques.

The table indicates 1 strongly disagree, 2 disagree, 3 undecided, 4 agree and 5 strongly agree. Strongly agree and agree implied that the statement support while disagree and strongly disagree showed that it did not support.

A larger number of 142 respondents representing 58.9% supported that using drama had builds relationship with their teachers with 48 respondents representing 19.9% were undecided and 51 respondents representing 21.2% did not build relationship with teachers. Dramatisation assisted majority of student to create relationship in with teachers (mean of 3.531).

The findings showed that 151 respondents representing 62.7% alluded dramatisation enabled the teacher in controlling and managing classroom learning activities. Despite 40 respondent representing 16.6% who were undecided and 50 respondents

representing 20.7% did not support that it assisted teachers in controlling and managing class. Dramatisation enabled moderately number teachers to control and management learning activities in class (mean of 3.573).

Drama built a feeling of buoyancy among learners through their comprehension on the broad aim of learning this is because 201 respondents representing 83.4% supported, 35 respondents representing 14.5% were undecided and 5 respondents representing 2.1% opposed. Therefore, dramatisation built greatly a feeling of assurance among learners through their knowledge of general goals of education (mean of 4.228).

The results revealed 174 respondents representing 72.2% supported that drama made the teachers become student's mentor. Even those 32 respondents representing 13.3% were undecided and 35 respondents 14.6% did not support that Drama made teachers become students' mentor. It implies that dramatisation play a bigger role in creation of mentors out of teachers (3.876).

Additionally, 183 respondents representing 76.0% agreed, 30 respondents representing 12.4% were neutral and 28 respondents representing 11.6% disagreed that drama enables the teacher to assist students in learning History through simulation. Hence student would learn more from teachers using simulation process (mean of 3.930)

According to the results, 198 respondents representing 82.2% agreed, 24 respondents representing 10.0% were neutral and 19 respondents representing 7.9% disagreed that drama makes students develop historical understanding and enjoyment in the subject. It encouraged students to gain more understanding and enjoy History subject to a great extent (mean of 4.174).

From the results 148 respondents representing 61.4% approved that drama develops interest in History subject. There were 40 respondents representing 16.6% who were undecided and 53 respondents representing 22% did not support that drama develops interest in History. In responds the dramatisation enable moderate number of students to develop interest in History subject (mean of 3.672)

The results obtained, 168 respondents representing 69.7% approved drama makes one become aroused through historical imagination while 26 respondents representing 10.8% were undecided and 47 respondents representing 19.5% did not. Hence a larger of student who participated in dramatisation assisted in creating arising imagination in History subject (mean of 3.776).

Interview results for question “How do you ensure that students participate during the lesson that you have organised, especially using drama?” indicated that majority of the head of department argued that dramatisation are done in class time as part of practical activities.

With respect to the question “Do you think learning and teaching improves if drama activities are used during History and Government lessons? If yes, in which ways?” Majority of head of department commented that it assists in maintaining information as well assisting students to relate with teachers. One disadvantage that come clearly was the issues of time it takes to present. Hence it is not often used.

Dramatisation was investigated through observation of 27 schools and the following results were indicated in the figure 4.5 and 4.6 below.

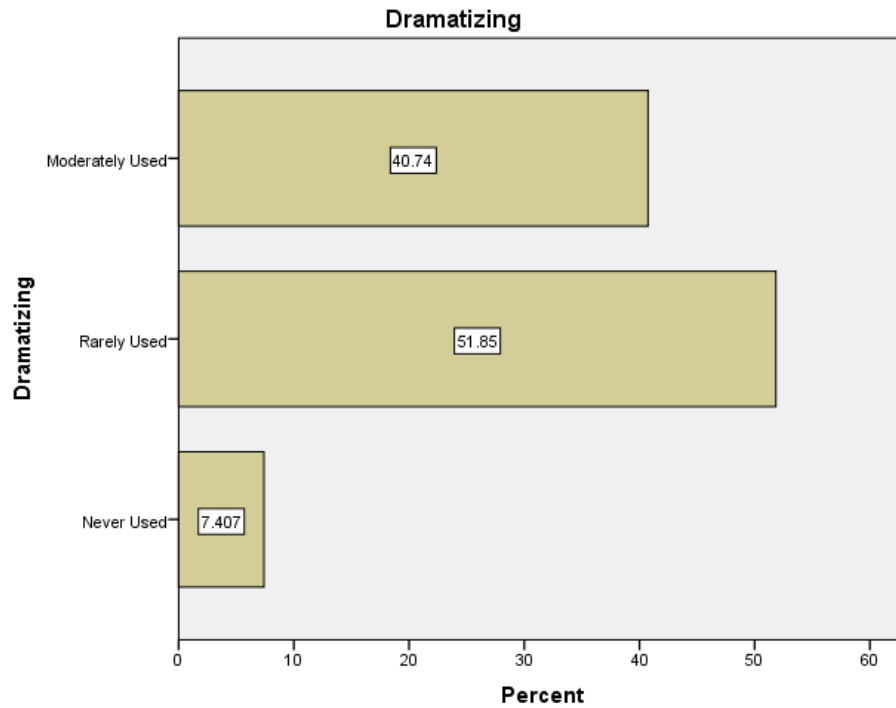


Figure 4. 8: Dramatizing

Source: Appendix E from Survey data (2019)

The results indicated that 51.85% rarely used, 40.74% moderately used and 7.41% did not use at all. These innovative teaching methods is rarely used by the teachers despite it resourcefulness in creation of talent to the students.

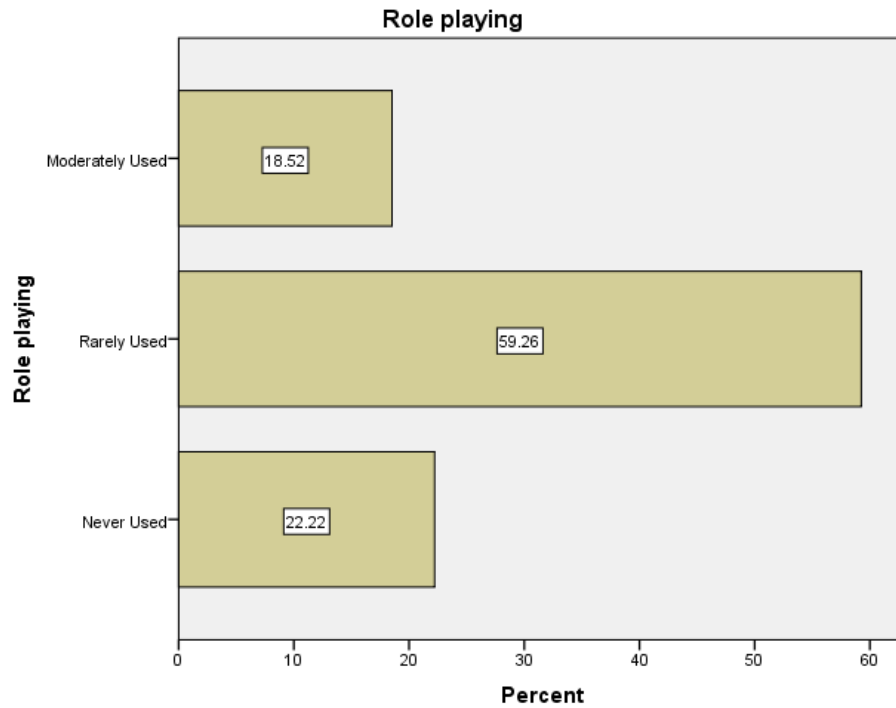


Figure 4. 9: Role Playing

Source: Appendix E from Survey data (2019)

Figure 4.5 on role playing showed that 59.26% rarely used, 22.22% never used and 18.52% moderately used the technique in teaching. It implies that role playing is not commonly use innovation teaching method. It also costly and take time to prepare and present.

Factor analysis was conducted on statements regarding the use of Inquiry based method in History and Government subject teaching in Schools in Kericho County. Results of the factor analysis are presented in Table 4.15.

Table 4.20: Factor Analysis Components Matrix for Dramatisation Constructs

D1	I have self-confidence that History students will gain positively and hence construct new knowledge.	.701
D2	My use of creative choice, new ideas, interpreting the already known content in a new original way is essential during teaching of History.	.811
D3	My taking of characters and different roles, time episodes and customs enhanced tolerance and compassion towards others, views and feelings among History students.	.843
D4	My use of creative dramatisation blends creative abilities and ideas of all students who participate.	.760
D5	Through drama games, performed in front of classmates makes History students develop and maintain attention,	.692
D6	The participation of History student's drama activities improves the articulation of the subject	.735
D7	I use the method in teaching History students because it carries a game, humour, laughter, fun, motivates and reduces stress	.703
D8	My use of role play allows students to express a range of emotions without fear of consequences.	.690
D9	The use of dramatic games aims at relaxation of students and directly increases their physical and emotional tension.	.601
D11	The regular communication between teachers and learners was develops confidence in History students own capacities	.746
D12	Through various myths, legends, folk tales, dances, and songs which are part of a role-play, students learn and put their concentration on social conflicts, problems, and diverse traditions in the current and previous era.	.733

Source: Research (2019)

Findings Table 4.20 show that all items in dramatisation-based learning method constructs had factor loadings of more than 0.5 which is assumed to be appropriate according to suggestions by Mabert *et al*, (2003). The factor with the greater factor loading was “My taking of characters and different roles, time episodes and customs enhanced tolerance and compassion towards others, views and feelings among History students” with a factor loading of 0.843. This was followed by “My use of creative preference, fresh ideas, interpreting the already known content in a new original way is essential during teaching of History” with a factor loading of 0.811.

The use of dramatic games aimed at relaxation of students directly leading to increased physical and emotional tension in the students had the least factor loading of 0.601.

The ratings for each respondent for the set of items that measured the use of Dramatisation-based learning were added up to acquire an index which measured the extent of use of the innovative method. The index ranged from 12 to 60. An index of at least 36 could imply that the method was more used while an index of less than 36 could mean that that the method was less used by History and Government teachers. The descriptive statistics for Inquiry based learning usage is presented in Table 4.16.

Table 4.21: Descriptive Statistics of Aggregated Values for the Use of Dramatisation Based Learning method

	N	Min	Max	Mean	Std. Dev
Dramatisation-based Learning	57	22.00	60.00	48.007	9.331

The findings illustrated in Table 4.21 indicate that the use of dramatisation in the History and Government subject teaching in Secondary Schools in Kericho County had a mean index of **48.007** with the values deviating from the mean to the extent of **9.331**. The minimum score was 22 meaning that no responded completely disagreed with all the constructs for the use of dramatisation hence it can be seen that History and Government teachers in Kericho County secondary schools to some extent used Dramatisation in the teaching/learning process.

Drama is one of the most important models of learning and it is a fundamental approach to learning; it is the means of assisting learners to think about social or individual challenges. Students learn to assess survey matters, scenarios and associations through drama. Through drama, students get on their knowledge and experience on real world so as to make them believe the world. Hence, this method is one of areas of curriculum

that is created from voices and dreams. Further, this method motivates students to learn how to influence others and how to situate themselves in the lives of other people. This method has great educational value. Table 4.19 supports this view where a positive correlation of 0.468 existed between dramatisation and performance in history and government.

From the results 148 respondents representing 61.4% approved that drama develops interest in History subject. There were 40 respondents representing 16.6% who were undecided and 53 respondents representing 22% did not support that drama develops interest in History. In responds the dramatisation enable moderate number of students to develop interest in History subject (mean of 3.672). Peter's (2009) findings supported this view by observing that the strategy engages students as well as enable teachers to create voluntary learning process. This is also similar to *Bowell and Heap (2013)* conclusion that instructors were able to motivate learners to actively and directly engage in studies with an improved performance. *Narrang (2015)* also found similar finding as the current study that the learning technique assisted student to perform better by being innovative and discovering information by themselves. He believed that the method enables learners to be actively engage during the lesson.

Drama built a feeling of assurance among learners in knowing the broad aims of education this is because 201 respondents representing 83.4% supported, 35 respondents representing 14.5% were undecided and 5 respondents representing 2.1% opposed. Therefore, dramatisation built greatly a sense of confidence in students through their understanding on the general purpose of education (mean of 4.228). These results were consistent with *Slaman and Thompson (2010)* findings, they attested that student not only become creative but are also able to improve their performance

significantly. Additionally, they deduced that drama approach improved student's interest towards the subject in addition to teaching process efficiency.

Dramatisation method enables teacher to assist students in learning historical content through simulation as shown in table 4.16 (76%). This is because the method involves students being actively involved to discover information by themselves by acting out historical scenes. Equally, Kartal (2009) research examined the effect of drama technique on students' performance and attitude towards learning of First age history topic lesson. The study found that there was positive increase in academic performance and attitude for students taught using drama (experimental group) because drama participants could utilise an improvised play in addition to a selected fictional text, story or a poem in the creation to highlight an abstract content. Also, Senturk (2020) assessed the effect of drama approach on students' attitude and performance when taught culture and heritage unit in grade four social studies. It was established that drama use positively influenced learners' academic performance but it did not have effect on their attitude towards the lesson being studied. These were supported by the research findings in Table 4.21 that the use of dramatisation had a mean index of **48.007**, which imply that the method has the potentials of enhancing learning. The researcher observes that drama is considered to be an essential approach to teaching which links the past to the present during history subject lessons and assist learners' to be productive and active. Additionally, dramatisation exhibits the student as active participant in the teaching process of Historical concepts (Mean 0.735). Dramatic aspects like simulation and role play enhance group interaction and self learning in authentic conditions. Kennedy and Gioia, (2005) stated that drama encourages students to share ideas and develop imaginative powers by fostering intellectual social, and linguistic advancement of students. The study conducted by Carroll (2006) states that drama centred on

imaginative growth, sensory awareness, group cooperation, personal awareness, and concept development. Dramatic activities cover a wide scope of activities during history lessons by explaining the theme of humour which provides comic relief in tensed up situation.

Kılıç and Ogur (2005) assessed the impact of integration of drama approach into teaching on students' academic performance. It was found out that use of drama enhanced academic achievement among the learners especially those are slow learners. The research findings also support this by revealing that a total of 198 respondents representing 82.2% agreed that the method enabled students develop historical understanding and enjoyed the subject. This is because dramatisation entails transforming an event into a play or film which becomes exciting and stimulates acquisition of skills to the learner. Further to its positive impact on academic achievement, drama approach use in learning resulted to greater stability to learning and more favourable student attitudes towards the class 198 respondents representing 82.2% agreed.

The results obtained showed 168 respondents representing 69.7% approved that drama makes one become aroused through historical imagination, hence a larger percentage of students who participated in dramatisation accepted that the method assisted in creating arising imagination in History subject (mean of 3.776). Findings coincide to Pete (2003) who found that drama approach use resulted to development of students' creativity and permit them to be more flexible and creative persons who performed well in academics. Therefore, students trained through drama acquired knowledge through comprehension and experience than memorisation; learners in this category were less likely not to recall what they were taught in class. usage of creative drama in lesson is

a learner – centred approach; these methods results not only to advancement of scientific and creative thinking but permit the learners to acquire more concrete knowledge of subject and information they were taught.

Orodho (2004) in his study generally indicated that majority of the head teachers; educators and learners appreciated the role of drama in the communicative approach of teaching and learning the English Language. For example, 78% of the teachers agreed with the statement that communication becomes exciting, the linguistic competence of the learner is improved, when dramatic features such as role-play, language games and simulation are used in teaching speaking skills. The study found similar results that 86% of the students supported that participation of history students in drama activities reveal improved articulation on the subject. It also implied that dramatisation assisted learners to articulate historical issues (mean of 4.105). It was only 22% of the teachers who disagreed with the statement; they argued dramatic features are time consuming. Additionally, 80% of the students agreed that when they participate in role-play; they can speak English Language fluently. The study conducted by Brown & Theodore (2012) explained that the method exposes new skills that are acquired in Language Learning when students participate in role play and mime activities.

Serbessa (2006) conducted a research on the use of active learning approaches such as Dramatisation in Ethiopian primary schools. The research findings gave similar evidence (table 4.20) that majority of teachers (87.5%) recognised the significance of active learning methods such as dramatisation method in improving performance but still they did not employ them in instruction, because they believe that the method requires more time as revealed by the research findings. Figure 4.5 on role playing showed that 59.26% rarely used, 22.22% never used and 18.52% moderately used the

technique in teaching. It implies that dramatisation is not commonly used as an innovative teaching method because it is costly and takes time to prepare and present. From these findings, it is agreeable that the role of teachers' learner centered instruction, which incorporates active learning methods, should become those of mentors and guides assisting learners organise, interpret, access and transmit knowledge to address authentic matters while learners acquire proficiency not only in subject content being taught but general learning at large.

Research on Figure 4.5 showed that 59.26% of teachers rarely dramatisation method because it is costly and take time to prepare and present in a classroom situation this can be attributed the fact that, though teachers of history believe that the method is learner-centred, and can improve learners' performance they do not want to be involved with the much preparation required to organise dramatisation activities. Many researchers such as that Galbraith (2000) and Kennedy and Gioia, (2005) also supported that dramatisation requires adequate time and resources to develop and implement during lesson presentation. Based on Galbraith's idea it can be deduced that though teachers believe that dramatisation is a noble method, they still shun away from it as they do not want to get involved with the much preparation required to organise the role play activity.

However, Ndegwa, (2006) research on approaches to teaching history in secondary schools in Kenya tended to dispute teachers' notion that dramatisation is time consuming. He found that some teachers simply were too lazy to be creative and organise project centred activities for the learners and therefore casted their blame that role-playing was time consuming hindering the covering of the syllabus. Ikobwa (2000) suggested that most instructors applied few approaches to learning, ones that they felt comfortable and easy to use. Unfortunately, these were not the best that were present

since most history and government teachers relied most on lecture method probably because they were used to lecture method and felt comfortable with it unlike dramatisation method which teachers seemed not to be using in History and Government instruction.

Chenge (1996) in his research paper ‘the future of history in Kenya secondary schools’ curriculum, supported this study by affirming that learners want to learn by discovery. They would want to be actively involved in the teaching-learning process; to investigate the facts, sift evidences, discover concepts and dramatize events. In this regard teachers must use some form of innovative strategies in history and government instruction as a way of fulfilling learners desire to learn by discovery. When used by teachers in instruction, many students would be acquainted with using it and find the learning of History and Government very interesting.

4.10 Cooperative Learning

The fourth objective investigated the influence of cooperative learning on performance in History and government in secondary schools in Kericho County.

Table 4.22: Results of Cooperative Learning Results from Teachers’

Questionnaires

	5	4	3	2	1	Mean
I explain the exercise, the lesson objectives, the learning task, the group expectations, the expected mutual behaviour and processes to follow	28, 49.1%	29, 50.9%	0, 0.0%	0, 0.0%	0, 0.0%	4.491
I structure the resources and guidelines for the use of learner such that each person in the group could contribute to group task.	29, 50.9%	25, 43.9%	3, 5.3%	0, 0.0%	0, 0.0%	4.456
I make ensured learners contributed to problem solving, cooperate and interacted with one another, shared materials and ideas, encourage and	27, 47.3%	22, 38.6%	8, 14.0%	0, 0.0%	0, 0.0%	4.597

supported each other academic tasks.						
I ensure that students understand what they are individually accountable for in completing the assignment given	6, 10.5%	40, 70.2%	11, 19.3%	0, 0.0%	0, 0.0%	3.912
I assign assignments to groups that are heterogeneous in ability and gender.	26, 45.6%	25, 43.9%	6, 10.5%	0, 0.0%	0, 0.0%	4.351
I organise the classroom in such a way that group members are close enough to one another to work together quietly, comfortably and freely.	27, 47.4%	30, 52.6%	0, 0.0%	0, 0.0%	0, 0.0%	4.474
I monitor students' effectiveness in completing the assignment, moving quietly from group to group, observing the strategies, encouraging them always to work together and to help each other,	15, 26.3%	34, 59.6%	8, 14.0%	0, 0.0%	0, 0.0%	4.123
I evaluate students' achievement to ensure that all of them have mastered the material.	27, 47.4%	27, 47.4%	3, 5.3%	0, 0.0%	0, 0.0%	4.421
I provide feedback after evaluation so that students know how well they are supposed to learn.	30, 52.6%	24, 42.1%	3, 5.3%	0, 0.0%	0, 0.0%	4.421
I ask the group members to monitor their performance, behaviour and functioning by asking questions	18, 31.6%	39, 68.4%	0, 0.0%	0, 0.0%	0, 0.0%	4.316
I motivate the students to work and learn together in their groups and making cooperative learning attractive by providing incentives and rewards to the members of the best team.	20, 35.1%	23, 40.4%	3, 5.3%	5, 8.8%	6, 10.5%	3.807
I develop social skills, such as leadership, decision-making and communication skills,	27, 47.4%	27, 47.4%	3, 5.3%	0, 0.0%	0, 0.0%	4.421

Source: Research (2019)

Table 4.22 showed that cooperative learning method on achievement of History. In order to come with viable results teachers' questionnaire results were analyzed where mean was used to interpret data from frequency table. The table entails code values where 1 strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree. This was

then used to obtain the mean. Those who support were agree and strongly agree, on the contrary disagree and strongly disagree represent those who did not support.

All the 57 respondents supported that teachers explain the exercise, the lesson objectives, the learning activity, the group expectations, the expected mutual behaviour and processes to follow. Cooperative learning has assisted teachers to explain assignments, objective, learning and group expectation through collaborative techniques to the students to greater extent (mean of 4.491).

The results show 54 respondents representing 94.8% supported and 3 respondents representing 5.3% were undecided that teachers structure the resources and guidelines for the use of learner such that each person in the group could contribute to group task. It reveals that teachers' material structuring have assisted the students greatly to enhance group work (mean of 4.456)

It was found that 49 respondents representing 85.9% alluded while 8 respondents representing 14.0% were undecided that teachers made ensured learners contributed to problem solving, cooperate and interacted with one another, shared materials and ideas, encourage and supported each other academic tasks. It was then evidential that cooperative learning method ensured collaborative problem solving which encourage students to achieve in History (mean of 4.597). This concurs with Nwabueze and Obaro (2011) who found cooperative learning as an approach where learners adopt through organising themselves into small learning groups like discussions forums, and collaborative learning and group assignments.

The results indicate 46 respondents representing 80.7% supported and 11 respondents representing 19.3% were neutral that teachers ensured that learners understand what they are personally responsible for finishing the exercises and identifying approaches to hold each learner accountable for instructional resources. In a great extent the

teachers ensure that students were aware of individual responsibility and accountability in the cooperative learning technique (mean of 3.912).

There were 51 respondents representing 97.6% claimed and 6 respondents representing 10.5% were undecided that teachers assigned learners to heterogeneous groups with respect to capacity and gender. It meant that the cooperative learning encouraged significantly heterogeneity and diversity in working out of the assignment (mean of 4.351).

All the respondent 57 (100%) accepted that teachers organised the class in such a way that group members are close enough to one another to operate together quietly, at ease and freely. It showed that cooperative learning assisted greatly the student to work together as a team (mean of 4.474).

A response of 49 respondents representing 85.9% supported that teachers monitored student effort in finishing exercise, moving silently from one group to another, focusing on approaches, motivating them to always operate in teams and to assist one another and 8 respondents representing 14.0% were undecided. It reveals that teaching using cooperative learning method greatly enables to work together where teacher supervises groups (mean of 4.123).

According to the results obtained 54 respondents representing 94.8% alluded and 3 respondents representing 5.3% were undecided that teachers evaluated students' performance to make sure that all of them have understood the content. Cooperative learning enables to great extent teacher in conduct contentment mastering which enable student to achieve in History (mean of 4.421).

The result showed 54 respondents representing 94.7% established teachers provided responses after assessment so that learners understood how well they are doing and 3 respondents representing 5.3% were undecided. It indicates that cooperative learning

greatly provided feedback after evaluation which is important in checking the progress of the student (mean of 4.421).

All 57 respondents representing 100% supported that teachers asked the group members to monitor their behaviour, functioning and performance through asking questions. Cooperative learning significantly enabled teachers to have collective monitoring using group members (mean of 4.316).

The results obtained 43 respondents representing 75.5% indicated that teachers motivate the learners to work and learn in teams and ensuring cooperative learning is interesting through provision of incentives and rewards to best groups members while 3 respondents representing 5.3% were undecided and 11 respondents representing 19.3% were of contrary opinion. The results reveal that a large number of teachers ensured collective monitoring through groups (mean of 3.807).

A response of 54 respondents representing 94.8% were of the opinion that teachers developed social skills, like communication, decision-making and leadership skills and 3 respondents representing 5.3% were undecided. It showed that majority teacher encourages and made the cooperative learning to be attractive (mean of 4.421).

Table 4.23: Results of Cooperative Learning Results from Student's**Questionnaires**

	5	4	3	2	1	Mean
Cooperative learning makes our teachers to firmly follow already prescribed activity in instructional outline	61, 25.3%	113, 46.9%	34, 14.1%	14, 5.8%	19, 7.9%	3.759
Enable our teachers to give attention to group work during teaching in class.	89, 36.9%	110, 45.6%	29, 12.0%	9, 3.7%	4, 1.7%	4.125
Cooperative learning creates a group approach in efforts to engage our emotion and real-life experience	87, 36.1%	97, 40.2%	41, 17.0%	13, 5.4%	3, 1.2%	4.046
Cooperative learning enables us relate freely so as to learn from classroom discussion.	87, 36.1%	97, 40.2%	41, 17.0%	13, 5.4%	3, 1.2%	4.249
Cooperative learning makes me to explore and discover knowledge with or no assistance from my teacher.	91, 37.8%	80, 33.2%	37, 15.4%	18, 7.5%	15, 6.2%	3.888
Cooperative learning allows me to engage in cooperative problem solving	84, 34.9%	105, 43.6%	35, 14.5%	9, 3.7%	8, 3.3%	4.029

Source: Research (2019)

Table 4.23 results indicated results from student's questionnaire on cooperative learning techniques. The value 1 indicated strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree. These were used to develop mean from based on frequency. The value 1 and 2 revealed respondent who supported while 4 and 5 did not support while those who were neutral represented respondents who were undecided.

The results indicated that 174 respondents representing 72.2% were of the view that cooperative learning makes our teachers to firmly follow already prescribed activity in instructional outline while 34 respondents representing 14.1% were undecided and 33 respondents representing 13.7% disagreed. Cooperative learning made teacher to easily follow prescribed activities instructional outline to large extent (mean of 3.759).

Majority of 199 respondents representing 82.5% alluded that cooperative learning enables teachers to give attention to teaching in class, though 29 respondents representing 12.0% were undecided and 13 respondents representing 5.4% disagree. Students are more attentive while learning as result of cooperative learning (mean of 4.125). This was supported the findings in table 4.12 that there is a correlation of 0.343 between history and government and performance. That cooperative learning enables learners to construct their own learning.

According to results 184 respondents representing 76.3% pointed that cooperative learning creates a group approach in efforts to engage our emotion and real-life experience while 41 respondents representing 17.0% were undecided and 16 respondents representing 6.6% were in contrast. It implied that cooperative learning enabled a group approach in real life to great extent (mean of 4.046).

A response of 184 respondents representing 76.3% argued that cooperative learning enables the students relate personally to get experiences from classroom discussion, 41 respondents representing 17.0% were undecided and 16 respondents representing 6.6% dissimilar. The findings revealed that cooperative learning enabled students to gain greatly from discussion from class (mean of 4.249).

Majority with 171 respondents representing 71% supported, 37 respondents representing 15.4% undecided and 33 respondents representing 13.7% did not support that cooperative learning makes me to explore and discover knowledge with or no assistance from my teacher. Cooperative learning assisted students to explore and discover more on their own. Finally, 189 respondents representing 78.5% agreed, 35 respondents representing 14.5% were neutral and 17 respondents representing 7.0% disagreed that cooperative learning allows me to engage in cooperative problem

solving. Cooperative learning enabled students to engaged problem solving to great extent (mean of 4.029).

Interview question “how does cooperative learning influence achievement in History and government in secondary schools in Kericho County?” was found that it affected the positively the performance of History and government. It assisted in adding new idea and knowledge to the student.

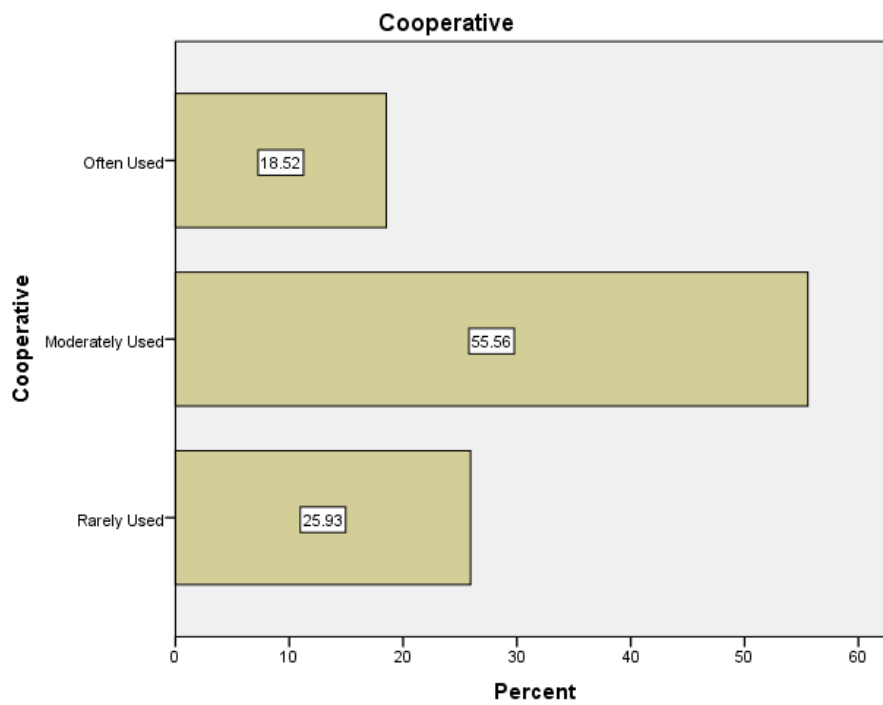


Figure 4. 10: Cooperative

Source: Appendix E from Survey data (2019)

Figure 4.10 results revealed the 55.56% moderately used cooperation, 25.93% rarely used ad 18.52% often used the method. It showed that there is considerable number of schools that used that used the teaching technique.

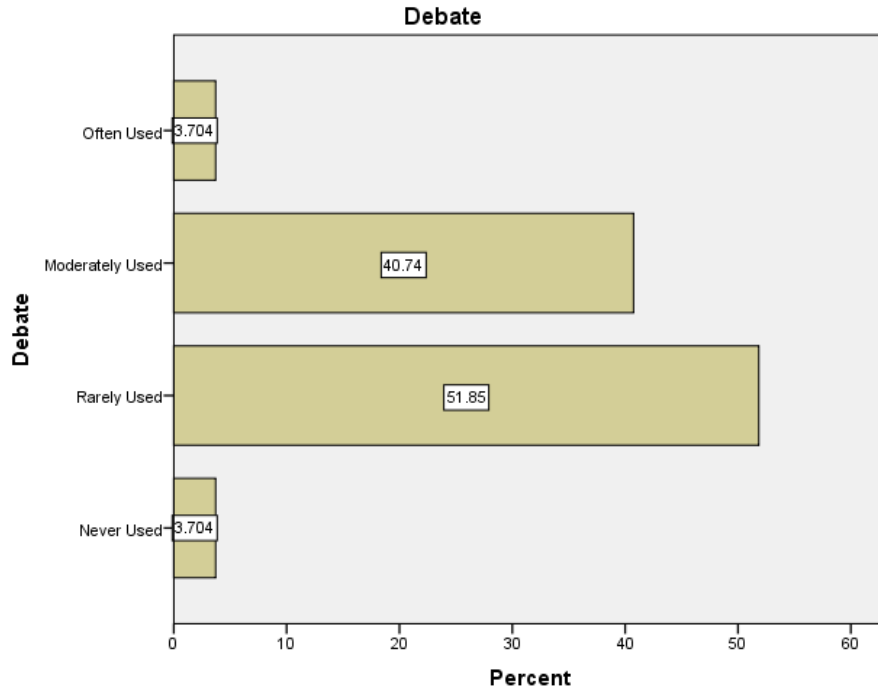


Figure 4. 11: Debate

Source: Appendix E from Survey data (2019)

Figure 4.11 indicated that debate was also used rarely since 51.85% of the investigated schools used, 40.74% moderately used, and 3.70% both often and never used the method. These implies in rare circumstances debate was used in History and government lesson delivery.

Factor analysis was conducted on statements regarding the use of cooperative learning method History and Government subject teaching in Schools in Kericho County.

Results of the factor analysis are presented in Table 4.21.

Table 4.24: Factor Analysis Components Matrix for Cooperative Learning**Constructs**

C1	I explain the exercise, the lesson objectives, the learning task, the group expectations, the expected mutual behaviour and processes to follow	.671
C2	I structure the resources and guidelines for the use of learner such that each person in the group could contribute to group task.	.766
C3	I make ensured learners contributed to problem solving, cooperate and interacted with one another, shared materials and ideas, encourage and supported each other academic tasks.	.789
C4	I ensure that students understand what they are individually accountable for in completing the assignment given	.754
C5	I assign assignments to groups that are heterogeneous in ability and gender.	.774
C6	I organise the classroom in such a way that group members are close enough to one another to work together quietly, comfortably and freely.	.625
C7	I monitor students' effectiveness in completing the assignment, moving quietly from group to group, observing the strategies, encouraging them always to work together and to help each other,	.825
C8	I evaluate students' achievement to ensure that all of them have mastered the material.	.849
C9	I provide feedback after evaluation so that students know how well they are supposed to learn.	.748
C10	I ask the group members to monitor their performance, behaviour and functioning by asking questions	.868
C11	I motivate the students to work and learn together in their groups and making cooperative learning attractive by providing incentives and rewards to the members of the best team.	.693
C12	I develop social skills, such as leadership, decision-making and communication skills,	.847

Source: Research (2019)

Results in Table 4.24 shows that all the 12 items measuring the use co-operative learning C1, C2, C3, C4, C5, C6, C7, C8, C9, C10, C11 and C12 had factor loadings of above 0.70. The construct with the highest factor loading was 'I ask the group members to check their behaviour, performance, and functioning through asking questions with

a factor loading of 0.868. This shows the importance of groups having a mechanism of monitoring themselves.

The ratings for each respondent for the set of items that measured the use of cooperative learning were summed up to obtain an index which measured the extent of use of the innovative method. The index ranged from 12 to 60. An index of at least 36 could imply that the method was more used while an index of less than 36 could mean that that the method was less used by History and Government teachers. The descriptive statistics for the use of Inquiry based learning are displayed in Table 4.20.

Table 4.25: Descriptive Statistics of Aggregated Values for the Use of Cooperative Learning method

	N	Min	Max	Mean	Std. Dev
Cooperative Learning	57	19.00	56.00	46.4737	7.7876

The findings illustrated in Table 4.25 indicate that the use of cooperative learning method in the teaching of History and Government in Secondary Schools in Kericho County had a mean index of 46.4737 with the values deviating from the mean to the extent of 7.7876. The minimum score was 19 meaning that no responded completely disagreed with all the constructs for the use of cooperative learning hence it can be deduced that History and Government teachers in Kericho County secondary schools to some extent used cooperative learning method in the classroom learning. This is also true since the mean index of 46.4737 was greater than 36 implying that majority of the respondents agreed that they utilised the method in their teaching of History and Government.

Cooperative learning is an approach to learning which involves students in groups operating together to create a product, complete a task or solve a problem. It is anchored on the notion that learning is purely a social action where individuals interact among

themselves (Gerlach, 1994). It is through interaction that learning happens. In the cooperative learning situation, students are challenged both emotionally and socially as they listen to various outlooks and are expected to express and endorse their thoughts. By doing that, students start to form their own sole conceptual models and not depend only on teacher or text information. Thus, in a cooperative learning environment, students have the chance to communicate with their colleagues, illustrate and defend their thoughts, share diverse positions, question other conceptual understanding and are actively involved. The findings from the study showed that 184 respondents representing 76.3% argued that cooperative teaching permit learners to personally relate to get experiences from classroom discussion, as well as enabled them to gain greatly from class discussion (mean of 4.249). This shows that cooperative learning is collaborative in nature; enable group dynamics and team work in problem solving activities. Slavin (2010) agreed that the through the method learners not only learn to stay together as team but also complement themselves in their weakness. Even though Slavin (2010) concentrated in the different types of cooperate learning technique, one thing that remained constant is that the method assists students to discuss, explore as well as gain life experience. Bibi (2002) and Siddiqui (2003) also found a positive relationship between cooperative learning and performance of learners in a test. Siddiqui (2003) emphasized that this method involves two or more learners operation together in a field project, laboratory or a classroom. It constitutes organising classes around small groups that operate together in that each group participant accomplishment is reliant on group's cooperation. He observed that the method involves learners working in groups on exercise or project under environment in which specified conditions are fulfilled, including that the group members be held personally liable for the completion of the project or assignment. The findings showed that learners

engaged in cooperative learning, learn significantly more, attain better grades and develop better critical thinking skills than their counterparts in traditional lecture classes. Further the study findings similarly reveal that Cooperative learning has assisted teachers to explain assignments, objective, learning and group expectation through collaborative techniques to the students to greater extent (mean of 4.491). This weight is placed on learners participation in active learning; responding to queries and participation in group discussions and social skills development. Zakaria, Chin, & Daud, (2010) agreed with this position that group work would easily prepare learners for future careers through development of their presentation, communication and social skills in group work within different teams. Social skills are enhanced and promoted in the activity – based team situation, because learners have to exhibit their communication, leadership, conflict resolution and trust building skills so they can operate well. All the respondent 57 (100%,) accepted that teachers organised the classroom in such a way that group members are close enough to one another to work together quietly, comfortably and freely. It showed that cooperative learning greatly assisted the student to work together as a team (mean of 4.474). This was supported by the findings on table on 4.24 that teachers believe that cooperative method enable students to discuss in groups with a factor loading of .625. Ajayi and Ekundayo (2010) accepted this view and stated that peer interaction is central to the success of cooperative learning as it relates to cognitive understanding. They further argued that the strategy when used appropriately can enable students to move beyond the text, memorization of basic facts, and learning lower level skills. This method which results in cognitive restructuring leads to an increase in understanding of all students in a cooperative group. He concluded that Cooperative learning has been found to promote

self-esteem, improved academic performance and improved attitudes toward school and students.

The findings of this study also revealed that cooperative learning enables learners to acquire a higher academic performance, greater persistence of knowledge through graduation, high of reasoning or critical thinking skills, deeper understanding of learning ma task or less disruptive behaviour in class, greater intrinsic motivation to learn, ability to view situations from other people's views, higher positive, supportive relationships with other learners, more positive attitudes tow esteem (mean .789).

Further the findings indicated that 75.5% of teachers believe that cooperative learning motivates the students to work and learn together in their groups which make learning attractive by providing incentives and rewards to the members of the best team. This helps them to have more understanding of the subject matter and to facilitate new knowledge creation. The method equips them with the knowledge and skills to create better ideas for solving situational problems and decision making. This was supported by Nwabueze and Obaro (2011) who opined that cooperative learning as a learning strategy enables the students to organise themselves into small learning teams such as online or classroom discussion forum and collaborative learning, online testing and group assignment to complete a certain objective. Additionally Chianson, Kurumeh and Obida, (2010) found that interest in cooperative learning gathered momentum in the early 1980s with the publication of the first meta-analysis involving 122 studies on the effects of cooperative, competitive, and individualistic goal structures on students' achievement and productivity in a sample of North American The results showed that cooperation was more effective in enhancing learners performance than traditional methods and individualistic efforts; cooperation with intergroup competition was also superior to interpersonal competition and individualistic efforts. Moreover, these

results were consistent across all subject areas (language arts, reading, mathematics, science, social studies and physical education), for all age groups, and for all tasks involving conceptual understanding, problem solving, categorizing, and reasoning.

In a similar vein, Slavin (2014) reported on a best-evidence synthesis of 60 studies across both elementary and secondary schools compared cooperative learning to control groups studying the same course. The results showed that the overall effects of cooperative learning on academic achievement were clearly positive (72%) of the comparisons whereas only 15% favoured control groups with 13% recording no significant differences. Slavin conclude that cooperative learning could be effective method of increasing student performance.

Johnson and Johnson (2008) investigated effects of cooperative, competitive, and individualistic learning on a number of personal, academic, and social dependent variables i.e. social support, interpersonal attraction, self-esteem, controversy, perspective taking, learning together, and achievement, they found that cooperative learning enables learners to conceptualize learning than expository strategies. This was similar to the findings of the research under study that 71% of the students accepted that the method allows them to work in groups where members assist each other through consultation and shared ideas. There is no doubt that teachers play a key role in establishing cooperative learning experiences in their classrooms. This includes structuring the groups and the tasks so that students understand what they are expected to do and how they are expected to behave. It also includes teachers understanding that they have a role in promoting student interactions during small group discussions. Helping students to interact and work together not only enables students to learn from each other but also encourage them to improve their results.

In an analysis of 148 studies that compared the efficacy of cooperative learning, competitive and individualistic goal structures in promoting learners' achievement and peer relationships, Roseth, Johnson and Johnson (2008) found that higher achievement and more positive peer relationships were attained and nurtured through the strategy rather than competitive or individualistic tasks. Figure 4.7 supports this view that 55.56% moderately used cooperative learning to seek information and accomplish set objectives. Furthermore, cooperative goal structures were strongly associated with learners' achievement and positive peer relationships. This shows that well-structured cooperative learning produces more positive effect sizes than those evaluating other instructional practices such as the use of innovative curriculum text books or the use of technology in reading and doing classroom activities.

The study shows that 189 respondents representing 78.5% accepted that cooperative learning allows learners to engage in cooperative problem solving by working in small discussion groups. The strategy also enabled students to engaged problem solving to great extent (mean of 4.029). In a study on teachers' and students' verbal behaviours in secondary classrooms, Gillies (2006) concurs with this view, he found that teachers who implement cooperative learning demonstrate more mediated-learning interactions than teachers who implement group-work only. Furthermore, students in the cooperative groups engaged in more verbal behaviours that are generally regarded as helpful and supportive of group endeavours than their peers in the group-work only groups. He also argued that many of these verbal behaviours may have emerged from the types of reciprocal interactions their teachers modelled as they interacted with group members where the students learned to provide more explanations and detailed responses to other students' requests for help or perceived need for help. This is because

teachers provide feedback (92.7; mean 0.748) after evaluation so that students know how well what they are supposed to learn.

Contrary to the findings of this study (King, 2002) research indicated that high-level cognitive talk which incorporates task-related talk about facts, concept, and thinking only appears with low frequency when left to emerge as a by-product of small group learning and hence has no significant effect on academic performance. Students using cooperative learning do not ask thought-provoking questions and do not spontaneously draw upon prior knowledge without some relevant external guidance. These sentiments were supported by the findings on Figure 4.8 which show that the method is rarely used (51.85%), implying that cooperation learning method was rarely used in history and government lessons mainly due to time required to prepare.

Chinn, O'Donnell & Jinks (2000) also observed that students rarely engage in high-level discourse or explanatory behaviour or provide reasons for their conclusions unless explicitly taught to do so. However, when students are taught to talk and reason together and apply those skills in their interactions with each other they learn history concepts and perform better (Table 4.20, mean index 7.7876). This is further supported in Figure 4.8 which indicates that 40.74% of learners undertaking History and Government subject used debates to clarify concepts. This shows that when teachers should be able to mediate students' learning by engaging in dialogic exchanges where they probed and clarified issues, confronted discrepancies in students' thinking, offered tentative suggestions, and acknowledged and validated students' responses so that learners are able to relate between the content taught and the objectives to be achieved. It is well recognized that students do not necessarily cooperate during group work and that groups need to be structured so that the five key components that mediate successful

cooperation are evident. These include: establishing positive interdependence among group members; facilitating promotive interaction; encouraging individual accountability; explicitly teaching the appropriate social skills; and, encouraging groups to reflect on both the processes involved in managing the task and interacting with their peers. When these key components are embedded in groups, students are more likely to: feel motivated to work together to achieve both their own and the group's goals; accept personal responsibility for their contributions to the group and their behaviours towards group members; respect others' contributions: commit to resolving disagreements democratically: and, work constructively towards managing the task and maintaining effective working relationships.

Teachers not only play a key role in structuring groups so that the key components likely to facilitate successful cooperation are evident but they also have a role in promoting interaction among students because research indicates that students rarely provide quality explanations or engage in high-level discourse unless they are taught to do so (King, 2002). However, students can be taught to talk and reason and solve problems together which in turn has been shown to contribute to the development of individual reasoning, problem solving and learning (Gillies 2004). Furthermore, this is supported by the findings in table 4.24 that 'I ask the group members to monitor their performance' with a factor loading of 0.868. This shows that teachers can mediate students' learning by engaging in dialogic teaching or teaching talk where they model how to engage in reciprocal dialogues to resolve problems, ask questions that challenge current understandings, build on the ideas of others so they are linked cogently together, reflect and evaluate on outcomes achieved. When teachers model these ways of talking, students, in turn, learn how to talk or use talk to ask questions, to explain their thinking,

to analyse and solve problems, explore and evaluate ideas, argue, reason and justify. In short, they learn to develop stratagems for talking, thinking, and learning.

4.11 Information Communication and Technology Learning Method

The fifth objective sought to find out the effect of using information and communication technology on achievement in History and government in secondary schools in Kericho County.

Table 4.26: Results of ICT Learning Method Results on Teachers' Questionnaires

	5	4	3	2	1	Mean
I discuss diversity issues presented in radio and television programmes in teaching of History.	15, 26.3%	14, 24.6%	8, 14.0%	14, 24.6%	6, 10.5%	3.316
I evaluate and select new information resources and technological innovations based on their appropriateness to specific content	9, 15.8%	39, 68.4%	3, 5.3%	6, 10.5%	0, 0.0%	3.895
I use photographs and pictures to explain past History.	24, 42.1%	24, 42.1%	9, 15.8%	0, 0.0%	0, 0.0%	4.263
I use educational media to locate, evaluate, and collect information from a variety of sources	15, 42.1%	36, 63.2%	6, 10.5%	0, 0.0%	0, 0.0%	4.158
I require my students to make charts to illustrate such content like the migration and trading routes	23, 40.4%	11, 19.3%	23, 40.4%	0, 0.0%	0, 0.0%	4.000
I use computers to locate and collect information on History.	18, 31.6%	33, 57.9%	3, 5.3%	3, 5.3%	0, 0.0%	4.158
I assign my students to listen to relevant Radio Programmes and provide questions for them to answer.	5, 8.8%	23, 40.4%	9, 15.8%	6, 10.5%	0, 0.0%	3.123
I assign my students to make posters on cultural practices of different communities	9, 15.8%	19, 33.3%	23, 40.4%	6, 10.5%	0, 0.0%	3.544
I provide time for my History students to listen to recorded tapes about the biographies of past leaders.	6, 10.5%	19, 33.3%	20, 35.1%	6, 10.5%	6, 10.5%	3.228
I use video tapes in enriching History and Government learning.	15, 26.3%	11, 19.3%	13, 22.8%	12, 21.1%	6, 10.5%	3.298
My students use internet to answer History assignments.	15, 26.3%	13, 22.8%	17, 29.8%	0, 0.0%	12, 21.1%	3.035
I use projectors in teaching History and Government subject.	15, 26.3%	16, 28.1%	5, 8.8%	12, 21.1%	9, 15.8%	3.281

Source: Research (2019)

Table 4.26 indicate findings on integrated communication technology learning method was investigated against achievement where 1 strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree. In interpretation strongly agree and agree represent those who support while those of contrary opinion were represented by strongly disagree and disagree. It has also a mean generated from data collected to provide the following interpretation.

A response of 29 representing 50.9% support, 8 representing 14.0% were undecided and 20 representing 35.1% are contrary that teachers discuss diversity issues presented in radio and television programmes in teaching of History. In a moderate extent teacher discussed diversity issues from radio and television (mean of 3.316).

Majority results of 48 respondents representing 84.2% are of the opinion that teachers evaluate and select new information resource and technological innovation base on their appropriateness to specific content while 3 respondents representing 5.3% were undecided and 6 respondents representing 10.5% are contrary. It implies teachers evaluate and select new information resources and technological innovations based on their appropriateness to specific content to great extent (mean of 3.895)

From the response 48 teachers representing 84.2% used photographs and pictures to present history lesson while 9 respondents representing 15.8% were undecided. Teachers of history greatly utilised photographs and pictures to present History (mean of 4.263).

A response of 51 respondents representing 89.5% of the teacher use educational media to locate, evaluate, and collect information from a variety of sources and 6 respondents representing 10.5% were undecided. ICT assists educational media to locate, evaluate and collection information from variety of sources to great extent (mean of 4.158). This

is similar to Muijs & Reynolds (2010) distinguished interactive learning in terms of the nature and efficacy of the interaction between the teacher and the students.

According to results 34 respondents representing 59.7% showed that teachers required students to make charts to illustrate such content like the migration and trading routes while 23 respondents representing 40.4% were undecided. ICTs assist student to develop migration and trading routes to large extent (mean of 4.000).

From the results 51 respondents representing 89.5% of teachers used computers to locate and collect information on History while 3 respondents representing 5.3% undecided and 3 respondents representing 5.3% did not use. It implied that computer assisted greatly in collection and location of information for teaching History (mean of 4.158).

A results 28 respondents representing 49.2% of teachers assigned students to listen to relevant Radio Programmes and provide questions for them to answer, 9 respondents representing 15.8% were undecided and 6 respondents representing 10.5% did not use. Radio programmes were used somehow in teaching History lessons (3.123).

A response 28(49.1%) teachers assigned students to make posters on cultural practices of different communities,23(40.4%) were undecided and 6(10.3%) did not assign. Hence, teachers moderately assigned students' posters on cultural practices of difference communities (mean of 3.544).

The results showed 25 (43.8%) of teachers provided time for students, 20(35.1%) neutral and 12(21.0%) did not. History students to listen moderately to recorded tapes about the biographies of past leaders (mean of 3.228). Therefore, teachers provided time for History students to listen to recorded tapes.

A respondent of 26(45.6%) used video tapes in enriching History and Government learning agreed, 13(22.8%) neutral and 18(31.6%) did not use. Video tapes were used in moderate extent in teaching History and Government lessons (mean of 3.298).

According to results 28(49.1%) alluded that the students used internet to answer History assignments, 17(29.8%) neutral and 12(21.1%) did not use internet. The students used in small extent internet in History assignment (mean of 3.035).

Finally, 31(54.4%) of teachers used projectors in teaching History and Government subject agreed while 5(8.8%) were neutral and 21(36.9%) did not used. Teachers used projectors in teaching History and government to small extent (mean of 3.281).

Table 4.27: Results of ICT Learning Method Results from Students'**Questionnaires**

	5	4	3	2	1	Mean
Our teachers discuss diversity issues presented in radio and television programmes while teaching of History.	25, 10.4%	27, 11.2%	49, 20.3%	34, 14.1%	106, 44.0%	2.299
Our teachers use photographs and pictures to explain past History.	33, 13.7%	70, 29.0%	76, 31.5%	28, 11.6%	34, 14.1%	3.166
Our teachers use educational media to locate, evaluate, and collect information from a variety of sources	27, 11.2%	56, 23.2%	60, 24.9%	38, 15.8%	60, 24.9%	2.801
Our teachers require us to make charts to illustrate such content like the migration and trading routes	47, 19.5%	48, 19.9%	57, 23.7%	44, 18.3%	45, 18.7%	3.033
Our teachers use computers to locate and collect information on History.	53, 22.0%	49, 20.3%	53, 22.0%	41, 17.0%	45, 18.7%	3.100
Our teachers make us listen to relevant Radio Programmes.	17, 7.1%	21, 8.7%	35, 14.5%	49, 20.3%	119, 49.4%	2.037
Our teachers make posters on cultural practices of different communities	14, 5.8%	28, 11.6%	36, 14.9%	67, 27.8%	96, 39.8%	2.158
Our teachers provide time to listen to recorded tapes about the biographies of past leaders.	12, 5.0%	20, 8.3%	28, 11.6%	68, 28.2%	113, 46.9%	1.963
Our teachers use video tapes in enriching History and Government learning.	20, 8.3%	22, 9.1%	27, 11.2%	61, 25.3%	111, 46.1%	2.083
Our teachers' use internet to answer History assignments.	10, 4.1%	21, 8.7%	15, 6.2%	65, 27.0%	130, 53.9%	1.822
History and government teachers use projectors in teaching	34, 14.1%	14, 5.8%	19, 7.9%	36, 14.9%	138, 57.3%	2.046

Source: Research (2019)

Table 4.16 represents findings of use of ICT in teaching on academic achievement. The results utilise a like scale where 1 is strongly disagree, 2 disagree, 3 neutral or undecided, 3 agree and 4 strongly agree. Agree and strongly agree implies support of opinion while disagree and strongly disagree implied contrary opinion. It also evaluates the mean for further interpretation.

According to the findings indicated that 52 respondents representing 21.6% supported while 49 respondents representing 20.3% were neutral and 140 respondents

representing 58.1% were of contrary that teachers discuss diversity issues presented in radio and television programmes while teaching of History. Radio and television was used in low extent as tool of teaching History (mean of 2.299).

The results indicated that 103 respondents representing 42.7% supported, 76 respondents representing 31.5% were neutral and 62 respondents representing 25.7% opposite opinion that teachers use photographs and pictures to explain past History. In some extent photographs and pictures to past History are used for learning (mean of 3.166).

According to results 83 respondents representing 34.4% agreed, 60 respondents representing 24.9% and 98 respondents representing 40.7% disagreed that teachers use educational media to locate, evaluate, and collect information from a variety of sources. Media was used in low extent as way of evaluating and collecting History information (mean of 2.801).

The results 95 respondents representing 39.4% supported, 57 respondents representing 23.7% were neutral and 89 respondents representing 37% contrast that teachers require us to make charts to illustrate such content like the migration and trading routes. Charts are somehow used for illustration purposes (mean of 3.033).

A response of 102 respondents representing 42.3% supported, 53 respondents representing 22.0% were undecided and 86 respondents representing 35.7% did not support that teachers use computers to locate and collect information on History. It showed that some secondary school used computers in locating and collecting information on History (mean of 3.100).

From the results 38 respondents representing 15.8% agreed, 35 respondents representing 14.5% were neutral and 168 respondents representing 69.7% disagreed

that teachers make students listen to relevant Radio Programmes. This revealed that radio programmes were rarely used in teaching History (mean of 2.037).

From the results obtained 42 respondents representing 17.4% agreed, 36 respondents representing 14.9% were neutral and 163 respondents representing 67.6% disagreed that teachers make posters on cultural practices of different communities. It implied that posters about cultural practices were also rarely used by school in teaching History (mean of 2.158).

Results reveals 32 respondents representing 13.3% agreed, 28 respondents representing 11.6% were neutral and 181 respondents representing 75.1% disagreed that teachers provide time to listen to recorded tapes about the biographies of past leaders. Teachers not provide time for students to listen to recorded tapes about biographies of past leaders History and Government (mean of 1.963)

The results 42 respondents representing 17.4% alluded that teachers use video tapes in enriching History and Government learning where 27 respondents representing 11.2% were neutral and 172 respondents representing 71.4% disagreed. Video tapes were rarely used in teaching History and Government (mean of 2.083)

A response of 31 respondents representing 12.8% supported that teachers' use internet to answer History assignments, 15 respondents representing 6.2% were neutral and 195 respondents representing 80.9% did not use. It implied that internet was no used in answering History assignment (mean of 1.822).

According to results 48 respondents representing 19.9% agreed, 19 respondents representing 7.9% were neutral and 174 respondents representing 72.2% disagreed that History and government teachers use projectors in teaching. Teachers of history rarely used projectors for teaching History (mean of 2.046).

Interview results indicated that audio and visual resources in History to rare extent were used. Although power point presentations were applicable in some schools which had sufficient ICT infrastructure. Some of the teacher also printed important notes or resource using technology, though most teachers argued that they can use ICT learning based on lack of ICT knowledge.

The result from observation was shown below in figure 4.12 and 4.13 which revealed the usage of the teaching method. The result of 69 school were revealed below.

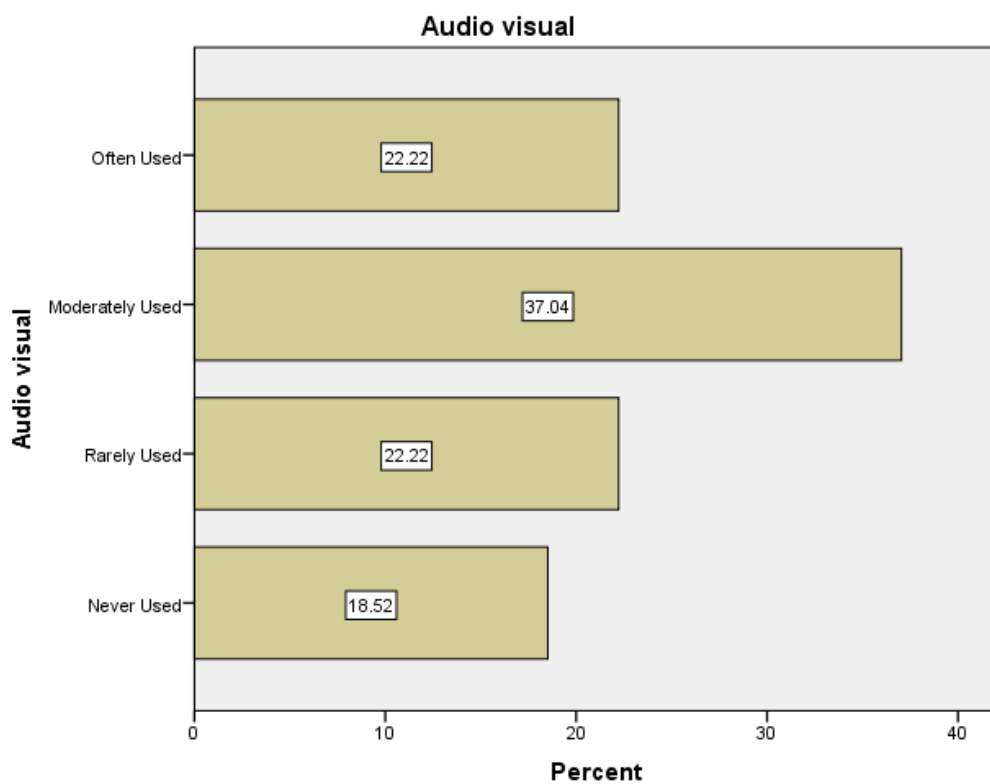


Figure 4. 12: Audio visual

Source: Appendix E from Survey data (2019)

Figure 4.9 indicated that audio visual was moderately used by 37.04% of schools, 22.22% often, 22.22% rarely and 18.52% never used. Audio and visual technology was found to be utilised with school that had projects and laptops. This enable teacher to

projects note, artefact and assist in lesson delivery. Though ICT has low penetration as technique with high cost in electricity and acquisition of the resource.

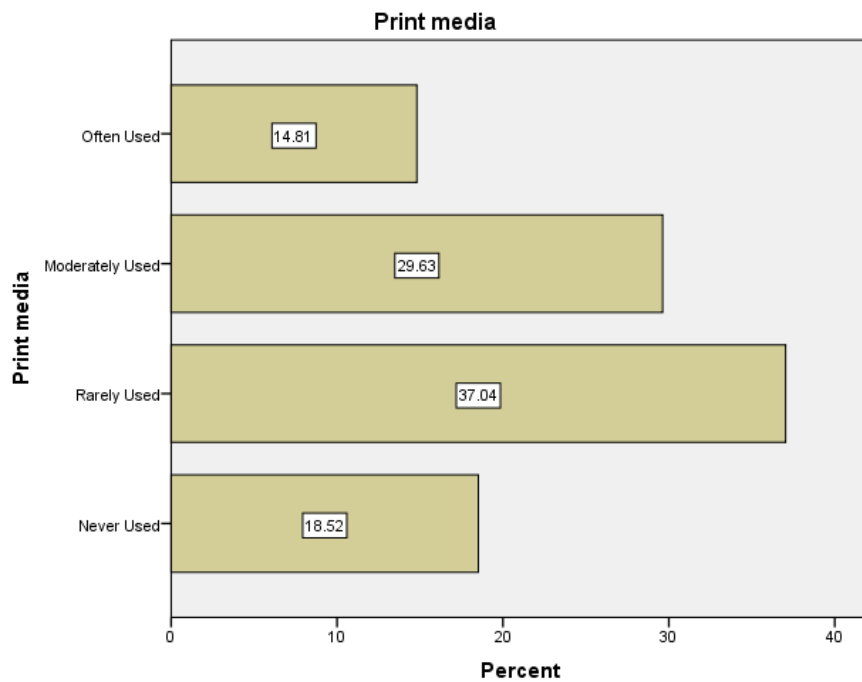


Figure 4. 13: Print media

Source: Appendix E from Survey data (2019)

Printed media in figure 4.13 indicated that 37.04% rarely used, 29.63% moderately used, 18.52% never used and 14.81% often used. Printed media like maps, past paper, notes were used with school that had sufficient ICT resource especially laptops, desktops and printers.

Factor analysis was conducted on statements regarding the use of cooperative learning method in the teaching of History and Government in Schools in Kericho County.

Results of the factor analysis are presented in Table 4.28

Table 4.28: Factor Analysis Components Matrix for Cooperative Learning**Constructs**

ICT1	I discuss diversity issues presented in radio and television programmes in teaching of History.	.603
ICT2	I evaluate and select new information resources and technological innovations based on their appropriateness to specific content	.689
ICT3	I use photographs and pictures to explain past History.	.734
ICT4	I use educational media to locate, evaluate, and collect information from a variety of sources	.706
ICT5	I require my students to make charts to illustrate such content like the migration and trading routes	.582
ICT6	I use computers to locate and collect information on History.	.713
ICT7	I assign my students to listen to relevant Radio Programmes and provide questions for them to answer.	.564
ICT8	I assign my students to make posters on cultural practices of different communities	.683
ICT9	I provide time for my History students to listen to recorded tapes about the biographies of past leaders.	.649
ICT10	I use video tapes in enriching History and Government learning.	.673
ICT11	My students use internet to answer History assignments.	.648
ICT12	I use projectors in teaching History and Government subject.	.732

Source: Research (2019)

Results in Table 4.28 shows that all the 12 items measuring the use ICT learning ICT1, ICT2, ICT3, ICT4, ICT5, ICT6, ICT7, ICT8, ICT9, ICT10, ICT11 and ICT12 had factor loadings of above 0.50. The construct with the highest factor loading was ‘I use photographs and pictures to explain past History with a factor loading of 0.734. This shows that most History and Government teachers still rely on archival techniques in their teaching.

The ratings for each respondent for the set of items that measured the use of ICT were summed up to obtain an index which measured the extent of use of the innovative method. The index ranged from 12 to 60. An index of at least 36 could imply that the method was more used while an index of less than 36 could mean that that the method

was less used by History and Government teachers. The descriptive statistics for the use of Inquiry based learning are displayed in Table 4.20.

Table 4.29: Descriptive Statistics of Aggregated Values for the Use of ICT

	N	Min	Max	Mean	Std. Dev
Use of ICT in learning	57	13.00	48.00	29.1029	11.3120

The findings illustrated in Table 4.29 indicate that the use of ICT in the teaching of History and Government in Secondary Schools in Kericho County had a mean index of 29.1029 with the values deviating from the mean to the extent of 11.3120. The minimum score was 13 while the maximum score was 48. Since the mean index of 29.1029 was less than 36, the study concludes that ICT has not been fully embraced in the teaching of History and Government in the secondary schools in Kericho County. The results also from table 4.29 indicated that there was significant relationship between ICT learning and History and Government Achievement ($P < 0.05$). ICT was linked to have fair positive relationship with achievement (Haydn, 2001; Enayati et al, 2012).

Generally, the results of this study show that technology-based teaching and learning is more effective in compare to traditional classroom. This is because; using ICT tools and equipment would prepare an active learning environment that is more interesting and effective for both teachers and students, they have therefore greatly enhanced the teachers' capacity to improve the students' appreciation of the past and to bring it to life. In the 21st century the use of ICT tools like blogs, wikis and podcasts is causing an improvement in schools with respect to enhancing learning. A transformation within learner and teacher circles is transpiring within how teaching and learning is taking place. Many teachers are apprehensive when it comes to using ICT, not only because of the new pedagogical approaches that must be mastered, but also due to various

logistical implications like the practical technological challenges, technological literacy, the presence of ICT being disruptive, viewing safety for children and privacy concerns. The Internet can be used strategically to promoting project-based learning, collaborative learning, and critical thinking by making more historical information available for learners to access and also promotes interactive learning (Haydn 2000).

The results of the study are in line with research findings by Macho (2005) that proved using ICT in history instruction would enhance students' performance. Most of teachers (89.5%) in this study agree that ICT helps to improve classroom management as students are well-motivated and more focused during a learning situation; moreover, this study proved that students learn more effectively with the use of ICT as lessons designed are more engaging and interesting. Accordingly, teachers (43.8%) agreed that integrating ICT can foster students' learning through interactive sessions. 42.3% of students supported that teachers use computers to locate and collect information on History. These findings are supported by Ghavifekr, Afshari and Salleh (2012) who explained that because technology has become the knowledge transfer highway in most countries and therefore schools and other educational institutions are supposed to prepare students to live in a knowledge society need to consider ICT integration in their curriculum. Young, (2003) reiterated that integration of ICT in instruction involves the use of computer-based communication that incorporates into daily classroom instructional process. In conjunction with preparing students for the current digital era, teachers are seen as the key players in using ICT in their daily classrooms. This is due to the capability of ICT in providing dynamic and proactive teaching-learning environments. While, the aim of ICT integration is to improve and increase the quality, accessibility and cost-efficiency of the delivery of instruction to students, it also refers

to benefits from networking the learning communities to face the challenges of current globalization

Results in Table 4.24 shows that history and government teachers utilised ICT resources like photographs and pictures to explain past history with a factor loading of 0.734. This shows that most History and Government teachers still rely on archival techniques in their teaching retrieved through the use of internet sources. The study also revealed that teachers provided time for History student to listen to recorded tapes to small extent (mean of 3.228). Video tapes were also used moderately in teaching History and government lessons (mean of 3.298). Jamieson-Procter et al., (2013) reiterate that ICT can be used in various ways to access different past events where it helps both teachers and students to learn about their respective subject areas. A technology- based teaching and learning offers various interesting ways which includes educational videos, stimulation, storage of data, the usage of databases, mind-mapping, guided discovery, brainstorming, music, World Wide Web (www) that would make the learning process more fulfilling and meaningful. On the other hand, students would benefit from ICT integration where they are not bounded to the limited curriculum and resources, instead hands-on activities in a technology-based course is designed to help them to stimulate their understanding about the subject. It also helps teachers to design their lesson plans in an effective, creative and interesting approach that would result in active learning by students. Previous studies showed that ICT use in teaching would improve learning activity and maximises the learners' academic performance.

Hermans (2008) identified three main stages for ICT to be highly valued and regarded by the teachers; integration, enhancement and complementary. Integration approach is about implementing right use of ICT in particular subject area that involved complex

concepts and skills to improve student's achievement and attainment, this is supported by results from observation in figure 4.9 and 4.10 which revealed the usage of integration of audio-visual resources which enhanced learning. Besides, table 4.28 show teachers' used educational media to locate, evaluate, and collect information from a variety of sources with a factor loading of 0.706. Manduku, Kosgey and Sang, (2012) further observed that review of curriculum is has enabled the use of ICT related resources and appropriate software installed for use in classroom instruction. Enhancement approach is about using ICT to give great emphasis on the topic introduced. For instance, Microsoft PowerPoint can be used to present the topic in a very innovative and creative way that would lead into discussion and exchanging ideas and thoughts.

Printed media in figure 4.10 indicated that 29.63% being moderately used and 14.81% often used, this included media like maps, past paper and collateral materials were used with schools that had sufficient ICT resource especially laptops, desktops and printers. This suggests the application of complementary approach where ICT is used to aid and support the student's learning through the use of a variety of media. Hermans, (2008) further asserts that this approach allows students to be more organised and efficient in which they can take obtain the notes from computer, submit their works by email from home as long as they meet the deadline and looking for information from various sources provided online to fulfill the task given to them. This is due to the capability of technology to provide a proactive, easy access and comprehensive teaching and learning environment. Nowadays, Ministry of education in all over the world has provided a lot of facilities and training in order to enhance the use of advanced technologies in the countries' teaching and learning process. A high budget has been placed in order to provide the equipment needed by teachers to improve the education

system. Despite all the efforts, most of the countries are facing similar problem whereby the teachers are not maximizing the usage of the technology provided (Albirini, 2006). This has become a serious matter as many previous researches have proven the usage of ICT in teaching and learning process could improve students' achievement.

Many, researchers have taken an effort to analyse the factors that affecting teachers' acceptance of ICT usage in the classrooms (Capan, 2012). It shows that, the major barrier of the implementation was the teachers' belief as they are the persons who implements the change in their teaching and learning process. This supported by the results of the study (45.6%) which show that there was a correlation between teachers' belief and the use of ICT. Teachers' role is getting more important especially in usage of ICT in pedagogy which could increase the achievement of the students, their creativity and thinking skills as shown in table 4.19 with a factor loading of .603.

Research by Chien, Wu & Hsu (2014) supports the research findings that students in schools that have ICT resources can incorporate technology in their classrooms (75.1%) though their teachers rarely use; their research findings reveal that the younger the students, the higher their expectation are on ICT integration in classroom. Table 4.29 show a mean index of 29.1029 which was less than 36, this concludes that ICT has not been fully embraced in the teaching of History and Government. Chien, Wu & Hsu (2014) observed that the integration of ICT is mostly dependent on the personal factors which define as self-perceptions. This research also shows that the acceptance of ICT of teachers and students in classroom and outside of classroom whereby both are more likely to use technologies outside the classroom. They found that the barriers of ICT integration in classroom are confidence, competence and attitudes of teachers reduce the percentage of ICT integration. Similar views were given by Cox & Marshall, (2007)

who showed that teachers only need a traditional-centred approach when developing ICT skills in the classroom that can enable them develop personal capacities. This is also revealed by the study where majority of the teachers (89.5%) have a high confidence and competency in using ICT in classroom even though some of them face technological challenges when using it. This is because they believe that ICT is a tool that could help in a learning process especially those that relate to improving learners performance. This aspect has changed the teaching strategy to ICT integration in order to construct and create knowledge for learners. Findings indicated that the association between confidence and association could show the stability between training and instruction aligned techniques in professional development for ICT. Hence, the management of school would ensure that there are adequate supports for instructors to integrated ICT in their lessons. Besides, both studies agree that ICT assists 50.9% of students to learn well in addition to assisting the learners to source associated information and knowledge for their learning as indicated by mean scores of 1.71. This is because ICT normally act as a channel for learners to discover associated information and knowledge for their education. it is good when learners are capable of collecting information, associating it back with what they have studied and have a debate on the information with their classmates and teachers so that they can observe association of what is new and what is emerging matters they required to be updated with for successful learning.

In comparison Tazci (2011) research that indicated that many pre-service teachers said that the only applied ICT resources like radio, television and video tapes for use in teaching. The study found that most instructors perceived that integration of ICT was ineffective because; resources availed in schools were inadequate or in right state;

professional development and training was not well offered to instructors; lack of technical support and poor conditions of computer laboratory in schools with better resources in good working condition. This was similar with the research findings indicated that ICT resources were moderately used (37.04%) and (40.74) said that they are rarely used.

Solar et al. (2013) argued that if schools could have supported the development of ICT resources, teaching could have enhanced the quality of learning and enhanced the how the learners perform in national examinations. This coincides with Gallego and Lee (2014) study who opined that for effective academic performance improvement, a nation requires ICT implementation regulations and policies which have to be vigorous and effective at all levels. Likewise, Zhang, (2005) indicated that ICT use in learning process had positive impact on enhancing performance; his study found that ICT resources can enhanced class performance through some aspects of tasks and lessons, for instance, utilising electronic whiteboard in presenting a theory concerning a unit. In this method, the teacher prepares to supplement the lesson with a creative presentation technique to enhance classroom discussion and problem visualisation.

Macharia and Pelsler (2014) observed that even though the use of ICT is highly commented some history and government educators had not yet understood or discovered the potential that ICT provided to learners as way of supplementing their conventional receiver role with that of a information producer conveyor that makes learning easier and promotes positive attitudes towards a constructive and collaborative learning point of view. This is similar to a mean index of 29.1029 that teachers in Kericho County showed, this reveal that instructors are less convinced in utilising ICT to support the learners' performance since they rely so much on expository strategy. This implies that teacher's role would be essential in influencing development of these

competencies and for familiarising an effectual ICT usage. So as to elucidate role of teacher in ICT implementation in class, scholars have looked at the instructor's competencies associated to ICT to be of great importance, for example, Nico, (2012) supports the findings (mean of 4.263) by showing that computer simulation use when teaching in class would not be effective except instructors having the required information and skill to implement them well. Moreover, Nico said that if instructors did not possess the skills, the important of learning computer simulations would not have been attained. This means that teacher's role should look at founding instructional method needed for implementation of computer simulations in science teaching.

The findings illustrated in Table 4.26 indicate that the use of ICT in the teaching of History and Government in Secondary Schools in Kericho County had a mean index of 11.3120, reveal that ICT has not been wholly embraced in the teaching of history and government in most secondary schools, this is explained by Morrissa (2011) who investigated the difficulties that teachers may encounter while implementing ICT in schools. Morrissa outcomes showed problems faced in the introduction and ICT use were associated with limitations on teachers understanding concerning the ICT facilities that were present and how well they could be applied to improve academic performance. further, teachers needed to have ICT skills in various ways to assist them in delivering curriculum content; as answer for this challenge, it was important that instructors needed to enhance their knowledge so that they can assist students' learning with technology, and to be able to incorporate technology into their classrooms, (Ward, 2010).Greene (2008) observed that their challenge arises from lack of curriculum that is specific to ICT resources which could equip them with the necessary skills. Moreover, the findings discovered that instructors need to have adequate training on

ICT use in class instruction. But, instructors needed to undertake the change from conventional to interactive instruction in a non – ICT situation before being capable to be more aware with advantages ICT offered. Likewise, table 4.25 show a construct ICT11 with a factor loading of .648 showed that teachers encourage students to use internet to answer history and government assignments and thereby improve their performance. This finding are supported by a study done by Shittu et al (2011) who recommended that ICT infused classroom learning could aid learners to attain a higher understanding of history and government lessons and hence improve their overall performance. A major viewpoint of this research noted that most implementation of instruction was guided by an instructor or ICT software and those learners needed to have a more prominent role in utilisation of the learning materials. Furthermore, Beauchamp, (2010) asserts that it was much essential for instructors to teach learners how to utilise ICT in performing certain activities while learners were out of classroom setting for instance when a learners assessed outcomes of learning actions with another learner or perhaps in their leisure time

Additionally, the research found that history and government educators can use a variety ICT learning materials whether online, audio-visual or print media to present a certain subject matter with an aim of improving learning. Figure 4.9 indicated that audio visual was moderately used by 37.04% it was found that audio and visual technology was found to be utilised with school that had projectors and laptops. Sanders (2010) examined four schools and observed that there was promising and positive attitude in utilizing audio and visual resources by most teachers who believe that their subject performance will improve, he therefore suggested that it was much valuable for teachers to assist learners in learning resources development such as audio which will aid in understanding and transmission of content so as to facilitate knowledge construction.

Adomi and Kpangban (2010) noted that ICT advancement in education sector in Nigeria showed some degree of usage in secondary schools with teachers assisting learners develop learning resources. The Federal Government of Nigeria in the National Policy on education in 2004 just like Kenya recognises the major ICTs role in the present world can accord learners an avenue to learn and therefore improve their performance. To realise this objective, the policy indicated that government would offer required facilities and induction at primary school level. In secondary schools, computer studies subject was made a pre-occupational choice and was an occupational choice in high school.

Cheung and Slavin (2012) agreed that ICT use had positive effects in relation to their class performance, in addition to be productive in helping learners who were discriminated due to familiar or personal factors. It was deduced that computer assisted instruction significantly redirected the instructor's concentration to weaker learners. This agrees with findings where most teachers (84.2%) were of the opinion that they can evaluate and chose new information resource and technological innovation base on their suitability to definite content which in most cases can enable learners especially weak ones to revisit the content and hence improves their performance. This was supported by Hieronymi (2012) who also noted and recommended that ICT permitted new channels of communication in addition to current information in past inconceivable means to the learners who can evaluate the information in various forms. The study further indicated that despite these abilities needed to be observed, technology needed not to be mistaken with training given by teachers to students. Although technology was observed to be a facilitator, it should be perceived to be a replacement of teacher role.

Mujis and Reynolds differentiated interactive teaching in relation to efficacy and nature of relations between the learners and their teachers. They argued that interaction permitted the instructor to prove that the student comprehend the content that had been taught. It assisted the learner to exercise and master targeted skills well and assisted them to focus on their performance. It assisted the instructor to provided targeted instruction assistance to those whose performance is below the class mean. They reviewed studies conducted from 1980 in USA that pointed to the following characteristics of interactive teaching; use of questions to revise what had been previously taught at the beginning of the lesson and adding up what had be taught at the end of lesson.

In another research, Al Sanee (2012) examined the effect of ICT use in teaching Structure 110 English coursework unit on performance of students from first year undertaking history studies. The objectives of teaching were based on Bloom Taxonomy framework of cognitive objectives which were; remember, understand, apply, analyse and synthesise. Student performance comparison was undertaken on use of two methods; ICT integrated method and conventional method that applied whiteboard with colour markers and verbal presentation. The sampled involved 54 female students classified in two; experimental (29) and control (25). Result indicated that there existed significant difference between scores of experimental group and those of control group in application, understanding and remembering skills, this imply that ICT provide unique opportunities for stimulating growth of learned and improved innovation in each learning context hence permitting them to intermingle more constructively with the outer world, this correlated with the research findings that

50.9% of teachers accepted that ICT technologies provide greater avenues for learners to access various learning materials.

Similarly Al Suoqy (2011) examined the effect of ICT use on Level two composition teaching on performance in writing. The study was experimental and was conducted among private school students from tenth grade in Amman Jordan. The students were 37 in number classified into two categories; experimental (20) and control (17) students. Study results showed that ICT had positive effect on learners' performance in learning English composition writing. These were the categories of learners in experimental group. They argued that utilisation of ICT contributed in improving learners English language performance in writing skills.

Similar results were obtained by Yilmaz (2000) analysed how to apply ICT as a knowledge aiding resource learning historical concepts during history subject. The research participants were 1110 primary and secondary learners who were classified into two categories based on their stages in Seoul, South Korea. The effectiveness of ICT use as a knowledge aiding resource was assessed. The study was for three year period and outcomes showed that most learners improved on their academic achievement after interacting with ICT. Further, learners in primary schools showed significant improvements in using computers, retrieval of information and memorising higher than their counterparts in secondary schools.

The results in Table 4.24 show that 39.4% (mean of 3.033) of students supported the idea that teachers encourage them us to design charts to illuminate such content like the trading and migration routes. Teachers' also assigned posters on cultural practices of different communities (mean of 3.544). Liao (2007) researched on association between ICT use and students' performance in relation to conventional teaching supported that

when learners are involved in making learning resources there is a positive impact on their achievement level. Liao noted that charts are well designed; by the advantage of their elasticity they can enhance learners' performance by presenting content through various platforms both written and visual. Specifically non – linear hypertext and multidimensional systems have the capability to communicate ill developed forms of knowledge field and enhance aspects of cognitive flexibility in means that conventional learning environment like computer based drill, lectures and textbooks could not despite such conventional media could be very effective in other situations or for other objectives. On the contrary, Acun (2013) in a study on Attitudes in a web-supported learning environment found that making of learning resources did not have any influence on learners' performance towards social studies subject. They argued that it was not easy for instructor to embrace helpful integration methods in their teaching activities because of various challenges and hence permitting certain learners to utilise computers which distracted them from looking at the assignment at hand.

Study by Laaria, (2013) on leadership challenges in ICT implementation in public secondary schools established that the ICT reading resources were inadequate and this affected students' academic achievement. This research found out that lack of internet network and inadequate reading space were some of the challenges that influenced learners' access to ICT reading resources. Further, Manduku and Sang (2012) assessed how ICT could improve higher education access in Kenya through distance learning programme. They found out that most tertiary institutions did not have the required technology to aid in distance learning programmes. Many public and few private universities had stocked computers that were rarely used by lecturers in accessing World Wide Web.

Gudo, Olel and Oanda (2011) research agreed with the results of this study (17.4%, mean of 2.083) that ICT in most schools were not highly embraced which might be as result of lack of internet, video, audio as well as computers or inadequacy of the same resource. This was attributed to inadequate school preparedness tied with inadequate ICT facilities such as internet provision for student. The research indicated that ICT integration in class had a slight positive effect on students' performance.

In conclusion, the initial phase of ICT implementation has to be successful to ensure that learners and teachers are capable to make the best out of it. Hence, plans for technological based learning starts with adequate implementation and the support that top management in the school provides. If the process of technology integration implementation in schools can happen well at the beginning phase and regular maintenance is adequately conducted, ICT integration in educational institutions would result in great positive benefits for students and teachers. ICT use in instruction is more practical as opposed to theory and this is the reason that teachers ought to be provided adequate time to study and explore it, experiment on it during this stage before it they feel comfortable with ICT use and capable to apply it for regular instruction processes.

In conclusion innovative teaching strategies assist learners to develop skills in order to cope with classroom learning. Development of these skills prepares students to solve problems and lifelong education. Further, students can also have an opportunity to be involved in inquiry and therefore be able to construct their own learning.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents conclusion and recommendations of innovative strategies on achievement of History and Government. The section also has suggested recommendation for further studies.

5.2 Conclusion

The study concludes that project learning technique assist teacher in improving performance in History and Government through encouraging student to participate in creatively, process and analytical skills, gain understanding, critical thinking and collaborative. Cooperative has significant influence on the achievements of History and Government in natured well. It is important to know that it can be incorporate based on time consumption.

It was concluded that inquiry learning assists in cognitive development and hence reduce cramming in student leading mastering of content. It enables social and group skills creating positive interaction between students as well as teachers. The inquiry learning assist student in communication, understanding and explaining of History and government concepts. Hence it has significant effect on the achievement of History and Government.

The research also concluded that dramatisation is student oriented and interactive method of teaching. It found social interactive between teacher and students. It was found to have significant influence on performance of History and Government.

Finally, ICT learning assisted the learning to be innovative, skilled and gain more information using computer, video recorder, audio recorders and television. It faces

challenge of adequacy and utilization of this resource. It was found to influence the achievement of History.

5.3 Recommendations

The research recommended that History and Government teachers should integrate more than one learning technique to ensure that student all round information, knowledge, skills and social understanding of History and Government. It is important for more than teaching technique to enhance achievement in History and Government. The study also recommends that teachers should be trained in area where they are weak in. An example ICT use in learning might not be efficient based on lack of knowhow in integrating ICT in History and Government. This can be improved through training seminars and motivation speakers among others.

It also recommends that the government should provide the required teaching resource especially techniques that require resource like ICT learning, dramatisation and project learning. ICT learning resource are the most affect techniques since they are expensive despite been effective. Hence there need to improve infrastructure with time.

5.3.1 Recommendation for Further Study

The research recommends that further studies be done on teachers' attitude on the influence of innovative teaching strategies on academic performance of Learners undertaking History and Government subject in secondary. This would enable the researcher to ascertain the challenges faced by teachers in implementing the strategy and how it can be solved as teaching method embrace in modern era.

It also recommends study to be done on the Project base leaning and Inquiry base learning on achievement of History and Government. This is due to various techniques that are involved in these methods where this study was not able to exhaust. Similar

investigations should be done in other locations of Kenya in order to validate the findings.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR HISTORY AND GOVERNMENT

TEACHERS

I am undertaking a study entitled, Influence of Innovative Strategies on Achievement in History and government in Secondary Schools in Kericho County “. You have been identified as one of the respondents for this study. Kindly assist me in filling this questionnaire. Your responses will be treated with utmost confidentiality and will be used for purposes of this study only.

Thank you.

Instructions

Please tick (√) or fill in the blanks as appropriate and respond to all items.

Section A: Background Information

What is your gender?

Male b) Female

What is your age bracket?

21-30 b) 31-40 c) 41-50 d) 51and above

State your highest level of education.

Diploma b) Bachelor’s degree c) Master’s degree

d) PhD e) others (specify).....

4. For how long have you taught History?

1-2 years

2-5 years

6-10 years

11-15 years

>16 years

Section B: Project Method

The following are statements relating to Project Method of instruction. To what extent do you agree with the statements using the Likert scale of 1-5 where; 1= strongly disagree, 2= disagree, 3= moderately agree, 4= agree, and 5= strongly agree

	1	2	3	4	5
Based on content and students, I develop a project that allows for student choice.					
I use content standards in the creation or adaptation of a project to ensure that key aspects from the content area are included and addressed by the project.					
I prompt student inquiry and independence.					
I set tasks, schedules, checkpoints and deadlines while working with the students.					
I utilise a variety of tools and strategies for support based on student(s) need(s) in assisting students in reaching their project goals,					
I use both formative and summative assessments to assess the students both on an individual level and as a collaborative team.					
I enable learners to focus on open-ended question, challenge, or problem to research and respond to and/or solve.					
I bring what students should academically know, understand, and be able to do into the equation.					
Is inquiry-based method					
I use 21st-century skills such as collaboration, communication, critical thinking, and creativity, among others.					
I build student choice of the content into the process.					
I provide opportunities for feedback and revision of the plan and the project.					
I require students to present their problems, research process, methods, and results.					

Section C: Inquiry-based learning

The following are statements relating to Inquiry-based learning. To what extent do you agree with the statements using the Likert scale of 1-5 where; 1= strongly disagree, 2= disagree, 3= moderately agree, 4= agree, and 5= strongly agree

	1	2	3	4	5
I always make learners look and develop knowledge on their own and become self supporting and reliant.					
I always give students tasks to do independently and act as coaches					
I discourage students from cramming facts only to be reproduced for examination purposes.					
I provide a share cognitive set of information between students.					
I motivate students to learn the material.					
Ensures that students construct their own knowledge					
I provide formative feedback					
I develop social and group skills necessary for success outside the classroom.					
I promote positive interaction between members of different cultural and socio-economic groups					
I am able to identify the difference between History and government concepts					
I am able to communicate and express myself in daily-life in relation to government processes					
Able to make conclusions through their research using different resources					
I am able to integrate research with life experience					

Section D: Dramatisation

The following are statements relating to dramatisation instruction method. To what extent do you agree with the statements using the Likert scale of 1-5 where; 1= strongly disagree, 2= disagree, 3= moderately agree, 4= agree, and 5= strongly agree

	1	2	3	4	5
I have self-confidence that History students will gain positively affect their future development.					
My use of creative choice, new ideas, interpreting the already known content in a new original way is essential during teaching of History.					
My taking of characters and different roles, time episodes and customs enhanced tolerance and compassion towards others, views and feelings among History students.					
My use of creative dramatisation blends creative abilities and ideas of all students who participate.					

Through drama games, performed in front of classmates makes History students develop and maintain attention, will be of great help in the future					
The participation of History student's drama activities improves the articulation of the subject					
I use the method in teaching History students because it carries a game, humor, laughter, fun, motivates and reduces stress					
My use of role play allows students to express a range of emotions without fear of consequences.					
The use of dramatic games aims at relaxation of students and directly increases their physical and emotional tension.					
The regular communication between teachers and learners will develop confidence in History students own capacities					
Through various legends, myths, folk tales, songs and dances, which are part of a role-play, students learn and focus their attention on social problems, conflicts and cultural diversity in the present and the past.					

Section E: Cooperative Learning

The following are statements relating to Cooperative learning. To what extent do you agree with the statements using the Likert scale of 1-5 where; 1= strongly disagree, 2= disagree, 3= moderately agree, 4= agree, and 5= strongly agree

	1	2	3	4	5
I explain the exercise, the lesson objectives, the learning task, the group expectations, the expected mutual behaviour and processes to follow					
I structure the resources and guidelines for the use of learner such that each person in the group could contribute to group task.					
I make ensured learners contributed to problem solving, cooperate and interacted with one another, shared materials and ideas, encourage and supported each other academic tasks.					
I ensure that students understand what they are individually accountable for finishing the exercises and identifying approaches to hold each learner accountable for instructional resources.					
I assign students to groups that are heterogeneous in ability and gender.					

I organise the classroom in such a way that group members are close enough to one another to work together quietly, comfortably and freely.					
I monitor students' effectiveness in completing the assignment, moving quietly from group to group, observing the strategies, encouraging them always to work together and to help each other,					
I evaluate students' achievement to ensure that all of them have mastered the material.					
I provide feedback after evaluation so that students know how well they are doing.					
I ask the group members to monitor their performance, behaviour and functioning by asking questions					
I motivate the students to work and learn together in their groups and making cooperative learning attractive by providing incentives and rewards to the members of the best team.					
I develop social skills, such as leadership, decision-making and communication skills,					

Section F: Use of ICT in teaching History

The following are statements relating to use of ICT in teaching History. To what extent do you agree with the statements using the Likert scale of 1-5 where; 1= strongly disagree, 2= disagree, 3= moderately agree, 4= agree, and 5= strongly agree

	1	2	3	4	5
I discuss diversity issues presented in radio and television programmes in teaching of History.					
I evaluate and select new information resources and technological innovations based on their appropriateness to specific content					
I use photographs and pictures to explain past History.					
I use educational media to locate, evaluate, and collect information from a variety of sources					
I require my students to make charts to illustrate such content like the migration and trading routes					
I use computers to locate and collect information on History.					
I assign my students to listen to relevant Radio Programmes and provide questions for them to answer.					
I assign my students to make posters on cultural practices of different communities					
I provide time for my History students to listen to recorded tapes about the biographies of past leaders.					

I use video tapes in enriching History and Government learning.					
My students use internet to answer History assignments.					
I use projectors in teaching History and Government subject.					

APPENDIX B: QUESTIONNAIRE FOR LEARNERS UNDERTAKING

HISTORY AND GOVERNMENT SUBJECT

I am undertaking a study entitled, Influence of Innovative Strategies on Achievement in History and government in Secondary Schools in Kericho County “. You have been identified as one of the respondents for this study. Kindly assist me in filling this questionnaire. Your responses will be treated with utmost confidentiality and will be used for purposes of this study only.

Thank you.

INSTRUCTIONS

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.

Gender? A Girl () A Boy ()

Your Age?

10 years () 11 - 15 years () >16 years ()

Your Form? Form II () Form III ()

List the subjects you take in your school.

Biology () Chemistry () History () Physics ()

Art () English () Geography () C.R.E ()

French () Kiswahili () Literature () Mathematics ()

What marks did you get in your last History test?

Below 30% () 40% - 50% () 51% - 60% () 61% - 70% () 71% and above ()

Section B: Project Method

The following are statements relating to Project Method of instruction. To what extent do you agree with the statements using the Likert scale of 1-5 where; 1= strongly disagree, 2= disagree, 3= moderately agree, 4= agree, and 5= strongly agree

	1	2	3	4	5
Project allows me to do further research in the library					
Project allows more investigations either individually or in groups on historical topic					
Project makes me not to memorize facts in History					
Project important in developing self-confidence in learning History.					
Project makes me learn more facts in History					

Section C: Inquiry-based learning

The following are statements relating to Inquiry-based learning. To what extent do you agree with the statements using the Likert scale of 1-5 where; 1= strongly disagree, 2= disagree, 3= moderately agree, 4= agree, and 5= strongly agree

	1	2	3	4	5
Our teachers engage with History-oriented questions.					
Our teachers give priority to evidence, which allows us to develop and evaluate explanations that address History-oriented questions.					
Our teachers formulate explanations from evidence to address History-oriented questions.					
Our teachers evaluate their explanations in light of alternative explanations, particularly those reflecting historical understanding.					
Our teachers communicate and justify their proposed explanations.					
Our teachers discourage us from memorizing while revising					

Section D: Dramatisation

The following are statements relating to dramatisation instruction method. To what extent do you agree with the statements using the Likert scale of 1-5 where; 1= strongly disagree, 2= disagree, 3= moderately agree, 4= agree, and 5= strongly agree

	1	2	3	4	5
Using drama builds my relationship with our teachers					
Drama enables my teacher in controlling and managing classroom learning activities.					
Drama builds a sense of confidence in students through their understanding on the general purpose of education.					
Drama makes my teacher become my mentor					
Drama enables our teacher to assist us in learning History through simulation					
Drama makes me develop historical understanding and enjoyment in the subject.					
Drama develops my interest in History subject					
Drama makes me become aroused through historical imagination.					

Section E: Cooperative Learning

The following are statements relating to Cooperative learning. To what extent do you agree with the statements using the Likert scale of 1-5 where; 1= strongly disagree, 2= disagree, 3= moderately agree, 4= agree, and 5= strongly agree

	1	2	3	4	5
Cooperative learning makes our teachers to firmly follow already prescribed activity in instructional outline					
Enable our teachers to give attention to teaching in class.					
Cooperative learning creates a group approach in efforts to engage our emotion and real-life experience					
Cooperative learning enables me relate personally to get experiences from classroom discussion.					
Cooperative learning makes me to explore and discover knowledge with or no assistance from my teacher.					
Cooperative learning allows me to engage in cooperative problem solving					

Section F: Use of ICT in teaching History

The following are statements relating to use of ICT in teaching History. To what extent do you agree with the statements using the Likert scale of 1-5 where; 1= strongly disagree, 2= disagree, 3= moderately agree, 4= agree, and 5= strongly agree

	1	2	3	4	5
Our teachers discuss diversity issues presented in radio and television programmes while teaching of History.					
Our teachers use photographs and pictures to explain past History.					
Our teachers use educational media to locate, evaluate, and collect information from a variety of sources					
Our teachers require us to make charts to illustrate such content like the migration and trading routes					
Our teachers use computers to locate and collect information on History.					
Our teachers make us listen to relevant Radio Programmes.					
Our teachers make posters on cultural practices of different communities					
Our teachers provide time to listen to recorded tapes about the biographies of past leaders.					
Our teachers use video tapes in enriching History and Government learning.					
Our teachers' use internet to answer History assignments.					
History and government teachers use projectors in teaching					

**APPENDIX C: INTERVIEW SCHEDULE FOR HISTORY AND
GOVERNMENT HODs**

For the last three years how has been the enrolment in the History subject and performance in your school?

Year	Enrollment	Performance (mean grade)
2016		
2017		
2018		

For how long have you had a classroom experience in teaching History and government?

Which teaching method (s) do teachers mainly use to teach History and Government and why?

How does project based learning influence the achievement in History and government in secondary schools in Kericho County?

Is there any effect of inquiry-based learning on achievement in History and government in secondary schools in Kericho County?

How do you ensure that students participate during the lesson that you have organised, especially using drama?

Do you think learning and teaching improves if drama activities are used during History and Government lessons? If yes, in which ways?

How does cooperative learning influence achievement in History and government in secondary schools in Kericho County?

What types of audio-visual aids do you have in the school for teaching History? Do you consider them useful?

What are the constraints teachers faces in History and government subjects?

APPENDIX D: OBSERVATION SCHEDULE

School.....

Form..... DateTime.....

Lesson topic.....

The following are various methods used by History and government teachers.

Teaching Strategies	Innovative method	Frequently used (5)	Often used (4)	Moderately used (3)	Rarely Used (2)	Never Used (1)
1. Project based learning	Group projects					
	Project Method					
2. Inquiry based learning	Question and answer					
	Discussion					
3. Dramatisation	Dramatizing					
	Role playing					
3. Cooperative learning	Cooperative					
	Debate					
4. Use of Information Communication technology	Audio visual					
	Print media					

Performance of History and Government in the schools

	Excellent (71-100%) 5	Good (61-70%) 4	Average (51-60%) 3	Fair (41-50%) 2	Poor (0%-40%) 1
Class Average in History and Government					


APPENDIX E: OBSERVATION SCHEDULE RESULTS

Teaching Strategies	Innovative method	Frequently used (5)	Often used (4)	Moderately used (3)	Rarely Used (2)	Never Used (1)
1. Project based learning	Group projects	3 (11.1%)	4 (14.8%)	14 (51.9%)	6 (22.2%)	0 (0.0%)
	Project Method	0 (0.0%)	8 (29.6%)	12 (44.4%)	7 (25.9%)	0 (0.0%)
2. Inquiry based learning	Question and answer	4 (14.8%)	15 (55.8%)	8 (29.6%)	0 (0.0%)	0 (0.0%)
	Discussion	4 (14.8%)	15 (55.6%)	8 (29.6%)	0 (0.0%)	0 (0.0%)
3. Dramatisation	Dramatizing	0 (0.0%)	0 (0.0%)	11 (40.7%)	14 (51.9%)	2 (7.4%)
	Role playing	0 (0.0%)	0 (0.0%)	5 (18.5%)	16 (59.3%)	6 (22.2%)
3. Cooperative learning	Cooperative	0 (0.0%)	5 (18.5%)	15 (55.6%)	7 (25.9%)	0 (0.0%)
	Debate	0 (0.0%)	1 (3.7%)	11 (40.7%)	14 (51.9%)	1 (3.7%)
4. Use of Information Communication technology	Audio visual	0 (0.0%)	6 (22.2%)	10 (37.0%)	6 (22.2%)	5 (18.5%)
	Print media	0 (0.0%)	4 (14.8%)	8 (29.6%)	10 (37.0%)	5 (18.5%)

APPENDIX F: NACOSTI PERMIT

THIS IS TO CERTIFY THAT:
MR. ALBINE KIPKOECH LANGAT
of KISII UNIVERSITY, 269-20200
Kericho, has been permitted to conduct
research in Kericho County
on the topic: INFLUENCE OF
INNOVATIVE TEACHING STRATEGIES ON
ACADEMIC ACHIEVEMENT OF HISTORY
AND GOVERNMENT STUDENTS IN
SECONDARY SCHOOLS IN KERICHO
COUNTY
for the period ending:
3rd July, 2020

Permit No : NACOSTI/P/19/69624/31307
Date Of Issue : 3rd July, 2019
Fee Received :Ksh 2000




Signature
Director General
National Commission for Science,
Technology & Innovation

THE SCIENCE, TECHNOLOGY AND
INNOVATION ACT, 2013
The Grant of Research Licenses is guided by the Science,
Technology and Innovation (Research Licensing) Regulations, 2014.


CONDITIONS

- 1. The License is valid for the proposed research, location and specified period.**
- 2. The License and any rights thereunder are non-transferable.**
- 3. The Licensee shall inform the County Governor before commencement of the research.**
- 4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.**
- 5. The License does not give authority to transfer research materials.**
- 6. NACOSTI may monitor and evaluate the licensed research project.**
- 7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.**
- 8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.**

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL:- 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH LICENSE

Serial No.A 25668

CONDITIONS: see back page

APPENDIX G: NACOSTI LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
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P.O. Box 10623-00100
NAIROBI-KENYA

Ref No: NACOSTI/P/19/69624/31307

Date: 3rd July 2019

Albine Kipkoech Langat
Kisii University
P.O. Box 408-40200
KISII.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of innovative teaching strategies on academic achievement of History and Government students in secondary schools in Kericho County.*" I am pleased to inform you that you have been authorized to undertake research in Kericho County for the period ending 3rd July, 2020.

You are advised to report to the County Commissioner, and the County Director of Education, Kericho County before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONIFACE WANYAMA,
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kericho County.

APPENDIX I: PLAGIARISM REPORT

INFLUENCE OF SELECTED INNOVATIVE TEACHING STRATEGIES ON HISTORY AND GOVERNMENT KCSE PERFORMANCE: A CASE OF SECONDARY SCHOOLS IN KERICHO COUNTY, KENYA

ORIGINALITY REPORT

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