

Overcoming the Challenges of Using Instructional Methods and Materials Encountered By Teachers of History and Government in Wareng District, Kenya

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Abstract

History and Government has been identified as an important subject in Kenya's education system. It is useful in the promotion of development socially, economically and politically. This paper highlights the problems encountered by teachers in using identified instructional methods and materials in their teaching of History and Government in secondary schools. The paper is based on a study conducted in Wareng District in the North Rift Valley region of Kenya. The study adopted a descriptive design. The population comprised the History and Government teachers of the secondary schools that participated in the study. Simple and stratified random sampling techniques were used to select a sample of 120 respondents. Questionnaires, interview and observation schedules were used to collect data. Data was analyzed using descriptive statistics. The results indicated that teachers rarely used the most appropriate instructional methods in teaching the subject. A majority of the teachers indicated to occasionally use methods like field trip, question and answer, discussion and role play among others. The use of instructional materials in teaching the subject was reported by few teachers. Most schools were reported to lack the necessary instructional materials for teaching the subject. Based on these findings, the researcher recommends the need to improve instructional approaches by History and Government teachers. The teachers need to use various and appropriate teaching methods and instructional materials, in order to develop positive attitudes of learners towards the subject. The study is significant as it focuses on the instructional methods and use of instructional materials in teaching of History and Government. Through the investigation, recommendations were made towards effective use of instructional methods and materials in teaching and learning of the subject.

Keywords: assessment, instructional methods, challenges, teachers, history, government, wareng district, Kenya

INTRODUCTION

Instructional methods are defined as models of delivery systems or teaching and learning strategies employed in an educational process with the view of facilitating the attainment of the set goals or objectives (Mbuthia, 1996). Mbuthia (ibid.) contends that instructional methods are important variables in effective teaching and learning. Instructional methods and teaching methods mean the same thing; to differentiate these terms adds nothing to the process of learning to be a teacher. Direct and indirect instructions are two main categories that many educators find useful for classifying teaching methods, but it is a bit more complicated than placing all instructions into two categories.

Teachers use a variety of teaching approaches and techniques in their daily practice. There is need for use of methods, which are student-centred, and involve more pupil participation. Cheng (1995) has established that allowing children to be involved in practical activities, giving assignments and less "teacher talk" is considered as evidence of "modern" teaching methods. Any instructional method a teacher

uses has advantages, disadvantages and requires some preliminary preparation. Often, a particular teaching method will naturally flow into another, all within the same lesson, and excellent teachers have developed the skills to make the process seem less confusing to the students. Which instructional method is "right" for a particular lesson depends on many things, and among them are the age and development level of the students, what the students already know, and what they need to know to succeed with the lesson, the subject matter, the objective of the lesson, time, space and material resources, and the physical setting. Another, more difficult problem is to select an instructional method that best gets one's particular teaching style and the lesson situation. There is no one "right" method of teaching, but there are some criteria that pertain to each that can help a teacher make the best decision possible.

Provision for an instructional model capable of influencing learning to effectively take place, is arguably possible through many ways. Gagne (1975) notes that an effective model of instruction is primarily based on organization of learning

conditions with the intention of accomplishing certain instructional purposes. This premise presupposes that no serious learning endeavour should be embarked on without such instructional models of learning. It is thus hoped that this study will help teachers realize the need to adopt effective instructional approaches in mathematics instruction. Obanya (1985) talks of a classroom as a creation of a teacher. It is the teacher who arranges and designs a classroom to provide the environment conducive for learning.

Gross *et al.* (1971) point out that the teachers' competence has a direct influence on the way the innovations are implemented in schools and colleges. In their study, they found that there was lack of competence amongst the teachers. The teachers lacked the knowledge and skills necessary for the implementation of the programme. Ogoma (1987) in a survey on resources for teaching Social Studies has found out that teachers are not eager to use the available instructional resources or even produce them. Some History and Government subject topics such as those on international trade transactions can be well dramatized. Dramatics can successfully be used in all History classes. The teacher should aim at dramatizing both the right and wrong ways of performing certain acts. He or she should take note of points of view expressed, solutions given to problems, and desired situations omitted. These points provide opportunity for excellent class discussion and analysis. *The Standard* newspaper (2009, July 8) states that some children often participate in activities that may help them generate money to put food on family table while others help in fetching water for domestic use. This hinders the concentration of learning and deprive them extra time to do their homework. However, others living in single rooms make it difficult for learners to learn using tin lamp while other family members are asleep. On the other hand, the parents who monitor what the children learn in school and at home help there to perform better in class. Therefore, children are not born slow but other occupations hinder their concentration and hence performance.

The Kenya Institute of Education (KIE) considered all these when it guided teachers to use the lecture method, discussion, role playing and dramatization, debates, projects and reading in class in implementing the History and Government syllabus. It is revealed in History and Government teachers' guide that only common methods were identified and teachers give latitude and flexibility to use more than just what is there. The developers at the KIE did not intend that only one method dominates in teaching. A field trip or educational excursion provides the student with the opportunity to study real objects, processes and activities as they appear or are performed in the real environment. The visits permit students to study the equipment and layout of off ices

and stores, to observe employees at work, to observe routine business procedures, and to study relationships between departments, a knowledge usually lacking in some history teachers. Students can see places which are not ordinarily seen by customers; places like wholesale houses, telephone and telegraph rooms, inside freight stations; post office sorting rooms and many more. These are essential in the teaching of trade.

The methods of instruction applied by teachers in social studies have been found wanting in the area of variety. After investigating the status of social studies in Kenyan primary schools in Kisii, Shiundu (1980) has observed that the classroom is dominated by lecture, question and answer, reading maps and text books and note taking. Another study by Ogula (1998), on the attitudes of parents, primary school teachers and pupil's in Kenya towards social studies curriculum in relation to pupils' achievement, found that most of the teachers used the lecture method which made lessons to be boring making pupils develop a negative attitude towards the subject. This poses a challenge to the teaching and learning process. There is therefore need for History and Government teachers to avoid detractors to student learning by use of various instructional methods that could enhance active learner participation in class activities.

STATEMENT OF THE PROBLEM

The study was informed by the fact that History and Government teachers in secondary schools face a number of challenges. These challenges range from the teaching methods, the teaching resources, their availability and the managerial support (Tonne *et al.*, 1998; Eshiwani, 1992). Students regard the subject as a subsidiary compared with other subjects like Mathematics, English, Kiswahili and the sciences. This creates a situation in which the History and Government lessons are never taken seriously by students who believe that the subject is not essential to the current job market. The History and Government teacher therefore faces a difficult task in convincing the students that the subject is essential to their future professional development (Kochhar, 1984).

Lack of direct relevance to the job market is compounded by the fact that the History and Government teachers rarely impart practical skills to the learner. This makes the teacher to rely on theoretical skills. The greatest challenge in this case lies in how practical skills can be incorporated in the teaching of the subject and their unwillingness to invest in the teaching and learning materials. Funds from the government are allocated more on technical and science subjects compared to humanities on the pretext that humanities are subsidiary. There has been a shortage of text books and other teaching and

learning materials in most of the schools where studies have been done. Management support to the teaching and learning of History and Government has been found to be lacklustre. The support given to History and Government teachers is wanting.

The Use and Value of Instructional Materials in Teaching History and Government

Instructional resources are essential in teaching History and Government since they are designed to help the teachers to understand and to implement the ideas contained in the curriculum. They can also help students to achieve the learning objectives intended to be achieved (Ayot *et al.*, 1992). In addition, Nabwire (1998) states, the availability and quality of instructional materials are important for the implementation process to take place. Besides, curriculum implementation requires change in the provision of relevant and adequate text books, teachers guide books, supplementary readers, facilities and other required teaching and learning aids.

Teachers ought to be aware of the most important contribution instructional resources can offer to facilitate learning. According to Ayot *et al.* (1992), instructional resources are important because of the following reasons:

1. They promote meaningful communication hence effective learning.
2. They ensure better retention, thus making learning more permanent.
3. They provide direct or firsthand experiences with the realities of the social and physical environment.
4. Help overcome the limitations of the classroom by making the inaccessible accessible.
5. Encourage active participation, especially if students are allowed to manipulate instructional resources.
6. They help develop interest in other areas of learning.
7. Stimulate and motivate students to learn.
8. Provide common experience upon which other learning can be developed.

According to Ayot (1979), instructional materials, especially audio visual aids, are useful both for the teacher and the student because they help the teacher clarify certain points in the lesson. They also offer a substitute for direct experiences which are difficult to provide within certain settings. It makes the teacher achieve the objectives and makes learning clearer and easier for the students by stimulating them and making the environment more conducive. Teaching and learning materials are very essential for effective teaching. However, according to the KIE Report (2002), many secondary schools are experiencing an acute shortage of the necessary instructional

resources. The Report notes with concern that there are limited resources and learners share a few available materials. The KIE (2002) further carried out a summative evaluation of the 8-4-4 secondary curriculum. The study revealed that if methods have to be used effectively, there is need for resources and facilities. Resources according to KIE included items like books, maps, resource persons and photographs while facilities refer to classrooms, tables, desks and chairs. All these are necessary conditions for effective teaching and learning.

Nyokabi (1994) argues that it would be self-defeating to develop a new curriculum without producing appropriate teaching and learning materials. Lockheed (1991) opine that instructional materials are critical ingredient in learning and that the curriculum cannot be easily implemented without them. They note that the availability of instructional materials and facilities facilitate the teaching process. Kimui (1988) believes that there is no neat and tidy formula for the collection and the quality of learning resources. The most important thing in building a collection of learning resources is the need and interest of the user (*ibid.*). Budgeting practices should provide flexibility in the choice of resources, physical facilities, particularly space required for the use and storage of materials and equipment and the judgments rationally derived. Kimui (*ibid.*) further expressed fear for the lack of text books for the 8-4-4 system which could hamper the entire programme because the learners and teachers could not gain access to information. Availability of books leads to higher achievement.

A study by Psacharopoulos and Woodhall (1985) in Philippines has affirmed that relevant text books enable students and teachers to read well. Kafu (1976) notes a general feeling among teachers that teaching materials and equipments are "aids" only used when a situation warrants them. Such attitudes results to limited sources of available instructional materials. Aids are essential since they help the teachers and learners avoid overemphasis on recitation and rote learning. The curriculum planners therefore should guide teachers on how to prepare and acquire learning materials. The present study looked at the use of instructional materials in the teaching and learning of History and Government. The provision of instructional materials enhances curriculum syllabus coverage because they greatly contribute to effective teaching. They further help the learner to acquire and strengthen skills in reading, observing, listening and communicating. However, one should note that the teacher is a major resource without whose contribution other resources cannot be effectively used. Komen (1991) asserts that teachers are important resources in the teaching and learning process and should be considered alongside other learning resources as to whether they are the best

resource to be built into a particular teaching strategy designed to achieve a specific learning practice.

A teacher who has adequate and relevant instructional resources will be more confident, effective and productive. Kocchar (1990) argues that teachers might have the competence and positive attitudes towards teaching, but if there are inadequate instructional resources, their efforts will come to naught. According to Bishop (1985), there must be continuous supply of instructional resources with adequate support services. The greatest single drawback to the implementation of new ideas and techniques is often not lack of funds but delays and problems in connection with ordering and delivery of equipment (*ibid.*). In line with this, Oluoch (1982) recommends that development or production of instructional resources should be centralized for effective delivery to schools. The present situation is that History and Government teaching faces the challenge in the use of visual aids. The same media and materials used in other disciplines are also used in the teaching of history and government but with a different emphasis. However, the study examines the challenges associated with the use of these materials in the teaching of history.

According to Gould-Marks (1992), audio materials are used in the teaching of the subject. The writer notes that these materials rely entirely on sound to provide the learning experiences, which the teacher wishes to provide. Included in this group are: tapes, records and discs, tape recorders and radio. However, the challenge for the history teacher does not only lie in the availability of these materials, but in their effective use during a lesson. Audiotapes can be used in the teaching of the subject (*ibid.*). Gould-Marks (1992) emphasizes that the tapes can either be made by the teacher or purchased. Tapes can be used in a number of ways to supplement regular class instruction. Special radio or television programmes, interviews with historians can be taped and discussed during a time convenient to the students. Office style discussions, dictations, assignments can be taped and replayed in a classroom set up. The magnetic tape has widely replaced the record or disc recording.

Gould-Marks (1992) further emphasizes that most of the audio records available are professionally recorded for use in building shorthand speed, improving spelling, developing typewriting rhythm and improving transcription and secretarial techniques. Records are also available for narrations correlated with slides and filmstrips. However, accessing information from these audio records is one of the challenges the history teacher has to deal with. These audio records are kept in dusty conditions which makes the retrieval of information difficult. Besides these storage conditions weaken the quality of recorded sound. Apart from using them, the other

challenge lies in the storage and maintenance of these audio records. Kochhar (1991, p. 125-50) states that there are several instructional materials for history and government such as chalkboard, models, graphs, charts, maps, pictures, diagrams, cartoons, slides, films, filmstrips, radio and television which are all useful in enhancing teaching in the subject. Other educators have written on the advantages and limitations of most of these resources in education. However, properly used, they go a long way in making a History lesson more interesting and meaningful.

The chalkboard is one of the most used symbols for teaching history. In highlighting its values, Kochhar (1991, p. 125) says that the chalkboard can be used for many functions in a history class such as sketches, outlines, diagrams, directions and summaries. It also enables learners to see what they have heard. Television and films, though rare in most secondary schools in Kenya, are very vital tools in education. On television, Sampath *et al.* (1990) assert that 'Television has all the advantages of a projected aid and dynamism of a motion picture' (p. 248.)

Dale (1954) argues that the motion picture is better than a field trip because it combines the aspects of both time and space, which are key factors in history. On the other hand, field trips have the added advantage of enabling the learner to participate in the learning process rather than being a mere spectator as in a film or television programme, or only a hearer as far for a radio programme. On the motion picture, Dale (1954) further says that by using the motion picture in teaching history we can show "the experiences of few clearly depicted human beings catching at our imagination and emotion" (p. 430). Since history is about man's past actions, the film can stimulate the learner's imagination and this helps in understanding the facts.

Many educators have argued for the use of instructional materials in education. But an examination of the situation in many schools may show that this is not happening. Oshungbohun (1984, p. 28) quotes Okopala (1981) concerning the absence of consideration of teaching aids in curriculum planning. He concludes that the schools in Nigeria are saddled with examination consciousness. Teachers and students alike are eager to "finish" the syllabus geared towards certain external examinations. Field trips, the use of models are considered time wasting. As a result, more attention is paid to memorization. Since the implementation of the secondary phase of the 8-4-4 system of education, the ministry of education has emphasized the production of only one teaching resource for history, that is, the textbook. Even with the revision of the curriculum in 2002, it is possible that the situation of

instructional materials for secondary education still remains unsatisfactory.

Oshunbohun's (1984) study in Lagos, Nigeria, has found that most secondary schools lack adequate instructional materials for social studies. As noted earlier, the same applies to History and Government. Various studies have been conducted on the availability and the use of instructional materials for teaching different subjects in schools in Kenya. Kafu (1976), in his analysis of instructional media in elementary schools, points out that there is general feeling among teachers that teaching materials and equipment are aids only used when a situation warrants them. Such an attitude results in limited use of the available instructional materials. The KIE (1988) has carried out a summative evaluation of the 8-4-4 secondary school curriculum and revealed that if methods have to be used effectively there is need for materials and facilities. Therefore, teachers are called upon to utilize and develop the teaching materials from the immediate environment. Ogoma (1987) in her research on resources for teaching social studies has found out that teachers were not eager to use the available instructional materials or even produce them. The teachers argued that lessons were attained without their use. This investigation will try to find out whether the same attitude applies to the teachers teaching history and government.

LIMITATIONS OF THE STUDY

The study was limited to understanding the challenges facing the teaching and learning of History and Government in Wareng District in Kenya only. This paper specifically examines the challenges that teachers face in relation to their choice and use of instructional methods and resources. The author notes that due to other militating factors such as finances, different schools may have different types of instructional resources availed for use by teachers. It would be important to undertake a similar study to show how effectively teachers utilize available resources in every school. This fact implies that the findings discussed in this paper may not be generalized to all schools. Nevertheless, the study provides a framework based on which similar studies could be replicated in other schools.

MATERIALS AND METHODS

The study was conducted in Kesses and Kapseret Divisions of Wareng District in Uasin Gishu County. Wareng District is a cosmopolitan region with almost all Kenyan ethnic groups represented. The study adopted the descriptive survey design, which investigated and made a detailed examination of selected phenomena. The design allows for the use of

descriptive statistics as a method of data analysis. This research design was adopted as it is advantageous to and relevant for the study because it permits research to go beyond the statistical data gathered. The target population for the study was the teachers teaching History and Government in form three and four in the 33 schools in the District, an average of 3 to 4 per school since other schools had double streams. The teachers were earmarked for the study since they are the ones who teach history and government and are aware of the challenges they face.

Stratified and simple random sampling techniques were employed to select schools and subjects that participated in the study. Stratified random sampling technique was used to select 33 out of 42 schools which were categorized into public and private. Non-probability sampling technique was used to select 120 respondents. For data collection, questionnaires interview and observation schedules were used in the study. Interview schedules were conducted with the teachers and heads of departments. The designed questionnaire was divided in two parts: part one consisted of statements seeking information on respondent's background. Part two consisted of statements soliciting information regarding teachers' preparation, instructional approaches, development and administration of instructional media, attitudes and managerial support to teachers.

The author made observations of lessons in randomly selected History and Government classes in the sampled schools. This enabled for cross-checking the information given through the questionnaire and interviews on the availability and use of instructional materials, instructional products, procedure of teaching content and the methods and approaches used. To facilitate the analysis, the raw data from the tests were summarized in tables and coded before they were analyzed using Statistical Package for Social Sciences (SPSS). Descriptive statistics were used to describe and present the results.

RESULTS AND DISCUSSION

Challenges Associated with the Instructional Methods

The study sought to establish the challenges associated with the use of instructional methods as perceived by teachers of History and Government in secondary schools. The instructional methods included discussion, field trip, question and answer, role play, group work, story-telling among others. The findings were as indicated in Table 1.

Table 1: Frequency of Use of Instructional Methods in History and Government

Frequency of Use of the Instructional Methods	Frequently Used		Occasionally Used		Never Used		Total
	F	%	F	%	F	%	
Lecture	34	28	84	70	2	2	120
Question & Answer	12	10	108	90	0	0	120
Discussion	36	30	84	70	0	0	120
Field Trip	88	73	0	0	32	27	120
Story Telling	68	57	32	27	20	16	120
Role Play	80	67	8	7	32	26	120
Others	32	26	8	7	80	67	120
Total	350	43	324	40	166	17	840

The method of instruction is instrumental in the instructional process. There are many methods a teacher can use in class. The instructional methods commonly used in the teaching and learning of History and Government included lecture, question and answer, discussion, field trip, role play, story-telling among others. As indicated in the findings, the most frequently used methods by the teachers included field trip (73%), role play (67%), story-telling (57%), group work (50%), discussion (30%), lecture (28%), question and answer (10%), others (26%). However, some teachers noted occasional use of the methods in their tasks. These included role play (7%), story-telling (27%) discussion (70%), lecture (70%), question and answer (90%), and others (7%). In some cases the respondents indicated to have never used discussion (0%), and question and answer (0%) methods of instruction.

Field trip was noted as the most frequently used with a higher percentage (73%) compared to only 27% of the respondent's assertion of having never used the method in teaching the subject. As noted by a majority of the respondents (67%, 57% and 50%) role play, group work and story-telling methods were also used frequently compared to 7%, 27% and 47% of the respondents who indicated occasional use of the methods in instruction. As shown in the table, only 3%, 16%, and 26% of the respondents indicated to have never used the methods in teaching History and Government subject in their schools.

Generally, most of the teachers used field trip, role play, and story-telling methods in instruction. The History and Government teachers noted that the time allocated for field trip and role play methods of teaching was not enough and this posed a challenge which needs to be addressed if the objectives of teaching the subject are to be realized. These were identified as methods which demand a lot of time for successful use. Field trips for example require a whole day unless there is a proper plan to consult other teachers to surrender their lessons. This method was also noted to involve a lot of resources in terms of time, money and materials which result in financial strains not only on the teachers but also the school administration. Thus coupled with other factors, the instructional methods used is a challenge

to the teaching and learning of History and Government subject in secondary schools.

Table 1 also results indicates the frequency of use of the various instructional methods in History and Government Subject. It was found that most of the teachers who participated in the study used either of the methods frequently in teaching the subject. A majority (43%) and (40%) indicated to frequently and occasionally use the methods of instruction respectively as compared to only (17%) who did not use most of the instructional methods. This indicates that the teachers are well prepared on the general methods of teaching and that is why they are better placed and grounded to teach the subject. Thus, as found in the study, instructional methods are important to the teaching and learning of the subject matter.

Estimated Time Spent Using Instructional Methods

The study sought to find out the approximate time teachers spent while using the various instructional methods in teaching. An observation schedule was used to find the approximate time teachers spent while using the instructional methods in teaching. As observed in the study, reading from the text was the only method which was used for more than 40 minutes as indicated though only in one instance. Lecture (11%), class discussions (7%), reading from text (3%), role play (7%) methods were also used for more time. The findings indicate that the teachers spent between 25-40 minutes in class using these methods of instruction. However question and answer and story-telling were noted as the least used for this time despite being the most appropriate methods for teaching most of the topics in the subject. The results indicate that generally the use of instructional methods is limited as 40% of the respondents indicated lack of use of some methods in teaching. About half of the respondents (46%) indicated to use between 1-10 minutes in class using the specific teaching methods. The observation findings showed that a small proportion of the teachers (8%, 5% and 1%) used the instructional approaches adequately for between 11-25, 26-40 and more than 40 minutes respectively. As the results indicate, limited time is allocated to teaching using the instructional methods and this poses a challenge to the teaching and

learning of History and Government subject in secondary schools. This needs to be addressed.

Challenges Associated with the Availability and Use of Instructional Materials

The study sought to find out the challenges associated with the availability and use of instructional materials in the teaching and learning of History and Government subject in secondary schools.

Availability of Instructional Materials

Instructional materials are basic to the teaching and learning process. But educators seldom use these resources. In order to find out which materials were used, it was necessary to find out the instructional materials that were used by History and Government teachers during instruction. Opinions were sought from teachers of forms three and four of the schools that participated in the study.

A majority (61%) of the respondents noted the availability of instructional materials in their schools. The instructional materials included textbooks, charts, radio, models, diorama, maps, films, realia among others. However, it was noted that there were disparities on the availability of the instructional materials in the various schools of the respondents. Some materials were reported to be found in most of the schools. These included textbooks (93%), maps (57%), charts (43%), but models (30%), realia (30%), diorama (27%), films (17%), and radio (17%) were minimal. The study established that the instructional materials that are mostly purchased were available and in large numbers. Thus as illustrated, it could be noted that the most frequently used instructional materials like text books, maps, charts, but realia and radio are not available and least accessed to in the schools.

Frequency of Use of Instructional Materials

The study sought opinions from the History and Government teachers on the frequency of use of the various instructional materials in their schools. These ranged from text books, maps, charts, realia, films, diorama and radio.

The instructional materials that were reported to be used in most of the schools ranged from text books, charts, maps, radio, models, diorama, films and realia. It was found that most teachers use text books (62%), and maps (54%) frequently. Occasional use of these resources was also noted by most of the respondents who participated in the study as 17% and 23% respectively. Compared to the teachers who used the resources, a small number 21% and 23% of the respondents reported to never use the materials in teaching. The use of the radio in teaching was minimal as a majority, 96(80%), of the respondents reported to have never used the radio in teaching History and Government subject in their schools.

Frequency of use of the radio was reported by only 4 teachers, that is 3% of the respondents. The results show that the use of radio as an instructional media is an area which has not been explored by most teachers.

As indicated by the results, diorama and models were also other media that were used by History and Government teachers in their schools. However, as reported by the teachers, frequent use of these media was only 7%, occasional use was noted by 20% and 43% of the respondents respectively for diorama and models while a majority of the respondents; 50% and 73% reported to have never used these instructional materials. The study findings confirm the negligence by most teachers of the use of these useful materials in teaching History and Government subject in their schools. Films were not used in teaching by most teachers (80%). Occasional use of films in teaching was reported by 20%. None of the respondents used frequently in instruction. This could be attributed to the fact that films are never available in most of the schools. Thus the use of such media is not reported at all. The use of realia was reported in most of the schools, a majority of the respondents 67% and 33% used the media frequently and occasionally. This shows that realia is one of the instructional materials that are commonly used by the teachers of History and Government.

As indicated in the findings, most of the schools had a challenge on the availability and use of instructional materials. It points out that most of the instructional materials which require funds were unavailable or minimal as the schools could not avail them for use.

CONCLUSION AND RECOMMENDATIONS

The study findings and the discussion in this paper have indicated that teachers rarely use the most appropriate instructional methods in teaching the subject. The teacher plays an important role in the teaching and learning process. The most commonly used instructional approaches in the teaching and learning of History and Government included field trip, discussion, role play, group work, lecture, question and answer among others. These were basically used by teachers to realize their lesson objectives and to complete the assigned teaching work load. However, there is minimal use of appropriate methods that could enhance student understanding and adequately prepare them for national examinations. Methods like question and answer, discussion and lecture were occasionally used. Some methods were not used at all. A majority occasionally use methods like field trip, question and answer, discussion and role play among others. Thus the limited use of various and appropriate instructional methods is a factor that poses a challenge to teaching and learning of History and Government subject.

Moreover, the teaching and learning of History and Government is affected by the availability of instructional materials in the schools. Instructional resources are important inputs for effective teaching and learning. As noted in the study, most schools lacked instructional materials. An examination of the findings on the extent of teacher's use of instructional materials show that to a very large extent, the availability of instructional materials has an impact on the teachers' use of the materials in teaching of the subject. It was found that few teachers used textbooks and maps in teaching the subject in their schools. However, limited use of other instructional materials was noted to some extent in the schools that participated in the study. This could be attributed to the situations in their institutions which dictate the availability of instructional materials that can be adopted for use in instruction to ensure better results in the subject. The availability of instructional materials to a large extent is influenced by the teacher's instructional approaches. The availability of the instructional materials determined their use in classroom teaching.

Since the study established that the challenge related to the teaching and learning of History and Government has to do with the use of instructional materials, the History teacher is therefore called upon to consider the relevance of the content, usability, appropriateness in choice and use of teaching materials. Apart from that, it is clear from the study that various teaching methods are effective depending on the purpose of instruction. There is, therefore, need for the History teacher to consider such purpose as preparation for exams, enhancing student understanding, realization of lesson objectives and the syllabus coverage in the use of various methods of instruction.

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