Journal of Education and Practice
ISSN 2222-1735 (Paper) ISSN 2222-288X (Online)
Vol.4, No.11, 2013

Attitudes of Students Toward Studying History and Government in Some Selected Secondary Schools in Mosocho Division, Kisii County.Kenya.

Eric Osoro Nyamwembe[1*], Dr. Samson Ondigi[2] and Dr. Mueni.Kiio[2]
1. Africa Nazarene University p.o box 53067-00200 Nairobi Kenya, Tel 0202527170/1
2. Kenyatta University P.o Box Box 43844, Nairobi, Kenya Phone: +254 20 810901
*oeric@anu.ac.ke

Abstract
The purpose of this study was to investigate students' attitudes towards studying History and Government in selected secondary schools of Mosocho division, Kisii County The study was conducted in both purposively and simple random sampled private and public secondary schools in Mosocho division, Kisii County. Mosocho division was purposively chosen because it was the only division in the District that is comprised of categories chosen by the researcher. The target population was form two (2) students and their respective History and Government teachers. Data were collected using teachers and students questionnaires. The teachers' questionnaire comprised of both open ended and closed items. The students' questionnaire used a 5 point-likert scale ranging from strongly agree to strongly disagree. The data collected was analyzed by use of descriptive statistics and presented with the aid of tables, percentage and, graphs. From the analyzed data major discussions were made and reported. Most of the students were found to be having negative attitude towards studying History and Government and Heuristic strategies of teaching were suggested and many other more.
Key words: Teaching Methodology, Attitudes, Heuristic, Expository.

Introduction: Background to the Study

H/G is a distinct discipline in the school curriculum. It has been given a lot of prominence since the attainment of Kenya's independence in 1963. According to the Kenya Commission of Education (1964) commonly referred to as the Ominde report, History is not just an object of human curiosity, but a source of emotional security that gives maturity, stability and self confidence.

Ayot, (1979) explains generally that, history is the memory of human experience. He further argues that if human experience is ignored and forgotten we would cease to realize our responsibility. He further states that, without history of our past we would not be able to know who we are' who our relatives are, where we came from and how we came to be what we are today. We would be in darkness about our own identity.

Ominde, (1964) observed that under the colonial leadership system, specifically Christian missions, much that was good in our African indigenous cultures was lost or buried. Report of the National Committee on Educational Objectives and Policies, (1976) commonly referred as Gachathi concurred with Ominde by observing that the value of African traditions had done great by guiding the development of our society. It stated that a society that cannot define, uphold and teach its values would inevitably be subject to invasion by other values that may have no real survival value in the long run. Gachathi, (1976) passed a recommendation commonly known as recommendation 142 which emphasized the teaching of cultural subjects giving emphasis to local culture and history and exposing the pupil to the best of other traditions.

The Presidential Working Party on the establishment of a Second University in Kenya commonly known as the Mackay report, (1981) recommended for a practical and vocational approach of the curriculum. As a result of that, attention was now drawn towards vocational subjects in terms of choice, preference, provision of facilities and staff. This already meant that very little attention was being paid to the humanities and languages. Due to Mackay report, vocational education was now accorded more emphasis. This changed the minds of parents, teachers and students towards non-vocational subjects in the curriculum. A lot of investment was swayed towards practical subjects.

This has contributed to the development of different attitudes among teachers and learners. Blyth, (1988) supports this view by pointing out that the emphasis on technical and vocational training in secondary schools in Britain adversely influenced the popularity of History in secondary schools. The author asks, "Are we better without knowledge of our own and other peoples' past for us to look at the future with confidence. Learners need the past and teachers need to show them how it can be used and built upon by the future…"

According to Kiio, (1999) H/G is not a popular subject amongst the learners today in some secondary schools worldwide because it does not give the learners job security. Hence there may be a serious exodus of the learners from H/G to other school subjects that guarantee job security. This indicates that the students have already developed different attitudes towards the subject. The strong bias in science has pushed H/G to a corner; hence it

is not given prominence by policy makers and employers. Therefore many students are unlikely to be interested in studying the subject because it does not offer job security.

Ragan and Mcaulay, (1973) argue that when learners have been asked to indicate their preference among elementary subjects they have generally given the social studies a low rating. They further argue that the unfavorable attitudes of these students towards social studies did not arise from lack of interest in some topics, but from the teachers' teaching styles. Lee, (1991) and Strong, (1956) affirm that History is a difficult subject in the school curriculum, and it does not take place in a flash at 18 or 25 years. If this is true then obviously people hold different attitudes towards it.

KNEC (2002) Observes that the candidate overall enrolment for History and Government between the years 1997-2002 compared with Geography which is considered a science shows a big disparity. Students have always sort to pursue subjects that are considered to be sciences in nature as shown in Table 1.

Table 1: The candidates overall enrolment in History and Government and Geography over a period of six years.

YEAR	1997	1998	1999	2000	2001	2002
History	83,019	86,720	87,076	87,987	81,945	84,848
Geography	106,744	111,264	116,487	121,275	126,550	131,510

Source: KNEC Performance report 2000 and 2002

The political, social and economic growth of a country entirely relies on the knowledge that is gained from the social sciences, social studies and the natural sciences. The three areas mentioned play rather different roles but it is important for the people to appreciate their importance. In the development of an all round person, one area cannot be overlooked at the expense of the other.

There are other factors like negative attitudes and stereotypes that might contribute to both teachers and students claiming that the syllabus to be overloaded. Rooze and Foerster, (1972) and Slater, (1995) observe that History is a unique subject in the school curriculum. This is because it is a social science without stated boundaries and it is predominantly concerned with evidence of the behavior. It is also the only social science that uses chronology to a great extent. Lastly, its content is near at hand and can be illustrated by incidence in the child's community and state. That uniqueness can influence teachers to complain about the syllabus and content. To a greater extent it influences or implants attitudes in both the teachers' and the students' minds.

In Kenya there has been relatively little research into attitudes of students towards school subjects. There seems to be little interest in attitude research. One problem of this is the difficulty of constructing a reliable measure of attitudes (Ogula, 1994). Students' attitude towards H/G has hardly been looked into. Ormerod and Duckworth (1975) point out that the attitudes of learners towards their subjects of study, their school and the teaching they receive in them cannot be ignored in any worthwhile study of reasons why learners behave as they do. This has prompted the foundation of this study. The fluctuation in H/G enrolment (KCSE 1997, 2001, 2002), the emphasis put on sciences and technical oriented subjects in the current system of education (Kamunge, 1988); the overloaded and wide H/G syllabus (Kiio, 1999, Thuo 1987, Chumba, 1986); and lack of research on students attitudes towards school subjects in Kenya (Ogula, 1994) have combined jointly to form the basis of this study.

Objectives of the Study

The underlying objectives of this study were to:

(a) establish the attitudes held by secondary school students towards studying H/G,
(b) establish the readiness of secondary school students to learn H/G,
(c) determine the secondary school teachers' opinions in relation to the teaching and learning of H/G,
(d) establish the factors influencing secondary schools students' attitudes towards studying H/G.

Methodology

The main purpose of this study was to investigate the attitudes of students towards studying H/G in the selected secondary schools in Mosocho division, Central Kisii County. This study was a descriptive survey. A descriptive survey attempts to describe characteristics of phenomena, opinions, subjects, preference, attitudes and perceptions of people of interest to the investigation (Borg and Gall, 1983). The research used both qualitative and quantitative paradigms in collecting and analyzing data. Qualitative research design describes and develops an understanding for a particular social situation event or interaction (Bogdan & Biklen, 1982). The qualitative design was used because it is naturalistic and thus allows participants to express the feeling more freely to collecting and analyzing data. The human phenomena that cannot be investigated by direct observation such as attitudes and other emotions are best studied using the qualitative method.

Location of the Study

The study was conducted in Mosocho division of Central Kisii County, Kenya. It focused on the secondary schools drawn from Mosocho division. The selection of Mosocho division was prompted by the following factors: first the researcher's professional interest to conduct research in the division based on familiarity and easy accessibility of the schools. Singleton (1995) observes that the ideal setting for any study is where the

researcher has interest in. The place selected for research should be one that allows for an immediate rapport with the respondents (Mwiria and Wamahiu 1995). Thus, the division is selected because of its accessibility and the researcher's familiarity with the area, and hence, data collection shall not be hindered by the participants' hostility due to suspicion.

Description of the Target Population

A target population is the larger group to which one hopes to generalize or apply his findings. This study targeted secondary schools of Mosocho division in Kisii County. Mosocho division has a total of 14 secondary schools. There are 2 private secondary schools and 12 public secondary schools. For the purpose of this study the schools were divided into boys' public secondary schools, girls' public secondary schools, mixed public secondary schools, boys' private secondary schools, girls' secondary schools and private mixed secondary schools.

Sample Size

The respondents of this study comprised a total of 150 form two students. This class was suitable because the students had not made a decision between H/G, Geography, and Religious Education. The form one students were not used in this study because it is at this time that they are being introduced to secondary H/G as a subject in the curriculum and therefore not ideal for this study. For the purpose of this study, all current form two (2) H/G teachers were purposively selected from each sampled school.

Sampling Procedures

Sampling is the procedure of selecting individuals for a study (Fraenkel and Wallen, 1993). Mosocho division comprises of 14 secondary schools, both public and private. In order to achieve sample representativeness, purposive sampling was used (Entwistle and Nisbet, 1973). The researcher purposively selected the private girls' secondary school, the public boys' and girls' secondary schools. This is because they were the only schools of such category that were found in Mosocho division. The mixed private secondary school was also selected through purposive sampling. According to Patton, (1990), purposive sampling is used when there exist reasons to limit the sample to the cases that are likely to be "information rich" with respect to the purpose of the study.

In addition, the other three schools were selected using simple random sampling technique. Kerlinger, (1973) points out that a sample that is drawn at random is unbiased in the sense that no member of the population has any more chance of being selected than any other member. The three schools were chosen through the lottery method. This sample is more than $\frac{1}{3}$ which is an acceptable representation of the target population to participate in a study (Bell, 1993).

After the sample schools had been identified and selected, a reconnaissance survey was conducted to establish the number of form two students in the schools. A list of these students per sampled school was then prepared and each assigned a random number (Mugenda and Mugenda, 1999). These random numbers were then placed in a shuffle basket. The basket was then shuffled and each time a single number drawn from the basket without replacement. The process continued until the sample size for students constituted 1/3 of the total population (Bell, 1993). The sample of H/G teachers was achieved through purposive selection. According to Mugenda and Mugenda, (1999) purposive sampling involves the use of cases that have the required information and characteristics for the objectives of study.

Research Instruments

For the purpose of this study, data was collected using the students' and teachers' questionnaires. The two questionnaires were used as supporting pillars because they were used to complement each other and bridge the gap that could be left using any one of them alone.

Data Analysis

Data was analyzed both qualitatively and quantitatively. Qualitative data was obtained from the open-ended items in both the students' and teachers' questionnaires. The data was grouped into different categories depending on the responses given by the respondents. Those categories helped in establishing themes, which were further coded and entered in a computer. Through the use of the Statistical Package for Social Sciences (SPSS) program the data were analyzed using descriptive statistics such as percentage, mean and frequencies.

Quantitative data was obtained from both the pre-coded and open ended items in the students' and teachers' instruments. It was also coded and entered in the computer by the use of the Statistical Package for Social Sciences (SPSS) program. The data was analyzed using simple descriptive statistics such as percentage, mean and frequencies. The data was presented with the aid of tables, notes and graphs. Finally the researcher gave suggestions and recommendations for future action and research based on the findings.

Literature Review

The literature reviewed formed a basis for the study. It established and made a case for the purpose and importance of the study that was filling in gaps left by the previous research. It also guided in methodology and data analysis.

The Concept Attitude.

The main objective of this study was to determine the attitudes of students towards History and Government. It is therefore vital to discuss briefly the concept attitude. Wortman (1981) points out that the concept of attitude itself is rather difficult to define. Many psychologists have offered definitions and not all of them agree. They use different words but referring to the same idea. Hence attitude is a learned, relatively enduring predisposition to respond to a given object in a consistently favorable or unfavorable way (Wortman, 1981). Fontana, (1995:225) observes that,

> Psychologists defined attitudes as the relatively enduring orientations that individuals develop towards the various objects and issues they encounter during their lives and which they express verbally as opinions.

An attitude is an orientation towards or tendency or predisposition to respond in a specific manner to particular stimuli (including people, objects and situation). Further, not all tendencies to respond or behave in certain ways are attitudes, (Laycock and Munro, 1966; Silverman, 1971).

Related Studies on Students Attitudes Toward Various Subjects in the Curriculum.

Agiro, (1990) in his study on the factors affecting teaching History in senior secondary schools in Addis Ababa, Ethiopia, found that teachers overemphasize the lecture method. He said that it should be discouraged and students should be given an opportunity to participate in classroom discussions, presenting reports and visiting historical sites. Alkan, (1970) in his study on students' attitudes towards mathematics, established that attitudes can start early when the child enters lower primary. They either form a positive or negative attitude depending on the environment they have been exposed to. Ormerod and Duckworth (1975) quote Duckworth (1974 b) who points out that the attitudes of learners towards their subjects of study, their schools and the teaching they receive in them cannot be ignored in any worthwhile study of reasons why pupils behave as they do. Were, (1982) in a study on the examination of the problems relating to the teaching of History in secondary schools in Kenya, found that majority of head teachers feel that their students are not interested in history meaning that they have already developed attitudes. She found that 58.1% considered History a dull subject. The study revealed that History is unpopular because more emphasis is laid on science subjects. Mwangi, (1990) in a survey on the relationship between achievement and attitudes towards mathematics among standard seven pupils in Kabazi location of Nakuru District revealed that attitudes of students towards the subject are affected generally by the class teacher's methods and challenges in the handling and operation of the subject. Magiri, (1997) in a study on the relationship between attitude and achievement in top quartile and lower quartile in physics reveals that a subject can be performed well but students have different attitudes towards it. He found out that achievement in lower quartile did not depend on attitude whereas achievement and attitude in the upper quartile was positively correlated.

Long, (1971) argues that every teacher should find out the interest of students first before he teaches. He argues that even if many methods are just introduced without finding the viewpoint of the learners the teaching is unlikely to be unsuccessful. Hence Kiio, (1999) in her study on the methods and materials used to teach History and Government in Kenya, recommended a further study into the students attitudes towards H/G; Agiro, (1990) in his study on the factors affecting the teaching of History in Senior Secondary Schools in Addis Ababa, also recommended for a study on students attitudes towards History.

As shown from the above reviewed studies, performance does not reflect the students' attitudes towards a subject in the curriculum. They have also revealed that sex does not determine attitudes. The teachers' teaching styles affect the students' attitudes. The last study carried out in 1987 revealed that the students liked H/G and enjoyed it. But from that time there have been so many changes and therefore the attitudes may have changed. It could be that the students also develop attitudes due to parental influence, Government policy and other factors. There is no serious study that has been done on secondary school students' attitudes towards H/G especially after the amalgamation of History and Government. This therefore, motivated the institution of this study in order to assess the students' attitudes towards studying H/G in selected secondary schools of Mosocho division, Kisii County.

Data Analysis and Presentation and Discussion

Contextual information covered two factors about sampled schools for the research namely: the type and category of school. Under the type of school there were public and private schools. Under the category of schools, we had boys', girls' and mixed (boys and girls). This information is shown in Table 2.

Table 2: The type and category of schools used in the research

Category of school	Private		Public	
	F	%	F	%
Girls' school	1	14.29	1	14.29
Mixed school	1	14.29	3	42.86
Boys' school	-	-	1	14.29
Total	**2**	**28.58**	**5**	**71.44**

Table 2 shows the type and category of schools used in the research. Majority of the schools (42.7%) were mixed public schools. Mixed schools were those that had both boys and girls. The school missing in the category was a boys' private school.

Students' Attitudes Toward H/G

Items in section I on H/G in the S.A.S were out to investigate the students' attitudes towards H/G. The students were to indicate whether they strongly agree (SA), agree (A), undecided (U), disagree (D) and strongly disagree (SD). Table 3 provides a summary of the results that were arrived at.

Table 3: The Students responses on the Negative Items Related to H/G as Subject

	Items	SA		A		U		D		SD	
		f	%	*f*	%	*f*	%	*f*	%	*f*	%
1	I don't like learning H/G.	78	52	30	20	2	1.3	20	13.3	20	13.3
2	H/G lessons are not interesting.	94	62.6	29	19.3	3	2	24	16	0	-
3	Learning H/G is a waste of time.	57	38	53	35.3	1	0.6	7	4.7	32	21.3
4	I find H/G too difficult.	6	4	1	0.7	0	-	23	15.3	120	80
5	Learning H/G is just remembering what the teacher says.	90	60	6	4	2	1.3	24	16	28	18.7
6	H/G lessons are very boring	118	88.7	0	-	0	0	17	11.3	15	10
7	H/G will not help me in any way to secure a job in future.	70	46.6	35	23.3	1	0.6	24	16	20	13.3
8	I have no interest in increasing my knowledge in H/G.	69	46	35	23.3	0	-	16	10.7	30	20
9	H/G is a very useless subject to me.	51	34	58	38.7	2	1.3	32	21.3	7	4.7
10	I have a negative attitude towards studying H/G	110	73.3	20	13.3	0	-	0	-	20	13.3
11	I do H/G for the sake of it	85	58	28	18.7	2	1.3	3	2	32	21.3
12	I rarely do my H/G assignments	120	80	1	0.7	1	0.7	26	17.3	2	1.3

The findings of Table 3 revealed that the general attitude towards H/G was quite negative as about 86.6% of the students indicated in item 10. From the total items in Table 6, majority (88.7%) of the students indicated that H/G lessons were boring. Majority (81.9%) of the students also indicated that the H/G lessons were not interesting. About 73.3% of the respondents also pointed out that they pursued H/G for the sake of it. While 72% of the respondents admitted that they never liked H/G as a discipline in schools.

Table 4: The Student's responses on positive items related to H/G as a subject.

	Items	SD		A		U		D		SD	
		f	%	*f*	%	*f*	%	*f*	%	*f*	%
1	I like H/G.	20	13.3	20	13.3	0	-	30	20	80	53.3
2	I think H/G should be made compulsory.	28	18.7	28	18.7	1	0.6	64	42.7	29	19.3
3	I want to go on learning H/G.	30	20	29	19.3	0	-	0	-	91	60.7
4	I understand most of the things in H/G	117	78	28	18.7	4	2.7	1	0.7	0	-
5	I work hard in H/G because it is a very important subject.	30	20	26	17.3	2	1.3	0	-	92	61.3
6	H/G is useful as it helps me in everyday life.	30	20	1	0.7	0	-	53	35.3	66	44
7	H/G is a very easy subject	100	66.7	43	28.7	0	-	1	0.7	6	4
8	I have a positive attitude towards studying H/G.	14	9.3	0	-	1	0.6	23	15.3	112	81.3
9	H/G is an important subject.	32	21.3	26	17.3	0	-	0	-	92	61.3
10	H/G is more important than Sciences.	20	13.3	0	-	3	2	7	4.7	120	80

From Table 4 the students' attitudes can be described to be unfavorable since they have expressed positive items negatively. Majority (73.3%) of the students said that they never like H/G while 84.7% pointed out that H/G is not more important than sciences. This meant that they had a lot of value for the sciences than H/G. A high percentage of the respondents (60.7%) said that they are not ready to continue learning H/G as 62% indicated that H/G should not be made compulsory on the school system. About 61.3% of the respondents indicated also that H/G was not an important discipline to them.

However as majority of the respondents were having unfavorable responses, a majority (95.4%) of them admitted that H/G was a very easy subject to them . Generally for all the items in Table 3 the attitude of the students were unfavorable as they scored below three the mid score but only in item 7 they were favorable where they scored above three.

The instrument also sought to establish how students felt about attitudes of their colleagues in school towards H/G. The results they gave are shown in Figure 1.

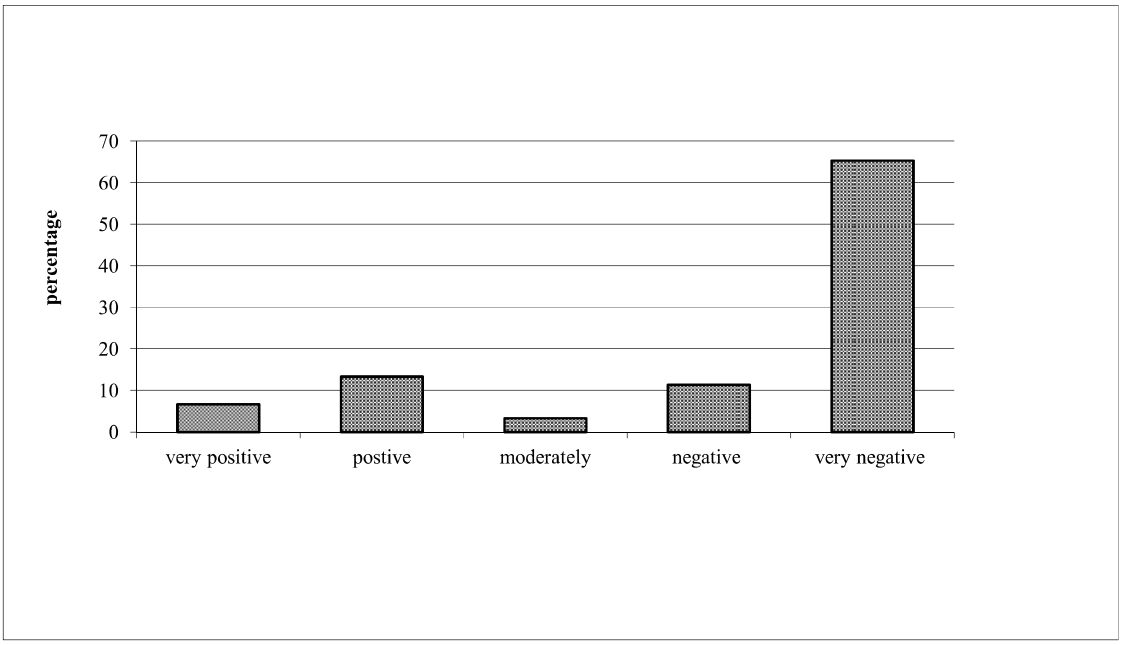


Figure 1: What the respondents thought about their colleagues' attitude towards H/G

Figure 1 shows that 65.3% of the respondents acknowledged that their colleagues had very negative attitudes towards H/G, while 13.3% of them admitted that they had positive attitudes. Close to 11.3% said that they had negative attitudes, while 6.67% said their colleagues had very positive attitudes and only 3.33% said that their colleagues had moderate attitudes. Generally these results compared to Table 2 and 3show similar results. Hence the students' attitudes towards H/G can be described as negative.

The students were required to rank some listed school disciplines according to their interest in them. The students were to indicate whether it was first, second, third, fourth, fifth and sixth choices. The summary is shown in Table 5.

Table 5: Frequency and percentage distributions of the disciplines orders of preference.

	Biology		**English**		**Kiswahili**		**H/G**		**CRE**		**Geography**	
Position	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
1st	30	20	65	43.3	2	1.3	25	16.7	0	-	2	1.3
2nd	87	58.	28	18.7	57	38.0	2	1.3	66	44.0	94	62.7
3rd	32	21.3	7	4.7	43	28.7	1	0.7	27	18.0	24	16.0
4th	0	-	21	14.0	19	12.7	64	42.7	27	18.0	18	12.0
5th	1	0.7	29	19.3	29	19.3	58	38.7	30	20.0	12	8.0
TOTAL	**150**	**100**	**150**	**100**	**150**	**100**	**150**	**100**	**150**	**100**	**150**	**100**

By using the first and the second positioning the students ranked subjects starting with Biology 78% as the first preferred, second, Geography 64%, third, English 62% fourth, CRE 44% fifth Kiswahili 39.3% and lastly sixth, H/G 18%. By using fourth and fifth positioning H/G was ranked by a majority (81.4%) in the third and fourth positions (see Table 5). That is a clear indication that the students never liked the subject irrespective of them admitting that it is not a difficult discipline to them.

The respondents were to indicate how H/G was important to them. They were to indicate whether very important, important, not important, useless or I don't know. Figure 2 gives a summary of the responses.

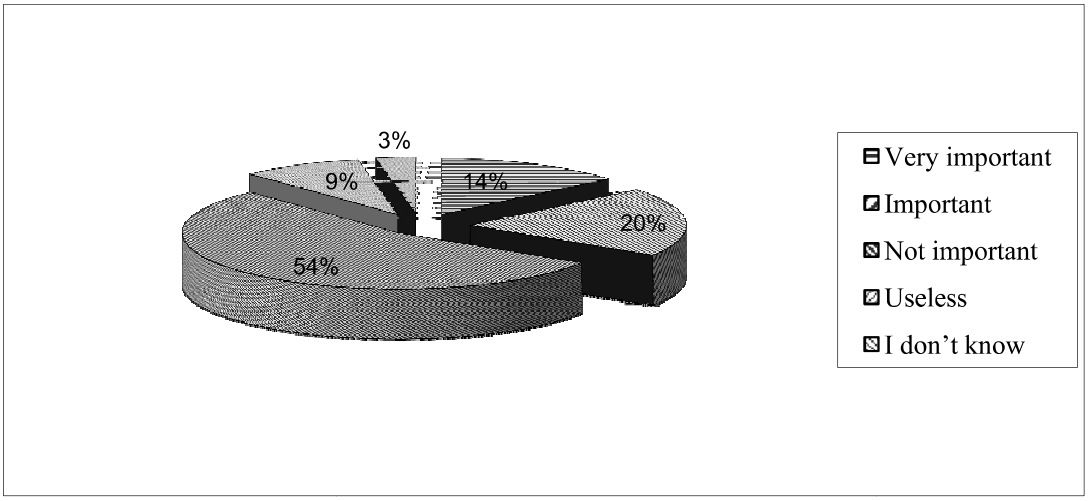


Figure2: Importance of H/G to the students

Fifty four percent of the students said that H/G was not important, 20% indicated that H/G was an important subject to them. Fourteen percent of the students said that H/G was a very important subject, 9% said that it was useless and a minority of 3% didn't know where to grade H/G. Therefore the majority of the students perceived History to be a subject without importance.

The respondents were asked to indicate why they liked H/G. They were to indicate whether it is a very easy subject, it is interesting, because the teacher is good or because it will help them get a good mean score. Table 6 shows the summary of the findings.

Table 6: Frequency and percentage distributions of reasons as to why the students like H/G

Responses	Frequency	Percentage (%)
It is a very easy subject	140	93.3
It is interesting	50	33.3
Because the teacher is good	30	20
It will help me get a good mean score	136	90.7
It will help me get job	20	13.3

(Multiple responses)

About 93.3% of the respondents indicated that they liked H/G because it was a very easy subject, while 90.7% agreed that they like it because it will help them to secure a good mean score at the end of their 4 year secondary course in the secondary school. About 33.3% of the students said that they liked H/G because it is an interesting subject while 20% of the students agreed that they liked H/G because the teacher is good. This meant that there are some H/G teachers who are good in making the students to like the subject. It was only 13.3% who said that they like H/G because it will help them in securing a job in future. This clearly showed that very few students were pursuing H/G in the hope that it would help them get good jobs in future.

Conclusion

Based on the findings, the following were the conclusions of the study:

First, the students' attitude towards the subject is negative. This was very clearly expressed by responses given by the respondents to questions such as how they liked the subject, how they valued the subject. The students' negative attitudes are evidenced in Tables 3, 4, 5& 6 and Figure 3. Many of the teachers also said that the students did not value the subject so much. There is need for the students to be active members in the classroom rather than being passive participants. That way the H/G will be very interesting and motivating for the learners and the teachers. According to Crookall (1972) students learn well when they are interested. They learn best when they are active. Though interest is very essential, it is not enough they must be active in the process of

learning. According to Obunga, (1988) in his study most respondents agreed that H/G would be more interesting if there were provisions for project teaching and field excursions. The training of teachers should emphasize teaching techniques as an important factor in motivating learners in learning.

There is also need to relate H/G to the present life experiences. H/G becomes a very dull subject which is neither related to the present or the future. Hence teachers should be at the forefront in relating the present to the future. Such a relationship helps to make the students see the importance of H/G. The teaching strategies used in the teaching of H/G should be heuristic or student centered and not expository or teacher centered. This will help to develop some interest in the students towards H/G. Such methods will help in the development of inquisitive and criticism skills. Thus teaching strategies such as project method question and answer, assignments, role-play; debates and dramatization are advocated.

According to Stearns (2000) the key to developing historical habits of mind is through having a repeated experience in historical inquiry. Inquiry approaches have been shown by various students to have a distinct advantage from the suggestions they gave. Browm (1965) and Burston (1972) hold common views that the discovery methods of teaching such as group discussions and debates are superior in students' achievement, development of problem solving skills and above all help in breaking the monotony that is exhibited by teachers in our classrooms.

Recommendations

a) The teachers should take the initiative to sensitize the students that all the subjects in one way or the other contribute to different training careers in the future. Therefore, they should all be given a fair and equal treatment.

b) Teachers need to take time and interpret the historical words and concepts that they use. The schools play a key role in developing the students' English language skills, new words illustrate the sophistication of vocabulary which History fosters, and which is an integral element in developing historical understanding. The teaching of H/G should be based on one axiom so that all students can think.

c) The students should always be well prepared in learning all the school disciplines they pursue. They should avoid biasness. Let them know that all the disciplines they do in school contribute wholesomely to what they will be in their future life careers hence they should allocate enough time for each discipline in their personal timetables. (Phenix, 1964).

d) Teachers should always avoid expository methods of teaching H/G. They should avoid the use methods like the lecture and note taking because it is contrary for the students to sit, passive and inactive for more than a few minutes (Crookall 1972). The students should be offered an opportunity to become researchers of history.

e) The parents should be the right people who advice their children concerning school disciplines. They should be very neutral in the kind of advice they give as it can sometimes make the student take the wrong direction. They should buy their children textbooks evenly be it for the sciences, languages or humanities.

References

Alkan, LR. (JR)(1970). Attitudes Towards Mathematics. Review of Educational Research.

Agiro, T. (1990). "Factors Affecting Teaching History in Senior Secondary Schools, in Addis Ababa" Kenyatta University Unpublished M.ED Thesis.

Ayot, H .O. (1979). New Approach in History Teaching in Schools. Nairobi: Kenya Literature Bureau.

Bell, J. (1993). Doing Your Research Project. Buckingham: Oxford University Press.

Best, J.W. and Kahn, J.V. (1993). Research in Education. (7th edition). Boston: Allyn and Bacon.

Blyth, J. (1988). History 5 to 9.: London: Hodder and Stoughton.

Bogdan, R.C. and Biklen, SR. (1982). Qualitative Research for Education: An Introduction to Theory and Methods. Boston: Allyn and Bacon Press.

Borg W.R. and Gall, M.D. (1983). Educational Research: An Introduction. New York: Longman.

Brown.G.N.(1965). Living History. London: George Allen and Unwin Ltd.

Burston, W.H.(1972). Hand Book for History Teachers. London: Methuen educational, Ltd.

Crookall, R.E (1972). Hand Book for History Teachers in Africa, (2nd Edition.) London: Evans Brothers Ltd.

Entwistle, H. and Nisbet J. (1973). Educational Research in Action. London: University of London Press Ltd.

Fontana, D. (1995). Psychology for Teachers ,(3rd Edition). London: Macmillan Press Ltd.

Kenya National examination Council, (2000). K.C.S.E Examination Candidates Performance Report. Nairobi: KNEC.

Kenya National examination Council, (2002). K.C.S.E Examination Candidates Performance Report. Nairobi:

KNEC.
Kiio, M.N. (1999). "A Critical Study of Methods and Materials Used to Teach History and Government in Kenya." Kenyatta University Unpublished Ph.D. Thesis.
Kerlinger, F.N. (1993). Foundations of Behavioral Research. New York: Holt, Rinehart and Winston Inc.
Lee, P. (1991). "Historical Knowledge and the National Curriculum." In Aldrich , R(ed) (1991). History in the National Curriculum. The Institute of London. London: University of London.
Long, M. (1971) "The interest of School Children in School Geography" Geography No 266 Vol 56 part 3 pp 177-178.
Magiri, J.B. (1997). "A Study of Relationship Between Attitude and Achievement in Top Quartile and Lower Quartile in Physics Kenyatta University Unpublished MED Thesis.
Mugenda, O. and Mugenda, A. (1999). Research Methods Qualitative and Quantitative Approaches. Nairobi: Act Press.
Mwangi, J.R.K. (1990). "A Study of the Relationship Between Achievement and Attitudes Towards Mathematics Among Standard seven Pupils in Kabazi Location of Nakuru District Kenya." Kenyatta University PTE Project.
Mwiria, K. and Wamahiu, P.S. (1995). "Introduction." in Wamahiu,P.S and Mwiria, K (eds) (1995) Issues in Educational Research in Africa. Nairobi: East African Educational Publishers Ltd, Brick court.
Obunga, G.(1988). "An Investgation of the Attitudes of Secondary School Students Towartds H/G . A Case Study of 10 Schools in Kisumu District."PGDE Prject Kenyatta University.
Ogula,. P.A. (1994). "Attitudes of Parents, Primary School Teachers: The Social Studies Curriculum in Relation to pupils Achievement." Kenyatta University Unpublished PhD Thesis.
Ormerod, M.B. and Duckworth, D. (1975). Pupils Attitudes to Science A Review of Research. Britain: Neer Publishing Company.
Patton, M,Q (1990). Qualitative Evaluation Methods. Sage Publications, Inc.
Republic of Kenya (1964).Kenya Education Commission Report. Nairobi: Government Printers.
_____ (1976). Report of the National Committee on Educational Objectives and Policies. Nairobi: Government Printers.
_____ (1981). Second University in Kenya. Report of the Presidential Working Party. Nairobi: Government Printers.
_____ (1988). Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond. Nairobi: Government Printers.
Rooze, G.E and Foerster, L.M. (1972). Teaching Elementary Social Studies: A New Approach. Columbus Ohio: Charles, E Merrill Publishing Company.
.Singleton ,R.A.(1993). Approaches to Social Research. New York: Oxford University Press.
Slater, J. (1995). Teaching History in New Europe. London: Cassell.
Stearns, P.N. (January 2000). Why Study History? American Historical Association. Available on line at http://www.theaha.org/pubs/stearns.htm
Strong, C.F..(1956). History in the Primary School. London: University of London Press.
Were, N. (1982). "An Examination of the Problems Relating to the Teaching of History In Secondary Schools in Kenya." Nairobi university unpublished P.G.D.E Project.
Wortman, C.B. (1981) Psychology. New York: Alfred and Knopf. Inc.

This academic article was published by The International Institute for Science, Technology and Education (IISTE). The IISTE is a pioneer in the Open Access Publishing service based in the U.S. and Europe. The aim of the institute is Accelerating Global Knowledge Sharing.

More information about the publisher can be found in the IISTE's homepage: http://www.iiste.org

CALL FOR PAPERS

The IISTE is currently hosting more than 30 peer-reviewed academic journals and collaborating with academic institutions around the world. There's no deadline for submission. **Prospective authors of IISTE journals can find the submission instruction on the following page:** http://www.iiste.org/Journals/

The IISTE editorial team promises to the review and publish all the qualified submissions in a **fast** manner. All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Printed version of the journals is also available upon request of readers and authors.

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digtial Library , NewJour, Google Scholar

