



The Nemesis of Recommended Instructional Practices in Citizenship Education in Kenyan Secondary Schools

Dingili Rodgers¹, Kefa Simwa Lidundu² and Fungo Chenge¹

¹Department of Curriculum Instruction and Educational Media Studies, Moi University.

²Department of Educational Foundations, Moi University.

ARTICLE INFO

Article history:

Received: 2 October 2017;

Received in revised form:

8 November 2017;

Accepted: 18 November 2017;

Keywords

Recommended Instructional Practices, Citizenship Education, Instructional Resources.

ABSTRACT

The purpose of this study was to investigate factors that hinder the effective selection and use of recommended instructional practices in Citizenship Education through History and Government at the secondary school level. The study adopted qualitative research with a multiple case study design. Data was collected using observation schedule, interview schedule and focus group discussion guide. Data was analyzed using grounded theory and constant comparative technique. The study findings indicate that, inadequacy in instructional resources has a major effect on the selection and use of recommended instructional practices in Citizenship Education. The study thus recommends for an endeavor by the government, school administration and History and Government teachers in the availing of adequate instructional resources.

© 2017 Elixir All rights reserved.

Introduction

Citizenship Education has been defined by various scholars as the provision of information and learning experiences to equip and empower citizens to participate in democratic processes (Mukhongo, 2010; Print & Coleman, 2003). Scholars have identified Citizenship Education to entail knowledge about: government; constitution; human rights; justice; equality; democracy; duties and responsibilities of citizens; cultural norms; social expectations; national economic development aspirations; and historical past (Brett, 2005; Hoge, 2002; Kennedy, 2004; Marshall & Arnot, 2007).

In Kenya, Citizenship Education is integrated in the social studies at primary school level. At Secondary school level, it is integrated in a range of subjects such as Religious Studies, Geography, Life Skills and, History and Government. It is worth noting that the 2012 Education Task Force proposes that Citizenship Education should encompass History of Kenya and the Constitution. Furthermore, the Education Task Force (2012) suggests that curriculum materials to include Citizenship Education with the aim of inculcating values, which include: Patriotism, tolerance, national unity, sharing and devolution of power, the rule of law, democracy and participation of the people; Human dignity, equity, social justice, inclusiveness, equality, human rights, non-discrimination and protection of the marginalized; Good governance, integrity, transparency and accountability; and Sustainable development. The Education Task Force (2012) opines for, an instructional approach that strengthens co-curricular activities including volunteerism and community out-reach services to enhance relevant values and introduction of the youth to the world of work.

Various approaches to searching for and investigating historical knowledge have been highlighted in the Kenyan History and Government syllabus. According to the Kenya Institute of Education (K.I.E, 2002), emphasis has been put

towards developing independent group and individual study habits through instructional approaches such as; visitations, report writing, research, lecture method, discussion, role playing, dramatization, debates, projects and the use of resource persons. However, studies reveals existence of a significant gap between curriculum intentions and its implementation across the societies as schools seek to satisfy the range of competing demands placed upon them by society (Morris & Cogan, 2001; Kerr, 2000). Furthermore limited knowledge exists on factors that inhibit the effective implementation of the curriculum. This study therefore, tried to shed light on the question: 'What are the factors that hinder the effective selection and use of recommended instructional practices in Citizenship Education through History and Government at the secondary school level?'

Purpose of the Study

The purpose of this study was to investigate factors that hinder the effective selection and use of recommended instructional practices in Citizenship Education through History and Government at the secondary school level.

Objectives of the Study

This study sought to:

- 1) To find out the challenges faced by Citizenship Education teachers and students while teaching Citizenship Education using the recommended instructional practices at the secondary level.
- 2) To establish the effect or influence of the challenges on the selection and use of recommended instructional practices in Citizenship Education at the secondary level.
- 3) To explore possible solutions to the challenges faced by Citizenship Education teachers and students while teaching Citizenship Education using the recommended instructional practices at the secondary level.

Research Questions

This study aimed at answering the following research questions:

- 1) What are the challenges faced by Citizenship Education teachers and students while teaching Citizenship Education using the recommended instructional practices?
- 2) How do the challenges affect or influence the selection and use of recommended instructional practices in Citizenship Education?
- 3) What are the possible solutions to the challenges faced by Citizenship Education teachers and students while instructing Citizenship Education using the recommended instructional practices?

Research Methodology

The study adopted qualitative research method, and a multiple case study design. It focused on four secondary schools in Vihiga County, Kenya. It employed the maximum variation strategy (Bloom & Crabtree, 2006) to select a school each from the following categories of schools; national, county, sub-county and private schools. The number of participants in the study was limited to 170 students and 4 teachers of History and Government. This was done to allow for the selection of “information-rich cases” (Patton, 1990, p. 169), which would enhance in-depth study. Purposive sampling was used to select the participants for this study. The participants real names were not used for this study instead pseudonyms (School “A”; School “B”; School “C” and School “D”, -for schools-and P1; P2; P3- for students) were used to protect the confidentiality and anonymity of the respondents.

In this study, data collection and analysis was developed together in an iterative process (as shown in fig 1) so as to allow for research findings that were more grounded on empirical evidence. Data collection methods included: observation schedules, interview schedule and focus group discussion guide. The collected data was then transcribed, coded and categorized in order to inform the next focus group discussions and interviews. Data analysis was done inductively using grounded theory techniques through the constant comparative technique (LeCompte & Preissle, 1993). According to Charmaz (2000 p. 515) the constant comparative method of analysis refers to, “a data analysis method of: comparing different participants’ views, situations, actions, accounts, and experiences; comparing data from the same individuals with themselves at different points in time; comparing incident with incident; comparing data with category; and comparing a category with other categories.”

Procedure of Data Collection and analysis

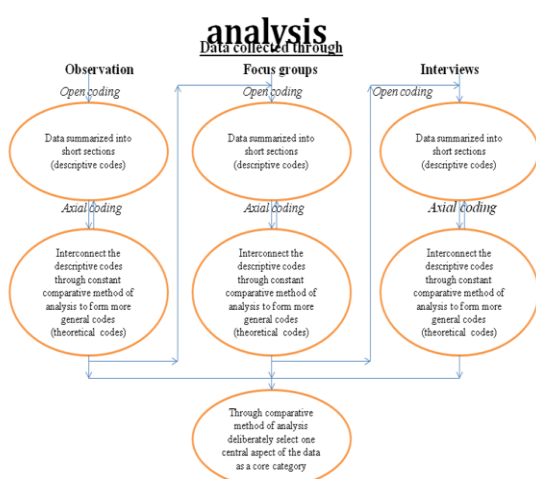


Figure 1. Findings and Discussions.

Finally the trustworthiness of the study was established through: credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). In particular, techniques such as; prolonged engagement in the field, persistent observation, triangulation and peer debriefing were used to establish credibility while transferability was achieved through thick description of the phenomenon. An audit trail was kept in order to ensure dependability as the research journal guaranteed confirmability.

The findings are discussed below according to the research questions (RQs).

RQ1. What are the challenges faced by Citizenship Education teachers and students while instructing Citizenship Education using the recommended instructional practices?

All the four cases reported of shortage of resources as one of the challenges that limits effective Citizenship Education instruction in Kenyan schools at the secondary level. The inadequacy in resources related to the availability of: time, funds, personnel, and instructional facilities. Discussing of the use of symposia and fieldtrips in teaching citizenship Education School A students said:

P1: We can never have symposia ... if it happens then it will be a miracle (as she laughs).

Researcher: Why a miracle?

P7: Because of money.... In this school money is never enough for such activities (referring to outdoor activities such as symposia and fieldtrips).

The students views on inadequate funds were further reinforced by the School A History and Government teacher as exhibited in the teacher interview excerpt that follows;

Researcher: What is the most profound challenge that you face in teaching History and Government using the recommended instructional practices?

Teacher: It has to be inadequate resources (while laughing).

As you can see I am the only History and Government and also C.R.E. teacher... the school cannot afford to employ another teacher to assist me (with syllabus coverage)... the problem is more aggravated by the fact that a lot of time for teaching is lost when the students are sent home tofor fees... as you can see they are only 17, when ten of them go home for fee, I cannot continue teaching...

Similar findings were recorded at School C as illustrated in the following teacher excerpts:

Teacher: When you look at the availability of funds, the Form Four students who repeated were allowed back into the school without paying fees. So the little money we have cannot allow as to be carrying out fieldtrips.

Comparable findings were observed in studies conducted by Kiio (1999); Ngei (2008) and Oduma (2005) in which it was noted that, financial shortage was limiting students’ exposure to practical experiences in History and Government. For instance, the studies noted that, financial shortage had restricted the use of field trip to only once a year. This made the subject not only difficult for the learners but also uninspiring and boring because of lack of interesting learning activities which are favored by child-centered approaches. Moreover, learners were not able to relate what they were learning to their lives and therefore failed to internalize and identify with the historical events (Nasibi, 2015).

For School B the inadequacy in instructional resources was mainly related to limited time as illustrated from the teacher interview excerpt:

Researcher: Ok. (pause) Please correct me if I am wrong, but from my observations most of your instructional practices are based in the classroom and not outside the classroom. Is this really the case? How comes it is this way?

Teacher: Yes most of my classes are classroom-based and not out of class based. (pause) This is because of the nature of time allocated to teach History and Government. The 40 minutes lesson is not enough for outside activities. Moreover, I have only 4 lessons a week so if I take more time outside the class I will have more trouble covering the syllabus.

Researcher: So can I say that the challenges such as inadequate time are limiting you from employing out of class recommended instructional practice?

Teacher: To some extent, yes (while nodding in agreement) you see in order to fully engage your students in out of class activities you need to programme them outside the normal class time. So I have to wait until Saturday or Sunday for the students to watch a documentary. Moreover, we cannot execute a field trip during school days we have to wait until weekends.

Researcher: Ok

Teacher: However, this delay usually poses other challenges. For instance, when you came by last Wednesday during the History and Government lesson, I was supposed to show the students a documentary but the 40 minutes were not enough. So I had to reschedule it to Saturday, but on reaching Saturday the students had already forgotten what we were covering. I was thus forced to review the topic before they could watch the documentary.

Similar views were shared by the students of School D as demonstrated in the focus group discussion excerpt below;

P1: Time is always an issue... you see at times you are having a class presentation and you are at the middle of your presentation then the bell rings to mark the end of the lesson.

Researcher: what do you do when such a case happens?

P1: You see there is very little you can do other than to try and summaries your presentation else if you delay then it means the next lesson will delay.

The results of the study reinforced what Ruto and Agumba (2013) found that, limited time was allocated to teaching using the recommended instructional methods. According to Ruto and Agumba (2013), limited time posed a challenge to the teaching and learning of History and Government subject in secondary schools for the time allocated for field trip and role play methods of teaching was not enough. They thus concluded that, teachers of History and Government were using more of teacher-centered methods for they did not demand a lot of time for successful use. Similarly, Imbundu and Poipoi (2013) observed that, out-of-class teaching led to disruption of other lessons in the timetable and that time factor was still a problem whether funds were available in schools or not. For Oduma (2005), the limited time was occasioned by the wide History and Government syllabus. To Oduma teachers were forced to use

methods that allow them to cover large content in the shortest time possible.

For School B the History and Government students complained of inadequate learning facilities as observed in the following students focus group excerpt:

P1: We did not watch Madaraka day celebration because the Form Fours were having exams in this library and we have our Television over there... so we could not watch the Madaraka day celebrations, we could not even read the newspapers nor get books for research for the entire two weeks.

P2: Ok I think we also have contacts with the primary, so we cannot go for trips every time because even those in the primary section also need the bus for fieldtrips, so I do not think it is possible if all of us would be going for fieldtrips.

The challenge of inadequacy in instructional resources was further aggravated by reports of conflicts in lesson objectives across the four cases. The teachers revealed that they selected and used instructional practices that supported academic excellence over acquisition of the intended citizenship values and skills. For instance, the teacher of History and Government in School D was quoted saying:

Teacher: We cannot have outside activities because here (when teaching Form Fours) we look at syllabus coverage and revision for K.C.S.E.... Especially for a candidate class you find that out of class activities are so minimal.... The choice of the instructional practice to use goes hand in hand with exams

A similar opinion was shared by History and Government students of School C who opined that:

P1: The main purpose we learn History and Government is to pass national examinations. Now considering the fact that we shall close school a month earlier than other schools, we have no other option than to suspended other activities and concentrate on syllabus coverage.

Therefore, instruction for Citizenship Education in the four cases was geared at speedy completion of syllabus with the remaining time being used for preparations for national examinations. Consequently the instructional practices selected and used were more often than not teacher-centered thus learners were left to be passive participants.

Moreover, the school tradition was also recorded to be a challenge inhibiting effective use of the recommended instructional practices. School B History and Government teacher in particular reported that, "It is a tradition of this school for external symposia to start at Form Four, so organizing symposia for Form Threes' is a challenge." This forced the teacher to engage the students in other activities such as joint evaluation test which did not offer students with different view points on Citizenship Education themes the same way symposia would have done. Similarly, School C students reported that they were not in a hurry to request for a fieldtrip for they were patiently waiting to have one once they were promoted to Form Four. They further revealed that it was the policy of the school to organize fieldtrips for History and Government students at Form Four. The school traditions of having field trips only in Form Four limited the students' opportunity to study real objects, processes and activities as they appear or are performed in the real environment. A requirement that is critical in the effective study of Citizenship Education.

Finally, reports of teacher characteristics being an inhibiting factor in the effective Citizenship Education instruction were reported across the four cases. For instance, the teacher of History and Government in School A admitted that he had no idea of any instructional practices recommended for teaching Citizenship Education through History and Government. And when asked if inadequate time was the factor that was hindering the use of teaching aids, the teacher stated that;

I cannot say that is the reason that hinders me from preparing the charts. There are other reasons that hinder me from preparing the charts, like I am yet to see a teacher prepared chart for teaching History and Government. But in geography as you can see they have lots of such charts (while pointing to geography charts mounted on the wall).

For the teacher of History and Government in School D, “outdoor activities are not suitable for teaching History and Government for the subject has very few places to visit while learning.” In particular, the teacher of History and Government in School B pointed out that, “Project method is not suitable for teaching Citizenship Education as it is not recommended by the syllabus.” Lastly, the School C History and Government teacher showed no interest in involving students in outdoor activities. The teacher claimed that his major duty was to, “cover the syllabus and guide students through revision in preparation for national examinations.” He thus concluded that outdoor activities in Citizenship Education were supposed to be handled by the students on their own.

The study findings are in line with what Mhlauli (2012) found that, lower qualifications by teachers and lack of understanding of Citizenship Education by teachers hampered the delivery of social studies and Citizenship Education in primary schools. In a similar view, Nasimiyyu (1997) reported that, teachers were not adequately prepared to teach the History and Government curriculum of the 8-4-4 system of education. The findings compare with findings by Tuimur, Chemwei, and Rotumoi (2015) in which it was established that, most teachers do not use the appropriate methods for teaching Conflict and Conflict Resolution. The author argues that teachers avoid using these methods because they were not confident in applying them. This may be attributed to the fact that most of them have not been in-serviced on the teaching of emerging issues such as Conflict and Conflict Resolution, which is new in the social studies syllabus (Tuimur et. al., 2015). Similarly, studies by Abobo, Osero, and Orodho (2014) and Wanyama (2014) have both established that most the teachers had negative attitude towards teaching of the new content of the curriculum. The scholars attribute this to teachers’ ill preparation for implementation of the new content thus affecting the mastery of the content and the motivational level of the students (Nasibi, 2015). For the constructivists, the work of an instructor (in this case the teacher of History and Government) is to try and encourage students to discover principles by themselves. According to Bruner (1966), the instructor and student should engage in an active dialogue (socratic learning), translating the information to be learned into a format appropriate to the learner's current state of understanding.

RQ2. How do the challenges affect or influence the selection and use of recommended instructional practices in Citizenship Education?

In this study, factors relating to the challenge of inadequate instructional resources dominated the selection and use of instructional practices. The factors were associated to the availability of adequate: time, funds, personnel, and instructional facilities. For instance, School C History and Government teacher while recognizing the place of instructional resources in the selection and use of instructional practices lamented that:

Teacher: Yes, inadequacies in instructional resources affect the selection and use of instructional practices in my class. For example, I do not know why the school does not purchase charts; maybe it is due to the funds. Like if I say let me take you out for field trip, you need some money but you know of inadequate funds, so it really gives me a hard time to continue with my activities (recommended instructional practices). Like the issue of library, you know I can only get attached to *Evolving World* (History and Government text book) when there are so many History and Government books. So it affects...

For School B History and Government teacher, the amount of time available to cover the syllabus was of more importance when selecting and using instructional practices in Citizenship Education. The teacher argued that:

Teacher: As you know time is limited. You cannot concentrate on time consuming activities such as group work... Remember, you have a syllabus to cover within a certain period of time. So you have to use a method that will enable you cover it within that period irrespective of the understanding of the student.

Several scholars, (Imbundu & Poipoi, 2013; Kiio, 1999; Ngei, 2008; Oduma, 2005; Ruto & Agumba, 2013) do also acknowledge the role of inadequate instructional resources in the selection and use of instructional practices. They argue that inadequate resources limits the exposure of students to outdoor instructional activities, this in turn makes the subject not only difficult for the learners but also uninspiring and boring because of lack of interesting learning activities which are favored by child-centered approaches. In particular, Nasibi (2015) recognizes inadequate instructional resources as the major shortfall in effective instructional process. The author argues that, instructional resources have immense contribution in motivating students to learn, bringing reality to History and Government learning and enhancing high retention capacity. She concludes that it is due to inadequate instructional resources, that learners are not able to relate what they learn to their lives for they fail to internalize and identify with the historical events.

Kochhar in 1992 while recognizing the key role of teachers in curriculum implementation once said that, “even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and the right kind of teachers.” Similarly this study established the key role teacher characteristic plays in the selection and use of recommended instructional practices in Citizenship Education. For instance, all the teachers shared the opinion that, while instructing Citizenship Education it was more important to cover the syllabus and prepare for national examinations than to develop students’ citizenship values. In particular the teacher of History and Government in School D had this to say:

Teacher: We cannot have outside activities because here (that is when teaching Form Fours) we look at syllabus coverage and revision for K.C.S.E.... Especially for a candidate class you find that out of class activities are so minimal....

The choice of the instructional practice to use goes hand in hand with exams.

Similar views were shared by School C's teacher of History and Government who reported that:

Teacher: Like with our current 'circumstances' we have decided only to embark on teaching and learning (classroom instructional practices) and cover the syllabus for at the end of the day we are also preparing next year's candidates... so many of our programs (outdoor instructional practices) have died and we are concentrating on what we refer to as academics.

Comparably Nasibi (2015) points out that, the selection and use of recommended instructional practices in History and Government is affected by: negative attitude of teachers towards implementation of new content; inadequate in-service and training of teachers leading to poor methodology which affects the mastery of the content and the motivational level of the students. Perhaps even more particular are the findings of a study by Tuimur, et. al. (2015) which indicates that, teachers were avoiding using learner-centred methods (like role play, project method and the use of resource persons) for they were not confident in applying them when teaching Conflict and Conflict Resolution. The author attributes this to the fact that most of the teachers have not been in-serviced on the teaching of emerging issues such as Conflict and Conflict Resolution, which is new in the social studies syllabus.

In School A, the teacher's professional training also emerged as a factor influencing the teacher's preference for particular instructional practices. This was more evident while answering the question, "Other than the instructional practices you have talked about, what are the other instructional practices that have been recommended by the syllabus or suggested for by the task force on education (2012) for teaching Citizenship Education through History and Government?" The teacher stated that he had no idea whether there was any instructional practice that was recommended for teaching Citizenship Education through History and Government. And when asked if inadequate time was the factor that was hindering the use of teaching aids, the teacher stated that:

I cannot say that is the reason that hinders me from preparing the charts. There are other reasons that hinder me from preparing the charts, like I am yet to see a teacher prepared chart for teaching History and Government. But in geography as you can see they have lots of such charts (while pointing to geography charts mounted on the wall).

Therefore, the inability of the teacher to know the recommended instructional practices for teaching Citizenship Education through History and Government or how to locally make teaching aids for a Citizenship Education lesson could be attributed to the lack of teacher professional training as the teacher was yet to undergo any teacher professional training course. Similar views have been shared by Nasibi (2015), who observes that, the number of teachers being trained to teach History and Government in secondary schools has been declining at an alarming rate. She continues to argue that, to bridge the gap between demand and supply for History and

Government teachers, schools have been forced to employ untrained instructors who lack instructional methodology, experience and confidence of handling students of almost their age and level.

Also cited in the study to be a challenge with major influence to the selection and use of recommended instructional practices was conflict in lesson objectives. For instance, according to the students of School C, "History and Government was what you present in exams, that is, to pass national examinations." Similar views were shared by the School C History and Government teacher who opined that:

Teacher: Like with our current 'circumstances' we have decided only to embark on teaching and learning (classroom instructional practices) and cover the syllabus for at the end of the day we are also preparing next year's candidates... so many of our programs (outdoor instructional practices) have died and we are concentrating on what we refer to as academics.

Similar sentiments were shared by School D History and Government Teacher:

Teacher: We cannot have outside activities because here (that is when teaching Form Fours) we look at syllabus coverage and revision for K.C.S.E.... Especially for a candidate class you find that out of class activities are so minimal.... The choice of the instructional practice to use goes hand in hand with exams.

However, it should also be noted that not in all cases was the main objective of teaching and learning Citizenship Education related to academic success and passing of exams. For example, in School B, the History and Government teacher reported that, he adopted more learner-centered activities so as to produce a student that can apply the learnt knowledge in real life situations. The teacher further argued that, when learner-centered methods are used the learner has more ability to apply the learnt knowledge in solving real life problems than when teacher-centered methods are used. Perhaps it is guided by this teacher's views on the main objective of teaching and learning Citizenship Education that School B unlike the other schools observed in this study had an instructional process that was relatively dominated by teacher-centered instructional processes but with considerable application of learner-centered activities. This was evident in the observation schedules conducted in the school where learners were engaged in debates such as on 'whether the Kenyan government should pull its army out of Somalia.' Furthermore, both the students and the teacher revealed that they carried out a fieldtrip to Kapenguria town at the beginning of the term.

From the study it is clear that teachers employed instructional practices that only enhanced knowledge of the values in the students with little attention on development of the citizenship skills and values. In a similar view, a study by Namasasu (2012) reported that, the examination-driven curriculum led to teachers adopting instructional practices that were largely characterised by rote learning and limited practical citizenship-oriented activities. For Nasibi (2015), Kenya's assessment process focuses on learning at cognitive domain at the expense of social relating and affective domains. The author argues that this leads to high scores in examinations with little change in behavior on issues related to ethnicity, corruption, democracy and morality. This is because learners are asked to describe, explain, discuss and

even recall events but little attention is paid on critical analysis of issues or changes in attitudes as a result of lessons learnt or values inculcated in the learners (Nasibi, 2015).

The study findings are contrary to views by scholars who argue that, instructional practices selected and used in Citizenship Education should strive at generating civic skills, developing of democratic values, positive attitudes towards legal forms of participation, instilling social responsibility, and cohesion (Finkel & Ernst, 2005; Morris & Cogan, 2001). In particular Mukhongo (2010) opines that, instructional practices selected and used in Citizenship Education should aim at instilling critical thinking skills in students that will enable them be aware of their social context. Therefore, while selecting an instructional practice in Citizenship Education, the teacher should aim at an instructional practice that will place the student in different learning situations, stimulate them to be inquisitive and critical about the society, and equip them with skills for functioning in today's increasingly complex and global environment (Jotia & Matlale, 2011).

Lastly, school traditions were identified to influence the selection and use of instructional practices in teaching Citizenship Education through History and Government. For example, in School C, students revealed that they were not in a hurry to request for a fieldtrip for they were patiently waiting to have one once they were promoted to Form Four. They further revealed that it was the policy of the school to organize fieldtrips for History and Government students at Form Four. The teacher confirmed the students' report and added that these had restricted the use of fieldtrips as an instructional practice in History and Government. Similar findings were recorded at School B where the History and government teacher lamented of how it was difficult for him to use external symposia at Form Three for the school traditions only allowed for external symposia at Form Four. Nevertheless in quest of academic success, the teacher organized quizzes based on Form One History and Government topics and administered them to the History and Government students in the entire school. The students would then be ranked according to their performance in the quizzes with no consideration on the classes they came from. However, these internal quizzes deprived the students an opportunity to view issues from different perspectives as it would have with carrying out a symposia.

Limitation of the study

This study being a qualitative inquiry, the researcher is the main research instrument. Thus, the research design includes the interpretation of the findings which may be affected by the researcher's personal experiences and biases. Nevertheless, efforts were made to minimize this limitation through systematic keeping of a researcher journal. This enabled the researcher to reflect on what was observed and heard during the instructional process, interviews and interactions with the participants throughout the research (Lincoln & Guba, 2000). Also the research employed triangulation of investigators where by both the researcher and one research assistant collected, analyzed and made comparisons of the research results to determine consistency (Stake, 2006).

Conclusions and Recommendations

The findings in this study reveal challenges that History and Government teachers and students in Kenya are faced with in their effort to develop citizens. These challenges include; inadequate resources, conflicts in lesson objectives, teacher characteristics, and school traditions. Further it was

established that the challenges affect the selection and use of the recommended instructional practices. As a measure of mitigating these challenges the study thus recommends for:

1. The Government in general and school administration in particular should make an effort to ensure that all secondary schools have adequate instructional resources. Teachers also need to be encouraged to improvise Teaching and learning material from the local environment.
2. The curriculum should be de-congested to create more time for active learner instructional practices hence holistic development of learners.
3. The methods of assessment should be reviewed to de-emphasize national exams. This can be done through introduction of competency-based assessment that focuses on application of skills and knowledge in real life rather than knowing the answers .
4. The government should also recruit competent and adequate trained teachers and deploy them to all schools.
5. Refresher courses, workshops and seminars should be organized regularly to equip teachers with relevant instructional techniques for teaching the ever changing Citizenship Education.
6. During teacher preparation Citizenship Education through History and Government should be re-conceptualized to take into consideration the contextual factors.

References

- [1] Abobo, F., Osero, O. P., & Orodho, A. J. (2014). The main coping Strategies being Applied by teachers and school Managers to Implement Life Skills Education in Trans- Nzoia West District, Kenya. *Journal of Education and Practice*, 5(36).
- [2] Bloom, B., & Crabtree, B. F. (2006). The qualitative research interview. *Medical Education*, 40, 314-321.
- [3] Bouchard, N. (2002). A narrative approach to moral experience using dramatic play and writing. *Journal of Moral Education*, 31(4), 407-422.
- [4] Brett, P. (2005) Citizenship through History: What Is GoodPractice? Retrieved from http://www.citized.info/index.php?strand=2&r_menu=res on 25/05/2014.
- [5] Bruner, J. (1966), *Toward a Theory of Instruction*, Cambridge, MA: Harvard University Press.
- [6] Charmaz, K. (2000). Grounded theory: objectivist and constructivist methods. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 509-535). Thousand Oaks, CA: Sage.
- [7] Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage.
- [8] Finkel, S.E. & Ernst, H.R., (2005). Civic Education in Post-Apartheid South Africa: Alternative Paths to the Development of Political Knowledge and Democratic Values. *Political Psychology*, Vol. 26, No. 3, pp333-364. Retrieved from <http://www.jstor.org/stable/3792601> on 26/10/2014.
- [9] Hoge, D. J. (2002). Character education, citizenship education, and the social studies. *Social Studies*, 93 (3), 103-108.
- [10] Imbundu O. M. & Poipoi W.M. (2013). School Factors Influencing Students Achievement in History and Government in Secondary Schools in Kenya. Department of Curriculum and Instructional Technology, Masinde Muliro University of Science and Technology, Nairobi, Kenya. Retrieved from <http://www.journalijar.com> on 05/10/2013.

- [11] Jotia L. & Matlale O. J. (2011). Use Of Instructional Materials In Social Studies: Impact On Students' Performance In Primary School Leaving Examinations In Botswana. Department Of Languages And Social Sciences, University Of Botswana, Gaborone, Botswana.
- [12] Kennedy, J. K. (2004). Searching for citizenship values in an uncertain global environment. In W.O Lee, D. L. Grossman, K.J. Kennedy, & G. P. Fairbrother (Eds.). *Citizenship education in Asia and the Pacific: Concepts and issues*. Hong Kong, China: Comparative Education Centre.
- [13] Kenya Institute of Education (KIE) (2002). *Secondary Education Syllabus Volume 5 (rev. ed.)*. Nairobi: Kenya Literature Bureau.
- [14] Kerr, D. (2000, April). *Citizenship education: An international comparison across 16 countries*. Paper presented at the Annual conference of the American Educational Research Association, New Orleans, USA.
- [15] 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, Nairobi, Kenya.
- [16] Kochhar, S. K. (1992). *Teaching of history*. New Delhi: Sterling Publishers Private Ltd.
- [17] Lincoln, Y., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: SAGE.
- [18] Marshall, H. & Arnot, M. (2007) *The gender agenda: the limits and possibilities of global and national citizenship education*. *World Studies in Education*, 7, 2: 81–106.
- [19] Mhlauli B. M. (2012). *The Paradox of Teaching Citizenship Education in Botswana Primary Schools*. *European Journal of Educational Research*, 1(2) 85-105. <http://www.akademikplus.com/eujer/index.html>
- [20] Morris P. & Cogan J. (2001). *A comparative overview: civic education across six societies*; *International Journal of Educational Research*, 35 (2001) 109}123.
- [21] Mukhongo, A. (2010). *Citizenship education in Kenya: A content analysis of state-sponsored social studies instructional materials*. Retrieved from http://tigerprints.clemson.edu/all_dissertations/513 On 11/03/2014.
- [22] Namasasu O. (2012). *The quality of citizenship education in Harare primary schools: an evaluation of curriculum implementation*. Department Of Teacher Education, University of Zimbabwe, Harare, Zimbabwe.
- [23] Nasibi, M. W. (2015). *Education for Social Transformation: The Role of History and Government in Secondary School Curriculum in Kenya*. *International Journal of Innovative Research & Development*, 4(1).
- [24] Nasimiyu S.G. (1997). *A study of the strategies used to implement the history and government curriculum in Kenyan secondary schools in Bungoma district*. Department Of Educational Communication And Technology, Moi University, Eldoret, Kenya.
- [25] Ngei P.M. (2008). *Challenges facing the teaching of History & government in secondary schools in Kilome Division, Kibwezi District, Kenya*, Kenyatta University, Nairobi, Kenya.
- [26] Oduma E. (2005) *A study of methods used in teaching and learning of history and government in government secondary schools in Nairobi province*. Retrieved from <http://erepository.uonbi.ac.ke:8080/xmlui/handle/123456789/18424> 02/03/2014.
- [27] Patton, M. (1990). *Qualitative evaluation and research methods (2nd ed.)*. Newbury a. Park, CA: Sage.
- [28] Republic of Kenya. (2012). *Ministry of Education Task Force on the Re-alignment of the Education Sector to the Education Sector to the Constitution of Kenya 2010: Towards a globally competitive quality education for sustainable development*. Nairobi: Government Printers. Retrieved from www.vision2030.go.ke/cms/vds/Task_Force_Report_Feb_20123. On 03/04/2014
- [29] Ruto J. Z. & Agumba N.M. (2013). *Overcoming the Challenges of Using Instructional Methods and Materials Encountered By Teachers of History and Government in Wareng District, Kenya*. Department Of Educational Communication And Technology, Moi University, Eldoret, Kenya.
- [30] Tuimur, N. H., Chemwei, B. & Rotumoi, J. (2015). *Instructional Methods Used By Teachers in Teaching Conflict and Conflict Resolution in Primary Schools in Nandi North District, Kenya*. *International Journal of Contemporary Applied Sciences*, 2(4).
- [31] Wanyama E. S. (2014). *Challenges of integrating the new constitution studies in implementing secondary schools History and Government curriculum in Kenya*. Department of Curriculum and Instructional Technology, Masinde Muliro University of Science and Technology, Nairobi, Kenya.