



TEACHERS' AND LEARNERS' PERCEPTIONS ON THE EFFECTIVENESS OF FIELD-BASED STUDY APPROACH IN IMPARTING HISTORY AND GOVERNMENT KNOWLEDGE TO LEARNERS IN SECONDARY SCHOOLS IN KERICHO COUNTY, KENYA

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ABSTRACT

Students' performance in History and Government in Secondary Schools in Kericho County has been unsatisfactory. The students' underperformance is an indicator that they do not possess requisite knowledge of the subject. Teaching approaches are among factors that influence learners' acquisition of knowledge. Perceptions of teaching approaches have also been associated with knowledge acquisition. This paper investigated teachers' and learners' perceptions on the effectiveness of Field-Based Study Approach (FBSA) in imparting History and Government knowledge to learners in secondary schools in Kericho County, Kenya. The study adopted the descriptive survey research design. The study was conducted in public secondary schools in Kericho County, Kenya. The accessible population comprised of 274 History and Government teachers and 7575 form four students in the County. Purposive, stratified, proportionate and simple random sampling techniques were used to select the 163 teachers and 433 form four students' who participated in the study. Data was collected using Teachers' Perceptions Questionnaire (TPQ) and Learners' Perceptions Questionnaires (LPQ). The research tools were validated by five educational research experts in the department of curriculum, instruction and education management. The reliability of research tools were estimated using the Cronbach's Alpha formula. TPQ and LPQ yielded reliability coefficients of .926 and .856 respectively. Data were analysed with the aid of Statistical Packages for Social Sciences (SPSS). Qualitative data generated by open-ended items were organized in theme pertinent to the study, tallied and summarized using test for independence and the results accepted or rejected at 0.05 level of significance. The results revealed that perceptions of the teachers and learners on the effectiveness of FBSA in imparting History and Government to learners were positive, but not related. The findings from the study may provide history teachers with an insight of the effectiveness of FBSA in imparting History and Government knowledge to learners. The findings may also assist school administrators, the Ministry of Education, Science and Technology and Kenya Institute of Curriculum Development in developing policies and practices that incorporate use of FBSA during instruction.

Key words: Effectiveness, Field Based Study Approach, Influence, Knowledge, Perception

INTRODUCTION

History has been recognized as an important subject in the school curriculum worldwide because it is through the subject that the youth acquire knowledge about the past and present events (Oppong, 2009). History education plays a key role in the development of society as what happened in the past is important in understanding the present and the future (Nasibi, 2015). Talin (2014) argues that it is only through historical reflections that one can develop a particular view of the world and appreciate his/her own views and the views of others. The subject, therefore, assists people to recognize the relationship between the events of today and the world of tomorrow. Therefore, there is a need to lay emphasis on the effective approaches of teaching the subject in secondary schools in Kenya.

In Kenya, History and Government is an integral part of the Secondary School Curriculum. History was integrated with political science to form new subjects called History and Government (Kenya Institute of Education [KIE] 2012), presently KICD. This subject thus has two components, History and Government. The aim of teaching the History component is to expose learners to issues that bind and weld society together such as the spirit of togetherness and interdependence among people of Kenya (Rono & Rono, 2016).

Despite the importance of History and Government, performance in the subject has been unsatisfactory. The Kenya Certificate of Secondary Examination (KCSE) results indicate that the subject has been recording below average performance in Kenya certificate of Secondary School Education Examination (KCSE) over the years. The report released by the Kenya National Examination council shown in Table 1 indicates that performance in History and Government is unsatisfactory.

Table 1: Students' Performance in KCSE History and Government in Secondary School in Kenya for the Period 2013-2017

Year	Paper	Candidature	Maximum Score	%	Mean Score	Standard Deviation
2013	1		100		55.67	18.97
	2		100		31.87	15.47
	Overall	309,120	200		89.44	31.87
2014	1		100		50.27	17.99
	2		100		57.41	18.33
	Overall	333,655	200		107.66	33.89
2015	1		100		51.23	17.84
	2		100		52.21	22.44
	Overall	360,289	200		103.42	37.20
2016	1		100		45.28	20.46
	2		100		40.39	20.48
	Overall	394,086	200		85.63	39.12
2017	1		100		33.74	17.18
	2		100		47.95	17.34
	Overall	421,311	200		81.67	32.91

Source: KNEC (2018)

Table 1 shows the students' History and Government performance in KCSE at the national level for the years 2013 to 2017. These results indicate that the mean scores for the years 2013, 2014, 2015, 2016 and 2017 were 89.44, 107.66, 103.42, 85.63 and 81.67 respectively (KNEC, 2018). These mean scores indicate consistent underperformance in the subject given that they were out of 200. Although there was a slight improvement in 2014, the overall

performance in the subject was still unsatisfactory. These results also indicate that standard deviations of overall means were relatively high, ranging between 31.87 and 39.12. This implies that there were wide variations in achievement in the subject with some learners obtaining high scores and others performing poorly. This unsatisfactory performance in History and Government indicates that the learners did not possess requisite knowledge, skills and attitudes, towards the subject. It means that the current secondary school curriculum does not enable learners to attain the expected learning outcomes. These results concur with the observations of Wanzala, (2015) that some students complete secondary school education without having grasped the necessary knowledge, skills and attitude.

The maximum score of 106.30 achieved is still below the expected maximum score of 200. Milligan (2014) noted that the devastating legacy of the 8-4-4 system of education is rote learning. The conventional approach that centers teachers' dominated pedagogy predominates in secondary schools in Kenya. This could possibly explain the current performance in the subject. Kericho County has over the years attained below average History and Government results in the Kenya Certificate of Secondary Education (KCSE). Table 2 illustrates Kericho County KCSE results for the years 2013 to 2017.

The teaching approaches adopted during content delivery plays a significant role in learners' acquisition of knowledge (Bett, 2016). Dean, Hubbell, Pitler and Stone (2012) assert that approaches which promote students' engagement and support development of perseverance are more effective in imparting knowledge and skills to learners. Some of the approaches used in teaching History and Government include; lecture, demonstration, storytelling, question and answer, and discussion methods. The lecture method relies on the teacher as the sole source of wisdom and knowledge (Kiruhi, Githua and Mboroki, 2009). When the method is used, the teacher is the source of information while learners listen and take down notes (Mwaka, Kemboi and Nabwire, (2014). In the demonstration, teachers show students what to do and how to do it. Teachers also create opportunities in a lesson for the student to demonstrate that they understood what was taught and apply what was learnt (Victoria State Government, 2017).

Story telling is about organizing, transmitting and sharing knowledge through stories. (Mujtaba et.al., 2013). Nasibi and Kiiro (2005) contend that the method allows learners to acquire knowledge in a comprehensive, vibrant, appealing and chronological manner. The method is effective in developing a student's imagination, visualization and interest in learning. The method also enables learners to be well versed in story recitation. In the questioning method, the teacher and pupils interact verbally through questions leading to correct responses and a summary of the main points (Kiiro, 2012). The discussion method involves exchange of information amongst student, and between students and teachers, with the instructor acting as the guide (Rahman et. al. 2011). This method allows learners and teachers to compare, evaluate and analyse ideas. Field-Based Study Approach (FBSA) is also among the methods that are used to teach History and Government and other subjects.

Field-based study consists of planned and organized visit to centers of interest outside the classroom (Behrendt and Franklin, 2014). Schools arrange for students to go to places where the materials of instructions can be observed and studied directly in their functional setting. This approach involves learners participation in activities such as; reading sessions in the library, field-trips, visits to museum, historical sites, cultural institutions and urban center, interaction with historical experts and attending historical exhibitions (Cegelci, 2013). According to Tamim and Grant (2017), FBSA enables learners to acquire knowledge through

authentic experiences situated in real-life contexts. Ja'afar-Furo, Sulaiman and Dana'ilu (2017) contend that approaches which involve individual participation in learning activities enhance students' knowledge acquisition as they provide learners with opportunities to discover and relate what is taught in class with reality. Kimayu (2012) asserts that field trips make concepts that are too abstract easily comprehended thus boosting learners' mastery of subject matter. These discussions confirm that FBSA enhances learners' acquisition of knowledge.

Perceptions of teaching approaches have also been associated with achievement of learning outcomes. Perception has been defined as the process of recognizing (being aware of), organizing (gathering and storing), and interpreting (binding to knowledge) sensory information (McDonald, 2011). Ahmed and Aziz (2009) argue that perception affects the teaching and learning as it reinforces teachers' decision making and influences students learning. Ampadu (2012) contend that perceptions influence effectiveness of a teaching approach, because they produce a series of changes in behaviour in both the teacher and learner. Adeyemo (2011) asserts that it is this change in behaviour that confirms that learning has taken place.

STATEMENT OF THE PROBLEM

Despite the importance of history education, learners' achievement in Secondary Schools in Kericho County has been unsatisfactory over the years. History and Government mean scores in KCSE for the years 2013 to 2017 ranged between 4.7 and 5.3 out of a maximum of 12. The low achievement is an indication that learners did not possess the requisite knowledge, skills and attitudes toward the subject. Teaching approaches such as the field-based study are among factors that influence the achievement of learning outcomes. Teachers' and learners' perceptions of the teaching approaches have also been associated with learning outcomes. Perceptions play a vital role in the teaching-learning processes because it influences the formation of mental representations of the environment and interpretation of the world around us. The unsatisfactory achievement of the learning outcomes in Kericho County could perhaps be due to teachers' and learners' perceptions on the effectiveness of the Field-Based Study Approach and other approaches utilized in the teaching of History and Government. This study examined teachers' and learners' Perceptions on the Effectiveness of the Field-Based Study Approach in teaching History and Government in Secondary schools in Kericho County

LITERATURE REVIEW

Field-Based Study and Imparting of Historical Knowledge

The Field-Based Study Approach should help learners understand how the environment functions, how it is functioning is affected by human activities and how they may achieve harmony between these activities and the environment. As a basis for making an informed judgment about the environments, learners should develop knowledge and understanding of terminology, facts, trends, principles, theories, methodology and criteria such as different environment, both past and present. According to Cara and Nicole (2016), a Field-Based Study Approach advanced social studies knowledge.

The Field-Based Study Approach provides a means of contextualizing students learning and contributing to student's cognitive development, enabling them to understand the relationship between groups of historical factors. Bliss (2010) states that Field-Based Study allows students to acquire knowledge about the environments by observing and recording

phenomena in the real world. According to Nadelson and Jordan (2012), the approach provides children with a unique context to transfer previous knowledge and acquire new knowledge. Such learning contexts help learners recall materials learned and provide a higher level of engagement and enthusiasm. The Field-Based Study Approach, therefore, enable the learner to construct their history knowledge.

Teachers tend to associate museum with the school or organised formal settings where the main objectives are to impart knowledge (Falk & Dierking, 2000). According to the study, from the learner's perspective, museums may result in knowledge gain of the subject matter when connected to the classroom curriculum. Bhatia (2009) asserts that museums offer free-choice learning in which learners acquire knowledge from informed experiences such as reading newspapers, attending the theatre or watching movies. In a related study, Kisiel (2006) stated that history teachers find great resources in museums to complement supplement and enrich the school curriculum. Museum, therefore, is a multi-media experience where learning is enhanced and strengthened with superimposing sensory and intellectual inputs.

DeWitt and Hohestein (2010) conducted observational investigations of a school visit to museums. The analysis indicated more balanced discourse between teacher and students and that student took a more proactive role during the visit than they were in the classroom and content-related talk was more frequent. According to Hauan & Dankert (2014), History exhibitions in the museum and school support the students in their learning process. The study further asserted that the student's interaction with exhibits could generate an accepted cognitive understanding of concepts. The concept and phenomena may be easily clarified, understood and assimilated. According to Bamberger (2008), in their investigation on the long term effect of History and Government exhibitions indicated that most students connected the exhibitions' content with their prior school knowledge and about one-third of the students referred to such connections 16 months later. This means learners learn easily if they associate the new knowledge with their prior knowledge. Therefore, existing knowledge determines what will be learned from new experiences.

International education evaluations have shown a consistent relationship between Historical sites and other historical locations and higher student achievement. According to Harris (2018), historical sites and other historical places in the UK are now catering for school visits and offer various experiences to bring history to be alive for students at every level of their education. Harris noted that historical sites serve as a catalyst for sparking students' imagination, showing a world beyond the classroom, and putting classroom teaching into context. In the study, Harris further acknowledged that historical sites are excellent for developing the student's knowledge and recommended using the same in reading because it improves the teaching of the subject. Historical artifacts have also been known to be valuable in the teaching and learning of history in secondary schools because knowledge gain is more memorable. Adam (2017) argued that students use artifacts to construct their understanding of crucial history concepts, and artifacts serve as a primary source of information about the culture. Therefore, education field-trips to historical sites is a major source of historical knowledge to the students by giving opportunity for self-experiences and observations and self-long-lasting learning.

Student's Achievement in Secondary Education History and Government

KNEC examination report (2018) indicates that students' enrollment in History and Government from 2013-2017 has been steadily increasing. The overall performance over the

same period is below the maximum mean score expected, as seen in Table 1. Though there was an improvement in the performance over the same period, it has not been reflected in the learning outcomes. Evidence indicates that some students complete secondary education without grasping the necessary knowledge, skill, and attitude (Wanzala, 2015). For these reasons, Kenya has proposed a broad-based curriculum that includes knowledge, skills, attitude, critical thinking, and creativity. Studies on the effectiveness of teaching approaches indicate that effective teaching is often reflected by students' achievement (Eromosele & Ekholuenetale, 2016). Ayeni (2011) stated that teaching is a process that involves creating desirable changes in students to achieve specific results. For the method used for teaching to be effective, Adunola (2011) maintains that teachers should be familiar with various teaching approaches that appreciate the scope and complexity of the theory to be taught. A teaching approach that a teacher adopts is a strong factor that may affect the students learning outcome and achievement.

In their study, Kern and Carpenter (1986) indicated that the students learning through a Field-Based Study performed better in the test, requiring them to apply higher cognitive skills. Therefore, for this reason, an effective approach for teaching History and Government should be found to improve learners' mastery of the subject matter and retention of facts and concepts learned. According to the KNEC report (2018), the current teaching history and government approaches are teacher-centred, hence promoting surface learning.

Ajaja (2010) conducted a study on the effect of field studies on learning outcome and achievement revealed that students exposed to field-trip experiences performed significantly better than those who were not and that students process of science test influenced their achievement. The finding suggests that field experiences may have significantly influenced student understanding of the concepts taught in class. Studies indicate that well-resourced libraries contribute to schools' excellent academic performance (Asselin & Doiron, 2008). New York Association Centre (2013) asserted that supporting students' academic growth in relation to learning has seen a vast improvement in their assessment scores. Chukwueke (2018) opines that library services play significant and indispensable roles in inculcating students' reading habits, which invariably promotes their academic performance. Keith (2004) noted that the size of a library media programme is the best school predictor of students' academic achievement.

Theoretical Framework

This study was based on constructivist learning theory as propagated by Jean Piaget (1969), who articulated mechanisms by which learners internalise knowledge. According to Piaget, individuals construct new knowledge through assimilation and accommodation. When individuals assimilate, they incorporate new experiences into an existing framework without changing that framework (Lazarowitz & Miller, 1992). Accommodation is the process of reframing one's mental representation of the external world to fit new experiences. Accommodation is thus a mechanism by which failure leads to learning. The constructivist theory has played a significant role in the development of learning theories and teaching methods. It has also been correlated with instructional approaches that support active learning or learning by doing. The theory was relevant because this study examined the link between the Field-Based Study Approach and effective teaching of History and Government. Constructivist theory is therefore relevant because both the theory and Field-Based Study Approach emphasise learning by doing. In addition, this study, like the theory, focused on effective teaching.

Conceptual Framework

Independent variables

Imparting History and Government knowledge to learners

Dependent variables

Effective Teaching of History and Government

- Imparting of knowledge
- Acquisition of skills
- Enhance Deep learning

METHODOLOGY

Location of study

The study was carried out in Kericho County in Kenya. The county covers an area of 2,479 square Kilometers (Kenya National Bureau of Statistics [KNBS], 2009). The county is bordered by the Uasin-Gishu County to the North, Baringo County to the North East, Nandi to the North West, Nakuru County to the East and Bomet County to the South. It is bordered to the South West by Nyamira and Homa Bay Counties and to the West by Kisumu County. The county has 5 Sub-counties, namely; Buret, Kericho, Kipkelion, Londiani, and Belgut. The Kipsigis are the dominant community and the main crops grown in the Kericho are maize and tea (Kenya Information Guide, 2015). The inhabitants of the county also keep dairy animals which produce milk for domestic consumption and sale. The County had 210 public and 24 private secondary schools (County Education Office, 2018). The County was selected because students' achievement in KCSE in History and Government has been as unsatisfactory (KNEC, 2013, 2014, 2015, 2016, 2017). The unsatisfactory achievement is an indication that learners' do not possess the requisite knowledge of the subject. It is possible that the underperformance was due to teachers' and learners' perceptions of the teachings approaches utilised in teaching History and Government.

Research Design

This study adopted the descriptive survey research design. The design is primarily concerned with determining "what is" and the state of affairs as they exist (Gall, Borg and Gall, 2007). It involves gathering data from a population or a sample and describing the 'who', 'when' 'where' and 'how' of a situation, problem, phenomenon, service, opinions, habits or attitudes towards an issue as they are (Shield and Rangarajan, 2013). The design thus does not involve manipulation of variables as is the case of experimental research. The design was deemed appropriate because it enabled the study of a large population using data collected from a sample at one point in time without any manipulation of variables.

Population of the Study

The target population of the study comprised of 274 History and Government teachers and 7,575 learners in the 210 public secondary schools in Kericho County (Kericho County Education Office, 2018). The accessible population was 274 teachers and 7575 form four learners of History and Government (Kericho County, Education Office, 2016). History and Government teachers were selected because they are the implementers of the History and Government Curriculum (Wango, 2009). The form four students were chosen because they had adequate exposure to the content, concepts and theories of History and Government, and had most likely been exposed to the field-based study approach. The distribution of the accessible population by Sub County is in Table 2.

Table 2: Accessible Population of the Study

Sub County	Secondary Schools	Teachers	Learners
Buret	55	68	2075
Belgut	42	64	1607
Kericho	39	51	2104
Kipkelion	34	44	837
Londiani	39	47	952
Total	210	274	7575

Source: Kericho County, Education Office (2018)

Sampling Procedures and Sample Size

The sample sizes of the teachers and the students were determined using Slovin's formula for determining samples of a finite population (Dionco-Adetayo, 2011; Tejada and Punzalan, 2012). The formula is;

$$n = \frac{N}{1 + Ne^2}$$

Where:

n is sample size

N is population size

e is a margin of error tolerance

1 is a constant value error margin = 5%

The sample sizes of the teachers and learners were 163 and 380 given that their accessible populations were 274 and 7575 (Table 4) respectively. However, the learners' sample size increased from 380 to 433 because intact classes were used for the study. Schools were organized by sub-county (stratum) in order to ensure teachers and learners from all the sub-counties participated in the study. Purposive sampling was employed to select 81 public secondary schools with trained teachers with experience of at least three years. The number of teachers and learners from each sub-county was determined using proportionate sampling techniques. At the school level, simple random sampling procedures were employed to select the teachers and intact classes from which the students were drawn. The distribution of the samples by Sub-County is represented Table 3.

Table 3: Distribution of the Sample sizes of Teachers and Learners by Sub County

Sub-County	Secondary Schools	Teachers	Learners
Buret	21	41	104
Belgut	18	38	81
Kericho	15	30	105
Kipkelion	13	26	42
Londiani	14	28	48
Total	81	163	380

Source: Kericho County, Education Office (2018)

Instrumentation

Two instruments, Teachers' (TPQ) and Learners' (LPQ) perceptions questionnaires were used to gather data. The instruments were constructed using both open and close ended items. Both TPQ and LPQ had sections for generating respondents' bio-data and perceptions of the effectiveness of field-based study approach in imparting History and Government knowledge to learners. Perceptions were measured using a set of 10 close-ended items. The items were constructed using a 5 category scale based on the extent to which the respondents agreed (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree) with the statements.

Validation of the instrument

Appropriate and relevant items were constructed to ensure valid and reliable data. In this case all research objectives were covered by cross checking the research objectives and corresponding items. Gay (1987) argued that validity of research tools is established by expert judgment. Therefore, the face and content validity of the instrument were verified by the study supervisor and other five educational experts in the Department of Curriculum, Instruction and Education Management.

Reliability of the Instrument

TPQ and LPQ were also pilot-tested for reliability using a sample of 20 teachers and an intact class of 30 students. The samples used during piloting were drawn from schools within Kericho County which did not participate in the study but had similar characteristic to those which participated. The reliabilities of the two instruments were estimated using the Cronbach Alpha formula. The reliability coefficient of TPQ and LPQ were 0.926 and 0.885 respectively. The instruments were deemed reliable since their coefficients were above the recommended 0.7 threshold for education and social science research (Ritter, 2010). Based on the comments from the study supervisors and educational experts and the reliability results, the items in the TPQ and LPQ were revised accordingly and then appropriately administered to the selected sample

Data Analysis

Data was coded and a file prepared using the Statistical Package for Social Science (SPSS) computer application. The coded data was then keyed into the file. Perceptions of the effectiveness of the field-based study approach in imparting History and Government knowledge to learners was determined through tallying. Perception of a respondent was considered positive when he/she agreed with majority of the items that was used to measure it. Perception was categorized as neutral when a respondent was undecided on majority of the items and negative when he/she disagreed with majority of the items. The perceptions of the teachers and learners were then summarized using frequencies and percentages. The relationship between teachers' and learners' perceptions on the effectiveness of the field-learners based study approach in imparting History and Government knowledge to learners was established using the Chi-Square test for independence. The test was conducted and tested at the .05 level of confidence. The Chi-Square was selected because the objective of the study was to explore relationships between teachers and learners' perceptions (positive, negative, neutral) were measured at nominal scale. According Tabachnick and Fidell (2017), Chi-Square is ideal for establishing relationship between two sets of variables measured at a nominal or ordinal scale.

RESULTS AND DISCUSSION

A total of 163 Teachers' Perceptions Questionnaire (TPQ) and 433 Learners' Perceptions Questionnaire (LPQ) were administered to the respondents. The number of the administered

LPQ was above the proposed sample of 380 learners determined using Sloving's formula (Tejada & Punzalan, 2012). The sample size was larger because intact classes were used as it is unethical and against the Ministry of Education regulations to reconstitute classes for research purposes (Wango, 2009).

Teachers' Perceptions on the Effectiveness of Field-Based Study Approach in Imparting Knowledge to History and Government Learners.

The teachers' perceptions on the effectiveness of the Field-Based Study Approach in imparting knowledge to History and Government learners was measured using data gathered using their questionnaire. Table 4 shows the teachers responses to the items that were used to measure their perceptions.

Table 4: Teachers' Perceptions on the Effectiveness of Field-Based Study Approach in Imparting Knowledge to History and Government Learners

Statement	N	Percentage				
		SA	A	U	D	SD
Field-trips enhances student mastery of History and Government	149	59.3	39.3	-	-	1.4
Exhibitions provides teachers with the opportunity to illustrate what was taught in class thus improving students understanding of history	145	52.4	45.5	0.7	1.4	-
Students who visit historical sites are more knowledgeable as the trips make real what has been learnt during History and Government lessons	146	55.5	39.7	3.4	1.4	-
Visits to museums makes understanding History and Government concepts easier as it provide students with the opportunity to examine evidence of what happened in the past	145	53.8	43.4	1.4	0.7	0.7
Field incursions contributes significantly towards students mastery of History and Government since knowledge is acquired through observation	146	37.7	54.1	5.5	1.4	1.4
Holding discussions with experts in History and Government helps in the cognitive development of learners	145	46.2	46.2	5.5	2.1	-
Reading in the library reinforces students' knowledge of History and Government acquired in class	145	54.5	41.4	2.1	1.4	0.7
Visits to communities and cultural institutions enable students to understand history better	145	29.7	57.9	9.	3.4	-
Watching films, videos and shows enhances students' knowledge of past events	145	36.6	60.7	0.7	2.1	-
Field-based History and Government activities enhances mastery of the subject content as they provide students with the opportunity to learn through concrete experience	142	43.7	52.8	2.1	0.7	0.7
Average	149	46.9	48.1	3.0	1.5	1.2

Legend: SA=Strongly Agree, A=Agree, U =Undecided, D =Disagree, SD =Strongly Disagree

Source: Field Data (2018)

Table 4 shows the teachers responses to the items that were used to measure their perceptions on the effectiveness of the Field-Based Study Approach in imparting knowledge to History

and Government learners. The results in Table 4 indicate that teachers agreed with these items on perceptions. 98.6% of the respondents agreed that field trips enhance students' mastery of History and Government concepts. They also stated that exhibitions provide teachers with opportunities to illustrate what was taught in class, thus improving students' understanding of History and Government (97.9%). The teachers agreed that Field-Based Study Approach activities enhance mastery of the subject content as they allow learners to learn through concrete experience (96.5%).

The results in Table 4 further indicate that 98.6% of teachers perceived field trips to historical sites enhance learners' mastery of History and Government concepts. This implies that the field trips are effective in teaching History and Government. The results in Table 4 indicate that 95.0% of teachers perceived the Field-Based Study Approach was effective in imparting knowledge to History and Government learners. This implies that the Field-Based Study Approach improves students' understanding of concepts and brings abstract learning into real-life situations. These results also suggest that the Field-Based Study Approach makes concepts too abstract to be easily comprehended and examples in the field promote understanding of the subject content. The results imply (Table 4) that teachers perceived that engaging learners in field activities was an effective means of imparting History and Government knowledge to learners.

The findings in Table 4 also indicate that teachers perceived field-based activities enhance knowledge acquisition. This means that History and Government teachers considered the Field-Based Study Approach an effective tool for imparting knowledge to learners. This suggestion is informed because the Field-Based Study Approach provides scenarios that learners are familiar with or allows them to build on their existing knowledge by extending what they already know to invent new ideas. The result concurs with those of a study by Ja'afar-Furo, Sulaiman and Dana'ilu (2017), which noted that approaches that involve individual participation in learning activities enhance students' knowledge acquisition as they provide learners with opportunities to discover and relate what is taught in class with reality. This study concluded that learning is enhanced when students are engaged in activities that allow them to construct knowledge. Teachers should therefore create conditions for learners to discover and actively construct knowledge.

The results in Table 4 show that teachers agreed that well organized reading session in the library reinforces learners' knowledge of History and Government (95.9%). This means that the Field-Based Study Approach support curriculum by promoting historical knowledge and understanding. It also implies that the approach reinforces student understanding of historical terminology facts, ideas and processes. This observation supports the results of a study by Mohammed (2016), which concluded that the Field-Based Study Approach can increase learners understanding of a subject when properly planned and executed. These show that teachers are aware of the benefits of the Field-Based Study Approach. These benefits can only be passed on to the learner when the approach is used in teaching.

The results in Table 4 indicate that teachers agreed that visits to the museums (97.2%) and historical exhibitions (97.9%) contribute immensely to the acquisition of knowledge in History and Government learners. This implies that museums and historical exhibitions support learners in their learning process. Learners' interactions with historical exhibits can generate an accepted cognitive understanding of concepts. In the museums and historical exhibitions, concepts and phenomena may be easily clarified, understood and assimilated. This is in harmony with those of Kose (2017), who contend that teachers can use historical

materials, objects, and artifacts in the museum to impart historical knowledge to learners. The results also concur with Semlak and Beck (1999), who observed that the Field-based Study Approach increases learners' knowledge in a particular subject, especially History and Government. Semlak and Beck argue that field visits enhance knowledge acquisition because learners find them exciting and informative.

Learner's Perceptions on the Effectiveness of Field-Based Study Approach in Imparting Knowledge to History and Government Learners

The student's Perceptions on the Effectiveness of a Field-Based Study Approach in imparting knowledge to History and Government learners were measured using data from their questionnaires.

Table 5: Learner's Perceptions on the Effectiveness of Field-Based Study Approach in Imparting Knowledge to History and Government Learners

Statement	n	Percentage				
		SA	A	U	D	SD
Field trips enhances student mastery of History and Government concepts as they are very informative	391	51.2	46.0	2.0	0.3	0.5
Exhibitions provide teachers with the opportunity to illustrate what was taught in class thus improving students understanding of history	387	48.8	46.0	3.1	1.6	0.5
Students who visit historical sites are more knowledgeable as the trips make real what has been learnt during History and Government lessons	387	42.1	50.6	3.1	2.1	2.1
Visits to museums make understanding History and Government concepts easier as it provides students with the opportunity to examine evidence of what happened in the past	384	43.8	47.9	5.7	1.6	1.0
Field incursions contribute significantly towards students mastery of History and Government since knowledge is acquired through observation	391	35.3	47.6	11.8	3.3	2.0
Holding discussions with experts in History and Government helps in the cognitive development of learners	389	48.1	43.2	5.7	2.6	0.5
Reading in the library reinforces students' knowledge of History and Government acquired in class	384	53.9	36.5	3.6	4.2	1.8
Visits to communities and cultural institutions enable students to understand history better	387	36.4	47.8	6.7	5.9	3.1
Watching films, videos, and shows enhances students' knowledge of past events	388	40.5	43.6	5.7	7.2	3.1
Field-based History and Government activities enhance mastery of the subject content as they provide students with the opportunity to learn through concrete experience	388	35.8	49.5	9.8	3.4	1.5
Average	396	43.6	45.9	5.7	3.2	1.6

Legend: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

Source: Field Data (2018)

Table 5 shows the learners' responses to the items on perceptions of the Effectiveness of Field-Based Study Approach in imparting knowledge to History and Government. The finding indicates that the students agreed with most of the items in their questionnaire. The results in Table 5 indicate that 97.2% of the learners agreed that field activities enhance student mastery of History and Government content as they are very informative. 94.8% perceived that exhibitions provide teachers with the opportunity to illustrate what was taught in class thus improving students understanding of History and Government. Other perceptions advanced by learners on the effectiveness of the Field-Based Study Approach in imparting knowledge include; students who visit the historical site are more knowledgeable as the trips make real what has been learned during History and Government lesson (92.1%). The results in Table 5 further shows field trips enhance imparting of History and Government knowledge to learners. The finding indicates that learners perceived field trips enhance student mastery of History and Government concepts as they are very informative (97.2%). This suggests that field experiences greatly influence student understanding of concepts in class. The findings are in agreement with Ajaja and Kpangban's (2004), who asserted that the Field-Based Study Approach should be adopted as the most effective approach of teaching science because it influences the understanding and imparting of knowledge. The findings are also in harmony with Ajaja (2010), who indicated that students exposed to field-trips perform significantly better in post-biology achievement test than those who were not. This relates to other subjects in the curriculum. This means, therefore, field-trips experiences enhance students understanding and reinforce misconceptions.

Table 5 shows that historical exhibition enhances teaching and imparting of History and Government knowledge to learners. The results indicate that 94.8% of learners perceived historical exhibitions provide teachers with the opportunity to illustrate what was taught in class, thus improving students understanding of history. This implies that when learners interact with historical exhibits, they generate an accepted cognitive understanding of history concepts. The findings of this study are in harmony with those of Bamberger (2008), who noted that students connect the content of the historical exhibitions with prior school knowledge. According to the study, historical exhibitions help students understand the benefits of historical artifacts, materials, and cultural property of the past.

The results show that the majority of the respondents perceived the Field-Based Study Approach as effective in imparting knowledge to History and Government learners. This implies that when students are involved in Field-Based activities, they acquire more knowledge as they can connect their experiences in the field with prior classroom knowledge. This study finding confirms Nadelson and Jordan (2012) assertion that Field-Based Study provides learners with a unique context within which to transfer prior and acquire new knowledge. The results are also in harmony with Ramachandiran and Dhanapal (2016) study, which showed that students had a positive perception of the impact of the Field-Based trips on their understanding of science subjects. However, these results contradict those of Eshach (2007) who noted that students do not acquire much knowledge from field visits since they have limited attention spans and tend to misbehave when exposed to Field-Based activities.

Chi-Square test between Teachers' and Students' Perceptions on the effectiveness of FBSA in imparting knowledge to History and Government to learners

The relationship between the teachers and students perceptions was determined using the Chi-Square test for independence. This involved cross-tabulating the teachers and learners perceptions as indicated in Table 6

Table 5: Chi-Square test between Teachers' and Students' Perceptions of the effectiveness of FBSA in imparting knowledge to History and Government to learners

Scale	Value	Df	p-value
Pearson Chi-Square	3.401	2	.183
N	536		

Source: Field Data, 2018

The Chi-Square test results reveal that the relationship between teachers and students' perceptions of the effectiveness of field-based study approach in imparting knowledge to History and Government learners was not statistically significant at .05 level., $\chi^2(2, N = 536) = 3.401, p > .05$.

DISCUSSIONS

The findings indicated that teachers' perceptions of the effectiveness of a field-based study approach in imparting knowledge to History and Government to learners was positive. The results support those of Kose (2017) who established that teachers perceived use of historical materials, objects, and artifacts in the museum enhanced knowledge acquisition since learners found them exciting and informative. The results also concur with those of a study by Wafula (2015) who revealed that 67% of the teachers were of the view that fieldwork motivated students and enhanced learning.

The findings showed that students perceived that field-based study approach was effective in imparting knowledge to History and Government learners. These findings are in harmony with those of Ramachandiran and Dhanapal (2016) which showed that students had positive perceptions of the impact of the Field-Based trips on their understanding of content of subjects. The findings confirm Nadelson and Jordan (2012) assertion that Field-Based Study provides learners with a unique context within which to transfer prior and acquire new knowledge. These results however, contradict those of Eshach (2007) who noted that students do not acquire much knowledge from field visits since they have limited attention spans and have a tendency to misbehave when exposed to Field-Based activities.

The Chi-Square test results indicated that the relationship between teachers and learners perceptions on the effectiveness of Field-Based Study Approach in imparting knowledge to History and Government learners was not statistically significant. These results imply that teachers' perceptions do not affect those of the learners. They concur with McDonald (2011) contention that perception is an individual's view which is informed by past experiences and socio-cultural influences. This means that perception of an individual is not necessarily related to that of another person, and more so, if there are differences in past experiences and socialization. The insignificant relationship between the teachers and learners perceptions could also be due to differences in purposes of field trips. To some learners, as Kose (2017) noted, a field trip is a time to go out and enjoy while to the teacher, it is an extension of a lesson. The observed insignificant relationship between teachers' and learners' perceptions do not support those of Ngeno's (2013) study which noted that a teacher's perception affects those of his/her learners given that when a teacher holds a certain view of a subject or instructional method, the same is imparted to the learner.

CONCLUSIONS AND RECOMMENDATION

Conclusions

The results of the study revealed that nearly all of the teachers and learners had positive perceptions of the effectiveness of field-based study approach in imparting History and Government knowledge to learners. The results also revealed that the relationship between teachers' and students' perceptions of the effectiveness of field-based study approach in imparting knowledge to History and Government learners was not statistically significant. The paper concludes that teachers and learners had positive perceptions of the effectiveness of field-based study approach in imparting knowledge to History and Government learners. However, the teachers' and learners perceptions of the effectiveness of field-based study approach in imparting History and Government knowledge to learners were not related.

Recommendations

The findings confirmed that teachers' and learners' had positive perceptions on effectiveness of field based studies approach in imparting History and Government knowledge to learners and their view were not related. In order to reap the benefits associated with the positive perceptions, it is recommended that teachers frequently use the Field-Based Study Approach to enhance learners' acquisition of History and Government knowledge. Principals, Ministry of Education and Curriculum Support officers should thus encourage teachers to use the approach to enhance students' knowledge and performance in History and Government.

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