

**TEACHING AND LEARNING STRATEGIES USED IN SOCIAL STUDIES IN KIIPIPIRI
SUB-COUNTY PRIMARY SCHOOLS, KENYA: AN ANALYSIS FROM A
CONSTRUCTIVIST PERSPECTIVE**

MONICAH M. NDONGA

**A Thesis Submitted to Graduate School in Partial Fulfilment for the Requirements of the
Award of the Degree of Master of Education in Curriculum and Instruction of Egerton
University**

**EGERTON UNIVERSITY
OCTOBER 2014**

DECLARATION AND RECOMMENDATIONS

Declaration

This thesis is my original work and has not been presented for the award of diploma or degree in Egerton University or any other university.

Sign:..... Date:

Monicah M. Ndonga

EM13/2311/09

Recommendations

This thesis has been presented for examination with our approval as university supervisors.

Sign: Date:

Prof. Fred N. Keraro

Department of Curriculum, Instruction and Educational Management, Egerton University

Sign: Date:

Prof. Joseph M. Wamutitu

Department of Curriculum, Instruction and Educational Management, Egerton University

COPYRIGHT

© 2014 Monicah M. Ndonga

No part of this Thesis may be produced, stored in a retrieval system, or transcribed in any form by any means electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or Egerton University on her behalf. All rights reserved.

DEDICATION

This thesis is dedicated to my husband Zack and my daughter Olivia. Thank you for understanding my absence and apparent changes in schedules at home.

ACKNOWLEDGEMENT

Many hours of hard work and sacrifice are required to produce a thesis of this kind and hence it could not have been successful without the input and assistance of other people. First I wish to thank the almighty God for His immeasurable love and support throughout the course of study. I am pleased to acknowledge the patience, encouragement and mentorship of my supervisors Prof. F. Keraro and Prof. J. Wamutitu both from the Department of Curriculum, Instruction and Education Management, Egerton University. Thank you for guiding me through the proposal preparation, data collection and analysis and in preparation of this thesis. I also wish to thank staff members of the Faculty of Education and Community Studies, Graduate School and entire Egerton University fraternity for assisting me in one way or another during the course of my study. I must as well acknowledge the headteachers, teachers and learners who assisted, cooperated and, indeed, made enthusiastic effort to facilitate this study. My appreciation also goes to my entire family who stood by me throughout my study. To all of you, God bless you.

ABSTRACT

Social studies is one of the disciplines in the primary school curriculum in Kenya. It aims at equipping learners with unique knowledge and skills that would enable them to lead successful lives and be in harmony with their environment. Primary school learners in Kenya have been performing poorly in social studies at the Kenya Certificate of Primary Education (KCPE) national examinations. The factors that have been attributed to the learners' dismal performance in the discipline include; inadequate facilities in the schools like textbooks and lack of adequate qualified teachers, learners' and teachers' negative attitudes towards the discipline, lack of role models and use of poor instructional methods. However, many studies fail to take into account one very important variable; what characterizes effective teaching and learning of social studies. This calls for continuous search for effective teaching strategies such as the use of active teaching and learning strategies. This study analyzed the teaching and learning strategies used in the teaching of social studies at the primary school level from a constructivist perspective. The study adopted descriptive survey research design. The target population of the study was all social studies teachers in public primary schools in Kipipiri sub-county in Nandarua county. The accessible population was all social studies teachers teaching in upper primary classes in Kipipiri sub-county. Proportional random sampling technique was used to obtain a sample of 125 upper primary social studies teachers who were drawn from 42 primary schools out of 60 public primary schools in the three divisions of Kipipiri sub-county. Data was collected with the help of Social Studies Teachers' Questionnaire (SSTQ) and Social Studies Lesson Observation Schedule (SSLOS). Five experts in educational research drawn from the Faculty of Education and Community Studies, Egerton University validated the instruments. Piloting was carried out in three primary schools in Kipipiri sub-county. The pilot schools did not participate in the main study. Reliability of SSTQ and SSLOS were estimated using Cronbach alpha coefficient. The SSTQ and SSLOS yielded a reliability coefficient of 0.77 and 0.84 respectively which were above the recommended threshold of 0.7. Data analysis was carried out using descriptive statistics (frequencies percentages and mean) with the help of the Statistical Package for Social Sciences (SPSS). The Findings of this study indicate that social studies teachers rarely use active teaching and learning strategies. The study also found that teacher training, teachers' guides, teachers' workload, learners' needs and interests and teacher's preference, are among the factors that determine a teacher's selection of teaching and learning strategies. The findings further reveal that class size, content of the textbooks, nature of the topic, age and level of the learner, time availability, and ability of the learners are among the factors that determine a teacher's application of teaching and learning strategies. These findings would be useful to learners and teachers in identifying strategies which enhances the learning of social studies. Policy makers, curriculum developers, educational officers and teacher training institutions would benefit in one way or another from this study especially while deciding on the appropriate teaching and learning strategies to employ in order to improve the quality of education. The Ministry of Education should organise regular in-service training and workshops for teachers on selection and application of active teaching and learning strategies.

TABLE OF CONTENTS

TITLE PAGE	i
DECLARATION AND RECOMMENDATIONS	ii
COPYRIGHT	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF ABBREVIATIONS AND ACRONYMS	xi
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	6
1.3 Purpose of the Study	7
1.4 Objectives of the Study.....	7
1.5 Research Questions	7
1.6 Significance of the Study	8
1.7 Scope of the Study	8
1.8 Limitations of the Study.....	8
1.9 Assumption of the Study.....	8
1.10 Definition of Terms.....	9
CHAPTER TWO: LITERATURE REVIEW	11
2.1 Introduction.....	11
2.2 Teaching and Learning of Social Studies	11
2.3 Active Teaching and Learning Strategies in Social Studies	14
2.4 The Constructivist Theory of Learning.....	25
2.5 Teachers’ Selection of Teaching and Learning Strategies.....	33
2.6 Teachers’ Application of Teaching and Learning Strategies.....	43
2.7 Theoretical Framework.....	47
2.8 Conceptual Framework.....	47
CHAPTER THREE: RESEARCH METHODOLOGY	49
3.1 Introduction.....	49
3.2 Research Design.....	49
3.3 Location of the Study.....	49
3.4 Target and Accessible Population.....	50
3.5 Sampling Procedures and Sample Size.....	50

3.6 Instrumentation	51
3.6.1 Questionnaire	51
3.6.2 Observation Schedule	52
3.7 Validity of the Instruments	52
3.8 Reliability of the Instruments.....	52
3.9 Data Collection	53
3.10 Data Analysis	53
CHAPTER FOUR: RESULTS AND DISCUSSIONS.....	55
4.1 Introduction.....	55
4.2 Respondents Bio Data.....	55
4.3 Analysis of Teaching and Learning Strategies from a Constructivist Perspective	60
4.4 Characteristics of Active Teaching and Learning.....	66
4.5 Teachers’ Selection of Teaching and Learning Strategies.....	75
4.6 Teachers’ Application of Teaching and Learning Strategies.....	81
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	86
5.1 Introduction.....	86
5.2 Summary of the Findings.....	86
5.3 Conclusions.....	87
5.4 Implications.....	88
5.5 Recommendations.....	89
5.5.1 Suggestions for Further Research	89
REFERENCES.....	91
APPENDIX I: SOCIAL STUDIES TEACHERS’ QUESTIONNAIRE (SSTQ)	99
APPENDIX II: SOCIAL STUDIES LESSON OBSERVATION SCHEDULE (SSLOS)	102
APPENDIX III: MAP OF KIPIPIRI SUB-COUNTY.....	104
APPENDIX IV: RESEARCH PERMIT	105

LIST OF TABLES

Table 1: Learners' Social Studies Mean Standard Score (MSS) Compared with other Subject at KCPE in Percentage.....	4
Table 2: Distribution of the Sample Size.....	51
Table 3: Age Distribution of Respondents.....	55
Table 4: Gender Distribution of Respondents	56
Table 5: Distribution of Respondents' Professional Qualification	57
Table 6: Distribution of Respondents' Teaching Experience	58
Table 7: Location Distribution of Primary Schools	58
Table 8: Teaching and Learning Strategies used in Social Studies	61
Table 9: Learners' Characteristics in the Teaching and Learning Process	67
Table 10: Teachers' Characteristics in Teaching and Learning Process	70
Table 11: Characteristics of Classroom Teaching and Learning Environment	73
Table 12: Teachers' Selection of Teaching and Learning Strategies	75
Table 13: Teachers' Application of Teaching and Learning Strategies	81

LIST OF FIGURES

Figure 1: Conceptual Framework on the Relationship between the Dependent, Independent and Moderator Variables 48

LIST OF ABBREVIATIONS AND ACRONYMS

ASESP	African Social and Environmental Studies Programme
ILO	International Labour Organization
KCPE	Kenya Certificate of Primary Education
KIE	Kenya Institute of Education
KNEC	Kenya National Examinations Council
MOE	Ministry of Education
MOEST	Ministry of Education, Science and Technology
MSS	Mean Standard Score
NCSS	National Council of the Social Studies
P1	Primary One
QASO	Quality Assurance and Standards Officer
SEO	Sub-county Education Officer
SPSS	Statistical Package for Social Sciences
SSLOS	Social Studies Lesson Observation Schedule
SSTQ	Social Studies Teacher' Questionnaire
TAC	Teachers Advisory Centre
TESSA	Teacher Education in Sub-Saharan Africa
TTC	Teachers Training College
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is globally recognized as key to social-economical development (Mbatha, 2009). The World Development Report 2000/2001 indicated that the biggest problem of poverty besides lack of food is lack of power directly related to lack of basic education. Consequently, universal access to basic education and training would ensure equity for all children to enrol in schools including the disadvantaged and vulnerable groups (Saitoti, 2005). The Ministry of Education Science and Technology (MOEST, 2005) asserts that an increase in access and the quality of education is critical to socio-economic growth and productivity, increased individual earnings and subsequently reduced income inequalities and poverty in a country. Education also contributes significantly to improved health, enhanced democracy, good governance and effective leadership. Further, it is key to the protection of democratic institutions and human rights since it produces well informed citizens. The provision of education and training to all Kenyans is therefore fundamental to the government's development strategies. Thus, Kenyan human resource is central to the country's attainment of its goals of industrial development and technological advancement (MOEST, 2002). In Kenya, basic education is the minimum education that every Kenyan should have. The primary education cycle in Kenya lasts eight calendar years, the longest time spent at any one level of learning in Kenyan's education system (MOEST, 2009). At primary school level children develop more motor skills and cognitive skills than in early childhood education level (MOEST, 2003).

Social studies is one of the disciplines taught at the primary school level. It is defined as the integrated study of social sciences and humanities to promote civic competence (Ondiek, Mbugua, Muraya & Kanjoya, 2009). Within the school program, social studies provide coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences (MOEST, 2009). The National Council of the Social Studies (NCSS, 2005) asserts that the primary purpose of social studies is to help young people develop ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse and democratic society. In essence, social

studies promote knowledge of and involvement in civic affairs. Civic issues such as health care, crime, and foreign policy are multidisciplinary in nature and hence understanding them requires a multidisciplinary approach. This is one of the key characteristics that define social studies.

According to MOEST (2009) social studies is taught using the integrated approach that is, making use of knowledge from many subjects which enable learners to see social studies knowledge as one whole. In teaching social studies, the ideal is to bring together knowledge from many fields and integrate them in such a way that learners can see the relationship between the different disciplines. MOEST further states that social studies is the study of people and the environment in which they live. Environment comprises of resources that enable people to survive. As people live and work together, they establish systems to facilitate relationships. Social studies therefore, provides opportunities for learners to understand their environment and participate effectively in its activities and the social system as a whole.

Social studies aims at providing learners with skills, knowledge, desired attitudes and values necessary to prepare them for successful life in their physical and social environment. It also enables them to live as informed, knowledgeable and active members of their local communities, nation and the world (MOEST, 2006). It provides learners with opportunities to appreciate the changing environment in which they live and realization of their own place, privileges, rights and responsibilities as citizens. The knowledge gained in social studies exposes learners to varieties of opinions which facilitate the affirmation and reassessment of their beliefs and attitudes (MOEST, 2009). Through social studies, learners are further expected to understand the relationship between causes and effects of various social issues. The discipline aims at facilitating learners to have respect for duty and public property which in turn enables them to live and work in harmony. Learners through the study of social studies are also expected to understand and appreciate the need for, and importance of environmental conservation and sustainability. The discipline also make learners to be skilful in problem solving, decision making, assessing issues and making of balanced value judgment (Ondiek et al, 2009).

Despite the important role expected to be played by social studies in society, it has faced many challenges in its teaching. Shaughnessy and Haladyna (1995) identified some of the challenges

faced by social studies teachers in the Caribbean as being; classroom discipline, motivation of learners, assessment of learners, inadequate resources and ineffective teaching and learning methods. In the United States of America (USA), lack of administrative support, teachers' and learners' negative attitudes towards social studies, infrequent field trips, problematic social studies curriculum and inadequate classroom space are some of the problems encountered by social studies teachers (NCSS, 2005). Griffith (2000) identified rote teaching, emphasis on facts and trivial details, lack of activities and opportunities for active teaching and learning, lack of stimulating and challenging lessons, pressure from the syllabus, the wash back effect of examination, class organization and management and resistance to change as the problems facing teaching and learning of social studies in Africa in general and Kenya in particular.

Odalo (2000) attributed failure by teachers to use strategies that captivate learners during instruction to poor examinations performance by learners in Kenya. Odalo further argued that most of the teaching and learning approaches practiced in Kenyan schools are mainly expository and fact oriented, making learners to be passive. Kochhar (1992) argues that the best curriculum and the most perfect syllabus remains dead unless put into life by the right teaching and learning strategies. Besides, the traditional teaching methods of a teacher as a sole information-giver to passive learners appear outdated.

In Kenya, learners' performance in social studies has remained poor as reflected in the KCPE national examination results. The Mean Standard Score (MSS) of social studies in the year 2008, 2009, 2010, 2011 and 2012 was 34%, 38%, 40%, 33% and 37% respectively, which was below average (50%) in the four years (KNEC, 2012). Generally there has been poor performance in Kipipiri sub-county with most of the subjects registering MSS that is below average in KCPE national examinations. This is particularly in the case of social studies which has never attained MSS that is above average between 2008 and 2012. Learners' performance in social studies as compared to other subjects at KCPE national examinations in the year 2008, 2009, 2010, 2011 and 2012 in the sub-county is presented in Table1.

Table 1

**Learners' Social Studies Mean Standard Score (MSS) Compared with other Subject at
KCPE in Percentage in Kipipiri sub-County**

Year	2008	2009	2010	2011	2012
English	51	50	50	49	47
Mathematics	48	47	49	46	48
Kiswahili	49	50	49	48	49
Science	50	51	48	48	48
Social studies	39	40	46	42	46

Source: SEO's, office Kipipiri sub-county.

Social studies MSS out of 100% in Kipipiri sub-county has been below 50% for the past five years as indicated in Table 1. This calls for a continuous search for effective methods of teaching and learning social studies so as to improve this performance.

The Kenyan primary school social studies syllabus is designed in line with the general objectives of education in the country. The following are some of the general objectives of social studies curriculum in primary schools in Kenya;

- i. Understand, use and manage the immediate environment for individual and national development.
- ii. Acquire knowledge of and show appreciation for historical background of our communities.
- iii. Acquire knowledge of and show appreciation for desired values.
- iv. Acquire knowledge of available natural resources and demonstrate ability and willingness to utilize them properly.
- v. Understand the structure and the functions of the government of Kenya and demonstrate ability to participate in its operations.
- vi. Understand and appreciate the rights of the individual and responsibility to the attainment of social justice.
- vii. Identify, understand and respect own and other people's culture.

- viii. Understand and promote awareness and importance of democracy in society.
- ix. Understand and show appreciation for the love for and loyalty to the nation.
- x. Acquire knowledge and skills necessary to understand and analyze population issues which affect the quality of life of the people of Kenya (MOEST, 2009).

Since teaching and learning of social studies in the classroom aims at achieving the stated objectives, it is important to ask the question, “How do learners learn best?” (Barth, 1993). Learners have different styles of learning which include listening, observing, reading and active participation (physically, cognitively and emotionally) in learning activities (Barth & Shermis, 1980). Barth further argues that learners learn better and faster, remember more and derive greater enjoyment when they are actively involved in the learning activities. Active teaching and learning engage learners in activities that make them to interrogate the information presented. They analyze, synthesize, and evaluate information while discussing with others, through asking questions or writing. Learners are engaged in activities that make them to reflect upon ideas and upon how they are using those ideas (Christie, 2005).

According to Teacher Education in Sub-Saharan Africa (TESSA, 2010), some of the recommended active teaching and learning strategies include inquiry, discussion, use of field trips, building models, role playing, games and simulation, project work and storytelling. Christie (2005) noted that active teaching and learning is based on the constructivist theory of learning. As a philosophy of learning, constructivism can be traced to the eighteenth century and the work of the Neapolitan Philosopher Giambattista Vico, who maintained that humans can understand better what they themselves construct. Many philosophers and educationists have worked with this idea, but those who can be regarded as the pioneer constructivists were; Jean Piaget, John Dewey, Jerome Bruner and Lev Vygotsky (Mahoney, 2003). Mahoney further observed that constructivism takes an interdisciplinary perspective in as much as it draws upon a diversity of psychological, sociological, philosophical and critical education theories. Constructivism, therefore, is an overarching theory that does not intend to demolish, but to reconstruct past and present teaching and learning theories. The major concern is to shed light on a learner as an important agent in the learning process rather than in wresting the power from a teacher (Kuhn, 2000). Within the constructivist paradigm, the emphasis is on a learner rather

than a teacher. It is a learner who interacts with content and subject matter within the environment and thus gains an understanding of its features and characteristics. A learner constructs his/her own conceptualizations and finds his/her own solutions to problems, mastering autonomy and independence (Kim, 2005).

A constructivist classroom presents a learner with opportunities for active learning with a view of helping him/her to build on prior knowledge and understand how to construct new knowledge from authentic experiences (Perkins, 1999). According to Dimitriou (2009) the main principles of constructivism are that it emphasizes learning and not teaching. It also encourages learner autonomy and personal involvement in the learning process. Constructivism looks at learners as incumbents of significant roles, as agents exercising will and purpose, fostering learners' natural curiosity. Further, it takes account of learners' beliefs, attitude, and motivation. Huitt (2009) argued that the basic premise in learning is that an individual learner must actively build knowledge and develop skills. In this regard, information exists within these build constructs rather than in the external environment.

Constructivism is often associated with pedagogic approaches that promote active learning or learning by doing (Kim, 2005). Increasingly, the trend in education reform is to teach from the constructivist's perspective (Mahoney, 2003). Within the constructivist perspective, learners are encouraged to explore their world, discover knowledge, reflect and think critically. Thus, constructivist teachers would not have learners memorize information rote, but would give them opportunities to meaningfully construct knowledge and understanding and hence improve their performance (Kuhn, 1999). This study therefore analyzed the teaching and learning strategies used in the teaching of social studies in primary schools in Kipipiri sub-county from a constructivist perspective.

1.2 Statement of the Problem

For a country to excel socially and economically there is need to enhance effective teaching and learning of social studies. However, with dismal learners' performance in Kenya national examinations, the country's pace of development may be slowed and Kenya's vision 2030 may not be realized. Learners' poor performance in social studies has persistently been manifested in

Kipipiri sub-county as compared to other subjects. One of the major reasons for poor performance in social studies may be attributed to teachers' use of ineffective teaching and learning strategies. Evidence from the literature indicates that active teaching approaches enhance the learning process leading to higher achievement. However, there is little documented evidence in Kipipiri sub-county on the teaching and learning strategies used in teaching social studies. This study, therefore, analyzed and documented the teaching and learning strategies used in teaching social studies in primary schools from a constructivist perspective in Kipipiri sub-county.

1.3 Purpose of the Study

The purpose of the study was to analyze the teaching and learning strategies used in social studies from a constructivist perspective in Kipipiri sub-county. The study sought to find out the extent to which teachers promote active teaching and learning in their lessons.

1.4 Objectives of the Study

This study was guided by the follow objectives;

- i. To analyze the teaching and learning strategies used in social studies from a constructivist perspective.
- ii. To examine the factors that determine a teacher's selection of teaching and learning strategies in social studies.
- iii. To examine the factors that determine a teacher's application of teaching and learning strategies in social studies.

1.5 Research Questions

The research questions that guided this study were:

- i. To what extent do teachers use active teaching and learning strategies in social studies?
- ii. Which factors determine a teacher's selection of teaching and learning strategies in social studies?
- iii. Which factors determine a teacher's application of teaching and learning strategies in social studies?

1.6 Significance of the Study

This study enriches the existing knowledge of social studies teaching and learning strategies of primary school teachers. The findings are also beneficial to classroom teachers in selecting teaching strategies that enhance active learning in social studies and hence improve the performance of learners. The study further gives the Directorate of Quality Assurance and Standards, the Teacher Advisory Centres (TACs), and the School Administration a clear picture on the extent of teachers' commitment towards active teaching and learning strategies in social studies in primary schools and hence supports teachers on use of the strategies. The study provides teacher educators with feedback on the extent to which their trainees perform in regard to social studies teaching and learning strategies. This would enable them to take the necessary measures and revise the existing teachers' education curriculum so as to emphasis on active teaching and learning strategies.

1.7 Scope of the Study

The study was carried out in public primary schools in the four zones of Kipipiri sub-county. It focused on upper primary school level (standard 6-8) and social studies teachers serving in public primary schools with a minimum qualification of a two year professional teacher education certificate and at least three years teaching experience. The discipline studied was social studies. The study focused on active teaching and learning strategies used in social studies.

1.8 Limitations of the Study

- i. Some teachers teaching social studies in primary schools are not trained to teach social studies as a combined course which is as a result of their previous training.
- ii. Some social studies teachers were not conversant with constructivism as a teaching and learning strategy.

1.9 Assumption of the Study

The following assumption was made in the study:

- i. All the respondents gave honest responses.

1.10 Definition of Terms

The following constitutive and operational definitions were used for the purpose of this study.

Active learning: Active learning means engaging learners in activities that make them to think about and comment on the information presented (Christie, 2005). In this study, it refers to a philosophy of learning associated to the constructivism theory. It is learning by doing. It comprises of learning strategies employed by teachers to engage learners actively in learning rather than to make them passive listeners.

Analysis: It is the study of something by examining its parts, relationship, its nature, structure, quality or value by carefully considering opinions and judgments (MOEST, 2009). In this study, it refers to the examination of the use, selection and application of active teaching and learning strategies in social studies.

Classroom characteristics: It is the classroom teaching and learning environment (Barth, 1993). In this study, it refers to the classroom learning environment that supports teaching and learning.

Constructivism: Constructivism is a theory based on observation and scientific study about how people learn. It is a learning theory which is associated with the pedagogic approaches that promote active learning (Wertch, 2000). In this study, it refers to a philosophy of learning founded on the premise that, by reflecting on prior knowledge and experiences, learners construct their own understanding of social studies.

Learner's characteristics: These are learner's behaviours or qualities in the teaching and learning process (Kim, 2005). In this study, it refers to the behaviours of learners in the teaching and learning process.

Learner's autonomy: It means a learner's independence in the learning process (Fullen, 2007). In this study, it means a learner's independence in active learning process to construct his\her own knowledge and understanding through experience.

Learner's enthusiasm: It means learner's interest in the learning process (Mahoney, 2003). In this study, it refers to learner's interest and curiosity to learn.

Learning: It is the process of acquiring knowledge, skills and values (MOEST, 2009). In this study it is changes in the behaviour of a learner that result from experiences of learning social studies.

Perspective: It means a point of view (MOEST, 2009). In this study, it means a particular point of view towards social studies teaching and learning strategies.

Social Studies: It is a group of subjects concerned with the study of people within society (MOEST, 2009). In this study, it is a subject of study offered at the primary school level in Kenya. It draws its subject matter from other subjects such as Geography, History, Civics Education, Religion and Business Studies.

Teacher's characteristics: These are teacher's behaviours or qualities in the teaching and learning process (Kim, 2005). In this study, it refers to the behaviours of social studies teachers in the teaching and learning process.

Teaching: It is the process of facilitating the acquisition of knowledge, facts and principles as well as the practical or procedural knowledge (Kiruhi, Githua & Mboroki, 2009). In this study it involves facilitating changes in the behaviour of learners by engaging learners to construct knowledge rather than to reproduce series of facts.

Upper primary: The term is used in primary school to refer to standard six, seven and eight (MOEST, 2005). In this study it refers to learners in standard six, seven and eight and teachers teaching standard six, seven and eight.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature review related to the variables of the study. The focus is on active teaching and learning strategies used in social studies. The study also addresses factors that determine a teacher's selection and application of teaching and learning strategies. The chapter concludes with the theoretical and the conceptual framework that guided the study.

2.2 Teaching and Learning of Social Studies

Social studies in Africa has been developing over the years. The purpose and content of social studies as a formal school discipline are closely related to traditional African citizenship education. Modern African citizenship education has evolved through four phase. Phase one was the traditional or the pre-colonial African citizenship which was an integration of history, culture, values and beliefs of the family, neighbourhood and the community. Phase two was the colonial period which introduced formal education. It prepared the Africans for a citizenship obligation other than the family, village or even the state. Its aim was to build the colonial empire rather than nation building. Phase three was the post-colonial period, in which African nations were developing their school systems, rewriting their syllabuses and initiating their own citizenship programmes. Phase four was ushered in by the recommendations of the 1968 Mombasa conference which officially accepted the adoption of the social studies in Africa (NCSS, 2005).

In Kenya from 1964 to 1985 social studies was taught as separate discipline that is geography, history and civics. From 1985 to 2004 it was taught as geography, history and civics a combined which was known as GHC. Since 2004 to date it has been taught as social studies. It is being taught as an integrated discipline which draws it subject matter from other subjects such as geography, history, civics education, religion and business Studies (MOEST, 2005).

Social studies is a core discipline in the primary school curriculum in Kenya. Knowledge of social studies as a tool for use in everyday life is important for existence of any individual and society. Social studies is associated with clear thinking and ability to solve problems in everyday

life. It equips learners with a uniquely powerful set of tools to understand and change the world; these tools include logical thinking, problem-solving and decision making (MOEST, 2009). Social studies prepare learners for disciplines which are taught at the secondary school level, namely geography, history and government, religion education, social education and ethics, business studies and economics. Social studies also prepare learners for several courses studied at the universities and tertiary colleges such as law, philosophy, psychology, sociology, anthropology, geography, history, religion, economics, environmental science and archaeology (Ondiek et al, 2009).

There are various strategies that can be used in the teaching and learning of social studies such as cooperative learning, use of advance organizers, class discussion, use of field trips, project work, role playing, games and simulation, inquiry-discovery methods and problem solving, (TESSA, 2010). When used effectively these teaching and learning strategies emphasise the need for learners to ask questions, to experiment, to explore, to discover, to solve problems, to investigate and to learn by doing projects and performing tasks. Further the teaching and learning strategies should facilitate the development of critical consciousness and reflection on issues (Kiruhi, Githua & Mboroki, 2009).

However, the ability to use active teaching and learning strategies is often neglected by educators. In a majority of cases, instruction in social studies tend to be dominated by lecture, textbook reading, note-taking, rote memorization or worksheets (Ellis, Fouts, & Glenn, 1992). Siler (1998) argues that social studies teachers tend to use only one teaching style (lecture method) and this denies learners active engagement. In addition VanSledright (2004) stated that social studies teachers tend to have learners participate in activities that do not encourage critical thinking, but instead encourage rote memorization. Evidence in the literature indicates that learners have more interest when active teaching and learning strategies are used (Byford & Russell, 2006). Hoagland (2000) observed that teachers need to link the content to the individual interests of learners, thus actively engaging them in the learning process.

Active teaching and learning is a term given to instructional approaches that require active participation of learners in the teaching and learning process. Instructional strategies that actively

engage learners in the learning process include cooperative learning, role playing, projects, games and simulation, discussion and field trips (Driscoll, 2005). Active teaching and learning is considered one of the best practices, for example, Dow (1999) argued that direct observation, data gathering, reading, role-playing, constructing projects, and field trips are all excellent ways that can be used to provide learners with new information. In 2006, researchers in USA found out that using games and simulation heightened students' interest and increased their understanding (Byford & Russell, 2006).

Studies conducted by African Social and Environmental Studies Programme (ASEP) in Africa on learning and effective teaching agreed that learners learn better, learn faster, remember more, and derive greater enjoyment when they are actively involved in learning (Barth, 1993). Active teaching and learning encourages learners to be proactive and solve problems. The learners should read, write, discuss, critique, question, practice and act out or predict outcomes. Most important, learners should engage in higher order thinking tasks such as analysis, synthesis and evaluation. Within this context, active teaching and learning must involve instructional activities engaging learners in doing things and thinking about what they are doing (Bonwell & Eison, 2005).

There has been substantial research conducted in the world in the field of social studies education relating to effective instructional pedagogy. However, Russell and Waters (2009) observed that many studies fail to take into account one very important variable that is "How do learners enjoy learning social studies?" Chiodo and Byford (2006) observed that learners in USA often considered social studies to be dull and boring. Shaughnessy and Haladyna (1995) argued that not only do learners in Caribbean perceive social studies to be dull, but they also fail to see its relevance to their everyday lives. This could be due to the instructional methods utilized by teachers that do not engage and inspire them to learn. Thus, it is a teacher who is key to what social studies will be for a learner. This study therefore, analyzed the teaching and learning strategies used in social studies in primary schools from a constructivist perspective.

2.3 Active Teaching and Learning Strategies in Social Studies

Active teaching and learning is a broadly inclusive term used to describe several models of instruction that hold learners responsible for their own learning. It is a process in which learners engage in doing things and thinking about what they are doing in the classroom (Bonwell & Eison, 2005). Active teaching and learning of social studies helps to create a sense of purpose in the learning process. It also presents collaboration, a commitment on the part of instructor and learners to enliven the educational environment, in this case learners work together with the instructor to achieve educational objectives (Stewart & Black, 2005). Active teaching and learning strategies require a teacher to relinquish his\her role as the sole information-dispenser and instead to continually analyse his\her curriculum planning and instruction methodologies (Christie, 2005). A social studies curriculum built upon active teaching and learning is concerned with the aspect of learning in which learners make sense of experiences in terms of existing knowledge (Michael, 2006).

Learners taught social studies using active teaching and learning strategies score higher and they show improved participation in the learning process compared to those taught using traditional methods. Passive learners fail to retain what has been taught, they lack attention and there is a likelihood that some learners drift off to sleep and others talk among themselves (Dorestanni, 2005). According to TESSA (2010) some of the recommended active teaching and learning strategies in social studies include cooperative learning, advance organizers, class discussion, use of field trips, project work, role playing, games and simulation, inquiry-discovery methods and problem solving. Literature on these active teaching and learning strategies was also reviewed.

Cooperative Learning

Cooperative learning is an approach that involves organizing classroom activities into academic and social learning experiences. Learners work in groups to complete sets of tasks collectively (Johnson & Johnson, 1999). Rewards to individual learners are usually based on the performance and accomplishment of the whole team rather than on that of an individual team member, which provides an incentive for learners to work together productively. This encourages members to explain difficult concepts to one another so that the group achieves a higher grade (Moore, 2001).

According to Larsen–Freeman (2000) cooperative learning of social studies involves learners learning from each other in-group, but it is not the group configuration that makes cooperative learning distinctive; it is the way that learners and a teacher work together that is important. Cooperative learning is useful not only to help promote cooperative behaviour and better group relations among learners, but also to help learners with their academic learning. Slavin (1994) stated that cooperative learning classes have significantly outperformed competitive and individualist approaches in academic achievement. As compared to cooperative learning, competitive classroom reward structure allows only a small percentage of learners to achieve the highest rewards regardless of the overall group performance. Learners therefore try to outdo one another and view others' failure as the basis for motivation causing some learners to give up in the face of difficulty. When classroom activities are individualistic, learners work independently and therefore attribute success or failure to personal effort (D'Amico & Schmid, 1997). Moore (2001) points out some of the advantages associated with cooperative learning as higher achievement and retention, increased level of reasoning, development of better interpersonal relationships, increased time on-task, development of positive attitudes towards the subject and development of higher self-esteem.

Advance Organizers

David Ausubel is credited with the invention of advance organizers in 1960. In his study aimed at promoting meaningful learning, he formulated the subsumption theory which stresses meaningful learning by linking the prior knowledge of learners with new information presented in the school setting (Baxendell, 2003). Ausubel demonstrated that the most dependable way of facilitating retention is by introducing appropriate subsumers and making them part of a learners cognitive structure prior to the actual presentation of the learning task. Thus, the introduced subsumers become advance organizers or anchoring foci for the reception of new material. Ausubel recognized the unique need of all individuals when constructing advance organizers; stating that, the construction of organizers depend on the nature of the learning materials, the age of the learner, and the degree of prior familiarity with the learning passage (Anderson, 2004).

An advance organizer is not like the overviews or abstracts presented introductorily in a textbook, but rather it is a presentation (either verbal or non-verbal) that becomes umbrella for

the new materials to be learnt (Paink, 2003). An advance organizer presents a conceptual framework that helps learners to identify and predict the learning that lies ahead. The expectation that lies on the use of organizers is to provide an anchor to which subsequent learning will be attached. Indeed, as Ausubel argues the most important single factor influencing teaching and learning is what a learner already knows (Ausubel, 1978). True advance organizers are bridges that span the gap between what a learner already knows and the new knowledge. New knowledge becomes more readily and stably incorporated in cognitive structures if it is subsumable under correlated pre-existing knowledge.

Since advance organizers are instructional strategies to activate and build schema in a cognitive learning structure, teachers need to consider advance organizers as a tool to preview a lesson, not as the sole means of instruction (Bundy, 2005). Based on the initial response to the material presented by advance organizers, teachers can modify their lessons in order for materials to better fit the prior knowledge of their learners. Further, they can efficiently structure their time and the critical points that need to be covered while simplifying complicated text (Anderson, 2004). This enhances the development of higher order thinking in learners by helping them to relate concepts previously learned to the new material and enabling them to quickly organize their thoughts (Paink, 2003).

Advance organizers take many forms including a simple oral presentation by a teacher, learners' discussion, outlines, timelines, graphs, maps, charts, and diagrams (Baxendell, 2003). The different types of advance organizers include;

- (i) Expository advance organizers which builds schema by providing new information,
- (ii) Comparative organizers which helps a learner to recall prior knowledge by activating existing schema,
- (iii) Narrative organizers which are used to present the new information in form of a story,
- (iv) Skimming organizers which are used to look over the new material and gain basic overview, and
- (v) Graphic organizers which are visuals to set up or outline the new information (Kalmes, 2005).

For best results when using advance organizers in teaching social studies, they should be consistent, coherent, and creative (Boyle & Yeager, 1997). Advance organizers should be straightforward to provide effectiveness and clarity. If an advance organizer is not understood, the effectiveness will be lost. Since the advance organizer's main purpose is to provide clarity and understanding of a new concept, it is best if it is free of distracting information or visuals otherwise, learners may be more confused or disorganized than they would have been originally. This does not mean that creativity should be sacrificed. In social studies learners can illustrate their own advance organizers with relevant pictures to aid in remembering the information. Educators should also creatively introduce the organizers to keep them fresh and exciting. Additionally, clear labelling of concepts and listing hierarchical information helps learners to organize their thoughts and internalize the new concepts while activating prior knowledge (Robinson, 1998). Some of the benefits of advance organizers are: they enhance learners' motivation to learn, they reinforce and direct learners thinking and they reveal to learners what is going to be learned beforehand (Anderson, 2004).

Class Discussion

A problem, an issue or a situation in which there is a difference in opinion is suitable for discussion method. In this method, ideas are initiated and there is exchange of opinions accompanied by a search for its factual basis (Kochhar, 1992). Discussion is therefore an ordered process of collective decision-making. It seeks agreement, but if reached, it has the value of clarifying and sharpening the nature of the agreement (Bennaars, Otiende & Boisvist, 1994). Discussion method is an appropriate method in teaching and learning social studies as it is a thinking together type of learning. It is a teaching and learning process which requires teamwork among learners. It is a problem solving technique in a learning situation through sharing information and clarifying ideas to arrive at a consensus or agreement (MOEST, 2009). A discussion is good in starting of a unit; this is because a teacher will learn whether learners have opinions, and what these opinions are. This is very important especially when using the constructivist learning approach because a teacher needs to know learners' prior knowledge before they begin a unit. Discussion at the middle of the lesson can be a way of assessing learners understanding of a unit (Anderson, 2004).

Learners should be more actively involved in a class or group discussion than a teacher who initiates it. In this case a teacher guides learners. To have a successful classroom discussion, a teacher should carefully choose a task for discussion, prepare a worksheet to guide learners in each group and provide each group with the required learning material. A group of at most five learners is suitable for discussion. Each group should have mixed-ability learners; and appoint a secretary to record key points and a chairperson to control the discussion. A teacher should go round the classroom to monitor the progress of a discussion in the various groups. Before the end of a lesson each group should be given an opportunity to make a presentation to the whole class after which a teacher summarizes the main points that have been taught (Kiruhi et al, 2009). Some of the Importance of discussion method include; it allows for the participation of all learners, it encourage learners to develop listening skills, it encourages good teacher- pupil relationships, Through discussion, learners develop the skills of self expression, encourage slow learners, and enhance retention of content taught (Bennaars et al, 1994).

Fieldwork

According to Kiruhi et al (2009) fieldwork is a teaching and learning strategy in which learners are given an opportunity to make visits, trips or excursions to a learning site outside the classroom such as a river, factory, museum or any other relevant site in the community. Ondiek, et al (2009) noted that field trips are organized by a teacher to have a class visit relevant sites in order for them to find out for themselves the first hand information. Thus, learners are taken outside the classroom to observe, record, analyse and interpret for themselves what they see with the help a teacher. As such, learners are encouraged to seek a linkage with what they have learnt (MOEST, 2009). This is particularly so where field activities are meaningful and worthwhile to the extent that they engage learners in using the community as learning 'laboratory'. Despite its being singled out as an important teaching technique, fieldwork faces a number of constraints in its application, ranging from inadequate equipment, lack of time, large number of learners to inadequate support from school administrators in financing the field trips (Bhattacharya & Wamutitu, 2007).

Project Work

A project is an activity carried out by an individual learner, or group of learners, over a specified period of time, from start to completion under the guidance of a teacher. A project demands a learner's personal initiative, effort, skills and planning (Kiruhi et al, 2009). Project method involves active participation by learners and is a co-operative study of a real life situation (MOEST, 2009). Learners learn by doing and hence they have an opportunity to develop attitudes and values through their own activities. Project method enables a learner to understand and perhaps resolve some problems or conflicts which impact on them. Learners work on authentic problems through project work that enable them to interact with the environment. A teacher's role is that of an advisor and as a source of information when needed (Muir-lerche, 2006).

Project method is an approach based on constructivist principles. According to Thomas (2001) project based learning utilizes complex tasks, based on challenging questions or problems that involve learners in design, problem-solving, decision making and investigative activities that give learners an opportunity to work relatively autonomously over an extended period of time, and culminate into realistic product or presentations. The key features are that the content or focus of the study is authentic; learners are encouraged to think and reason independently, the work may involve cooperation and collaboration with others (Muir-lerche, 2006).

Thomas (2001) suggests that learning that arises from the project method tends to be retained more than learning acquired as a result of didactic teaching methods. Such learning is also seen as being more flexible and adaptable to new situations. Projects are important in the learning of social studies as most of them require practical work carried out in appropriate learning environments such as a weather station, a farm, valley, river or in the laboratory. In this case learners work to develop their skills of observation, collecting and analysis of data, measuring, recording and drawing conclusions. The project should end with a presentation in the form of a report, a display or demonstration (MOEST, 2009). Evaluation of the project can also be done by both the teacher and the learners. A learner should estimate the quality of what they have done before a teacher gives her/his evaluation. This evaluation should be done in the light of plans, difficulties in the execution of the project and the achieved results. This process is useful because

as a result of the project, learners can know the value of information, interest, skills and attitude that have been modified by the project (Grealer, 1997).

Project work enable learners to develop various skills such as writing, reading, measuring, observation, drawing, construction, organization and presentation. It also develops team spirit and group skills (MOEST, 2009). Project work has a ‘real world’ orientation and promotes meaningful learning by connecting new information to learners past experience and prior knowledge, learners develop the ability to organize and accept responsibilities. It is also suitable for developing learner’s wide range of both cognitive and non-cognitive objectives (Kiruhi et al, 2009).

Role Play

Role playing is a method that promotes both interactive and active learning. Learners act out different roles in a specific situation by assuming the identities of other personalities and acting the way they think the personalities would have acted in those situations (Kiruhi et al, 2009). For example learners in social studies could role play the personalities of the District Commissioner, the speaker of the national assembly or even the president. MOEST (2009) described role play as a teaching and learning strategy whereby learners are given an opportunity to act a scene based on their experiences. Role playing provides an active situation in which learners not only participate but must interpret, thus developing feelings, attitudes and reinforcing knowledge, an exceptionally good technique to focus quality time on task (Barth, 1993). Role play helps learners to be problem solvers and increase interest in learning. Learners love role playing, they enjoy taking on the identity of others. In the process they learn valuable social studies skills such as developing empathy and seeing situation from multiple perspectives. The way each individual performs his/her role to accomplish the objectives, is the main focus of this teaching method (Ellis, Fouts & Glenn, 1992).

Role play is a good way to get learners to consider an issue from different perspectives. It is a very successful approach in teaching social studies provided that learners are fully engaged. Learners need to be convinced that their role is appropriate and they need to know what a teacher requires of them and why they are role playing. Role play provides learners with an interesting

awareness for multifaceted issues, help them engage with concepts, use their imagination and express themselves (Muir-lerche, 2006).

Games and Simulation

Games and simulation is a teaching and learning strategy in which learners are presented with a hypothetical problem which resembles a real life situation and they are asked to work a situation through skillful application of the rules of the game. In games and simulation learners try out possible solutions to the problems and examine the advantages and disadvantages of each before finally recommending a particular solution (MOEST, 2009). In games and simulation any serious risk that may be associated with a real situation is removed. The level of abstraction or complexity of a real situation is also reduced making it easier for learners to grasp the underlying concepts (Aldrich, 2004).

As a method of teaching and learning social studies, games and simulation could involve the use of models to explain some principles, structural role plays, interactive videos or computer programs. Games and simulation empower learners to apply previous knowledge, skills, insights and attitudes. It also promotes the development of learners critical and creative thinking as well as interpersonal and social skills (Kiruhi et al, 2009). Games and simulation may be used as an introduction to a lesson to help learners link what they already know with the new information to be presented. They can also be used to motivate learners. During the lesson games and simulation can be used to teach new materials. Towards the end of a lesson games and simulation can reinforce learning with factual materials such as textbooks, statistical data, ensuring individual participation and in summarizing the main points (MOEST, 2009).

Inquiry- Discovery Method

In inquiry- discovery method, learners learn to recognize, characterize what a solution would look like, search for relevant information, develop a solution strategy, and execute the chosen strategy. It provides learners with opportunities to develop hypothesis, to answer questions and contribute to the development of a life-long love of learning. Learners propose issues or problems, gather data and make observations to develop hypothesis, confirm or refine their hypothesis, and explain or prove their problems (Mayer, 2004). Inquiry-discovery requires

learners to investigate an issue or a problem by active means, obtain pertinent information, interpret causes and effects where relevant, and arrive at a conclusion or solutions. The consensus regarding inquiry-discovery learning is that it is most effective when; the process is carefully structured, learners have prerequisite knowledge and skills and teachers provide necessary support during the investigation (Ormrod, 2000).

Bruner (1990) defined discovery learning as an approach to instruction through which learners interact with their environment by exploring and manipulating objects, wrestling with questions and controversies, or performing experiments. The idea is that, learners are likely to remember concepts they discover on their own. Bruner also adds that being a constructivist approach, discovery leads learners to draw their own past experiences and existing knowledge to discover facts, relationships and new truth to be learnt. Learners construct their own knowledge by experimenting with a domain and inferring rules from the results of these experiments. However, the basic idea of this kind of learning is that, learners can design their own learning in the domain and infer the rule of the domain themselves by constructing their own knowledge. It is assumed therefore that learners understand the domain at a higher level than when the necessary information is just presented by a teacher or an expository learning (Joolingen, 1999).

In discovery learning a teacher guides learners throughout the learning process by posing a series of questions whose responses would lead to the understanding of a concept before it is explicitly stated. Learners act as detectives as they solve concept-attainment activities in stimulating learning environment. This teaching and learning approach is believed to increase retention of materials because the learners organize the new information and integrates with information that has already been stored (Galleinstein, 2004). In social studies for example learners can investigate a problem like, how to meet family needs (MOEST, 2009).

Discovery learning allows a learner to take a leading role in his/her own experience. A learner becomes an active participant who solves problems which he understands through the process of structuring his own experiences. A teacher becomes a facilitator and a guide, making it possible for learners to reach maturity-agreed-upon goals. A teacher also serves as a resource person to stimulate, motivate, clarify, and explain concepts. The atmosphere in which such teaching takes

place should be informal and non-threatening. In order for discovery learning to be effective, the environment (including the teachers' attitude) should contribute to, rather than detract from the attaining of objectives. Instead of forcing his ideas of content, a teacher attempts to keep his hands off learning process whenever and wherever a learner can carry it alone (Schemidt, 2007). Muir-lerche (2006) argues that in discovery learning the environment includes both freedom and structure with freedom having the upper hand. The content may very well be propositional truth in a general context, waiting in the proper place for the learner to track it down, confront it, and capture it for his own.

Problem Solving

Problem solving is a technique whereby learners think about, try to understand and evaluate information in order to find the solution to a specified problem. It requires a learner to arrange, classify, sort, sift and interact with content of a discipline. The goals of the exercise are to be able to think out logically, answer or find suitable patterns that will satisfy the given problems (MOEST, 2009). According to Kiruhi et al (2009) a problem is a situation in which an individual wants to reach a goal but has not yet identified a means for reaching that goal. Problem solving then is the identification and use of knowledge, skills, effective responses and behavioural activities that result in the achievement of the goals. It is an effective approach to teaching higher order thinking process, helping learners to construct their own knowledge and the social and physical world around them. The essence of problem solving consists of presenting the learners with authentic and meaningful problem situation that can serve as a spring board for investigation (Arends, 1997).

Problem solving offers a model of learning which is considered closer to real-life. This real-life is twofold; firstly, the problem or the issues are based on real-life scenario; secondly, the process of team working, research, data collection and critical thinking are those which will be used by learners in their career (King, 2000). Learning through problem solving is much more effective than didactic method of learning in creating in learners' mind set a body of knowledge that is useful in the future. In problem solving learners are presented with a real-life issue that requires a decision, or with a real-life problem that requires a solution. The problem of the issue is often intentionally left ill defined and 'messy' so that there is no clear path or procedure to follow.

Learners typically work in small collaborative groups. A teacher has the general role of a facilitator of the group discussion, but does not direct or control the investigative process (Lee, 2004).

Active teaching and learning strategies enable learners learn meaningfully remember more and derive greater enjoyment in the process of learning. In active teaching and learning learners should engage in higher order thinking tasks such as analysis, synthesis and evaluation. Within this context, active teaching and learning must involve instructional activities involving learners in doing things and thinking about what they are doing (Bonwell & Eison, 2005).

Active teaching and learning may well be the most important contribution to education. The key characteristics of active teaching and learning strategies are;

- i. There are high levels of participation, learners usually find active teaching and learning activities energizing and are likely to engage more with the subject matter as a result.
- ii. Use of prior experience or knowledge. All learners have previous experiences and knowledge of some kind and active strategies offer them the opportunity to make informal connections with things they have already learned.
- iii. Adoption of new perspectives and positions .The opportunity to discuss topics with others and to listen to or address other points of view, for example in group work or role play may often lead to the revision of existing perspectives and to enhanced learning opportunities.
- iv. Contestation of values and assumptions from different disciplines. Many of these strategies are appropriate in inter-disciplinary contexts where learners may need to address a problem from a range of viewpoints. In collaborating with each other, they are more likely to have the opportunity to learn to debate and challenge basic assumptions and values.
- v. Openness with respect to learning outcomes. Active teaching and learning strategies will often yield unanticipated outcomes; there will be some learning that takes place, that has not been planned for and this can be rewarding for both the learners and the teacher.

- vi. There is peer support and peer learning. Collaborative activities such as group work or simulations provide learners with opportunities to learn from, and support each other in ways that are not facilitated by more formal, teacher-centred approaches.
- vii. Critical reflection on action and experience. By sharing knowledge and experiences, by being encouraged to take a different perspective on a particular topic for example in debate learners may learn to reflect critically on the things they do and say.
- viii. Greater ownership of and responsibility for learning. Active teaching and learning strategies may encourage learners to become more self-directed and self-motivated. By taking on a more enquiring and autonomous role, they are more likely to develop a sense of 'ownership' in relation to their learning and to be able to build on this independently in later life.
- ix. Development of generic communicative skills for example listening, debating and collaborating. Active teaching and learning strategies afford many opportunities for learners to develop interpersonal and communicative skills, these skills are essential to personal effectiveness in a range of contexts (Michael, 2006).

This study therefore sought to analyze the teaching and learning strategies used in social studies in primary schools from a constructivist perspective in Kipipiri sub-county.

2.4 The Constructivist Theory of Learning

According to Jonassen (1999) constructivist approaches to teaching and learning have emerged from the work of psychologists and educators such as; Jerome Bruner, Jean Piaget, John Dewey and Lev Vygotsky. There are however two major strands of the constructivist perspective; these two strands, cognitive constructivism and the social constructivism, are different in emphasis, but have many common perspectives about teaching and learning (Huitt, 2009).

Constructivism is a theory based on observation and scientific study, about how people learn. It states that people construct their own knowledge and understanding of the world through experiences and reflecting on those experiences. When learners encounter something new, they have to reconcile it with their previous ideas and experiences, may be by changing what they believe, or by discarding the new or prior knowledge as irrelevant. In any case learners are active creators of their own knowledge, who must ask questions, and assess what they know (Wertsch,

2000). Mahoney (2003) also notes that constructivism is a theory of knowledge (epistemology) which argues that human beings generate knowledge and meaning from their experiences. As an approach to learning constructivism claims that humans are better able to understand the information they have constructed themselves (Fullen, 2007).

Constructivism emphasizes the importance of the knowledge, beliefs, and skills an individual brings to the experience of learning. It recognizes the construction of new understanding as a combination of prior learning, new information, and readiness to learn. Individuals make choices about what new ideas to accept and how to fit them into their established world views (Brook & Brook, 1993). Thus constructivism is a contextualized process of constructing knowledge rather than acquiring it. Learners continuously test hypotheses through social negotiations. Each person has a different interpretation and construction of knowledge (Santrock, 2001). According to Glaserfeld (1989) the constructivist view involves two attributes; first knowledge is actively constructed by learners, not passively received from the environment and secondly coming to know is a process of adaptation based on and constantly modified by a learner's experience of the world.

Long (2000) argues that the cognitive paradigm of constructivism has been instrumental in shifting the locus of responsibility for learning from a teacher to a learner, who is no longer seen as passive or powerless. A learner is viewed as an individual who is active in constructing new knowledge and understanding, while a teacher is seen as a facilitator of the learning process. In this case constructivism can be viewed as a spiral, when learners continuously reflect on their experiences, they find their ideas gaining in complexity and power, and they develop increasingly strong abilities to integrate new information. One of a teacher's main roles is to encourage this learning and reflection process thus learning is a constructive process in which learners are building an internal illustration of knowledge and a personal interpretation of experience (Driscoll, 2000).

Dewey (1966) argues that a learner is not a blank slate (*tabula rasa*) but brings past experiences and cultural factors to a learning situation thus; learning must be placed in a rich context, reflective of the real world context for the constructive process to happen and transfer to

environment beyond the school or a training classroom. Learning through cognitive apprenticeship, mirroring the collaboration of real world problem solving, and using the tools available in problem solving situations, are keys. Consequently, how effectual or instrumental a learner's knowledge structure is in facilitating thinking in the content field is the measure of learning (Bednar, Cunnigham, Auffy & Parry, 1995).

Ceci (2000) states that in the classroom, the constructivist view of learning can point towards a number of different learning strategies. In the most general sense, it usually means encouraging learners to use active learning strategies (experiments, real-world problem solving and others,) to create more knowledge and then to reflect on and talk about what they do and how their understanding is changing. A social studies teacher should make sure she/he understands learner's pre-existing conceptions, and guides the activity to address them and then build on them. According to Ross (2000) constructivism taps into and triggers the social studies learners' curiosity about the world and how things work. Learners do not invent the wheel but, rather, attempt to understand how it turns, and functions. Learners become engaged by applying their existing knowledge and real-world experiences, learning to hypothesize, testing their theories, and ultimately drawing conclusion from their findings.

Santrock (2001) observes that within the constructivist model of learning, when a learner encounters new information, he/she compares the knowledge and understanding that is already within the cognitive structure and one of these three things may occur; (i) The information matches up with his/her previous knowledge pretty well hence, adds it to his understanding (It's consonant with the previous knowledge). It may take some work, but it's just a matter of finding the right fit, as with a puzzle piece. (ii) The information does not match previous knowledge (it's dissonant). A learner has to change his/her previous understanding to find a fit for the information, this can be harder work. (iii) The information does not match previous knowledge and it is ignored. Rejected bits of information may just not be absorbed by a learner or they may float around, waiting for the day when the learners understanding has developed and permit a fit.

Ley Vygotsky is well known for his theory of social constructivism. He viewed each learner as a unique individual with unique needs and background. He also saw a learner as complex and

multidimensional (Kim, 2005). Social constructivism not only acknowledges the uniqueness and complexity of a learner, but actually encourages, utilizes and rewards a learner as an integral part of the learning process (Wertsch, 2000). Social constructivists thus emphasize the importance of a learner being actively involved in the learning process, unlike previous educational viewpoints where the responsibility rested with an instructor to teach and where the learner played a passive, receptive role. According to social constructivists, learners construct their own understanding and that they do not simply mirror and reflect what they read. They look for meaning and will try to find regularity and order in the events of the world even in the absence of full or complete information (Glaserfeld, 1989).

Social constructivists view learning as an active process where learners should learn to discover principles, concepts and facts for themselves, hence the importance of encouraging guesswork and intuitive thinking in learners (Kim, 2005). However, for the social constructivist, reality is not something that learners can discover because it does not pre-exist prior to their social invention of it. It is constructed by learners' own activities and that learners, together as members of a society, invent the properties of the world. Furthermore, it is argued that the responsibility of learning should reside increasingly with a learner (Ross, 2000).

Social constructivism encourages a learner to arrive at his or her version of the truth, influenced by his or her background, culture or embedded worldview. Historical developments and symbol systems, such as language, logic, and mathematical systems, are inherited by a learner as a member of a particular culture and these are learnt throughout a learner's life (Glaserfeld, 1989). Social constructivism also stresses the importance of the nature of a learner's social interaction with knowledgeable members of society. Without the social interaction with other more knowledgeable people, it is impossible to acquire social meaning of important symbol systems and learn how to utilize them. Learners develop their thinking abilities by interacting with other learners, adults and the physical world. From the social constructivist viewpoint, it is thus important to take into account the background and culture of a learner throughout the learning process, as this background also helps to shape the knowledge and truth that a learner creates, discovers and attains in the learning process (Wertsch, 2000). Vygotsky (1978) highlighted the convergence of social and practical elements in learning by stating that the most significant

moment in the course of intellectual development occurs when speech and practical activity, two previously completely independent lines of development converge. Through practical activity a learner constructs meaning on an interpersonal level, while speech connects this meaning with the interpersonal world shared by a learner and his /her culture.

According to the social constructivist approach, instructors have to adapt to the role of a facilitator and not a teacher (DeVries, 2002). Where a teacher gives a didactic lecture that covers the subject matter, a facilitator helps a learner to get to his or her own understanding of the content. In the former scenario a learner plays a passive role and in the latter scenario a learner plays an active role in the learning process. The emphasis thus turns away from the instructor and the content, towards a learner. This dramatic change of role implies that a facilitator needs to display a totally different set of skills than a teacher (Kim, 2005). A teacher tells, a facilitator asks; a teacher lectures from the front, a facilitator supports from the back; a teacher gives answers according to a set curriculum, a facilitator provides guidelines and creates the environment for the learner to arrive at his or her own conclusions; a teacher mostly gives a monologue, a facilitator is in continuous dialogue with learners. A facilitator should also be able to adapt the learning experience 'in mid-air' by taking the initiative to steer the learning experience to where learners want to create value. The social constructivist model thus emphasizes the importance of the relationship between a learner and an instructor in the learning process (Wertsch, 2000). Within the constructivist theory of learning literature was also reviewed regarding a constructivist teacher, constructivist classroom and the benefits of constructivism in teaching and learning of social studies.

A Constructivist Teacher

Contrary to criticism by some conservative/traditional educators, constructivism does not dismiss the active role of a teacher or the value of expert knowledge. Constructivism modifies that role, so that teachers help learners to construct knowledge rather than to reproduce a series of facts. A constructivist teacher provides tools such as problem solving and inquiry-based learning activities with which learners formulate and test their ideas, draw conclusions and inferences, and pool and convey their knowledge in a collaborative learning environment (Driscoll, 2000). Constructivism transforms a learner from a passive recipient of information to an active

participant in the learning process. Always guided by a teacher, learners construct their knowledge actively rather than mechanically ingesting knowledge from a teacher or a textbook (Brook, 1999).

In constructivist teaching, a teacher is a facilitator and a guide, who plans, organizes, guides and provides directions to a learner, who is accountable for his own learning. A teacher supports learners by means of suggestions that arise out of ordinary activities, by challenges that inspire creativity, and with projects that allow for independent thinking and new ways of learning information. Learners work to approach problems and challenges in real world situations, this in turn leads to creation of a practical solution and a diverse variety of learner's products (Fullen, 2007). A constructivist teacher encourages learners to constantly assess how the classroom activities are helping them gain understanding. By questioning themselves and their strategies, learners in the constructivist classroom ideally become "expert learners". This gives them ever-broadening tools to keep learning with a well-planned classroom environment, the learners learn how to learn (Schunk, 2000).

A Constructivist Classroom

A constructivist classroom should treat learners as real persons, where attitude and feelings can be expressed, where learners can choose from a range of feasible options, where a teacher serves as a facilitator of learning. The atmosphere in this sense is a supportive one where ridicule is avoided. Such a framework is likely to help learners feel sufficiently safe to help them interpret concepts in the light of their own experiences outside school work and in other parts of the school (Watt & Bentley, 1998). Piaget (1973) believed that a constructivist classroom must provide a variety of activities to change learners to accept individual differences, increase their readiness to learn, discover new ideas and construct their own knowledge. In addition Vygotsky (1987) suggests that a classroom should help create one's own concept and making knowledge one's properties, this requires that school learning takes place in a meaningful context, alongside the learning that occur in the real world.

In a constructivist classroom the following happens.

- i. Learners' autonomy and initiative are accepted and encouraged. By respecting learners' ideas and encouraging independent thinking, teachers help learners attain their own intellectual identity. Learners who frame questions and issues and then go about analyzing and answering them take responsibility for their own learning and become problem solvers.
- ii. A teacher asks open-ended questions and allows time for responses. Reflective thought takes time and is often built on others' ideas and comments. The way teachers ask questions and the way learners' responds will structure the success of learners' inquiry.
- iii. Higher level of thinking is encouraged. A constructivist teacher challenges learners to reach beyond the simple factual responses. He/she encourages learners to connect and summarize concepts by analyzing, predicting, justifying and defending their ideas.
- iv. Learners are engaged in dialogue with a teacher and with each other. Social discourse help learners change or reinforce their ideas. If they have the chance to present what they think and hear others ideas, learners can build a personal knowledge base that they understand. Only when they feel comfortable enough to express their ideas, will meaningful classroom dialogue occur.
- v. Class uses raw data, primary sources, manipulative, physical and interactive materials. The constructivist approach involves learners in real-world experiences and then helps them generate the abstractions that bind phenomena together.
- vi. Learners are engaged in experiences that challenge hypothesis and encourage discussion. When allowed to make predictions, students often generate varying hypothesis about natural phenomena. The constructivist teachers provide ample opportunities for learner to be able to test their hypothesis, especially through group discussion of concrete experiences (Brook & Brook, 1993).

This being the case, there was a need to analyse the teaching and learning strategies used in social studies in primary schools from a constructivist perspective.

Benefits of Constructivism in Teaching and Learning of Social Studies

Educationists all over the world have been struggling to develop strategies that can optimize the attainment of social studies teaching and learning objectives. They are continuously faced with

the challenge of responding to the changes in strategies that enhance effective teaching and learning of social studies (Barth, 1983). In order to enhance learning and achievement in social studies effective teaching and learning strategies need to be employed (MOEST, 2009).

One reason that leads to poor performance in Kenya is failure by a teacher to use strategies that captivate learners during instruction (Odaló, 2000). The proposed solution for this problem is to prepare learners to become adaptive and be able to apply what they learn at school to the various and unpredictable situations that they might encounter over the course of their lives (Long, 2000). Obviously the traditional teacher- as- information giver, textbook guided classroom has failed to bring about the desired outcomes of producing a thinking learner. A much heralded alternative is to change the focus of the classroom from teacher dominated to learner- centred using the constructivist teaching strategy (Ceci, 2000). Constructivist teaching and learning strategies could enhance teaching and learning of social studies concepts which sometimes prove difficult for the learners (Kim, 2005). By considering learners' prior knowledge and experience about social studies phenomenon, constructivist teaching and learning strategies enable learners to fully comprehend the phenomenon. This could in turn be reflected in learner's achievement (Chiodo & Byford, 2006).

The benefits of constructivist teaching and learning strategy include;

- i. Learners learn more, and enjoy learning more when they are actively involved, rather than passive listeners.
- ii. Education works best when it concentrates on thinking and understanding, rather than on rote memorization. Constructivism concentrates on learning how, to think and understand.
- iii. Constructivist learning is transferable in constructivist classrooms, learners create organized principles that they can take with them to other learning settings.
- iv. Constructivism gives social studies learners' ownership of what they learn, since learning is based on learner's questions and explorations, and often learners have a hand in designing the assessment as well. Constructivist assessment engages a learner's initiative and personal investment in their journals, research report, physical models, and artistic representations. Engaging the creative instincts develops learner's abilities

to express knowledge through a variety of ways. Learners are also more likely to retain and transfer the new knowledge to real life.

- v. By grounding learning activities in an authentic, real world context, constructivism stimulates and engages learners. Learners in a constructivist classroom learn to question things and to apply their natural curiosity to the world.
- vi. Constructivism promotes learners' social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas. Learners must learn how to articulate ideas clearly as well as to collaborate on tasks effectively by sharing in group projects. Learners must therefore exchange ideas and so must learn to negotiate with others and to evaluate their contributions in a socially acceptable manner. This is essential to succeed in the real world since they will always be exposed to a variety of experiences in which they will have to cooperate and navigate among the ideas of others (Jonassen, 1999).

Constructivism is often associated with pedagogic approaches that promote active teaching or learning by doing (Kim, 2005). Increasingly, the trend in education reform is to teach from the constructivist's perspective (Mahoney, 2003). Within the constructivist perspective learners are encouraged to explore their world, discover knowledge, reflect and think critically. Thus, constructivist teachers would not have learners memorize information rote, but would give them opportunities to meaningfully construct knowledge and understand it and thus improve their academic performance (Kuhn, 1999). This study sought to analyze the teaching and learning strategies used in social studies in primary schools from a constructivist perspective in Kipipiri sub-county.

2.5 Teachers' Selection of Teaching and Learning Strategies

Selection of teaching and learning strategies can be determined by various factors as follows;

Teachers' Training

A teacher is increasingly becoming the focus of interest because of the key role he/she plays in the delivery of education to learners. The poor or ill preparation of a teacher, however, has some undesirable effects in the delivery system (Derebssa, 2006). To a large extent teachers, in Sub-

Saharan Africa are acutely lacking the critical determinants of effective teaching: knowledge of the subject matter, pedagogical skills and motivations, although they are in the front-line of educational reform programs. The reason for this situation is the weakness of the teacher training system (Moore, 2001). Tickle (1997) argued that training of primary school teachers should encompass activities based on implementation of the primary school curriculum. However, teacher trainers who train primary school teachers usually impart subject matter knowledge to the would-be teachers through lecture method and the trainees do the same in turn in their areas of assignment (Bridges, 1998). Moore argued that many teacher trainers are engaged in training teachers without any dependable professional ideas regarding how and for what would-be teachers are trained or prepared. Besides, there are very few teacher trainers in Teacher Training Colleges (TTCs) who have primary teaching experience in a primary classroom. The teacher training systems need the focus of professional training in classroom skills (Freeman, 2001).

Ambaye (1999) noted that to be effective in helping learners to learn, the mode of training teachers get during their stay in the training institutions play a vital role. It means that, if teachers have to apply active teaching and learning strategies in the actual teaching-learning process, instructors have to train them in active teaching and learning strategies so as to link the training program with what is needed from the practitioners. Bedana (2002) argued that unless student teachers are themselves educated in active teaching and learning strategies, the teacher-centred approach will perpetuate itself. Newly qualified teachers cannot transform their classrooms if they themselves have no experience of active teaching and learning methodology. Similarly, teachers should be taught by the same methods which they will be expected to use in their teaching profession. Effort to expand access to and the quality of education requires attention to teacher training. In addition Friedman (1999) stated that if teachers are asked to perform well, the training program should equip them with enough subject matter knowledge and pedagogical skills. Unless this is done, how could an individual teacher deliver what he/she has not been given at all?

The quality, efficiency and effectiveness of education depend to a large extent on the nature and success of teacher education programs (Tirualem, 2003). Hawes (1999) argued that lack of correspondence between needs of schools and TTC programs has brought about lower

orientation of trainees on their widening task. Leu (2000) further argued that changes in schools should be accompanied by a corresponding change in teacher training programs. Freeman (2001) notes that how trainers understand teaching will shape how they educate others to do it. In attempting to improve their teacher training programs, countries should develop a highly qualified team of educators possessing both academic and pedagogical abilities required for training teachers (Derebssa, 2006). Thus teacher training is an important factor in selection of teaching and learning strategies.

Educational Facilities

Local constraints should be considered when selecting teaching and learning strategies. The most important factors in this case are the facilities available, including resource materials and textbooks. If an essential requirement for a particular strategy is not available, for example, a piece of equipment for a demonstration, then that strategy cannot be used. In order to promote the quality, relevance and expansion of education, due attention should be given to the supply, distribution and utilization of educational materials, educational technology and facilities (Bedana, 2002).

Educational facilities are important in promoting the teaching-learning process. For instance, Tilaye (1997) indicated that educational facilities and services are important tools for the teaching and learning processes, they are the means by which instructional objectives are achieved. However, lack of provision of instructional materials and physical facilities is a major cause for dropping out of school. According to World Bank research report (1980) a school that has inadequate educational facilities may lead to under achievement of learners. Fuller (1997) argued that school facilities are significantly linked to levels of educational achievement than were socio-economic characteristics of the family. Nevertheless, currently the situation in developing countries does not seem to provide educational facilities to run the teaching-learning process effectively. Derebssa (2006) stated that in deprived areas of the developing world, it is easy to observe that the minimum equipment for efficient teaching (seats and desks, blackboard and chalk, laboratories, libraries, textbooks for teachers and learners, exercise books and pencils) are in bad state, insufficient or not available.

Teachers cannot do their job efficiently without instructional materials. Similarly, the findings of World Bank research report (1988) indicated that scarcity of educational materials in the classroom has been the most serious impediment to educational effectiveness in Africa. Bedana (2002) pointed out that, due to the prevailing budgetary crisis in Africa, children have unpleasant time at school. Bedana added that the available instructional materials are inadequate; school buildings are dilapidated, the classrooms are with broken desks, chairs, windows, with no proper sanitation. All these discourage learners' from learning and aggravate early school dropout. Tirualem (2003) noted that inadequate supply of school instructional materials can influence learner's performance and progress at school because a teacher cannot apply effective teaching and learning strategies.

According to Bedana (2002), the resources for teaching and learning that a teacher and his/her learners use can influence the effectiveness of the instructional process. The creative use of such materials will increase the probability that learners learn more, retain better and improve their performance. Amare (1998) stated that teaching and learning without instructional materials is tantamount to farming with the use of fingernails. Furthermore, teaching and learning materials are taken as one of the means for minimizing the decline of learners' attention and interest often encountered due to "chalk and talk" type of teaching (Freeman, 2001). This means, to enhance learners' involvement in the instructional process, teaching and learning materials have utmost importance. Leu (2000) states that proper application of teaching and learning materials, alongside other instructional elements, are crucial for curriculum implementation. Instructional materials such as text books provide information, organize the scope and sequence of the information presented, and provide opportunities for learners to use what they have learned (Tirualem, 2003).

However, shortage of textbooks and teachers' guides cause variations among teachers regarding choice, depth and scope of subject matter, selecting instructional objectives, lesson preparation and delivery (Moore, 2001). Getachew (1999) argued that many teachers who look forward enthusiastically to renewing their methodology in the classroom often find themselves limited by lack of materials, or the means to obtain them. Many of these teachers complain about the contradiction implicit in the situation whereby, on the one hand, society and those in charge of

education are demanding and promoting a renewal in teaching and learning methodology while, on the other hand, they do not equip teachers with what they need to put this into practice.

Nature and characteristics of the Syllabus

Different writers describe nature and characteristics of a syllabus in different ways. For instance, Posner (1995) describes a syllabus as the plan for an entire course. The plan typically includes; goals for the course, topics covered, resources used, assignments given, and evaluation strategies recommended. A syllabus might also include learning objectives, learning activities, and study questions. Thus, a syllabus represents a plan for a course and elements of both the ends and means of a course (MOEST, 2009). In addition, a syllabus is a branch of curriculum specified to a single subject. It serves as the sole point of reference for a course. All educational materials, teaching aids, evaluations and implementation activities derive their purpose from a syllabus. Thus, a syllabus should be structured in such a way that it consists of objectives, tasks and hints for the methodological and organizational shaping of the instructions, outline of the subject matter and the time allotment (Getahun, 1997). Similarly, a syllabus can be seen as the overall organizing principle for what is to be taught and learned. In other words, syllabus is a general statement as to the pedagogical arrangement of learning content (Derebssa, 2006).

However, Ambaye (1999) revealed that there is lack of harmony in light of curriculum demands and applied methodology in schools. Concerning the impact of overloading a syllabus with contents to be learned, Leu (2000) warned that over loading syllabus with content leads to poor learning because a teacher is competing with time to complete the syllabus and use of the active teaching and learning strategies. Thus availability, nature and characteristic of the syllabus affect the selection of teaching and learning strategies.

Availability of Teachers' Guides

A teacher's guide is a material for a teacher with recommended hints to support a teacher in preparing the lesson and in selecting the most suitable methods of teaching and learning. It helps a teacher to understand the essential part of the subject matter, supports the creativity of the teacher, makes him/her aware of the relationship between different subjects, and gives hints on how and when to use teaching aids (Getahun, 1997). Teacher's guides help teachers boost

learners learning to higher cognitive levels by suggesting good exercises and questions. Teachers' guides that are well integrated with the textbook and other instructional materials can have a positive impact on learners' achievement. Particularly, guides that include information on what to teach and on how to teach it, diagnostic tests that help teachers monitor learners learning and modify the daily lessons accordingly, suggestions on how to manage the classroom, and activities for classroom use are effective (Tirualem, 2003).

World Bank (1988) noted that even if teacher's guides are very crucial for teachers, teachers do not get adequate teachers' guides to conduct instructional processes as intended. In addition, Derebssa (2006) claim that, despite the important role played by teachers' guide they, are seldom available. On the other hand, low quality teachers' guides, failure of teachers' guides to give real support to teachers in understanding the overall teaching and learning approach to use and understanding how to teach effectively in their classrooms are some of the problems noted in teachers' guides (Leu, 2000). Thus teacher's guides are important in selection of teaching and learning strategies.

Content of the Teachers' Guide

Derebssa (2006) noted that content of the teachers' guide determines the type of methodology to be employed in the teaching and learning process thus effective methodology is closely related to course content. Moreover, in selecting appropriate teaching and learning strategies, not only content of the teachers' guide but also the topic objectives in the teachers' guide as per the curriculum should be taken into consideration as the main intention of using appropriate teaching and learning strategies is to facilitate the attainment of instructional objectives. Bedana (2002) argued that the specification of learning objectives in teachers' guide is important in selecting an appropriate teaching and learning strategy, for these serve as the targets for teaching. Teachers' selection of a methodology and learners' activities should be related to content being taught. In addition, the methodology should be related to other factors such as general objectives of the discipline, learner's ability, learner's prior knowledge in the topic and nature of the topic being taught. For example, if a teacher is teaching problem solving or a psychomotor skill, lecture method is not the right approach instead the teacher should involve learners in an activities based

lesson to build these skills (Moore, 2001). Thus, content of the teacher's guide is vital in selection of teaching and learning strategies.

Teachers' Work Load

Teaching is increasingly becoming stressful. Teachers are suffering from increased government control and monitoring; from financial cuts and work overload; from difficulties of balancing between their teaching, research work and administrative roles (Marew, 2000). They experience the everyday stresses of doing a creative job within an increasingly uncreative environment; of both preparing for lessons and delivery of the content effectively, developing relationships with learners and assessing their performance and of seeking promotion (Tirualem, 2003). According to Tirualem among the factors which make teachers stressful is the workload they have at schools.

Concerning the nature of teachers' workload and its impact on teachers, Freeman (2001) states that, teachers' workload refers to the general level of demands laid up on teachers within a very short period of time. It refers to lack of adequate time to complete the work or to create a situation of pressure in attempting to do more work in less time. Indeed, a variety of demands put upon teachers in a typical school day, often with high deadlines attached to them, may make teaching a stressful activity. Teachers' workload affects the quality of teaching within any given teaching situation thus it is an important variable in selecting the teaching and learning strategy to be used.

A well-prepared and a badly prepared lecture cannot always be regarded as equivalent examples of the same teaching method. Indeed the general problem of the optimum allocation of teacher time between contact time and preparation time is a critical one (Derebssa, 2006). UNESCO and ILO's recommendation on the status of teachers (1966,) as cited in Bedana (2002) proposes that, hours of work should be fixed in consultation with teachers' organization and should take into account the need for providing teachers time for adequate planning of lessons, evaluating the work of learners, participating in co-curricular and research activities, reporting to and consulting with the parents of learners. If teachers are over loaded with a number of periods, the probabilities that they prepare activity based lessons and thereby apply active teaching and

learning strategies is questionable. Bedana argued that, hours of work are among the conditions that deserve careful consideration when trying to create a conducive environment for effective teaching and learning. Therefore teacher's work load affects the selection of teaching and learning strategies.

Teachers' Preferences

There is evidence that teachers' likes and dislikes, together with their experience, have a bearing on the teaching and learning strategies they select. This is partly related to their philosophy, style and value system and also to their past experiences and their confidence in using new and often less controllable methods (Bedana, 2002). Moore (2001) argues that teachers tend to select the teaching and learning strategies that have proved most successful in the past and that makes them feel most comfortable. This means, people naturally resist to change to new innovation as it upsets them and makes them feel less confident.

Tirualem (2003) noted that any curriculum that requires teachers to change methods of operation and modes of thought faces difficulties. Derebssa (2006) argues that researchers have long known that all change, positive as well as negative, requires people to learn new ways of responding to our environment and thus creates stress. The barriers that keep teachers from trying new teaching techniques are many. One barrier is simply effort; usually it is easier for a teacher to teach a class as he/she has always done in the past than to try something new. A far more important barrier to change is fear of loss of status; to most teachers the status of the teacher is a cherished reward for years of study. To be an authority that dispenses crumbs of wisdom to the multitudes is a very satisfying role. Trying a new technique may involve a threat to their status. If the new method fails, the learners are likely to feel that a teacher does not know what he/she is doing. A third barrier is simply fear of failure; teachers who try new techniques are not likely to be skilled in its use and are likely to imagine consequences far more catastrophic than, any which are likely to occur. Another barrier is fear of unfavourable reactions from colleague teachers (Bedana, 2002). Thus, teacher's preference is an important factor in selection of teaching and learning strategies.

Learners' Needs and Interests

It is obvious that the central objective of the teaching- learning process is to help learners bring behavioural change as a result of learning. What they learn and the means through which they learn what is to be learned should fulfil their needs and interests (Moore, 2001). Rajput (1996) states that curriculum is the precious commodity which is transacted by teachers and eventually consumed by learners. It has to be based on learner's needs and relevant to the society in which the learner lives and grows up. The teaching and learning strategies that are selected to conduct instructional process should address the needs and interests of the learners so as to foster the teaching-learning process as intended (Marew, 2000).

Moore (2001) states that a particular methodology selected should match the maturity level and experiences of learners. A teacher should not use lecture method with very young learners or with learners who have trouble paying attention to verbal messages. Learners feel comfortable and learn better when the method used fits their needs and interests. When the method is mismatched with learners, learning will not take place at optimum level. Thus, effective teachers should select the best possible method for a particular class (Bedana, 2002). Getahun (1997) argues that, one of the factors that affect the selection of instructional methods is the psychological and pedagogical regularities, this refers to the age of learners and their physical, mental and emotional abilities. Thus, methods of leading and guiding the instruction process are expected to match with learners' needs and interests.

Teacher learner Ratio

According to Duppenhaler (2000), high learner ratio does present teachers with a number of challenges. First, a teacher should easily identify learners and this is especially difficult if one is teaching several large classes at the same time. Second, a teacher needs to have a way to monitor an individual learner's progress. Third, a teacher should have easy access to data about a learner's strengths and weaknesses. Fourth, a teacher should respond to a learner as an individual, with interests outside the classroom. However, Toubia (1999) observed that in many parts of the world, we have large classes of 100 learners or more against one teacher; this is usually the excuse that teachers give for their reluctance to experiment with new approaches or innovative teaching and learning strategies. Similarly if a class has a large number of learners,

the probability that teachers are able to apply active teaching and learning strategies is questionable. This in turn means that the number of learners we teach affects the type of strategies we apply in the teaching and learning process (Freeman, 2001).

Teachers' Awareness of the Teaching and Learning Strategy

A teacher is the principal means of proper implementation of a curriculum. The effective delivery of a curriculum both within and outside the classroom is, for all practical purposes, the total responsibility of a teacher and the expectations of teacher educators are high and demanding (Tirualem, 2003). To implement a curriculum properly, teachers should have a thorough knowledge and understanding of what is intended in the curriculum that serves as guidelines. Bedana (2002) argues that today there can hardly be a curriculum that has not been conjoined in some sense with a country's education policy. Hence, it is very vital for teachers to know their duties and their expectations in implementing the curriculum. Otherwise, it may have an adverse effect on the education system of a country as what is not intended may be implemented (Freeman, 2001).

Marew (2000) states that, lack of clarity, ambiguity about expectations, absence of regular interpersonal forums of communication, ambivalence between authority and support roles of external agencies, combine to erode the likelihood of implementation of a curriculum. Likewise, if teachers teaching at a certain level do not know the teaching and learning strategies to be used for that level according to the curriculum, they may employ teaching and learning strategies which are not suggested for that level in the curriculum (Freeman, 2001). Hence, to help the teachers employ the teaching and learning strategies that are suggested in the curriculum to a certain level efficiently and effectively, some sensitizing mechanisms should be used so as to introduce the strategies to teachers. Derebssa (2006) commented that teachers who received traditional training and who have only worked with rather conservative materials may not be equipped professionally or emotionally to handle modern teaching materials which leave a considerable amount of decision making to the teacher. A period of sensitizing may be necessary for both teachers and learners before new curriculum can be introduced effectively. Thus, teachers' awareness of the teaching and learning strategy proposed in the curriculum is an important factor in selection of teaching and learning strategies.

2.6 Teachers' Application of Teaching and Learning Strategies

Application of teaching and learning strategies can be determined by various factors as follows;

Availability and content of Textbooks

Peacock (2001) stated that textbooks deliver the curriculum thus they are the most important instructional materials. The most ubiquitous of the resources for a course, a unit, and for lesson planning is the textbook. In addition to its expository role it provides an organized outline of the subject matter, teaching aids, study questions, exercises, and suggestions for learning activities and further study. Moreover, textbooks are the most common source of information in our classrooms (Bedana, 2002). In textbooks, the scope of the subject matter is defined and the sequence for instruction is laid out. Textbooks are the major, if not the only-definition of a curriculum in most developing countries (Marew, 2000).

Unfortunately, the curricula presented in some textbooks, particularly the scope and sequence of the material, are often poorly organized. Textbooks also suffer from factual inaccuracies, inappropriate illustrations and problems with readability (Tirualem, 2003). Sometimes textbooks prepared for primary schools are not appropriate to implement active teaching and learning strategies. Leu (2000) also warned that textbooks are normally overcrowded with content and information. Units or chapters usually start with long and overly complicated narratives giving factual information, followed by recall questions and, only at the end, a few activities. This gives teachers the message that acquisition and recall of facts and information are more important than activities. This encourages "chalk and talk" methods and force teachers to think that their main duty is to "cover" all the information. Active learning or higher-order thinking skill assignments are usually added at the end of a unit or chapter rather than being used at the beginning of a unit or integrated throughout the unit. This signals to teachers that they are of marginal importance. Thus, teachers are likely to skip them and go on to the next chapter because of lack of time (Ambaye, 1999). Thus, availability and content of a textbook are vital in application of teaching and learning strategies.

Class Size

Derebssa (2006) argues that any class is too large if the teacher cannot check on the progress of every single learner. A class is too large if every child does not have access to a book. A class is too large if some learners are not even physically accessible because desks or other learners block the way. In general, whatever norm is set by a country for class size, according to scholars, class size is one of the key factors that determine a teacher's application of teaching and learning strategies.

Bedana (2002) further argued that one powerful determiner of a teaching and learning strategy a teacher should consider is the size of the group to be taught. This is because some strategies are unsuitable when the group is excessively large or small. For example, too large a group would not be suitable for a discussion. Besides, large classes are more likely to use lecture method and less likely to use discussion method. Since discussion tends to be more effective than lecture for achieving changes in thinking and problem solving, it is expected that large classes are less effective than small classes. Moreover, teaching a large number of learners is a very difficult task. However, the teacher who finds himself/herself teaching classes of about 100 to 150 learners faces a real challenge (Gluscevic, 1999). Moore (2001) added that if a teacher has little space and a large class, discovery approach may not be appropriate. Similarly, effective teaching and learning strategies, involving discovery, discussion, and question and answer are impossible in large classes.

Objectives of the Syllabus

Objectives are what a teacher intends to achieve by the end of a lesson or a course (MOEST 2009). The objectives of a topic to be taught as stipulated in the syllabus and in the teacher's guides are important in application of a teaching and learning strategy. Objectives should be taken in consideration when applying a particular strategy, as the main intention of using appropriate teaching and learning strategy is to facilitate the attainment of the instructional objectives. The teaching and learning strategy applied should be related to both general and specific objectives (Ambaye, 1999).

Nature of the Topic

Nature of the topic to be taught determines the teaching and learning strategy to be applied. Some topics require discussion, others field work, others project method and others problem solving depending with the nature and characteristics of a topic. For example, if a lesson is on measurement and recording of weather elements, then a field trip to a nearby weather station may be appropriate and if the topic is on irrigation, project method is appropriate (MOEST, 2009).

Age and Level of the Learners

The type of teaching and learning strategies applied by a teacher should match the age and level of learners being taught. Moore (2001) states that a particular methodology selected should match the maturity level and experiences of learners. For example a teacher should not use lecture method with very young learners (lower primary) who have trouble paying attention to verbal messages. Learners feel comfortable when teaching and learning strategies applied by a teacher fits their age and level. If the teaching and learning strategies used by a teacher are mismatched with the age and level of learners learning cannot take place at maximum level (MOEST, 2006).

Apparatus\Tools \Equipment

Apparatus\tools \equipment to be used by a teacher and learners in a particular lesson play a vital role in application of teaching and learning strategies. Getachew (1999) argued that many teachers who look forward enthusiastically to renewing their methodology in the classroom often find themselves limited by lack of materials, or the means to obtain them. If an essential requirement for a particular strategy is not available for example equipment for demonstration then that strategy cannot be applied (Bedana, 2002). When apparatus\tools \equipment are available for teaching and learning then it is easy to apply a variety of teaching and learning strategies and give tasks to learners to work on their own (MOEST, 2009).

Time Available

Bedana (2002) proposes that, hours of work should be fixed in consultation with teachers' organization and should take into account the need for providing teachers time for adequate

planning of lessons, evaluating the learners work, participating in co-curricular and research activities, reporting to and consulting with the parents of learners. If teachers are over loaded with many lessons, the chances that they prepare activity based lessons and thereby apply active teaching and learning strategies is questionable. Time available for a particular lesson determines the teaching and learning strategies to be applied by a teacher. In Kenya, primary school lessons are single taking 35 minutes as stipulated in the syllabus and reflected on a school master timetable (MOEST, 2009). Thus, strategies such as field work and project work which requires more time for planning, preparation and application will require, for example two to three lessons, as compared to other strategies like question and answers which can take a single lesson. Where time is inadequate, teacher may apply teaching and learning strategies that are not time consuming (Moore, 2001).

Culture and Beliefs of Learners

Learners have different cultures, psychological and social circumstances which shapes how they learn, communicate, how they work, play, interact and what customs they follow (Leu,2000). The way learners learn cannot be separated from their cultural context. Learners' culture determines their learning styles and preference, strengths in specific intelligent and prior experience. A teacher's role is to ensure that they understand the cultures, psychological and social circumstances of a learner that may hinder learning (Marew, 2000). In teaching a teacher should make sure that he\she applies teaching and learning strategies that make learners learning experience more productive and enjoyable. A teacher should also use strategies that make classroom climate positive for all learners and create lessons and activities that simulate and engage learners (MOEST, 2009). Thus culture and beliefs of a learner are important in application of teaching and learning strategies.

Ability of Learners

The teaching and learning strategies that are applied should be based on learners' abilities so as to foster teaching-learning process as intended (Marew, 2000). Ability of learners includes knowledge, skills and experience that learners come with to a particular social studies lesson. A teacher should endeavour to find out what learners already know about a particular topic. If the learners are familiar with a topic, then it may be appropriate to apply teaching and learning

strategies such as debate and discussion and if learners are not familiar with a topic, then discovery or problem solving can be used (Ambaye, 1999).

2.7 Theoretical Framework

This study was based on the constructivist theory of learning which emphasis the active role of the learner in constructing their knowledge (Murphy & Moon, 2004). Constructivist approach to teaching and learning emerged from the work of psychologists and educators such as; Jerome Bruner, Jean Piaget, John Dewey and Lev Vygotsky (Mahoney, 2003). In constructivism, learners construct knowledge by integrating existing knowledge with new experiences. Therefore, learning involves active processing of information as learners try to use what they already know to build new experience. In this theory, a teacher serves as a facilitator who attempts to structure an environment in which a learner organizes meaning at a personal level (Cooper & Robinson, 2002). This study focused on the assumption that a teaching and learning strategy that involves learners' active involvement in the learning activities is more likely to lead to worthwhile learning compared to transmission teaching strategy (Hanrahan, 1998).

2.8 Conceptual Framework

Figure 1 illustrates the conceptual framework which consists of variables of the study and the possible pattern of influence on each other and consequent influence on effective teaching and learning of social studies. It implies that the independent variable influences the dependent variable that is; active teaching strategies support effective learning of social studies. Although effective teaching of social studies depends on the teaching strategies used, there may be other factors which may have influence on the learning of social studies. These include the teacher's training and experience, the school location and environment and these were the moderating variables in this study. To control the effects of these variables the study used teachers who had a minimum qualification of a two year professional teacher education certificate and a minimum of three years teaching experience. The primary schools used in the study were in the same location that is Kipipiri sub-county and the teaching-learning resources in those schools were comparable. Figure 1 shows relationship among the variables within the study.

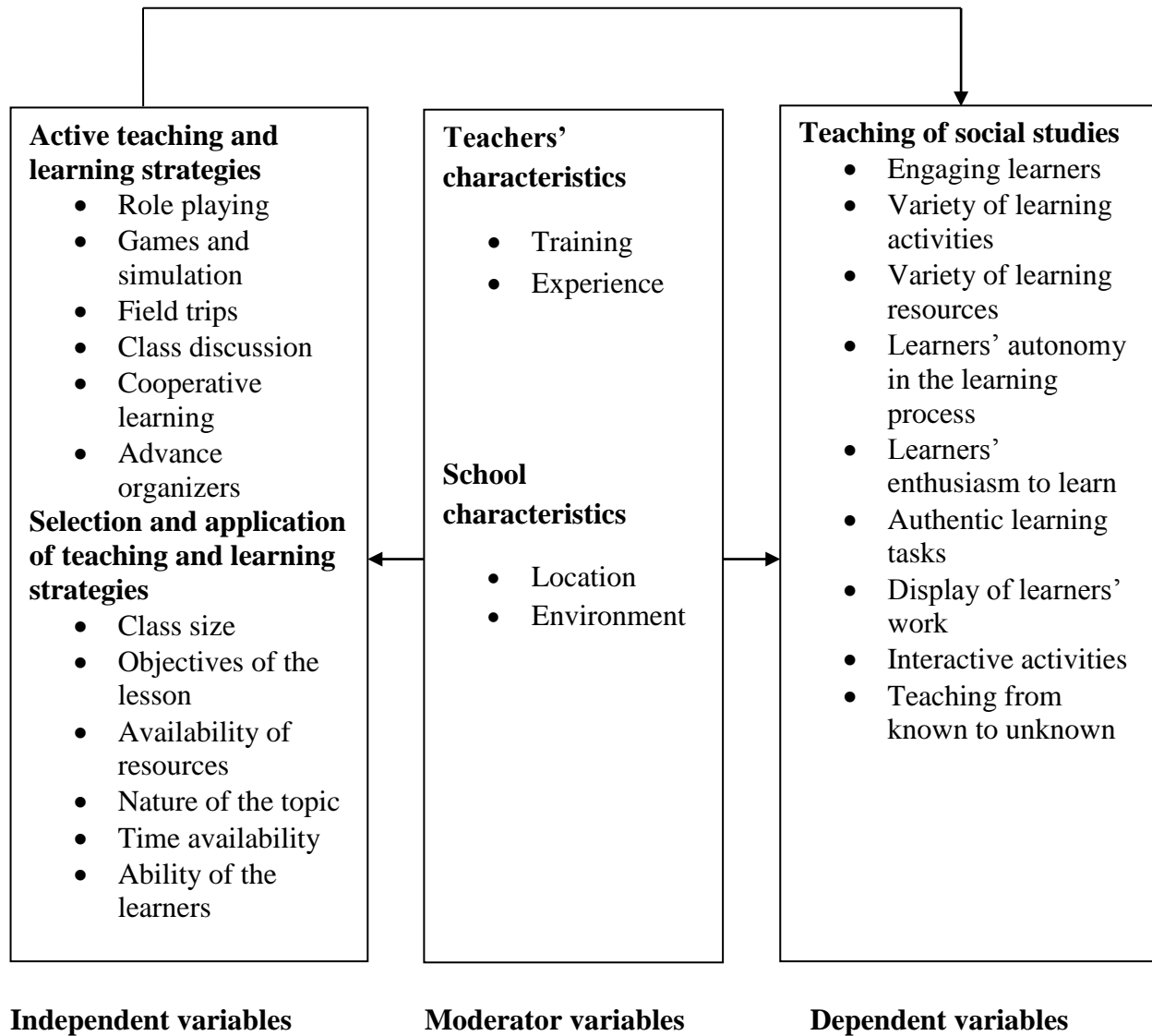


Figure 1: Conceptual Framework on the Relationship between the Dependent, Independent and Moderator Variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology used in the study. It focuses on the research design, location of the study, population of the study, sampling procedures and sample size. The chapter also presents description of research instruments, data collection and data analysis procedures.

3.2 Research Design

The study employed descriptive survey research design. Descriptive survey is primarily concerned with determining “what is” that is, the state of affairs as it exists (Gall, Gall & Borg, 2007). Mutai (2000) explains that descriptive survey is concerned with practices that prevail, belief, points of view or attitude that are held, process that are going on, effects that are being felt and trends that are developing. In addition Cohen, Manion and Morrison (2007) suggest that through this design, a large population can be studied with only a portion of that population being used to provide the required data. Thus, this design was found appropriate for this study as it explores the status of a phenomenon at one point in time and helps in getting information from the sampled population which represented all the relevant subgroups in the population of upper primary social studies teachers in Kipipiri sub-county primary schools.

3.3 Location of the Study

This study was conducted in Kipipiri sub-county, Nyandarua County in Kenya. The sub-county has four divisions; Wanjohi, Geta, Kipipiri and Lereshwa (Appendix iii). Most of the schools in this sub-county are in a rural setting with only a few situated in a few emerging urban centres. Therefore, the respondents of this study were fairly representative of any possible diversity within the typical Kenyan primary school. The study location has also been recording low achievement in social studies in Kenya Certificate of Primary Education over a long period of time. This location was also selected because there is no documentary evidence in the literature showing that such a study has ever been undertaken in the sub-county. The study area was also selected because of the researcher’s familiarity with area and location of the schools.

3.4 Target and Accessible Population

The teachers who participated in this study were drawn from Kipipiri sub-county. The target population was all the social studies teachers teaching in 60 public primary schools in Kipipiri sub-county. The accessible population consisted of the upper primary social studies teachers teaching in public primary schools in Kipipiri sub-county with a minimum qualification of a two year professional teacher education certificate and at least three years teaching experience.

3.5 Sampling Procedures and Sample Size

Proportional sampling was used to select upper primary social studies teachers from each division of the sub-county. Simple random sampling was used to select participating upper primary social studies teachers from the selected primary schools. The sample size was determined through the approach based on precision rate and confidence level using Smith (1983) sampling formula represented as;

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

Where:

n= Sample size

N= Population size

e= Probability of error (0.05)

$$n = \frac{181}{1+181(0.05)^2} = 124.83$$

Using the formula, 125 upper primary social studies teachers were selected from a total of 181 upper primary social studies teachers in the four divisions of the sub-county. From each school 3 upper primary social studies teachers were randomly selected hence, 125 teachers were drawn from 42 schools. These were distributed as follows:

Table 2

Distribution of the Sample Size

Division	Population of upper primary Social studies teachers	Sample size
Kipipiri	50	35
Lereshwa	34	23
Wanjohi	60	41
Geta	37	26
Total	181	125

3.6 Instrumentation

Construction of the research tools that yield reliable and valid data is very crucial in any study. One must take into account such considerations as the research objectives, amount of time devoted for the study and availability of readymade tools (Kathuri & Pals, 1993). In this study, construction of research tools was guided by the purpose and objectives of the study, the literature review, and the researcher's own field experience. The study used two research instruments prepared and standardized by the researcher; a questionnaire and an observation schedule to collect data from the respondents.

3.6.1 Questionnaire

The study used one questionnaire; the Social Studies Teacher Questionnaire (SSTQ). The SSTQ was designed and constructed by the researcher. It consisted of two parts, part one sought demographic information while part two was a three point likert type of rating scale consisting of 30 items. All the items in SSTQ were closed ended. The SSTQ solicited information from upper primary social studies teachers regarding teaching and learning strategies used in social studies and factors that determine a teacher's selection and application of teaching and learning strategies. The maximum score of the instrument was 90 and the minimum score was 30.

3.6.2 Observation Schedule

The study used one observation schedule; the Social Studies Lesson Observation Schedule (SSLOS). The SSLOS had three parts which were focusing on characteristics of active teaching and learning strategies that were expected from learners, the teacher and in the classroom environment namely; (a) learner's characteristics in the teaching and learning process (b) teacher's characteristics in the teaching and learning process and (c) characteristics of classroom teaching and learning environment. The SSLOS was a three point likert type of rating scale consisting of 30 items. All the items in SSLOS were closed ended. The maximum score of the instrument was 90 and the minimum score was 30. The researcher carried out observation in one upper primary social studies classroom in each of the selected 42 public primary schools which participated in the study. Gall, Gall and Borg (2007) explain that observation is important as it provides a more complete description of a phenomenon than would be possible with other instruments. It also provides additional source of data for verifying information obtained by other methods.

3.7 Validity of the Instruments

Validity refers to the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure using some tool. This answers the question, "what does a tool measure and how well does it measure what it is supposed to measure" (Wiersma & Jurs, 2005). Attempt was made to ensure the construct, content and face validity from the time of defining the tools and throughout their preparation. Five experts in educational research validated the instruments by examining the instruments' construct, content and face validity. This was to ensure that the instruments were not biased and appropriate language was used. It also ensured that there was adequate coverage of all the objectives of the study and ascertained the layout and formatting of the instruments. Experts' suggestions were considered by the researcher and necessary changes were made before the actual data collection exercise.

3.8 Reliability of the Instruments

Reliability means consistency of the instrument in measuring whatever it measures. It is the degree to which an instrument will give similar results for the same individuals at different times (Wiersma & Jurs, 2005). The tools were pilot tested in three public primary schools in Kipipiri

sub-county and a sample of 10 upper primary social studies teachers participated in this exercise. The pilot schools did not participate in the main study. According to Coolican (1994), there is a significant need for a researcher to carry out a pilot study before the actual field work so as to discover the flaws in research instruments and hence permit their possible refinement. Since the items were not scored dichotomously, Cronbach's coefficient alpha was used to estimate the reliability coefficient. Gall, Gall and Borg (2007) explain that Cronbach's coefficient alpha can be determined using only one administration of the instrument and it can be used to assess multiple response items. The reliability coefficient was estimated to be 0.77 for the SSTQ and 0.84 for the SSLOS. According to Fraenkel and Wallen (2000) an alpha value of 0.70 and above is considered high enough for an instrument to be used in a study. Therefore, the SSTQ and SSLOS were found to be reliable enough for the purpose of data collection in this study.

3.9 Data Collection

Permission to carry out this study was sought from the National Commission for Science, Technology and Innovation through an introductory letter from the Director, Board of Postgraduate Studies, Egerton University. The researcher sought clearance from the Sub-county Education Officer (SEO) for the intended exercise of data collection in the sub-county. Then appropriate appointments were booked with the headteachers of the selected schools on the actual date and time to administer questionnaires and carry out observations. The researcher visited the selected schools, self administered the questionnaires on upper primary social studies teachers and collected immediately after the respondents had individually responded to the items. The researcher also observed one upper primary social studies lesson in each of the 42 selected schools.

3.10 Data Analysis

Data analysis was guided by the objectives and research questions of the study. Patton (2002) observes that massive qualitative data collected from questionnaires and observation schedules needs to be grouped into meaningful patterns to reveal the essence of the data. In this study, the upper primary social studies teachers' responses were coded, tabulated and analyzed using descriptive statistic. The observed characteristics were classified on the basis of being high, moderate or low. Coding was then done and analysed descriptively. Frequencies (f) and

percentages (%) with the assistance of statistical package for social sciences (SPSS) were used to analysis the data. Results of the study are presented in chapter four.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the results and discussion of the study. The chapter present data on respondents' bio data, analysis of teaching and learning strategies used in social studies from a constructivist perspective, factors that determine a teacher's selection of teaching and learning strategies and factors that determine a teacher's application of teaching and learning strategies. Data was collected using a questionnaire and an observation schedule. Data analysis was carried out using descriptive statistics with the help of the Statistical Package for Social Sciences (SPSS) version 20. The results are presented in form of tables and their interpretation given. Analysis of the results was guided by the research objectives and questions.

4.2 Respondents Bio Data

Age, gender, professional qualification, teaching experience and location of primary schools of the respondents were considered important factors in relation to learners and offering appropriate guidance in the teaching and learning process. The distribution of age, gender, professional qualification, teaching experience and location of primary schools of the respondents is shown in Tables 3 to 7.

Age of Respondents

Data was collected to show comparison by age of the respondents. The respondents were to indicate whether they were below 20 years, between 21 and 30 years or above 30 years of age. Table 3 shows the age distribution of the respondents.

Table 3
Age Distribution of Respondents

Age category	Frequency	Percentage
Below 20 Years	-	-
21-30 Years	29	23.2
Above 30 Years	96	76.8
Total	125	100

Table 3 shows that most of the teachers (76.8%) who participated in the study were above 30 years, while 23.2% of them were between 21-30 years and none was below 20 years. This means that majority of the teachers teaching social studies are above 30 years of ages. The result implies that all the teachers in the study sample are mature enough to offer proper academic guidance to upper primary school learners.

Gender of Respondents

Further, comparison by gender of the respondents was carried out whereby the respondents were to indicate whether they are male or female. Table 4 shows the gender distribution of the respondents.

Table 4
Gender Distribution of Respondents

Gender	Frequency	Percentage
Male	67	53.6
Female	58	46.4
Total	125	100

Table 4 indicates that majority of the teachers (53.6%) who participated in the study were male while 46.4% of them were female. This means that there were slightly more male teachers teaching social studies than female teachers. The result implies that there was proper gender representation of respondents in the study.

Professional Qualification of Respondents

Data was also collected to find out the professional qualification of the respondents. The respondents were to indicate whether they hold a two year professional teacher education certificate, a diploma in education, a bachelor of education degree or a master of education degree. Table 5 presents the distribution of the respondents' per professional qualification.

Table 5**Distribution of Respondents' Professional Qualification**

Professional Qualification	Frequency	Percentage
Primary Certificate (P1)	86	68.8
Diploma (S1)	29	23.2
Degree (B.Ed)	10	8
Master (M.Ed)	-	-
Others (specify)	-	-
Total	125	100

Table 5 reveals that a large percentage (68.8%) of the respondents had a two year professional teacher education certificate, 23.2% had diploma in education, 8% of them had bachelor of education degree and none of the respondents had a master of education degree. This shows that all the teachers in the study sample had requisite professional competencies to effectively handle social studies at the upper primary school level.

Teaching Experience of Respondents

An analysis of the respondents teaching experience was carried out. The respondents were to indicate whether they had over 21 years of teaching experience, between 16-20 years of teaching experience, between 11-15 years of teaching experience, between 6-10 years of teaching experience or less than 5years of teaching experience. Table 6 shows the distribution of respondents' teaching experience.

Table 6
Distribution of Respondents' Teaching Experience

Teaching Experience	Frequency	Percentage
Less than 5 Years	-	-
6-10	29	23.2
11-15	25	20
16-20	29	23.2
Over 21 Years	42	33.6
Total	125	100

The result in Table 6 indicates that 33.6% of the sampled teachers had over 21 years of teaching experience, 23.2% had between 16-20 years of teaching experience, while 20% and 23.2% of them had between 11-15 years and 6-10 years of teaching experience respectively. The result indicates that all the teachers in the study sample had more than five years teaching experience. This indeed, means that they all had adequate experience in teaching social studies in upper primary school level.

4.2.5 Location of Primary Schools

An analysis of the location in which the respondents were teaching was done. The respondents were to indicate whether the school where they were working was in rural or urban area. The result presented in Table 7 shows the location distribution of the primary schools.

Table 7
Location Distribution of Primary Schools

Location of schools	Frequency (F)	Percentage (%)
Rural	107	85.6
Urban	18	14.4
Total	125	100

Table 7 reveals that most (85.6%) of the respondents who participated in the study taught in rural primary schools while a few (14.4%) of them taught in urban primary schools. This therefore, proportionately represents the rural and urban schools.

Data on distribution of age, gender, professional qualification, teaching experience and location of primary schools of the sampled social studies teachers was analyzed and the findings indicated that majority of the teachers teaching social studies are above 30 years of age. This finding supports KNEC (2010) observation that majority (84%) of the teachers in service in Kenya are aged between 31-50 years while those aged 30 years and below comprises 16%. KNEC further observed that majority of the teachers are in their middle career life and therefore likely to have attained requisite experience in teaching. The recruitment policy guidelines in Kenya according to MOEST (2005) require that only teachers who graduated earliest from TTCs should be given priority during recruitment. However, teachers who have left the service through natural attrition are replaced, and additional teachers are recruited in small numbers. This implies that the recruited teachers may be mature enough to handle teaching in a professional way.

The finding established that there were more male teachers teaching social studies than female teachers. The finding concurs with KNEC (2010) which asserts that the national sample of teachers in Kenya comprises 64.4% male teachers and 35.6% female teachers. KNEC further adds that in most developing countries, women are encouraged to join the teaching profession especially at the basic level as a measure to increase enrolment of girls in regions with persistent gender disparities. In Kenya, the gender policy now requires women to constitute at least 30% of all appointments in public offices, teaching included.

The study found out that majority of the social studies teachers had a two year professional teacher education certificate. The study also found out that all social studies teachers are professionally trained. This may be attributed to Government Policy Guidelines which stresses that all teachers teaching primary schools should have a minimum qualification of a two year professional teacher education certificate (MOEST, 2005). This was also the bench mark of this study. The finding agrees with KNEC (2010) which stated that in Kenya's primary schools, majority (63.7%) of the teachers have P1 professional qualifications, followed by S1/Diploma

(12.6%) while those with a Bachelor's degree are the least at 6.2%. Generally, all the teachers teaching in primary schools have requisite educational and professional qualifications. KNEC further argues that besides academic qualifications, professional qualifications of teachers are used as a proxy for quality teaching and higher learning achievement. However, MOEST warned that studies of learning and achievement among primary school learners have often linked low achievement to weaknesses related to poor subject mastery by teachers, limited teaching skills and high absenteeism.

The finding of the study reveals that majority of the social studies teachers had over 21 years teaching experience and none of them had less than 5 years of teaching experience. This finding is in conformity with KNEC (2010) which argues that a high proportion of teachers (67%) have a teaching experience of over 15 years thus it is important for the government to enhance teacher recruitment on an age disaggregated basis to address succession management, which is partly caused by natural attrition. However, KNEC further argues that teachers with more experience have positive effects including learners' academic guidance, which may improve their academic achievements. They are also likely to mentor fellow younger teachers. Teaching experience can also be a differentiating aspect among teachers in classroom management skills or in selecting and using appropriate methods for teaching in their classroom.

The finding of the study further reveals that most of the respondents who participated in this study taught in rural areas and a few taught in urban areas This finding agrees with MOEST (2005) which indicated that most primary schools in Kenya are located in rural areas and a few in urban centres. This means that this study is a fairly representation of any possible diversity within a typical Kenyan primary school.

4.3 Analysis of Teaching and Learning Strategies from a Constructivist Perspective

Research objective one sought to analyze the teaching and learning strategies used in social studies in the upper primary school level from a constructivist perspective. The aim was to find out the extent to which teachers use active teaching and learning strategies in social studies. The respondents were to indicate whether they often use, they seldom use or they never use active

teaching and learning strategies. Means were also calculated and the active teaching and learning strategies were ranked. The results are presented in Table 8.

Table 8

Teaching and Learning Strategies used in Social Studies

N=125

Teaching and learning strategies	Never		Seldom		Often		Mean	Rank
	F	%	F	%	F	%		
1. Use of group learning activities	9	7.2	103	82.4	13	10.4	2.032	3
2. Use of games	8	6.4	115	92	2	1.6	1.952	4
3. Acting out roles	12	9.6	109	87.5	4	3.2	1.936	5
4. Problems Solving	35	28	86	68.8	4	3.2	1.752	8
5. Discovery	34	27.2	86	68.8	5	4	1.768	7
6. Use of advance organizer	65	52	56	44.8	4	3.2	1.584	9
7. Class discussion	1	0.8	104	83.2	20	16	2.152	1
8. Use of practical work	28	22.4	91	72.8	6	4.6	1.872	6
9. Use of fieldwork	65	52	57	45.7	3	2.4	1.504	10
10. Question and answer method	3	2.4	102	81.6	20	16	2.136	2

The result in Table 8 indicates that a majority (82.4%) of the teachers seldom used cooperative learning while a few (10.4%) of them often used cooperative learning. Concerning use of games, 92% of the teachers seldom used it while only 1.6% of them often used it. On acting out roles, a significant percentage (87.5%) of the social studies teachers revealed that they seldom used role play while an insignificant percentage (3.2%) often used role play. In addition, a great percentage (68.8%) of the social studies teachers seldom used problem solving, 28% of them never used problem solving while a small percentage (3.2%) often used problem solving. Concerning inquiry-discovery method, 68.8% of the social studies teachers seldom used inquiry-discovery strategy, 27.2% never used inquiry-discovery strategy while a small percentage (4%) of them often used inquiry-discovery.

The result in Table 8 further reveals that 52% of the teachers never used advance organizers, 44.8% seldom used advance organizers while only 3.2% of them often used advance organizers. On class discussion, a majority of the teachers (83.2%) seldom used class discussion while a small percentage (16%) of them often used class discussion. Concerning project work, 72.8% of the teachers indicated that they seldom used project work, 22.4% never used while a small percentage (4.6%) of them often used project work. On use of field work, a significant percentage (52%) of the social studies teachers never used fieldwork, 45.7% seldom used fieldwork while an insignificant percentage (2.4%) of them often used fieldwork. Concerning question and answer, 81.6% seldom used question and answer while only 16% of them often used question and answer.

Table 8 also shows the means and ranks of the teaching and learning strategies. This was done by assigning scores to the various choices as followings; often- 3, seldom- 2 and never-1 and then means scores were calculated. The table indicates that the most predominant teaching and learning strategy is class discussion followed question and answers and group learning activities. The least used teaching and learning strategy is field trips followed by use of advance organizers and problem solving.

The results in Table 8 generally indicate that social studies teachers seldom used cooperative learning, games and simulation, role playing, problem solving, inquiry-discovery method, advance organizers, class discussion, project work and field trips. However, these active teaching and learning strategies are considered very effective in teaching and learning social studies as numerous studies outlines as follows;

The study established that teachers seldom used cooperative learning which according to Moore (2001) enhances higher achievement and retention of academic information. It leads to increased level of reasoning, development of better interpersonal relationships and increased time on-task. Moore further argues that cooperative learning enable learners to develop positive attitudes towards the subject and the teachers, and learners develop higher self-esteem. The study further established that teachers rarely used games in teaching social studies which according to Aldrich (2004) is an appropriate strategy in teaching and learning social studies. Games help learners to

develop skills of self-expression, what is learnt is retained longer and it helps learners to develop listening skills, and gives information on what happens in real life situations. Aldrich further states that games help learners to develop team work, learners link what they already know with the new information being taught and it is a powerful tool for generating creative thinking, formation of opinion and eventually effective learning.

The study found out that social studies teachers seldom used role play in their teaching which according to Ondieki et al (2009) is a successful strategy in teaching and learning social studies. Role play enhances learners' imagination and creativity and enables them to internalize the concepts being taught. Further, MOEST (2009) noted that role play is an interesting way of performing a realistic situation. It gives learners an opportunity to identify with real personalities, appreciate other people's problems and their methods of solving problems. Role play gives a learner an opportunity to experience a situation in which they unconsciously learn acceptable behaviours in the society and it also develops a learner's communication skills.

The study also found out that social studies teachers rarely used problem solving in their teaching which according to King (2000) is an appropriate strategy in teaching and learning social studies as it encourages self-direction in learning and it prepares learners to think critically and analytically. Problem solving empowers learners to identify, locate and use appropriate resources. Issues studied are linked closely with real world and they become motivating for learners. In addition Lee (2004) observed that problem solving helps learners to actively involve and integrate information and skills from different disciplines thus knowledge and strategies acquired in problem solving are likely to be retained and transferred to other learning situations.

Contrary to the finding of the study which indicated that social studies teachers rarely used inquiry-discovery, Ormrod (2000) argued that inquiry-discovery is an effective strategy in teaching and learning social studies as learners are normally actively involved in the process of learning and topics usually intrinsically motivating. The activities used in inquiry-discovery context are often more meaningful than in typical classroom exercises and textbooks study. Learners acquire investigative and reflective skills that can be generalized and applied in other context. The finding of the study also disagrees with Muir-Iereche (2006) who stated that

inquiry-discovery is an appropriate teaching strategy as it builds on learners' prior knowledge and experiences, it fosters curiosity and personalizes learning experiences. It enables the development of lifelong learning skills. Discovery learning is highly motivating as it allows individual learners an opportunity to experiment and discover something for themselves. It helps learners to develop a sense of independence and autonomy and make them responsible for their own mistakes and results. It also develops in learners problem solving and creative skills.

The study reveals that teachers seldom used advance organizer in teaching social studies which according Anderson (2004) enhances learners' motivation to learn. Anderson further argued that advance organizers reinforce and direct learners thinking and learners are able to know beforehand what is going to be learned. The study further revealed that social studies teachers rarely used class discussion which according to Bennaars, Otiende and Boisvist (1994) is an appropriate method in teaching and learning social studies. Bennaars et al further argued that class discussion allows the participation of every learner and encourages the learners to develop listening skills. This strategy encourages good teacher- pupil relationship and learners develop the skills of self expression. It encourages slow learners and enhances retention of content taught.

Social studies teachers according to the study rarely used project work which according to MOEST (2009) is an appropriate strategy in teaching and learning social studies. MOEST further argued that project work enables learners to develop various skills such as writing, reading, measuring, observation, drawing, construction, organization and presentation. It also makes learners develop team spirit and group skills. In addition Kiruhi et al (2009) states that project work is an effective teaching strategy as it has a 'real world' orientation and promotes meaningful learning by connecting new information to learners past experience and prior knowledge. It makes learners develop initiating ability to organize and accepts responsibilities. Project work is also suitable to enable learners have wide range of both cognitive and non-cognitive objectives.

The finding of the study indicates that teachers seldom used field trips in teaching social studies. However, Alsen (1995) identified field trips as being critical to good and effective teaching and learning of social studies. MOEST (2009) further noted that fieldwork provide learners with real

experience in the community outside the classroom which enable them to see the practical relationship between what they are studying and the real world. Ondiek et al (2009) argues that fieldwork reinforces what has already been discussed in the class. It helps to widen the horizon of learners and make them appreciate the environment and learn to take care of it.

The finding in Table 8 therefore implies that upper primary social studies teachers seldom used active teaching and learning strategies. This finding agrees with earlier studies for example; Odalo (2000) attributed one reason to poor performance in Kenya as failure by teachers to use strategies that captivate learners during instruction. Odalo further argued that most of the teaching approaches practised in Kenyans schools are mainly expository and fact oriented making learners to be passive. Ellis, Fouts and Glen (1992) assert that teaching and learning process that is dominated by lecture, textbook, note taking, rote memorization or work sheet does not inspire learners to learn social studies. Vansledright (2004) added that the common preoccupation with having learners commit one fact after another to memory based on a textbook recitation and lectures does little to build learners capacity to think critically. Obviously the traditional teacher- as an- information giver, textbook guided classroom has failed to bring about the desired outcomes of producing a thinking learner. A much heralded alternative is to change the focus of the classroom from teacher dominated to learner-centred using active teaching and learning strategies (Ceci, 2000).

Contrary to the finding in Table 8 which reveals that upper primary school social studies teachers in Kipipiri sub-county seldom use active teaching and learning strategies, active teaching and learning is considered one of the best practices. For example, Dow (1999) concluded that direct observation, data gathering, reading, role-playing, constructing projects, and field trips are all excellent ways to provide learners with new information. In 2006, researchers in USA concluded that using games and simulation heightened student interest and increased understanding (Byford & Russell, 2006). Studies conducted by ASEP in Africa on learning and effective teaching agree that learners learn better, learn faster, remember more, and derive greater enjoyment when they are actively involved in learning (Barth, 1993). In addition Bonwell and Eison (2005) argues that learners do not learn much by just sitting in the classroom listening to a teacher, memorizing prepared assignments and splitting answers. They should discuss, critique, question, practise, act

out or predict outcomes write about it, relate it to past experiences and apply it to their daily lives. They should make what they learn part of their lives. Most importantly, learners should engage in higher order thinking tasks such as analysis, synthesis and evaluation. Thus social studies teachers in Kipipiri sub-county need to enhance their use of active teaching and learning strategies as noted by numerous studies.

4.4 Characteristics of Active Teaching and Learning

Observations were made based on research objective one which sought to analyze the teaching and learning strategies used in social studies in upper primary from a constructivist perspective. The aim of the observation was to verify the results presented in Table 8. Forty two (42) social studies lessons were observed in upper primary classes to identify learners' and teacher's activities and the interactions that characterise the classroom teaching and learning environment. The Social Studies Lesson Observation Schedule (SSLOS) was used to guide the observations. The results of lesson observations are presented in Tables 9 to 11. The observation presented in Table 9 sought to find out whether learners exhibited characteristics of active learning at low extent, at moderate extent or at high extent.

Table 9**Learners' Characteristics in the Teaching and Learning Process**

Learners' Characteristics (Indicators)	Low		Moderate		High		Mean	Rank
	Extent				Extent			
	F	%	F	%	F	%		
1. Are learners actively participating in the learning process?	29	69	13	31	0	0	1.310	3
2. Is there learners' autonomy in the learning process?	41	97.6	1	2.4	0	0	1.023	6
3. Are learners motivated to participate in learning?	19	45.2	22	52.4	1	2.4	1.571	1
4. Are learners inquisitive in the learning process?(ask questions)	42	100	0	0	0	0	1.0	7
5. Are learners builder of their knowledge?	42	100	0	0	0	0	1.0	7
6. Do the learners show enthusiasm to learn?	27	64.3	13	30.9	2	4.8	1.405	2
7. Do learners link learning from previous knowledge?	30	71.4	12	28.6	0	0	1.285	4
8. Do learners collaborate with one another?	42	100	0	0	0	0	1.0	7
9. Are the learners' needs and interest taken care of?	34	81	8	19	0	0	1.190	5
10. Do learners present their own point of view?	42	100	0	0	0	0	1.0	7

Table 9 reveals that in 69% of the lessons observed learners were actively participating in the learning process at low extent while in 31% of the lessons observed learners were actively participating in the learning process at moderate extent. Further, in 97.6% of the lessons observed learner's autonomy in the learning process was at low extent. On whether learners were

motivated to participate in the learning process, 52.4% of the lessons observed showed that it was at moderate extent while 45.2% of the lessons observed indicated that it was at low extent. The result in Table 9 also indicates that in all the lessons observed learner inquisitiveness in the learning process was at low extent. On whether learners were builders of their knowledge, all the lessons observed indicated that it was at low extent.

The result in Table 9 further reveals that, in 64.3% of the lessons observed, learners' enthusiasm to learn was at low extent while in 30.9% of the lessons observed it at moderate extent. On whether learners were linking learning from previous knowledge, 71.4% of the lessons observed indicated that it was done at low extent. In all the lessons observed learners collaboration with one another in the learning process was at low extent. Regarding whether learner's needs and interest were taken care of, 81% of the lessons observed showed that it was at low extent. All the lessons observed revealed that learners presentation of their own point of view was at low extent.

Table 9 also shows the means and the ranks of the learners' activities in the teaching and learning process. This was done by assigning scores to the various choices as followings; high extent- 3, moderate- 2 and low extent-1 and then means scores were calculated. The table indicates that the most predominant learners' activity in the teaching and learning process is learners' motivation to participate in learning followed by learners' enthusiasm to learn. The least practised learners' activity in the teaching and learning process is learners presenting their own point of view, learners inquisitiveness in the learning process (ask questions) and learners building their knowledge.

The observation made on learner's characteristics in the teaching and learning process in Table 9 reveals that learners presented characteristics of active learning at low extent thus; active learning was not promoted. The finding therefore implies that upper primary social studies teachers rarely use active teaching and learning strategies which agrees with the finding in Table 8. This finding supports earlier studies. For example, VanSledright (2004) argues that social studies teachers tend to have learners participate in activities that do not encourage critical thinking, but instead encourage rote memorization. In addition Driscoll (2000) noted that in

expository methods learners play passive roles where they are required to sit quietly as passive listeners and recipients of knowledge.

Contrary to the finding in Table 9, Wertsch (2000) argues that in active teaching and learning, learners are active creators of their own knowledge, who should ask questions, and assess what they know. They should work to approach problems and challenges in real world situations this in turn leads to creation of practical solution and a diverse variety of learner's products (Fullen, 2007). In addition the finding disagrees with Dimitriou (2009) who stated that the main principles of constructivism is that it emphasizes learning and not teaching, encourages learner autonomy and personal involvement in learning, looks at learners as incumbents of significant roles, as agents exercising will and purpose, fostering learners natural curiosity, and also takes account of learners affects, in terms of their beliefs, attitude, and motivation. Huitt (2009) further argues that the basic premise in learning is that an individual learner should actively 'build' knowledge and develop skills and that information exists within these build constructs rather than in the external environment. While learning, learners should engage in dialogue with the teacher and with the other learners (Kim, 2005).

The observations thus indicate that learners' classroom activities do not characterise active learning. This study therefore sought to find out whether teachers exhibit characteristics of active teaching at low extent, at moderate extent or at high extent. The result is shown in Table 10.

Table 10**Teachers' Characteristics in Teaching and Learning Process**

N=42

Teachers' Characteristics (Indicators)	Low extent		Moderate		High extent		Mean	Rank
	F	%	F	%	F	%		
	1. Is the teacher a facilitator/ consultant in the learning process?	32	76.2	10	23.8	0		
2. Does he/she interact with the learners?	29	69	13	31	0	0	1.309	3
3. Does he/she create interest in the learners to learn?	19	45.2	23	54.8	0	0	1.547	2
4. Does he/she create a variety of activities for the learners?	38	90.5	4	9.5	0	0	1.095	8
5. Does he/she stimulate learner's autonomy?	37	88.1	5	11.9	0	0	1.119	7
6. Does he/she teach from known to unknown	18	42.8	24	57.1	0	0	1.571	1
7. Does he/she use authentic learning tasks?	42	100	0	0	0	0	1.0	10
8. Does he/she seek and value learner's point of view?	39	92.9	3	7.1	0	0	1.071	9
9. Does he/she provide multiple modes of presentations on content?	33	78.6	9	21.4	0	0	1.214	5
10. Does he/she involve the learners in active learning?	35	83.3	7	16.7	0	0	1.166	6

Table 10 reveals that in 76.2% of the lessons observed teachers were facilitators/ consultants in the learning process at low extent. Concerning whether the teachers interacted with the learners, 69% of the lessons observed indicated that it at low extent while 31% indicated interactions at moderate extent. On whether the teachers created interest in the learners to learn, 54.8% of the

lessons observed indicated that it was at moderate extent while 45.2% of the lessons observed indicated that it was done at low extent. The result also reveals that 90.5% of the lessons observed teachers created a variety of activities for the learners at low extent. Regarding whether the teachers stimulated learner's autonomy, 88.1% of the lessons observed indicated that it was at low extent.

The result in Table 10 further reveals that in 57.1% of the lessons observed teachers teaching from known to unknown was done at moderate extent while in 42.8% of the lessons observed it was at low extent. Concerning whether the teachers used authentic learning tasks, all the lessons observed revealed that it was at low extent. On whether teachers sought and valued learners' points of view, 92.9% of the lessons observed indicated that it was done at low extent. Concerning whether the teachers provided multiple modes of presentations of content, 78.6% of the lessons observed showed that it was done at low extent. Further, 83.3% of the lessons observed revealed that teachers involved learners in active learning at low extent. The result indicated that many teachers who were observed were involved in active teaching at low extent.

Table 10 also shows the means and the ranks of the teachers' activities in the teaching process. This was done by assigning scores to the various choices as followings; high extent- 3, moderate- 2 and low extent-1 and then means scores were calculated. The table indicates that the most predominant teachers' activity in the teaching process is teachers' teaching from known to unknown followed by teachers' creation of interest in the learners to learn. The least practised teachers' activity in the teaching process is teachers' use of authentic learning tasks and teachers seeking and valuing learners' points of view.

The observation of teacher's characteristics in Table 10 revealed that teachers presented characteristics of active teaching at low extent thus active teaching and learning was not enhanced. The finding in Table 10 therefore implies that upper primary social studies teachers rarely use active teaching and learning strategies which confirms the finding in Table 8. This finding agrees with earlier studies, for example, Shaughnessy and Haladyna (1995) argued that learners perceive social studies to be dull, and they also fail to see the relevance of social studies to their everyday lives. This could be due to the instructional methods utilized by the teacher that

do not engage and inspire learners to learn. Fullen (2007) noted that in expository methods the teacher is the sole source of knowledge and his or her role is to pass facts to passive learners.

Contrary to the finding in Table 10, in constructivist teaching, a teacher should be a facilitator and a guide, who plans, organizes, guides and provides directions to a learner who should be accountable for his\her own learning. A teacher should support learners by means of suggestions that arise out of ordinary activities, by challenges that inspire creativity, and with projects that allows for independent thinking and new ways of learning (Fullen, 2007). Schunk, (2000) argues that a constructivist teacher should encourage learners to constantly assess how classroom activities are helping them gain understanding. By questioning themselves and their strategies, learners in constructivist classroom should ideally become “expert learners”. In addition a teacher should motivate learners as motivation is a key component in active teaching and learning process. He/she should actively involve learners and create a teaching and learning environment that is democratic (Santrock, 2001). Brook (1999) further argues that in constructivism, activities should be interactive and learner centred, the teacher should facilitate the process of learning in which learners are encouraged to be responsible and autonomous. New information is mostly acquired when learners associate it with things they have already learned. Therefore, teachers should help learners learn by showing them how new ideas relate to old ones. When learners are unable to relate new information to anything with which they are familiar, learning is likely to be slow and ineffective.

The observations thus indicate that teachers’ classroom activities do not characterise constructivist teaching. Therefore, the study further wanted to establish whether the classroom teaching and learning environment exhibits characteristics of active teaching and learning at low extent, at moderate extent or at high extent. The results are shown in Table 11.

Table 11**Characteristics of Classroom Teaching and Learning Environment**

N=42

Classrooms characteristics (Indicators)	Low Extent		Moderate		High Extent		Mean	Rank
	F	%	F	%	F	%		
1. Is the environment democratic for learners?	24	57.2	18	42.8	0	0	1.428	2
2. Are there interactive activities for learners?	40	95.2	2	4.8	0	0	1.047	8
3. Is the environment non-threatening for learners?	10	23.8	29	69.1	3	7.1	1.833	1
4. Are there displays of learners work?	42	100	0	0	0	0	1.0	9
5. Are there activity based tasks for the learners?	36	85.7	6	14.3	0	0	1.142	5
6. Are there interactions between the teacher and the learner?	35	83.3	7	16.7	0	0	1.166	4
7. Does the environment promote learner's autonomy?	42	100	0	0	0	0	1.0	9
8. Does the environment cater for learner's needs and interest?	38	90.5	4	9.5	0	0	1.095	6
9. Are there a variety of learning activities?	38	90.5	4	9.5	0	0	1.095	6
10. Is there a supportive learning environment?	31	73.9	10	23.8	1	2.4	1.285	3

The result in Table 11 indicates that in 57.2% of the lessons observed learning environment was democratic for learners at low extent while in 42.8% it was at moderate extent. On whether there were interactive activities for learners, 95.2% of the lessons observed showed that interactive

activities for learners were at low extent. Further, in 69.1% of the lessons observed learning environment was non-threatening for learners at moderate extent while in 23.8% of the lessons observed it was at low extent. In all the lessons observed display of learners' work were done at low extent.

The result in Table 11 also indicates that in 85.7% of the lessons observed, the activity based tasks for the learners were at low extent. Concerning whether there were interactions between teacher and learners, 83.3% of the lessons observed revealed that it was done at low extent. In all lessons observed learning environment promoted learner's autonomy at low extent. Regarding whether the learning environment catered for learner's needs and interest, 90.5% of the lessons observed revealed that it was done at low extent. The result further revealed that, 90.5% of the lessons observed a variety of learning activities were at low extent. In 73.9% of the lessons observed supportive learning environment was at low extent.

Table 11 also shows the means and the ranks of the characteristics of classroom teaching and learning environment. This was done by assigning scores to the various choices as followings; high extent- 3, moderate- 2 and low extent-1 and then means scores were calculated. The table indicates that the most predominant characteristic of classroom teaching and learning environment is classroom environment being non-threatening for learners followed by classroom environment being democratic for learners. The least practised characteristics of classroom teaching and learning environment is displays of learners work and promotion of learner's autonomy in the teaching and learning process.

The result in Table 11 reveals that classroom teaching and learning environment did not promote active teaching and learning. This, therefore, implies that upper primary social studies teachers rarely use active teaching and learning strategies which confirms the finding in Table 8. This finding is contrary to the constructivist classroom learning environment, as Perkins (1999) argues that a constructivist classroom should present a learner with opportunities for active learning with a view of helping him/her to build on prior knowledge and understand how to construct new knowledge from authentic experiences. Perkins continuous to state that constructivist classroom should treat learners as real persons, where attitude and feelings can be

expressed, where learners can choose from a range of feasible options, where a teacher serves as a facilitator of learning. The atmosphere in this sense should be a supportive one where ridicule is avoided. Such a framework is likely to help learners feel sufficiently safe to help them interpret concepts in the light of their own experiences in and outside school work (Watt & Bentley, 1998). In addition the finding of the study contradicts with Piaget (1973) contention because he believed that a constructivist classroom should provide a variety of activities to change learners to accept individual differences, increase their readiness to learn, discover new ideas and construct their own knowledge. Vygotsky (1987) also suggested that classroom activities should help learners create their own concepts and make knowledge their own property, this requires that learning takes place in a meaningful context, alongside the learning that occur in the real world. In constructivism, learning should be a social activity; it is intimately associated with other human beings, for example teachers, peers and family.

4.5 Teachers' Selection of Teaching and Learning Strategies

Research objective two sought to examine the factors that determine a teacher's selection of teaching and learning strategies. The upper primary social studies teachers were to indicate whether the selected factors were important or unimportant in selection of teaching and learning strategies or they were undecided on whether the factors were important or unimportant in selection of teaching and learning strategies. Means were also calculated and the factors that determine a teacher's selection of teaching and learning strategies were ranked. Table 12 presents the result.

Table 12**Teachers' Selection of Teaching and Learning Strategies**

N=125

Factor	Important		Undecided		Unimportant		Mean	Rank
	F	%	F	%	F	%		
1. Teacher training	122	97.6	0	0	3	2.4	2.952	8
2. Nature and characteristics of the Syllabus	123	98.4	0	0	2	1.6	2.968	4
3. Availability of teachers' guide	123	98.4	1	0.8	1	0.8	2.976	3
4. Content of teachers' guide	121	96.8	0	0	4	3.2	2.936	9
5. Teachers' work load	123	98.4	0	0	2	1.6	2.968	4
6. Learners' needs and interest	124	99.2	0	0	1	0.8	2.984	1
7. Facilities available in the school	124	99.2	0	0	1	0.8	2.984	1
8. Teacher's preference	120	96	0	0	5	4	2.920	10
9. Teacher's awareness of a teaching approach	123	98.4	0	0	2	1.6	2.968	4
10. Teacher student ratio	123	98.4	0	0	2	1.6	2.968	4

Table 12 reveals that 97.6% of the teachers considered teacher training an important factor in selection of teaching and learning strategies while only 2.4% thought it was unimportant factor. Concerning nature and characteristic of the syllabus, 98.4% of the respondents revealed that it was an important factor in selection of teaching and learning strategies while an insignificant percentage (1.6%) thought it was unimportant. Table 12 further indicates that, 98.4% of the teachers regarded availability of teachers' guide an important factor in selection of teaching and learning strategies. Regarding content in the teachers' guides, 96.8% of the teachers indicated that it was an important factor in selection of teaching and learning strategy while only 3.2% thought it was unimportant. On whether teachers' work load is an important factor in selection of teaching and learning strategies, a greater percentage of the respondents (98.4%) revealed that teachers' work load was an important factor in selection of teaching and learning strategies while a small percentage (1.6%) thought it was unimportant.

The result in table 12 further reveals that, 99.2% of the teachers regarded learners' needs and interests an important factor in selection of teaching and learning strategies. In addition a significant percentage of the respondents (99.2%) indicated that facilities available in the school were an important factor in selection of teaching and learning strategies while an insignificant percentage (0.8%) thought it was unimportant factor. Regarding teacher's preference, 96% of the respondents perceived teacher's preference an important factor in selection of teaching and learning strategies while a small percentage (4%) of them indicated that teacher's preference was unimportant factor in selection of teaching and learning strategies. Table 12 also reveals that, 98.4% of the teachers considered teacher's awareness of a teaching and learning strategy an important factor in selection of teaching and learning strategies. Concerning teacher student ratio, 98.4% of the teachers indicated that it was an important factor in selection of teaching and learning strategies while a few of them (1.6%) indicated that teacher student ratio was unimportant factor in selection of teaching and learning strategies.

Table 12 also shows the means and ranks of the factor that determines teachers' selecting of teaching and learning strategies. This was done by assigning scores to the various choices as followings; important- 3, undecided- 2 and unimportant-1 and then means scores were calculated. Table 12 indicates that the most predominant factor in selecting teaching and learning strategies is learners' needs and interest and facilities available in school. Teachers in the study area also indicated that the least important factor in selecting teaching and learning strategies is teachers' preference followed by content of the teachers' guides and teacher training. Generally teachers considered all factors as being important in determining the selection of teaching and learning strategies. This finding supports numerous studies as follows;

The study established teacher training as an important factor in selection of teaching and learning strategies. This finding concurs with Ambaye (1999) who argued that if teachers have to apply active teaching and learning strategies in actual teaching-learning process, instructors have to train them in active teaching and learning strategies so as to link the training program with what is needed from the practitioners. In addition, the finding is in agreement with Bedana (2002) who noted that unless student teachers are themselves educated in active teaching and learning strategies, the teacher-centred approach will perpetuate itself. Bedana continuous to state that

newly qualified teachers cannot transform their classrooms if they themselves have no experience of active teaching and learning methodology. Similarly, teachers should be taught with the same strategies which they are expected to use in their career. From this study teacher training was found to be an important factor in selection of teaching and learning strategies.

The study further established that nature and characteristic of the syllabus was an important factor in selection of teaching and learning strategies. This finding supports Leu (2000) contention that a syllabus plays a vital role in selection of teaching and learning strategies to be used. However, Leu warned that, over loading a syllabus with content may lead to poor learning because a teacher might be competing with time to complete the syllabus and on use of active teaching and learning strategies. Further, MOEST (2009) observed that if a syllabus is overloaded, a teacher may tend to use teacher centred methods rather than active teaching and learning methods and hence compromise learning.

The study found out that Availability of teachers' guide was an important factor in selection of teaching and learning strategies. This finding agrees with Derebssa (2006) who noted that, teacher's guides help teachers boost learners learning to higher cognitive levels by suggesting good exercises and questions. The finding also supports Tirualem (2003) observation that teachers' guides that are well integrated with the textbook and other instructional materials can have a positive impact in selection of teaching and learning strategies and on learners' achievement.

The study revealed that content in the teachers' guides was an important factor in selection of teaching and learning strategies. This finding concurs with Getahun (1997) who noted that a teacher's guide is a material for the teacher with recommended hints to support a teacher in preparing the lesson and in selecting the most suitable methods of teaching and learning. It helps a teacher to understand the essential part of the subject matter, supports the creativity of the teacher, makes him/her aware of the relationship between different subjects, and gives hints on how and when to use teaching aids. On the other hand, Leu (2000) warned that low quality teachers' guides, failure of teachers' guides to give real support to teachers in understanding the overall teaching and learning strategies to use and understanding how to teach effectively in their

classrooms are some of the problems noted in some teachers' guides. Thus content in the teachers' guides is an important factor in selection of teaching and learning strategies.

The study found out that teachers' work load was an important factor in selection of teaching and learning strategies. This finding is in agreement with Bedana (2002) who stated that, hours of work are among the conditions that deserve careful consideration in creating a conducive environment for effective teaching. The finding also concurs with Derebssa (2006) who noted that, time factor affects selection of teaching and learning strategy within any given teaching situation. Derebssa further argued that a well-prepared and a badly prepared lecture cannot always be regarded as equivalent examples of the same teaching method. Thus, if teachers are over loaded with a number of lessons, the probabilities that they prepare activity based lessons and thereby apply active teaching and learning strategies may be questionable.

The study revealed that learners' needs and interests were an important factor in selection of teaching and learning strategies. This finding supports Moore (2001) contention that the main objective of teaching-learning process is to help learners bring behavioural change as a result of learning. Moore added that what learners learn and the teaching and learning strategies used should fulfil their needs and interests. The same sentiments were shared by Rajput (1996) who stated that curriculum is a precious commodity which is transacted by teachers and eventually consumed by learners. It has to be learner's need and interest based and relevant to the society in which a learner lives and grows up. Likewise, the teaching methods that are selected to conduct the instructional process should address the needs and interests of learners in order to foster the teaching-learning process as intended.

The study further revealed that facilities available in the school were an important factor in selection of teaching and learning strategies. This finding is in agreement with Bedana (2002) who noted that availability and the state of education facilities is important in selection of teaching and learning strategies. Bedana also argued that teachers cannot do their job efficiently without school facilities. However, World Bank research report (1988) warned that scarcity of educational facilities at school has been the most serious impediment to educational effectiveness in Africa. A school that has inadequate educational facilities may lead to under achievement of

learners. Thus facilities available in the school are an important factor in selection of teaching and learning strategies.

According to the finding of the study teacher's preference was considered an important factor in selection of teaching and learning strategies. This finding supports Bedana (2002) who argues that every teacher has a unique set of personal experiences, likes and dislikes, background knowledge, teaching skills, and personality traits that make him or her more comfortable and effective with certain teaching and learning strategies than with others. The finding also confirms Moore (2001) assertion that most teachers select the strategies that have proved most successful in the past. Moore further argued that teachers are usually inclined to select the methodology that makes them feel most comfortable thus teacher's preference is an important factor in selection of teaching and learning strategies.

Concerning teacher's awareness of a teaching and learning strategy the study found out that it was an important factor in selection of teaching and learning strategies. This finding is in agreement with Tirualem (2003) who stated that a teacher is the principal means of proper implementation of a curriculum. The effective transaction of curricula both within and outside the classroom is, for all practical purposes, the total responsibility of the teacher. To implement a curriculum properly, a teacher should have a thorough knowledge and understanding of the teaching and learning strategies he/she is using (Moore, 2001).

The study established that teacher student ratio was an important factor in selection of teaching and learning strategies. This finding supports Toubia (1999) observation that in many parts of the world, there are large classes of 100 learners or more against one teacher; this is usually the excuse that teachers give for their reluctance to experiment with new approaches or innovative teaching and learning strategies. Toubia further argues that if a class has a large number of learners, the probability that teachers will be able to use active teaching and learning strategies is questionable. This in turn means that the number of learners taught affects the type of strategies used in the teaching and learning process (Freeman, 2001). The finding also concurs with Duppenhaler (2000) who noted that some teaching and learning strategies are suitable when the class is small and cannot be used with a large class. The researcher observed that on average the

teacher learner ratio was 1:80 in the study area, which might not make it possible for teachers to select active teaching and learning strategies. Generally Table 12 gives a summary of the important factors that determine selection of teaching and learning strategies as reported by teachers in the study area.

4.6 Teachers' Application of Teaching and Learning Strategies

Research objective three sought to examine the factors that determine a teacher's application of teaching and learning strategies. The upper primary social studies teachers were to indicate whether the selected factors were important or unimportant in application of teaching and learning strategies or they were undecided on whether the factors were important or unimportant in application of teaching and learning strategies. Means were also calculated and the factors that determine a teacher's application of teaching and learning strategies were ranked. Table 13 presents the result.

Table 13

Teachers' Application of Teaching and Learning Strategies

N=125

Factor	Important		Undecided		Unimportant		Mean	Rank
	F	%	F	%	F	%		
1. Class size	124	99.2	1	0.8	0	0	2.992	2
2. Objectives in the syllabus	120	96	0	0	5	4	2.920	6
3. Availability of the text books	117	93.6	0	0	8	6.4	2.864	8
4. Content of the text books	114	91.2	0	0	11	8.8	2.824	10
5. Nature of the topic	120	96	0	0	5	4	2.920	6
6. Age and level of the learners	121	96.8	1	0.8	3	2.4	2.944	5
7. Apparatus/tools/ equipment	125	100	0	0	0	0	3.00	1
8. Time available	123	98.4	0	0	2	1.6	2.968	4
9. Culture and belief of the learners	115	92	0	0	10	8	2.840	9
10. Ability of the learner	123	98.4	1	0.8	1	0.8	2.976	3

The result in Table 13 reveals that, 99.2% of the teachers considered class size an important factor in application of teaching and learning strategies. In addition, 96% of the teachers indicated that objectives in the syllabus were an important factor in application of teaching and learning strategies. The result further reveals that, 93.6% of the teachers regarded availability of textbooks an important factor in application of teaching and learning strategies while a small percentage (6.4%) indicated that availability of textbooks was unimportant factor in application of teaching and learning strategies. Regarding content of the textbooks, 91.2% of the social studies teachers revealed that it was an important factor in application of teaching and learning strategies while only 8.8% of them indicated that it was unimportant factor. Nature of a topic was considered an important factor in application of teaching and learning strategies as revealed by a large percentage of teachers (96%).

Table 13 further indicates that, a significant percentage of the teachers (96.8%) considered age and level of the learners an important factor in application of teaching and learning strategies, while a small percentage (2.4%) revealed that age and level of the learners was unimportant factor in application of teaching and learning strategies. All teachers (100%) considered apparatus\tools \equipment an important factor in application of teaching and learning strategies. In addition, 98.4% of the teachers revealed that time availability was an important factor in application of teaching and learning strategies, while a few (1.6%) of them indicated that time availability was unimportant factor in application of teaching and learning strategies. The result further indicated that 92% of the teachers perceived culture and beliefs of the learners an important factor in application of teaching and learning strategies. Regarding ability of the learners 98.4% of the social studies teachers revealed that it was an important factor in application of teaching and learning strategies.

Table 13 also shows the means and ranks of the factor that determines teachers' application of teaching and learning strategies. This was done by assigning scores to the various choices as followings; important- 3, undecided- 2 and unimportant-1 and then means scores were calculated. Table 13 indicates that the most predominant factor in application of teaching and learning strategies is apparatus/tools/equipment followed by class size and ability of the learners. Teachers in the study area also indicated that the least important factor in application of teaching

and learning strategies is content of the textbooks followed by culture and beliefs of the learners and availability of textbooks. Generally teachers considered all factors as being important in determining the application of teaching and learning strategies. This finding supports numerous studies as follows;

The study found out that class size was an important factor in application of teaching and learning strategies. This finding confirms Derebssa (2006) contention that one powerful determiner of a teacher's application of a teaching and learning strategy is the size of the group to be taught. Further, the finding supports Bedana (2002) who noted that class size plays an important role in application of a teaching-learning strategy because some strategies are unsuitable when a group is excessively large or when small. For example, too large a group would not be suitable for a discussion and large classes are more likely to use lecture method and less of discussion method.

The study further found out that objectives in the syllabus were an important factor in application of teaching and learning strategies. This finding is in agreement with Ambaye (1999) who stated that objectives should be taken into consideration when applying a particular strategy, as the main intention of using appropriate teaching and learning strategy is to facilitate the attainment of instructional objectives. The teaching and learning strategy applied should be appropriate in achievement of both general and specific objectives.

The finding revealed that availability of textbooks was an important factor in application of teaching and learning strategies. This finding agrees with Peacock (2001) who observed that availability of textbooks is an important factor in application of teaching and learning strategies. Textbooks deliver the curriculum, thus, they are important instructional materials. Peacock further argued that in addition to textbooks expository role, they provide an organized outline of the subject matter, teaching aids, study questions, exercises, and suggestions for learning activities and further study.

Concerning content of the textbooks the study revealed that it was an important factor in application of teaching and learning strategies. This finding supports Leu (2000) who argued that

content of the textbooks is important in application of teaching and learning strategies. However, Leu warned that sometimes textbooks prepared for primary schools are not appropriate to implement active teaching and learning strategies. They are overcrowded with content and information. Units or chapters usually start with long and overly complicated narratives giving factual information, followed by recall questions and, only at the end, a few activities. This gives teachers the message that acquisition and recall of facts and information are more important than activities. The finding is also in line with Marew (2000) who added that textbooks should contain the scope of the subject matter which should be defined and the sequence for instruction to be laid out. Unfortunately, the curricula presented in textbooks, particularly the scope and sequence of the material, are often poorly organized. Textbooks also suffer from factual inaccuracies, inappropriate illustrations, and problems with readability (Tirualem, 2003).

The finding further revealed that nature of a topic was an important factor in application of teaching and learning strategies. This finding agrees with MOEST (2009) who asserts that different topics require different teaching and learning strategies. Some topics require discussion, field work, project method and others problem solving depending with the nature of the topic. For example, if a lesson is on measurement and recording of weather elements, a field trip to a nearby weather station may be appropriate and if the topic is on irrigation, project method may be appropriate.

The study established that age and level of the learners were an important factor in application of teaching and learning strategies. This finding supports Moore (2001) who noted that, the type of teaching and learning strategies applied by a teacher should match the age and level of the learners being taught. In addition learners feel comfortable when teaching and learning strategies applied by a teacher fits their age and level. Moore continuous to argue that if the teaching and learning strategies used by a teacher are mismatched with the age and level of learners, learning cannot take place at maximum level.

The study further established that apparatus\tools \equipment were an important factor in application of teaching and learning strategies. This finding concurs with MOEST (2009) who noted that apparatus\tools \equipment are vital in application of teaching and learning strategies

for example when apparatus\tools \equipment are available for teaching and learning then it is easy to apply a variety of active teaching and learning strategies and give tasks to learners to work on their own. On the hand if an essential requirement for a particular strategy is not available for example equipment for demonstration then that strategy cannot be applied (Bedana, 2002).

The finding revealed that time availability was an important factor in determining the application of teaching and learning strategies. The finding is in agreement with MOEST (2009) observation that strategies such as field work and project work requires more than one lesson for planning, preparation and application, as compared to other strategies like discussion which can take a single lesson. Where time is inadequate, a teacher may apply teaching and learning strategies that are not time consuming or else apply expository methods (Moore, 2001).

The finding of the study also revealed that culture and beliefs of the learners were an important factor in determining application of teaching and learning strategies. This finding supports Leu (2000) who argued that learners have different cultures, psychological and social circumstances which shapes how they learn, communicate, work, play, interact and what customs they follow. Marew (2000) added that the way learners learn cannot be separated from their cultural context. Further, learner's culture determines learners learning styles and preference, strengths in specific intelligent and their prior experience. Therefore a teacher's role is to ensure that he\she applies the right teaching and learning strategies that fits the cultures, psychological and social circumstances of the learner.

Concerning ability of the learners the study revealed that it was an important factor in determining the application of teaching and learning strategies. This finding is agreement with Ambaye (1999) who argued that ability of the learners is vital in application of teaching and learning strategies since a teacher should endeavour to find out what learners already know about a particular topic. If learners are familiar with a topic, then it may be appropriate to apply teaching and learning strategies which require prior knowledge such as debate and discussion. Generally Table 13 gives a summary of the important factors that determines application of teaching and learning strategies as reported by teachers in the study area.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusions, implications and recommendations made from the findings of the study. The chapter concludes by making suggestions for possible areas of further research.

5.2 Summary of the Findings

Following the continued low performance in social studies at the primary schools level, this study analysed the teaching and learning strategies used in teaching social studies from a constructivist perspective. This was done with a view of finding out the extent to which social studies teachers promote active teaching and learning. The study also sought to examine the factors that determine a teacher's selection and application of teaching and learning strategies in social studies. A Social Studies Teacher's Questionnaire (SSTQ) and a Social Studies Lesson Observation Schedule (SSLOS) were used to collect data and descriptive statistics were used for data analysis. The following is a summary of major findings of the study.

It emerges from the findings that majority of the social studies teachers are middle aged (30 years and above) with at least a two year professional teacher education certificate. It is also evident from the findings that most of the social studies teachers are experienced (6 years and above) male teachers teaching in rural primary schools.

The findings further reveal that upper primary social studies teachers rarely use active teaching and learning strategies. The teaching and learning strategies that are mostly used are question and answer and class discussion (16%) followed by cooperative learning (10.4%). All the other registered below 5%. It was also observed that social studies teachers, learners and the classroom teaching and learning environment do not exhibit characteristics of active teaching and learning and thus the lessons were dominated by the teacher.

The study established that there are a number of factors that determine a teacher's selection of teaching and learning strategies among them being teacher training, nature and characteristic of

the syllabus, availability and content of the teachers' guide, teachers' workload, learners' needs and interests, facilities available in the school, teacher's preference, teacher's awareness of a teaching approach and teacher learner ratio. However of interest, 4% of the respondent did not consider teacher preference as being an important factor, while 3.2% of them did not see the importance of content of the teachers' guide in selecting teaching and learning strategies. 2.4% of the respondents did not see teacher training as being an important factors in selecting teaching and learning strategies despite them being trained.

The study further established that class size, objectives in the syllabus, availability and content of the textbooks, nature of the topic, age and level of learners, apparatus/tools/ equipment, time availability culture and beliefs of the learners and ability of the learners are the factors that determines a teacher's application of teaching and learning strategies. However, 8.8% of the respondents, considered content of the textbook as being unimportant. Further 8% of them regarded culture and belief of the learners as being unimportant. Availability of textbooks was also considered as being unimportant factor by a small number (6.4%).

5.3 Conclusions

Based on the findings of the study, the following conclusions are made.

- i. Upper primary social studies teachers in Kipipiri sub-county rarely use the constructivist teaching and learning strategies in teaching although the subject requires active learners' participation. This could be the reason why social studies mean standard score has remained below 50% (below average) over the years.
- ii. Social studies teachers considered a number of factors as being important in selection of teaching and learning strategies in social studies. This may imply that they are aware of the factors that determine a teacher's selection of teaching and learning strategies, but seems not to have control over the factors. Thus this could be the reason why they are not able select active teaching and learning strategies in teaching social studies.
- iii. Social studies teachers also considered a number of factors as being important in application of teaching and learning strategies in social studies. This may imply that they are aware of the factors that determine a teacher's application of teaching and learning strategies, but seems not to have control over the factors. Thus, this could be the reason

why they are not able apply active teaching and learning strategies in teaching social studies.

5.4 Implications

The study demonstrates that selection and application of teaching and learning strategies is determined by a number of factors. For example availability of teaching and learning resources and school facilities are vital in selection and application of teaching and learning strategies. Learners become active seekers rather than passive recipients of knowledge when they are provided with the necessary learning resource such as classrooms with textbooks, library, wall charts, maps, tools/apparatus and equipment for practical and if possible computers with internet. Employment of active teaching and learning requires meeting of minimum standard of infrastructure and learning resources to cater for learners' needs and interest. It requires resource based classrooms with enough space suitable for active learning. It is difficult to implement active teaching and learning if teachers are overloaded with many lessons and overcrowded classrooms thus class size should be put to national standards to enable the teacher to handle individual learners work and have time to prepare activity based lessons

Curriculum materials that are overloaded with content and often stress knowledge of facts which emphasizes on preparing learners for examination to be admitted to the next level does little in employment of active teaching and learning. Preparing learners for the world of work and lifelong learning involves teaching the skills to analyse problems, synthesis information and tackle a wide range of tasks. Therefore, curricular materials such as the syllabus, teachers' guides and learners' textbooks need to be developed to incorporate active teaching and learning. This is in a way that they involve activities to process new learning content linking it to what the learners already know. Tasks should be authentic, set in a meaningful context, and related to the real world. They should not involve repeating back facts as this causes surface learning. Learning tasks should offer opportunities for self assessments, correction, peer discussions, teacher's feedback and other reality checks this is to avoid errors in learning.

In addition, if teachers are to be confident and innovative users of active teaching and learning strategies then they should be provided with appropriate training, time and facilities that they

need for proper implementation of active teaching and learning strategies. The government has made a good start in encouraging teachers to be innovative but should also continue with empowering teachers with the necessary skill for application of active teaching and learning strategies. What teachers need are departmental and subject panel training on-line or face to face so that the professionals can learn together.

5.5 Recommendations

Active teaching and learning encourages meaningful learning and promotes responsibility and autonomy in the learning process. Because active teaching and learning is beneficial in achieving desirable educational goals for the learners, it is important for social studies teachers to grow professionally towards active teaching and learning. If active teaching and learning strategies are incorporated in teaching of social studies it could translate to better performance both at school and at national level. Based on the finding of this study, the researcher made the following recommendations.

- i. The Ministry of education through the Directorate of Quality Assurance and Standard and the Teacher Advisory Centres (TACs) should organise regular in-service training and workshops for teachers on selection and application of active teaching and learning strategies in social studies and other subjects. This is likely to improve the performance of the subjects.
- ii. The teacher education programmes and universities should incorporate active teaching and learning strategies in their social studies training curriculum. This may help in equipping teacher trainees with better strategies in their teaching profession.
- iii. The Kenya Institute of Curriculum Development should come up with social studies instructional materials that incorporate active teaching and learning strategies. These instructional materials should clearly guide the teachers on how to use active teaching and learning strategies to enhance learners' active participation in learning process.

5.5.1 Suggestions for Further Research

The following are suggestions for further studies. Studies to be carried out to focus on:

- i. The effects of active teaching and learning strategies on achievement and motivation to learn social studies.
- ii. Learners' attitude towards learning using active teaching and learning strategies versus traditional teaching methods.
- iii. Teachers' perception on use active teaching and learning strategies in social studies.

REFERENCES

- Aldrich, C. (2004). *Simulation and the Future Learning; An Innovative Approach e-learning*. San Francisco: Pfeiffer.
- Alsen. K. S. (1995). Teaching and Learning Methods. Retrieved on 4 August 2010 from [http://www.scribd.com/doc/35026690/Teaching Methods](http://www.scribd.com/doc/35026690/Teaching-Methods).
- Amare, A. (1998). Teachers' Perceptions of Educational Problems in Ethiopia. Addis Ababa: Institute of Educational Research Addis Ababa University.
- Ambaye, T. (1999). Curriculum Evaluation: Monitoring the Harmony of TTC Syllabuses with the New Primary Level Curriculum Vis-à-vis Standard Models and New Education and Training Policy. *The Ethiopian Journal of Education*. 65 (1), 1-23.
- Anderson, R. C. (2004). *Roles of the Readers Schema in Comprehension, Learning and Memory*. New York: International Reading Association.
- Arends, R. I. (1997). *Learning to Teach an Introduction* (3rd ed). New York: NYMC Graw Hill
-
- Ausubel, D. P. (1960). The Use of Advance Organizers in Learning and Retention of Meaningful Verbal Material. *Journal of Education Psychology*, 5 (1), 267-272.
- Ausubel, D. P. (1978). In Defense of Advance Organizers: A Reply to the Critics. *Review of Education Research*, 48 (6), 251-257
- Barth, J. L., & Shermis, S. S. (1980). A study of Student Teacher Effectiveness in Applying Inquiring Questioning Skills. *Journal of Social Studies Research*, 12 (3), 401-456
- Barth, J. L. (1993). *African Social Studies Curriculum and Methods*. Nairobi: ASESP.
- Baxendell, B. W. (2003). *Consistent, Coherent, Creative. the c's of Graphic Organizers*. Retrieved on 21 October 2010 from <http://www.asa.edu/graphicorganizers.html>.
- Bedana, M. (2002). *Factors Attributing to the Mismatch between the Intended and the Actually used Teaching Methods in the First Cycle Primary School of Aroma*. (Unpublished master's thesis). Addis Ababa University.
- Bednar, A., Cunningham H., Auffy, D., & Parry, M. (1995). Teaching and Learning. Retrieved on 2 May, 2010 from <http://www.asa.edu/teachlearning.html>
- Bennaars, G. A., Otiende, S. E., & Boisvist, B. R. (1994). *Theory and Practice of Education*. Nairobi: East Africa Education Publishers Ltd.

- Bhattacharya, G. C. & Wamutitu, J. M. (2007) Opinion of the Secondary School Geography Teachers of Kenya regarding Fieldwork Technique, *Vetri Education*, Vol.2, No.3, pp 19-29, Vankateswara College of Education, Pondicherry: India.
- Bonwell, C. C., & Eison, J. A. (2005). *Active Learning Creating Excitement in the Classroom*. Retrieved on 20 August 2010 from . [www.guu.edu.html](http://www.guu.edu/education.html).
- Boyle, J. R., & Yeager, N. (1997). Blueprint for Learning: Using Cognitive Framework for Understanding. *Teaching Exceptional Children*, 29 (4), 26-34.
- Bridges, D. (1998). *Quality in Teacher Education and Training in Ethiopia*. Addis Ababa: Institute of Educational Research Addis Ababa University.
- Brook, J. G. (1999). *Concept to Classroom Interview*. Alexandria: V A Press.
- Brook, J. G., & Brook, M. G. (1993). *In Search of Understanding, the Case of Constructivist Classroom*. Alexandria: V A Press.
- Bruner, J. (1990). *Act of Meaning*. New York: Harvard University Press.
- Bundy, J. (2005). *Advance Organizers: Lesson Plan and Graphic*. Retrieved on 10 September 2010 from <http://imetcsus.edu/imet6/bundy/>
- Byford, J. (2006). The Evolution of Man and his Tools. *The Journal for the Liberal Arts and Sciences*, 10 (3), 17-21.
- Byford, J., & Russell, W. (2006). Analyzing Public Issues – Clarification through Discussion: A Case Study of Social Studies Teachers. *Social Studies Review*, 28 (1), 233-250
- Ceci, J. J. (2000). *Memory a Constructive Process*. Washington DC: APA.
- Chiodo, J., & Byford, J. (2006). Do They Really Dislike Social Studies? A study of Middle School and High School Students. *The Journal of Social Studies Research*, 28 (1), 16-26.
- Christie, A. (2005). *Constructivist Teaching and its Implications for Educators*. Retrieved on 20 October 2010 from <http://alicechristie.com/edtech>.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education*. (6th ed). London: Croom Helm.
- Coolican, H. (1994). *Research Methods in Psychology*, (2nd ed). London: Hodder and Sloughlon Education.
- Cooper, J., & Robinson, P. (2002). *Small Group Instruction in Science and Mathematics Engineering and Technology Disciplines*. Dominquez Hills: California State University.

- D'Amico, M. S., & Schmid, R. J. (1997). *Psychology Applied to Teaching*, (8th ed) New York: Longman.
- Derebssa, D. (2006). Tension between Traditional and Modern Teaching-learning Approaches in Ethiopian Primary Schools. *Journal of International Cooperation in Education*, 9 (1), 12-18.
- DeVrie, G. (2002) *Developing Constructivist Early Childhood Curriculum: Practical Principles and Activities*. New York: Teachers College Press.
- Dewey, J. (1966). *Democracy and Education*. New York: Free Press.
- Dimitriou, T. (2009). *Constructivist Teaching and Learning*. Retrieved on 2 April 2010 from <http://www.Talus.net/ligusticsissues/constructivists.html>
- Dorestanni, A. 2005. Is Interactive Learning Superior to Traditional Lecturing in Economics Courses? *Humanomics*, 21(2), 1-20.
- Dow, P. (1999). MACOS: Social Studies in Crisis. *Educational Leadership*, 43 (1), 35-39.
- Driscoll, M. P. (2000). *Psychology of Learning for Instruction*, (2nd edition) Needham Heights: Allyn and Balon.
- Driscoll, M. P. (2005). *Psychology of Learning for Instruction*, (3rd ed.). Boston, MA: Pearson.
- Duppenthaler, P. (2000). Managing and Monitoring Large Classes. *English Teaching*. 38 (3), 34-36.
- Ellis, A., Fouts, J., & Glenn, A. (1992). *Teaching and Learning Social Studies*. New York: Harper-Collins Press.
- Fraenkel, J. R., & Wallen, N. E. (2000). *How to Design and Evaluate Research in Education*, New York: Mc Graw-hill Company Inc.
- Freeman, D. (2001). *Second Language, Teacher Education*. Cambridge: Cambridge University Press.
- Friedman, M. I. (1999). *Improving Teacher Education: Resources and Recommendations*. New York: Longman Inc.
- Fullen, M. (2007). *The New Meaning of Educational Change*, (4th ed.). New York: Teachers College Press.
- Fuller, B. (1997). What School Factors Raise Achievement in the Third World? *Review of Educational Research*. 57 (3), 255-292.

- Gall, M. D., Gall, W. R., & Borg, J. P. (2007). *Educational Research; An Introduction* (8th ed) Boston: Pearson Education Inc.
- Galleinstein, N. L. (2004). Creative Discussion Through Classification: *Teaching Children Mathematics*, 20 (1), 103-104.
- Getachew, H. (1999). Stress in School Teachers. *The Ethiopian Journal of Education*. 65 (2), 15-46.
- Getahun, T. (1997). *Supplementary Teaching Notes for One Year Primary Teacher Training Program*. Nekemte: Nekemte TTI.
- Glaserfeld, E. (1987). *Learning as a Constructivist Activity*. Lawrence Erlbaum: Hillside.
- Gluscevic, M. (1999). "Is it Possible to Successfully Teach Oversized Classes?" *English Teaching*. 37 (1), 32-33.
- Grealer, M. E. (1997). *Learning and Instruction: Theory into Practice*, (3rd ed). Upper Saddle River: Merit prentice hall.
- Griffith, A. (2000). Problems Faced by Social studies Syllabus. *Journal on Social Studies*, 35 (3), 231-236.
- Hanrahan, M. (1998). The Effect of Learning Environment Factors on Students' Motivation and Learning. *International Journal of Science Education*. 20 (6), 737-753.
- Hawes, T. H. (1999). *Curriculum and Reality in African Primary Schools*. London: Longman.
- Hoagland, M. (2000). *Utilizing Constructivism in the History; Classroom*. Retrieved on 5 October 2010 from, [http://www. Social Science](http://www.Social Science).
- Huitt, W. (2009). *Constructivism Education, Psychology Interactive*. Valdosta: Valdosta state University.
- Johnson, D. W., & Johnson, R. (1999). *Learning Together and Alone; Cooperative, Competitive and Individualistic Learning*. Boston: Ally& Bacon.
- Jonassen, D. H. (1999). *Constructivism Learning Environment Engaging Students in Training for Learning*. Upper saddle River: Merit prentice hall.
- Joolingen, W. V. (1999). Cognitive Tools for Discovery Learning. *International Journal of Artificial Intelligence in Education*, 10 (3) 385-397.
- Kalmes, M. (2005). *The Advances Organizers: Methods in Social Science*. Retrieved on 5 October 2010 from [http:// Abraham/cuaa.edu/html/](http://Abraham/cuaa.edu/html/).

- Kathuri, N. J. & Pals, D. (1993). *Introduction to Educational Research*. Kenya: Egerton University Press,
- Kenya National Examination Council. (2012). *KCPE Social Studies Report in Kenya*. Nairobi: Kenya Government Printers.
- Kenya National Examination Council. (2010). *Report on Monitoring Learners Achievement Study in Literacy Numeracy Report*. Retrieved on 22 July 2013 from www.knec.co.ke.
- Kim, J. (2005). *The effects of Constructivist Teaching Approach to Student Academic Achievement*. India: Pacific Education.
- King, T. (2000). *Teaching Methods*. Retrieved on 4 August 2010 from [http://www.scribd.com/doc/35026690/Teaching Methods](http://www.scribd.com/doc/35026690/Teaching-Methods).
- Kiruhi, M. A., Githua B., & Mboroki, G. (2009). *Methods of Instruction*. Kenya: Kijabe Printing Press.
- Kochhar, S. K. (1992). *Methods and Techniques of Teaching*. New Delhi: Deep and Deep Publications.
- Kuhn, D. (1999). *Metacognitive Development*. Philadelphia: Psychology Press.
- Kuhn, J. S. (2000). *The Road since Structure*. Chicago: University of Chicago Press.
- Larsen–Freeman, D. (2000). *Techniques and Principles in Language Teaching*. (2nd ed.) Oxford: Oxford University Press.
- Lee, J. K. (2004). Can Embedded Annotations Help High School Students Perform Problem Solving Tasks Using a Web-based Historical Document? *Journal of Research on Technology in Education*, 37(1), 65-84.
- Leu, E. (2000). *Integrated Curriculum and the Preparation of Teachers*. A Paper Presented to the Workshop Organized by Oromia Education Bureau and Held at Waliso. (Unpublished).
- Long, M. L. (2000). *The Psychology of Education*. London: Routledge Falmer.
- Mahoney, M. J. (2003). *Constructive Psychotherapy*. New York: Guilford.
- Marew, Z. (2000). *Curriculum Implementation and Evaluation*. (Unpublished master's thesis). Addis Ababa University: Department of Curriculum and Instruction.
- Mayer, C., & Jones, T. (1993). *Promoting Active learning: Strategies to the College Classroom*. San Francisco : Jossey Bass.

- Mayer, R. (2004). Should There be a Three-strike Rule against Pure Discovery Learning. The Case of Guided Methods of Introduction. *American Psychologists*, 59 (1), 149-160.
- Mbatha, M. (2009). Actualizing Free Primary Education in Kenya for Sustainable Development, *Journal of Pan African Studies*, 2 (8), 467-480
- Michael, J. (2006). Where's the Evidence that Active Learning Works? *Advances in Physiology Education*, 30 (5), 159-167.
- MOEST, (2002). *Education for all Handbooks*. Nairobi: MOEST.
- MOEST, (2003). Report of the Education Sector *Review*. Nairobi: KIE.
- MOEST, (2005). *Education for All. Ministry of Education Science and Technology* (MOEST). Nairobi: MOEST.
- MOEST, (2006). *Elimu News*. Nairobi: UNESCO.
- MOEST, (2009). *Primary Education Social Studies, Handbook*. Nairobi: KIE.
- Moore, K. D. (2001). *Classroom Teaching Skill*, (5th ed.) New York: McGraw – Hill Company.
- Muir-Iereche, K. (2006). *Improving Approaches for Effective and Learning*. Nairobi: World Agroforestry Centre.
- Murphy, P., & Moon, B. (2004). *Development in Learning and Assessment*. Great Britain; Athenaem Press.
- Mutai, B. K. (2000). *How to Write Quality Research Proposal: A Complete and Simplified Recipe*. New Delphi: Thelley Publications.
- National Council of the Social Studies (NCSS). (2005). Social Studies. Retrieved on 2 October 2010 from [hppt://www/socialstudies/html](http://www/socialstudies/html) .
- Ondiek, C., Mbugua, N., Muraya, F.S., & Kanjoya, J. (2009). *Teachers' Guide; Comprehensive Social Studies* . Nairobi: Longhorn.
- Odalo, B. (2000 March 20, pp 23) Alarm Over Poor Grades. *The Daily Nation*. Nairobi Kenya: Nation Media Group Ltd.
- Ormrod, M. (2000). Constructivist Teaching Methods. Retrieved on 4 August 2010 from <http://www.scribd.com/doc/35026690/ConstructivistTeachingMethods>.
- Paink, S. J. (2003). Ten Strategies that Improve Learning. *Education Horizon*, 81 (3), 83-85
- Patton, M. Q. (2002). *Quantitative and Qualitative Research Approaches*. London: Prentice.

- Peacock, A. (2001). "The Potential Impact of the 'Literacy Hour' on the Teaching of Science from Text Material." *Journal of Curriculum Studies*. 33 (1), 25-42.
- Perkins, D. (1999). *The Many Faces of Constructivism. Education and Leadership*. New York: Oxford University Press.
- Piaget, J. (1973). *To Understand is to Invent*. New York: Grasman.
- Posner, G. (1995). *Analyzing the Curriculum*. (2nd ed.) New York: McGraw – Hill, Inc.
- Rajput, J. S. (1996). *Universalisation of Elementary Education*. Delhi: Vikas Publishing House PVT Ltd.
- Robinson, D. H. (1998). Graphic Organizers as Aids to Text Learning. *Reading Research and Instruction*. 7 (37), 85-105.
- Ross, B. H. (2000). *Concepts, Learning*. New York: Oxford University Press.
- Russell, W. B., & Waters, S. (2009). Instructional Methods for Teaching of Social Studies. *Journal of the Liberal Arts and Sciences*. 14 (2), 7.
- Saitoti, G. (2005). *Provision of Education in Kenya: Challenges and Policy Responses*. Nairobi: MOE.
- Santrock, J. W. (2001). *Education Psychology*. Texas: Von Honffimann Press.
- Schemidt, M. K. (2007). Teaching and Learning Methods. Retrieved on 4 August 2010 from http://www.scribd.com/doc/35026690/Teaching_and_Learning_Methods.
- Schunk, D. H. (2000). *Learning Theories. An Evaluation Perspective*, (3rd ed), upper Saddle River : Prentice Hall. .
- Shaughnessy, J. M., & Haladyna, T. M. (1995). Research on Student Attitude Towards Social Studies. *Journal on Social Studies*, 49 (2), 692-695.
- Siler, C. R. (1998). Spatial dynamic: An Alternative Teaching Tool in the Social Studies. *Journal on Social Studies*, 49 (2), 696-699.
- Slavin, R. E. (1994). *A practical Guide to Cooperative Learning*. Boston, MA: Allyn & Bacon Press.
- Smith, M. F. (1983). *Sampling Considerations in Evaluating Cooperative Extension Programs*. Florida Cooperative Extension Service Bulletin PE-1. Institute of Food and Agricultural Sciences. University of Florida.

- Stewart-Wingfield, S., & Black, G. S. 2005. Active Versus Passive Course Designs: The Impact on Student Outcomes. *Journal of Education for Business*, 81(2), 119-125.
- Teacher Education in Sub-Saharan Africa (TESSA) *Working with Teachers .A Handbook for Teachers Educators*. Retrieved on 2 August 2010 from <http://www.tessafrica.net>.
- Tirualem, A. (2003). *The Classroom Practices of Learner-Centered Approach in Second Cycle Primary School of Addis Ababa*. (Unpublished master's thesis). Addis Ababa University
- Thomas, H. (2001). Teaching and Learning Methods. Retrieved on 4 August 2010 from [http://www.scribd.com/doc/35026690/Teaching Methods](http://www.scribd.com/doc/35026690/Teaching-Methods).
- Tickle, L. (1997). *Learning Teaching: A Study of Partnership in Teacher Education*. London: Longman.
- Tilaye, K. (1997). *Gender Specific Investigation: The Problem of High School Drop-outs in Amhara Region*. (Unpublished master's thesis). Addis Ababa University School of Graduate Studies.
- Touba, N. A. (1999). "Large Classes: Using Groups and Content." *English Teaching*. 37 (3), 18-23.
- VanSledright, B. (2004). What Does it Mean to Think Historically and How do you Teach it? *Journal on Social Education*. 68 (3), 230-233.
- Vygotsky, L. S (1987). *Mind in Society*. New York: Harvard University Press.
- Watts, D. M., & Bentley, D. (1998). *The Personal Parameter of Cognitive. Two Aims of Science Education*. London: Oxford Review of Education.
- Wertsch, J. (2000). *Cognitive Development*. Philadelphia: Psychology Press.
- Wiersma, W., & Jurs, S. G. (2005). *Research Methods in Education. An Introduction*. Boston: Pearson.
- World Bank. (1980). *Education Sector Policy Paper*. (3rd ed.) Washington DC: The World Bank.
- World Bank . (1988). *Education in Sub-Saharan Africa: Policies for Adjustment, Revitalization and Expansion*. Washington DC: The World Bank.

APPENDIX I: SOCIAL STUDIES TEACHERS' QUESTIONNAIRE (SSTQ)

The purpose of this study is to analyze the teaching and learning strategies used in social studies in primary schools from a constructivist perspective. Please respond to all the items in this questionnaire as honestly and accurately as possible. Put a tick (√) in the column which you think is appropriate for your response.

The information you give will be treated confidentially.

Personal Information

1. Age (tick one) (√)

- i. Below 20 Years ()
- ii. 21-30 Years ()
- iii. Above 30 Years ()

2. Gender (tick one) (√)

- i. Male ()
- ii. Female ()

3. Professional qualification (tick one)

- i. Primary Certificate (P1) ()
- ii. Diploma (S1) ()
- iii. Degree (B.Ed) ()
- iv. Masters (M.Ed) ()
- v. Others specify ()

4. Years of Experience (tick one)

- i. Less than 5 Years ()
- ii. 6-10 Years ()
- iii. 11-15 Years ()
- iv. 16-20 Years ()
- v. Over 21 Years ()

5. Location of the Primary School (tick one)

- i. Rural ()
- ii. Urban ()

Teaching and Learning Strategies Used in Upper Primary Social Studies

The following are some of the teaching and learning strategies used in upper primary social studies. To what extent do you use them in teaching social studies?

Put a tick (✓) mark in the appropriate space, which you think best expresses your opinion.

Teaching and learning strategies	Often	Seldom	Never
1. Use of group learning activities			
2. Use of games			
3. Acting out roles			
4. Problems Solving			
5. Discovery			
6. Use of advance organizer			
7. Class discussion			
8. Use of practical work			
9. Use of fieldwork			
10. Question and answer method			

Teachers' Selection of Teaching and Learning Strategies

The following are some factors that determine a teacher's selection of teaching and learning strategies. How important are they in selection of a teaching and learning strategy?

Put a tick (✓) mark in the appropriate space, which you think best expresses your view.

Statement	Important	Undecided	Unimportant
1. Teacher training			
2. Nature and characteristics of the Syllabus			
3. Availability of teachers' guide			
4. Content of teachers' guide			
5. Teachers' work load			
6. Learners' needs and interest			
7. Facilities available in the school			

8. Teacher's preference			
9. Teacher's awareness of a teaching approach			
10. Teacher student ratio			

Teachers' Application of Teaching and Learning Strategies

The following are some factors that determine a teacher's application of teaching and learning strategies. How important are they in application of a teaching and learning strategy?

Put a tick (√) mark in the appropriate space, which you think best expresses your view.

Statement	Important	Undecided	Unimportant
1. Class size			
2. Objectives in the syllabus			
3. Availability of the text books			
4. Content of the text books			
5. Nature of the topic			
6. Age and level of the learners			
7. Apparatus/tools/ equipment			
8. Time available			
9. Culture and belief of the learners			
10. Ability of the learner			

APPENDIX II: SOCIAL STUDIES LESSON OBSERVATION SCHEDULE (SSLOS)

Learner's Characteristics in Teaching and Learning Process

Guiding Questions	High extent	Moderate	Low extent
1. Is the learner actively participating in the learning process?			
2. Is there learner's autonomy in the learning process?			
3. Is the learner motivated to participate in learning?			
4. Is the learner inquisitive in the learning process?(ask questions)			
5. Is the learner a builder of his/her knowledge?			
6. Do the learners show enthusiasm to learn?			
7. Do learners link learning from previous knowledge?			
8. Do learners collaborate with one another?			
9. Are the learner's needs and interest taken care of?			
10. Do learners present their own point of view?			

Teacher's Characteristics in Teaching and Learning Process

Guiding Questions	High extent	Moderate	Low extent
1. Is the teacher a facilitator/ consultant in the learning process?			
2. Does he/she interact with the learners?			
3. Does he/she create interest in the learners to learn?			
4. Does he/she create a variety of activities			

for the learners?			
5. Does he/she stimulate learner's autonomy?			
6. Does he/she teach from known to unknown			
7. Does he/she use authentic learning tasks?			
8. Does he/she seek and value learner's point of view?			
9. Does he/she provide multiple modes of presentations on content?			
10. Does he/she involve the learners in active learning?			

Characteristics of Classroom Teaching and Learning Environment

Guiding Questions	High extent	Moderate	Low extent
1. Is the environment democratic for learners?			
2. Are there interactive activities for learners?			
3. Is the environment non-threatening for learners?			
4. Are there displays of learners work?			
5. Are there activity based tasks for the learners?			
6. Are there interactions between the teacher and the learner?			
7. Does the environment promote learner's autonomy?			
8. Does the environment cater for learner's needs and interest?			
9. Are there a variety of learning activities?			
10. Is there a supportive learning environment?			

APPENDIX III: MAP OF KIPIPIRI SUB-COUNTY

APPENDIX IV: RESEARCH PERMIT