

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

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**A Thesis Submitted to the Board of Post Graduate Studies of Egerton University in
Partial Fulfillment of the Requirements for the Doctor of Philosophy in Curriculum
and Instruction of Egerton University**

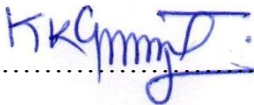
EGERTON UNIVERSITY

March, 2022

DECLARATION AND RECOMMENDATION

Declaration

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

Signature 

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DEDICATION

This thesis is dedicated to my parents Elijah Milgo and Esther Milgo, my wife Joyce Korir and our children; Chepngetich, Chepkoech, Cherotich and Cheron.

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ABSTRACT

History and Government is an important subject as it assists in the development of learners' international consciousness and enhances their appreciation of cultures of different societies. Despite its importance, students' performance in the subject in secondary schools Kenya and Kericho in particular has not been satisfactory. Performance has been associated with factors such as availability of physical facilities and instructional materials, school and classroom environments and teachers' characteristics. Teaching approaches and the way they are perceived by teachers and learners have also been associated with students' academic performance. This study investigated teachers' and learners' perceptions on the effectiveness of Field-Based Study Approach (FBSA) in teaching of History and Government in secondary schools in Kericho County, Kenya. The study adopted descriptive survey research design. The target population comprised of all secondary school teachers and learners in public secondary schools in Kericho County. The school was the sampling unit. And the accessible population was 274 History and Government teachers and 7,575 form four students. Stratified, proportionate and simple random sampling techniques were used to select 163 teachers and 433 form four students who participated in the study. Data was collected using Teachers' Perceptions Questionnaire (TPQ) and Learners' Perceptions Questionnaires (LPQ). The instruments were validated by five research experts in the Department of Curriculum, Instruction and Educational Management of Egerton University. The two instruments were pilot tested and their reliability coefficients estimated using the Cronbach's alpha formula. TPQ and LPQ yielded reliability coefficients of 0.926 and 0.856, respectively. The instruments were deemed reliable as their reliability coefficients were above the 0.70 threshold. This is the minimum threshold of reliability coefficient in education and social science. Data were analysed with the aid of Statistical Packages for Social Sciences (SPSS) version 22. Frequencies and percentages were used to describe and summaries data. The results of the study revealed that perceptions of the teachers' and learners' on the effectiveness of FBSA in facilitating learners' acquisition of History and Government knowledge and skills, were positive. The results also indicated that the teachers and learners' perceptions on effectiveness of FBSA in deep learning and development of learners' positive attitude towards the History and government were positive. The findings of the study may provide History and Government teachers with an insight of the effectiveness of FBSA, leading to frequent use of the approach. This may enhance teaching and improve academic performance in the subject. The findings may also assist school administrators, the Ministry of Education, Science and Technology and Kenya Institute of Curriculum Development in

formulating policies and practices that incorporate FBSA during instruction, thus improving the effectiveness of teaching of History and Government in secondary schools in Kenya.

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LIST OF ABBREVIATIONS AND ACRONYMS

CDE	County Director of Education
FBSA	Field-Based Study Approach
ICT	Information and Communication Technology
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
KIE	Kenya Institute of Education
KNBS	Kenya National Bureau of Statistics
KNEC	Kenya National Examinations Council
LPQ	Learners' Perceptions Questionnaire
NACOSTI	National Commission for Science, Technology and Innovation
ROK	Republic of Kenya
SPSS	Statistical Package for Social Sciences
TIQET	Totally Integrated Quality Educational Training
TPQ	Teachers' Perception Questionnaire
TSC	Teachers' Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

History is recognized around the world as an important subject in the school curriculum because it teaches youths about the past and present (Ocasio et al., 2016). Bam and Visser (2002) contend that the subject equips learners with critical thinking and reasoning skills which assist them to analysis issues and promote the political, social and economic development of societies. It means that History is not only about memorizing facts and dates of what happened in the past, but has a role in equipping citizens with knowledge and skills which are necessary for active participation in the socio-economic development of nations. History education plays an important role in the development of society. What happened in the past is important for understanding the present and planning for the future (Nasibi, 2015). Talin (2014) argues that it is only through historical considerations that one can develop a particular view of the world and evaluate the views of others. Therefore, this topic will help you understand the relationship between today's events and tomorrow's world. History is also career subject as it is a prerequisite to joining professions such as law, teaching, anthropology and political science (Rono & Rono, 2016). It means that knowledge, skills, attitudes and values acquired through History and Government enhances the chances of getting employed.

In Kenya, History and Government is an integral part of the secondary school curriculum. At independence History was previously a separate subject, but it was combined with Political Science to form History and Government (Kenya Institute of Education [KIE] 2012). Thus, the subject is divided into two parts: history and government. The goal of teaching the History component is to expose students to issues that bind and weld society together, such as the Kenyan people's spirit of togetherness and interdependence (Rono & Rono, 2016). History inculcates in learners moral values such as tolerance, sympathy, and responsibility. It assists learners to desist from immorality and enhances justice. This is achieved by highlighting historical figures of high moral character such as Mother Teresa of Calcutta. It means that History is essential for equipping students with knowledge and skills, and empowering learners morally, thus enhancing their ability to make right judgments

The Government component of the subject aims at promoting national unity and citizenship (Cherorot & Momanyi, 2020). Through this component, learners are taught their responsibilities to the individual and to the nation. The component also educates learners on principles and concepts which shape and weld people together. These include democracy,

conflict resolution, equality, justice, human right, nationalism and patriotism (Nasibi, 2015). These principles and concepts are essential for individual and societal development as they inspire learners with a sense of patriotism to their motherland and enhances unity, harmony, and security among citizens. The Government component is also used as a medium of conveying the Government’s programmes to its citizens.

Sessional Paper No. 80 (Republic of Kenya [ROK], 1988) on the guiding philosophy on education stipulates that its fundamental principles are to provide knowledge, skills, and attitudes for effective development of the nation. Indeed, for Kenya to achieve her development goals as stipulated out in Vision 2030, it is important that her education system equips learners with the requisite knowledge, skills, attitudes, and values. One of the indicators of achievement of educational goals at secondary school level is performance in the national examinations. Students sit for the Kenya Certificate of Secondary Education at the end of the four-year cycle, during which their competencies in various subjects are assessed. The function of examination is certification and selection of students’ who are to join institutions of higher learning or formal employment (GOK, 2005). History and Government has been recording below-average performance in KCSE over the years. The reports of the Kenya National Examination Council (KNEC), shown in Table 1, indicates that History and Government performance is unsatisfactory.

Table 1

Students’ Performance in KCSE History and Government in Secondary School in Kenya for the Period 2015-2019

Year	Candidature	Mean Score (maximum = 12)
2015	360289	6.21
2016	394086	5.14
2017	421311	4.90
2018	458372	4.82
2019	483755	4.99

Table 1 shows that the number of candidates who registered for History and Government increased steady, rising from 360289 in 2015 to 483755 in 2019. The table also shows that the mean scores for the years 2015, 2016, 2017, 2018 and 2019 ranged between 4.82 and 6.21 out of a maximum of 12 (KNEC, 2020). These scores indicate consistent underperformance

in the subject, except for the year 2015 when the mean was above the mid-point (6.00 points). This poor performance in History and Government indicates that the students lacked the necessary knowledge, skills, and attitudes toward the subject. It implies that the implementation of the secondary school curriculum did not allow students to achieve the expected learning outcomes. These findings support Wanzala's (2015) observation that some students complete secondary school without having acquired the necessary knowledge, skills, and attitudes. The observations could be attributed to adoption of ineffective teaching approaches and implementation of curriculum.

Students' under performance in History and Government has also been experienced in Kericho county over the years. Performance in the subject in the national examinations has been low as shown by the Kenya Certificate of Secondary Education (KCSE) examination results in Table 2.

Table 2

Candidates Performance in History and Government at KCSE Examinations in Kericho Sub- Counties for the period 2015-2019

Sub-county	Mean scores (maximum = 12)				
	2015	2016	2017	2018	2019
Buret	5.55	5.48	4.66	4.33	5.08
Belgut	5.70	5.30	4.63	4.81	5.11
Kericho	4.86	5.07	4.97	4.72	4.77
Kipkelion	5.71	4.90	4.91	4.41	4.67
Londiani	5.13	4.98	4.51	4.41	4.23
County MSS	5.39	5.14	4.73	4.59	4.79

Source: Kericho County, Education Office (2020)

The results in Table 2 indicate that mean scores of Kericho county for the years 2015 to 2019 ranged between 2.59 and 5.39. An examination of the results reveals that performance in the subject for the years 2015 to 2016 were comparable. However, there was a decline in performance in the subject in 2017 and 2018, and an increment in 2018. Generally, students' performance in Kericho for the five years was unsatisfactory as it was far below the maximum mean ($M = 12$) score. The performance of Kericho was below that of Bomet, a neighbouring county, whose means scores for the same period (2015 to 2019) were 7.00, 6.82, 4.66, 5.45 and 7.80 respectively. These results suggest that learners in Kericho

County had not attained the requisite knowledge, skills and attitudes towards History and Government. The unsatisfactory performance explains why the study was conducted in the county.

Studies (Egunsola, 2014; Kiptum, 2016; Sakwa, 2018;) have shown that academic performance is affected by many factors. Chepchieng and Kiboss (2004) noted that performance depended on intelligence of the learners, their anxiety, motivation, discipline, vocational goals and home environment. Usaini et al. (2015) argue that a supportive and a conducive climate that makes students comfortable affects performance since it enables learners to concentrate on learning. It has also been established that physical facilities, instructional materials, leadership, teachers' qualification and experience affect performance (Likoko et al., 2013; Wanjohi & Yala, 2011). This means that performance is not dependent on one factor but many factors that are related to the learner's home, school, teacher and student. Effective teaching has also been associated with performance (Ming'yue, 2013).

Effective teaching is a much sought-after hallmark in the classroom because it has a bearing on students' motivation to learn, ability to acquire knowledge and skills, performance, understand events and make critical judgment (Noboa, 2013). Effective teaching has been defined as producing beneficial and purposeful learning through the application of appropriate procedures (Centra, 1993). Manurung (2012) defines effective teaching as the creation of situation in which appropriate learning occurs leading to realization of the set objectives. Effective teaching necessitates that the instructor understand the subject matter, be able to plan and organize instruction, deliver content, and clarify ideas and point out relationships, and elicit useful questions and examples from learners (Owoyemi & Adesoji, 2012). The teacher should also be creative, imaginative, reasonable, fair, and always seeking ways of connecting the subject matter to students' experiences during instruction. This means that for effective teaching of History and Government, besides adequate facilities and a conducive learning environment, teachers should have mastery of content and possess the required instructional skills. Teachers should also use appropriate teaching approaches as they help learners to understand concepts, acquire knowledge and skills, create new knowledge, and solve problems.

The teaching methods used during teaching play an important role in acquiring knowledge, skills, performance and attitudes on the subject (Bett, 2016). A variety of teaching methods are used in instruction, the commonly used ones being the lecture, demonstration, question and answer, and discussion methods (Kiruhi et al., 2009; Mwaka et al., 2014; Victoria State Government, 2017). Storytelling and the Field-Based Study

Approach (FBSA) are also among those used in teaching. These methods are among those which are utilised in the teaching of History and Government (Boadu, 2015).

Field-Based Study consists of visits to places of interest outside of the classroom that are planned and organized (Behrendt & Franklin, 2014). Schools arrange for students to visit locations where instructional resources can be studied directly in their functional setting (Tuba, 2013). This approach to teaching and learning History and Government includes activities such as library reading sessions, field trips, visits to the history museum, historical sites, cultural institutions, and urban centers, interaction with historical experts, exposure to historical artifacts, and attendance at historical exhibitions (Cegelci, 2013). It also involves visits to administrative centres and learners interacting with the administrators such as Governors and County Commissioners, visits to County and National Assemblies to hold discussions on governance with Members of County Assembly (MCAs) and Members of Parliament (MPs). The Field-Based Study Approach has been associated with enhancing knowledge and skill acquisition, deep learning and the development of positive attitudes and performance (Eromosele & Ekholuenetale, 2016; Hauan & Dankert, 2014, Samet, 2013). Research carried out in the UK on outdoor learning indicates that field-based study offers learners the opportunity to develop their knowledge, skills, and attitudes towards learning (Rickinson et al., 2004).

There is also considerable evidence Field-Based Study Approach facilitates learners acquisition of knowledge (Kaba & Ramaiah, 2020). Knowledge is defined as the act of gaining information through learning experiences (Macmillan Dictionary, 2002). It is the process of adding new knowledge to a knowledge base and refining or improving knowledge that was previously acquired. In the context of this study, knowledge acquisition refers to the process of equipping learners with History and Government knowledge.

FBSA has been associated with facilitation of knowledge acquisition because it is rich in learning activities. Cara and Nicole (2016) noted that Field-Based Study Approach enriched students' understanding of concepts by bringing abstract learning into real life situation. This means it facilitates learners' acquisition of knowledge as it makes them understand abstract concepts better. According to Kisiel (2006) Field-Based Study Approach enhances recall and imagination by linking real life experiences in the field with what is taught in class. Kandamby (2018) argued that learner-centred method such as the field-based study approach promote student knowledge and enhance understanding of content. The approach thus provides learners with practical experiences that bring what they have learned to life, thereby enhancing their knowledge and understanding of content. It, also, means that

utilising the approach in teaching History and Government would enhance learners' acquisition of knowledge in the subject.

The Field-Based Study Approach's ability to enhance knowledge acquisition could be attributed to the opportunities it gives to learners to engage in learning activities (Figurska & Sokoja, 2016). These activities enable the learners to make observations, seek clarifications, understand and assimilate what has been taught. Such experiences make it easier for learners to relate what they see and hear to what they had been taught and create new knowledge based on prior knowledge. Similar sentiments were expressed by Harris (2018) and Adam's (2017) who assert that field activities like examining artifacts, visits to museums and historical sites are significant sources of historical knowledge.

Field-Based Study Approach has also been associated with development of skills which are essential at places of work (Al-qout, 2017; Vassala, 2006). Skill has been defined as the knowledge and ability to do something well (Macmillan Dictionary, 2002). It is a special ability or technique acquired by special training in either an intellectual or physical area. Skills can include listening, communicating, organisation, design and programming. In the context of this study refers, it refers to a learner's ability to perform task assigned to them during History and Government learning, such as observation, communication, organization, data collection and analyse problems and providing leadership. Shakil et al. (2011) study conducted in Pakistan established that Field-Based Study Approach promotes practical learning that leads to acquisition of skills such as observation, data collection and analysis.

In the context of teaching and learning History and Government, the field activities include watching historical films/videos, examining artifacts, interaction with experts, visits to historical exhibitions and museum among others. These activities are learner centered, require direct participation and use of the mind. Such experiences improve learners' acquisition of History and Government skills such as observation, and analysis and interpretation, since the best way to acquire ability is to practice it often.

Field-Based Study has the potential to equip students with skills since it is rich in learning activities that nurture observation, analysis, reporting, leadership and organizational skills. This is consistent with Wafula's (2015) observation that Field-Based Study Approach sharpened learners' observation, analysis, communication and problem-solving skills. History and Government teaching should therefore be based on programmes that ensure students acquire skills to collect, critically analyse, organize information and communicate their findings (Price, 2012). The approach could thus be used to enhance teaching of History and Government in secondary schools and performance in the subject.

Studies (Behrendt & Franklin, 2014; Kandamby, 2018; Yew et al. 2016) have shown that there is a significant relationship between Field-Based Study and deep learning. Deep learning has been defined as one which entails understanding and retention of the subject matter (Macmillan Dictionary, 2002). In the context of History and Government, it refers to the mastery and retention of subject matter and acquisition of higher cognitive skills such as analysis, interpretation, evaluation creativity and problem solving. A study conducted by Noel (2006) revealed that the Field-Based Study Approach supports actualization necessary for higher cognitive learning. The study show that visits to museums and historical sites provided learners with the opportunities to relate what was taught in class to reality. It further noted that field activities enhanced learners' higher cognitive skills such as observation, interpretation, analysis and creativity. Improvement in realisation of learning outcomes. The enhancement was attributed to the fact that hands-on learning enables students to employ various senses of learning which impacts on the depth of knowledge acquired and retention.

Hauan and Dankert's (2014) study also noted that Field-Based Study Approach affected deep learning. This study found out that field activities such as interaction with artifacts and experts, visits to communities, and historical exhibitions led to improved cognitive understanding of the subject matter that had been taught. Similar sentiments were expressed by Eromosele and Ekholuenetale (2016) who argued that the field trip creates a concrete connection between abstract ideas and realities of life. This means, that the Field-Based Study Approach does not only support concretization for higher levels of cognitive learning but also facilitates deep learning since it enhances the students understanding and grasp of a subject.

Literature shows that instructors' teaching approaches affect learners' interests, behaviours and attitudes towards learning a subject (Boyle, 2007; Oloyede, 1996). An attitude is a predisposition or a tendency to respond positively or negatively towards an idea, object, person, or situation (Collin's English Dictionary, 2018). It can be considered as a feeling or way of thinking that affects a person's behaviour. In the context of this study, it refers to the development of learners' predisposition towards History and Government. Eromosele and Ekholuenetale (2016) have demonstrated that students' attitudes towards learning were related to learning activities. They attributed this to the fact that field activities spark interest in learning and makes it enjoyable. Boadu (2016) contends that field activities bring a subject to life and appeal to students' intellectual and emotional faculties. This means that incorporating field activities like visits to community centres, historical sites and

parliament during the teaching of History and Government could make learning the subject's exciting and enjoyable, thus boosting learners' attitudes towards it.

Teaching approaches used during instruction play a key role in shaping learners important role towards learners predisposition towards a subject. Kose (2017) noted that teaching approaches that decrease the learners' inspiration, confidence makes them develop negative attitudes towards learning. This means that teaching methods which tend to make lessons uninteresting or unenjoyable, such as conducting lessons in the classroom only and using teacher centered approaches like the lecture, could lead to negative attitudes. On the contrary, engagement in field activities makes learning exciting and enjoyable. The students, therefore, become more confident and motivated to learn. This boosts their attitudes towards the subject

The discussions in the previous paragraphs have highlighted effectiveness on the Field-Based Study Approach and demonstrated that it enhances teaching and learning and realization of learning outcomes. It means FBSA could be used to enhance teaching effectiveness and performance in History and Government in counties that are underperforming in the subject such as Kericho. However, adoption of FBSA may not lead to realization of the benefits associated with it if learners and teacher perceptions of it are negative. According to research, teachers' and students' perceptions of a teaching method influence its effectiveness (Rugut & Role, 2016; Scareboro, 2012). Perception has been defined as the process of recognizing (being aware of), organizing (gathering and storing), and interpreting (binding to knowledge) sensory information (McDonald, 2011). Perception thus deals with the human senses that generate signals from the environment through sight, hearing, touch, smell and taste. According to Ahmed and Aziz (2009), perception plays a significant role in determining the effectiveness of teaching-learning since it helps teachers make better decisions and affects students' learning. Ampadu (2012) asserts that perceptions have an impact on a teaching strategy's efficacy since they result in a number of behavioral changes in both the teacher and the student. According to Adeyemo (2011), this behavior modification is proof that learning has occurred.

This study investigated teachers' and learners' Perceptions on the Effectiveness of the Field-Based Study Approach in the teaching of History and Government in secondary schools in Kericho County, Kenya. Students' performance in History and Government in the county has been unsatisfactory and this could be addressed using FBSA. Even though FBSA enhances teaching effectiveness, the benefits associated with it can only be realised if teachers and learners perceived it positively. This study was deemed necessary because

although researches on perceptions have been done in other places, Ghana (Boadu, 2015) United States of America (USA) (Ferguson, 2010) there is limited literature on those that focus on effectiveness of FBSA in the teaching of History and Government in secondary schools from in Kericho County.

1.2 Statement of the Problem

History and Government is an important subject as it assists in developing learners' international, national and personal consciousness. It also plays a crucial role in enhancing learners' appreciation of cultures for different societies. Despite its significance, learners' attainment in Secondary Schools in Kericho County has been unsatisfactory over the years. The low attainment is an indication that learners did not possess the requisite knowledge, skills and attitudes toward the subject. Teaching approaches such as the field-based study are among factors that influence the achievement of learning outcomes. Teachers' and learners' perceptions on the teaching approaches have also been associated with learning outcomes. Perceptions play a vital role in the teaching-learning processes because it influences the formation of mental representations of the environment and interpretation of the world around us. The unsatisfactory achievement of the learning outcomes in Kericho County could perhaps be due to teachers' and learners' perceptions on the effectiveness of the Field-Based Study Approach and other approaches utilized in the teaching of History and Government. This study examined teachers' and learners' Perceptions on the Effectiveness of the Field-Based Study Approach in teaching History and Government in Secondary schools in Kericho County. The literature search revealed that several studies on perceptions of teaching approaches' effectiveness have been conducted in Kenya. However, there is limited literature that focuses on teachers' and learners' perceptions on the effectiveness of the Field-Based Study Approach in teaching of History and Government in secondary schools in Kericho County. Filling this gap was the primary motivation behind the study.

1.3 Purpose of the Study

The purpose of this study was to investigate teachers' and learners' perceptions on the effectiveness of the Field-Based Study Approach in the teaching of History and Government. Four aspects of effecting teaching were examined, facilitation of knowledge and skills acquisition, deep learning and development of attitudes towards the subject.

1.4 Objectives of the Study

The following specific objectives guided study:

- i. To establish teachers' and learners' perceptions on the effectiveness of the Field-Based Study Approach in facilitating learners' acquisition of History and Government knowledge to learners in secondary schools in Kericho County.
- ii. To find out the teachers' and learners' perceptions on the effectiveness of the Field-Based Study Approach in equipping learners' with History and Government skills in secondary schools in Kericho County.
- iii. To examine teachers' and learners' perceptions on the effectiveness of the Field-Based Study Approach in enhancing deep learning of History and Government in secondary schools in Kericho County.
- iv. To establish teachers' and learners' perceptions on the effectiveness of the Field-Based Study Approach in developing learners' attitude towards History and Government in secondary schools in Kericho County.

1.5 Research Questions of the Study

The study sought to answer the following research questions:

- i. What are the teachers' and learners' perceptions on the effectiveness of the Field-Based Study Approach in facilitating learners' acquisition of History and Government knowledge?
- ii. What are the teachers' and learners' perceptions on the effectiveness of the Field-Based Study Approach in equipping learners' with History and Government skills?
- iii. What are the teachers' and learners' perceptions on the effectiveness of the Field-Based Study Approach in enhancing deep learning of History and Government.
- iv. What are the teachers' and learners' perceptions on the effectiveness of the Field-Based Study Approach in developing learners' attitudes towards History and Government?

1.6 Significance of the Study

The findings of this study are expected to provide secondary school History and Government teachers and learners with an insight of their perceptions on the effectiveness of the Field-Based Study Approach in teaching of History and Government. These findings could be used by teachers to enhance effectiveness of teaching using FBSA by taking these perceptions into consideration when planning for instruction. Ahmed and Aziz (2009) contend that perception is of great significance in determining the efficacy of teaching-learning as it strengthens teachers' decision-making and influences students learning. The findings could also guide teachers' in the selection of field activities that promote knowledge and skills acquisition and development of attitudes towards History and Government. These

findings may also be of use to the MoE and KICD when they are reviewing teaching policies and History and Government curriculum. It is further expected that the findings of the study may be used as baseline data by researchers in the future. However, it should be noted that the findings would only be beneficial to teachers, students, school administrators, researchers, MoE and KICDs only if these stakeholders can access them. The researcher could make the findings of the study available to the stakeholders by giving talks in schools during academic days, make presentations during teachers, school administrators and MoE seminars and workshops, and publishing them in journals.

1.7 Scope of the Study

This study was conducted in Kericho county and involved only public secondary schools. The study investigated teachers' and learners' perceptions on the effectiveness of the Field-Based Study Approach in History and Government teaching. The teaching of History and Government was examined with respect to imparting knowledge, skills acquisition, deep learning and development of learners' attitudes towards the subject. The study involved 163 History and Government teachers and 433 forms four learners. Two questionnaires, namely, TPQ and LPQ, were used to gather data. Qualitative data was described and summarised using frequencies and percentages while the relationship between teachers' and learners' perceptions were explored using the Chi-Square test for independence.

1.8 Limitations of the Study

This study, like other researches, had some limitations. First, the research collected data using self-report questionnaires. There is a possibility that it could have suffered from response bias. According to Krishnaveni and Deepa (2013) response bias is the tendency of respondents to unconsciously provide information which they feel meets the researcher's actual or perceived needs. This bias, is considered as a limitation because it affects the quality of gathered data, results and generalisation of the findings. The second limitation was generalisation of the study findings. The study was conducted in public secondary schools in Kericho County. Its findings should be generalized to schools in other counties with caution because of differences in resources, social and environmental settings.

1.9 Assumptions of the Study

The study was based on the following assumptions

- i. The teachers who participated in the study were conversant with the Field-Based Study teaching approach.

- ii. The responses provided by the teachers and learners were an authentic record of their independent and unbiased opinion and views.

1.10 Operational Definition of Terms

The following are the operational definition of terms used in the study;

Approach: Refers to a method of doing something or dealing with a problem (Macmillan Dictionary, 2002). In this study, it refers to the field-based study method of teaching History and Government which includes activities such as visit to museums, cultural centres, library reading among others.

Attitudes: Is a predisposition or a tendency to respond positively or negatively towards an idea, object, person, or situation (Collin's English Dictionary, 2018). In this study, it refers to the development of learners' predisposition towards learning History and Government.

Deep learning: It is to understand and retain more of the subject matter (Macmillan Dictionary, 2002). In this study, it refers to the mastery and retention of History and government subject matter and the acquisition of higher cognitive skills such as analysis, interpretation, evaluation creativity and problem solving.

Effective teaching: It is the utilization of instructional approaches that results in meaningful learning (Mwaka et al., 2014). In this study, it refers to the employment of instructional approaches that promote the realisation of set learning outcomes, namely, facilitating knowledge acquisition, development of skills, deep learning and development of the learners' attitude towards History and Government.

Field-based study: It refers to student's engagement in learning activities outside the conventional classroom (Behrendt & Teresa, 2014). In this study it denotes students are taken to places where materials of instruction may be observed and studied directly in their functional setting, for example, a museum, library, historical site, cultural institution, an urban Centre, interaction with experts and historical exhibition.

Facilitate knowledge acquisition: It refers to the act of gaining information through learning experiences (Macmillan Dictionary, 2002). In this study it refers to the process of equipping learners with history and government knowledge.

Perceptions: The term refers to the process of recognizing, organizing and interpreting sensory information based on knowledge and past experiences and is concerned with senses that generate signals from the environment through sight, hearing, touch, smell and taste (McDonald, 2011). In this study, it refers to opinion or judgment of teachers and learners on the effectiveness of the field-based study approach of teaching with regard to acquisition of knowledge, skills, deep learning and development of attitudes towards history and government.

Skills: It is the knowledge and ability to do something well (Macmillan Dictionary, 2002). In this study, it refers to learner's ability to perform task assigned to them during History and Government teaching and learning, such as observation, communication, organization, data collection and analyse problems and providing leadership.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review of the study. It begins with History and Government education, and then presents performance, effective teaching and instructional approaches used in teaching the subject. The chapter then presents FBSA and teaching effectiveness, perceptions and effective teaching, the theoretical and conceptual frameworks of the study.

2.2 History and Government Education

History education plays a significant role in society's development, as what happened in the past is vital in grasping the present and plan for the future (Pallavi et al., 2016). History equips learners with knowledge about the past and the present so as to cultivate a constructive attitude towards the future. The subject enables the learners to recognise the link between today's events and the world of tomorrow (KIE, 2006). It is also essential in the development of international consciousness and enhances appreciation of cultures of different societies. History is a career subject as it is a prerequisite to joining professions such as law, teaching, anthropology and political science. According to (Rono & Rono, 2016) the chances of History graduates getting employed as administrators, lawyers, political scientist, archaeologist, and teachers are higher since all of these careers require skills and knowledge learnt from the study of History

History has been recognised as an essential subject in the school curriculum worldwide because it creates a sense of identity among individuals and groups of people (Nasibi, 2015). This happens when the learners are taught about their origin and how their communities and nations came into being and relate. History has also been associated with inculcating moral values since it has topics which have implicit moral content that helps learners make right judgments and desist from immorality (Opong, 2009). These topics teach that every society has morals based on religion and cultural beliefs, and government laws. The topics also promote values such as tolerance, sympathy, and responsibility.

History also facilitates learners' acquisition of reasoning, analysis skills and critical thinking skills (Ocassio et al., 2016). It is only through historical inquiry, analysis and reflections, which are aspects of critical thinking that one develops a particular view of the world and appreciate own views and other people's views that may seem different. Brown

(2015) argues skills to articulate and support their positions on issues that affect them. Bam and Visser (2002) contend that without social awareness and analytical skills that learners develop through the study of History, they would forever remain vulnerable to publicity and political influence. This is because history teaching is inextricably political, and it enables learners to become active and critical citizens, which are essential in nation-building. Such attributes are important in society since people make decisions based on their personal or ethnical interest.

History and Government as a discipline promotes social justice, morality, social obligation, and gives society the opportunity to learn from past mistakes. It helps society to understand reasons why people behave the way they do. This helps society to make impartial decisions and provides for the full development character and personality of its members. It assists in the development of a strong feeling of nationalism, patriotism and integration among learners. History also enhances integration of people in society by enhancing unity, harmony, and security. Through History, learners are exposed to forces that bind and weld the society together. This creates a spirit of togetherness and interdependence among the people of a given nation (Nasibi, 2015). According to Koskey (2011) the subject's teaching gives a panoramic view of the past through which citizens maintain the essence of their culture.

History and Government is an integral part of the secondary school curriculum in Kenya (K.I.E, 2012). All secondary school students in forms one and two are taught History and Government, however, this subject is optional in form three and form four. The subject as the name denoted has two components History and Government. The History component is expected to expose learners to issues that bind and weld society together with a spirit of togetherness and interdependence among Kenyans (Rono & Rono, 2016). The subject is also supposed to inculcate in learners moral values such as tolerance, sympathy, and responsibility. This means that History is essential for equipping students with knowledge and skills, and enhancing their ability to make right judgments.

The Government component of the subject aims at promoting national unity and citizenship (KIE, 2006). Learners are taught their responsibilities to the individual and to the nation through this component. The Government component also educates learners on principles and concepts which weld society together like democracy, conflict resolution, equality, justice, human right, nationalism and patriotism (Nasibi, 2015). These principles and concepts are essential for individual and societal development as they inspire learners with a sense of patriotism to their motherland and enhance unity, harmony, and security

among citizens. The Government component is also used as a medium of conveying the Government's programmes to its citizens.

The general objectives of teaching secondary school History and Government have been highlighted by KIE (2002) as follows:

- Acquire knowledge, ability and show appreciation for critical historical analysis of socio-economic and political organization of African societies
- Understand and show appreciation of the rights, privileges and obligations of others for promotion of a just and peaceful society,
- Promote a sense of nationalism, patriotism and national unity, to encourage and sustain moral and mutual social responsibility
- Identify, assess and appreciate the rich and varied cultures of the Kenyan peoples and other peoples,
- Promote a sense of awareness and need for a functional democracy of the Kenyan people and other nations,
- Promote an understanding and appreciation of intra-national and international consciousness and relationships and
- Derive an interest in further learning through the study of History and Government.

It is evident from these objectives that History and Government is the most important in subject for producing a strong feeling of nationalism, patriotism and integration in Kenya. According to Koskey (2011) the subject gives a panoramic view of the past through which citizens maintain their identity, culture and traditions.

The foregoing discussions have highlighted the many roles of History and Government in inculcating values in secondary school learners. Therefore, it is in the interest of society and the responsibility of educators to improve instruction and performance in History and Government in secondary education. This is necessary because the future of society is determined by citizens who understand the past and present. However, this has not been the case going by secondary school learners' performance in the subject. Despite the importance of History and Government, the performance of the learners has generally been low (KNEC, 2019, 2020).

2.3 Students' Performance in Secondary Education History and Government

The objectives of teaching History and Government in Kenya are to facilitate learners acquisition of knowledge and skills, understand and show appreciation of the rights, privileges and obligations of oneself and others for promotion of a just and peaceful society;

and promote a sense of nationalism, patriotism and national unity; among others (KIE, 2006). One of the indicators of realization of these objectives is performance in the national examinations. At the end of the four-year cycle secondary school education cycle, students sit for the KCSE History and Government examinations that are administered by KNEC. These examinations are used to assess their competencies in the subject. Reports of KNEC indicate that performance in History and Government has been low (KNEC, 2015, 2017, 2019). According to these reports the mean scores for the years 2015 to 2019 were 6.21, 5.14, 4.90, 4.82, and 4.99 respectively out of a maximum of 12. These scores indicate consistent underperformance in the subject, except for the year 2015 when the mean was above the mid-point (6.00 points). This underperformance in History and Government indicates that the learners lacked the necessary knowledge, skills and attitudes towards the subject. It implies that the implementation of the secondary school curriculum did not enable learners to attain expected outcomes.

Performance in the national examinations is one of the commonly used means of measuring the outcomes of a learner's exposure to a curriculum. Performance is a construct that is dependent on many factors. Chepchieng and Kiboss (2004) noted that performance depended on personal characteristics of learners such as intelligence, their anxiety, motivation, discipline, vocational goals, attitudes and self-esteem. Similarly, Keiti et al. (2017) established that the socio-economic background was also a determinant of academic performance. Physical facilities play an indispensable role in teaching and learning in schools and as such are considered as correlates of academic performance (Isola, 2011; Moronfolo, 2002; Oladejo et al.). Mbah (2013) argues that no matter how well trained teachers are they may not be able to translate their competencies into reality if schools lack instructional materials. The argument was based on the fact that for effective teaching and learning, schools require facilities such as classrooms, laboratories, libraries and, washrooms. Facilities are essential because they not only make learners comfortable but also motivates them to learn thus increasing their participation, concentration and performance.

It has also been established that the characteristics of a teachers are related to academic performance (Kiptum, 2016). Teachers' attributes such as qualification, experience, attitudes and motivation not only affect how they teach but also performance of learners. Koskei et al. (2013) established that students taught by experienced teachers performed better than learners taught by less experienced instructors. They attributed this to the fact that experienced teachers were better at choosing teaching methods that suit learners with diverse abilities, prior knowledge and backgrounds and delivered content well. Darling and Hammond (2005)

argue that qualification is related to performance because higher educational levels increase teachers' knowledge and pedagogical skills.

Literature, (Likoko et al., 2013; Yala & Wanjohi, 2011) shows that instructional materials are among the factors that influence academic performance. Instructional materials are the primary means through which pupils gain access to the knowledge and skills (Onasanya & Omosewo, 2011). They include; writing materials, textbooks, blackboard, diagrams, pictures, and graphs. Information, Communication and Technology (ICT) facilities, audio-visual aids, television, projection devices and the internet also fall under instructional materials. These materials play a central role in performance because they are used in delivery of content and as learning aids to learners.

Studies (Lezotte, 2010, Rono, 2016) have also shown that leadership affects academic performance. Perhaps, this could explain why educators place great premium on the effective instructional leadership and management of schools (Wilson, 2005). The logic of this position could be that an orderly school environment, that is efficient and well managed, provides the preconditions for enhanced learning. Similarly, Keiti et al. (2017) concluded that leadership was affected academic performance. This is because effective leaders manage their schools well, create conducive environments for teaching and learning.

The foregoing discussions have revealed that there are many factors that affect performance these factors range from learners and teacher characteristics, resources, socio-economic factors among others. It means that performance is not dependent on one factor but many factors that are related to the learner's home, school, teacher and student. Effective teaching has also been associated with performance (Ming'yue, 2013).

2.4 Effective Teaching of History and Government

Effective teaching in the classroom is a much sought-after hallmark world over. This is because effective teaching influences the interest of students and their motivation to learn. It also influences learners' acquisition of knowledge and skills, performance, ability to make critical judgments, and understand events (Noboa, 2013). According to Pallavi et al. (2016) effective teaching is a process that produces beneficial and purposeful learning through the use of appropriate procedures. Manurung (2012) defines it as the creation of a situation in which appropriate learning occurs. The two definitions indicate that effective teaching requires instructional approaches which equip learners with abilities to apply, analyse, synthesis, create new knowledge, and solve problems. It also implies that effective teaching enhances learning and academic performance. Providing quality teaching that meets the

needs and interests of students from diverse backgrounds and with different expectations should therefore be a pre-occupation of educational institutions.

Effective teaching is a construct with many characteristics and dimensions. Taylor and Young (2003) underscore three outstanding characteristics of effective teaching. They contend that effective history teaching encompasses knowing the subject, doing the subject, and scaffolding learning. This means that teachers should have an understanding of the theories and concept of the subject, its processes, and be able to project the discipline in a context and manner that facilitates learning. Grant and Gradwell's (2009) study noted that an effective teacher must possess a good understanding of the subject matter and consciously seek ways of connecting the subject matter to students' experiences. These results confirm the assertion that teaching is said to have taken place only after learning has occurred. The study concluded that to enhance performance, teachers should employ teaching approaches that promote learning.

Owoyemi and Adesoji (2012) attributed effective teaching to three key characteristics; teachers' personal qualities, teaching skills and mastery of subject matter. They contend that effective teachers are passionate, energetic, personable, open, creative, and have a good sense of humour. Such teachers plan and organize for instruction, are masters of the subject matter, possess the required teaching skills and emphasises important concepts. Effective teachers also clarify ideas, point out relationships, motivate, pose and elicit useful questions and examples from learners, are creative, imaginative, reasonable, and fair.

Ntwiga and Mwangi (2018) point out that effective teacher give class exercises and assignments at the end of every lesson. The feedback from the assignments enables teachers to find out whether what they taught has been assimilated by learners or not. Assignments also provided learners with opportunities to improve their writing and communicative skills and develop their critical thinking abilities and imaginative faculties. This is important because effective teaching must activate the imaginative ability of the learners. Hoge (1988) noted that integration of appropriate instructional materials such as sound, images of videotapes, film, filmstrip, and visits to historical exhibition and trips to historical sites also contribute significantly towards effective teaching.

Boadu (2015) conducted a study in Ghana on effective teaching of History: The perspectives of history teacher trainees. The study established that teacher-trainees identifies possession of history knowledge and its philosophical basis, knowledge about students' characteristics, good planning and classroom management as aspects of effective teaching. The trainees indicated that for effective teaching, teachers must acquire adequate levels of

content knowledge before going to class. The trainee teachers also believed that effective teaching connotes the use of multiple approaches and instructional materials to convey content to learners. These findings indicate that classroom organization and management, mastery of subject matter, appropriate resources and teaching approaches are fundamental to effective teaching. Fogo (2014) observed that effective teaching of history is less likely to occur in a traditional history classroom setting where curriculum covers wide expanses of time, teachers provide content-heavy lectures, and students take notes and scour textbooks to put facts to memory. These observations imply that history teachers should plan and organize their lessons well for effective teaching.

Mwathwana et al. (2015) carried out an analysis of history teaching methodology in High schools in Tigania and Igembe sub-counties, Kenya. The study established that debates, brainstorming, and panel methods were effective in the teaching of History and Government as they enhanced learners' performance in KCSE examinations. The improved performance was attributed to the learner-centred environment created when conducting the activities. According to Boadu (2015) effective teaching of History connotes, among other things, bringing the subject to life, appealing to students' intellectual and emotional faculties. It thus goes over and beyond oral presentation or narration of events or the use of lecturers.

Noboa (2013) investigated the teaching methods and approaches that made history teachers effective. The study established that the use of a blend of approaches such as group or collaborative work: real-world projects; a variety of visual aids; interactive assignment and technology tools (computers, the internet, and the interactive white board) were effective means of teaching the subject. Other approaches such as straight lecturing, reading and answering questions from textbooks were regarded as less effective teaching methods as they were learner centered.

Nabwara, et al. (2015) examined English language teachers' and learners' perceptions of effective English language in Kenyan secondary schools. The study found that most of the teachers perceived possession of academic qualification and pedagogical knowledge, reflective teaching skills and ability to inspire students to learn the language as the most important characteristics of an effective teacher. The students on the other hand, perceived teachers' pedagogical skills and personality as the most important characteristics of an effective teacher. These findings are evidence that teacher characteristics have a significant impact on effective teaching.

The preceding literature gives credence to what constitutes effective teaching of History and Government, and other subjects. It could be said that possession of a firm

knowledge base in History and the skills to convey this knowledge in ways that are meaningful to students is at the core of effective teaching. Other dimensions of effective teaching include creating an atmosphere that is conducive learning and selection of appropriate instructional materials (film, filmstrips, artifacts, exhibitions and museum). The foregoing literature has also revealed that the teaching methods used during instruction affect not only teaching effectiveness but also students' performance.

2.5 Instructional Approaches of Teaching History and Government

The teaching approaches used during instruction have an impact not only on effective teaching but also on the achievement of the expected learning outcomes. According to Dean et al. (2012), approaches that promote learner engagement and support the development of their perseverance improve knowledge and skill acquisition. Bett (2016) discovered that a teacher's teaching approach influences students' performance. During instruction, various teaching methods are used. The lecture method, demonstration method, storytelling method, question and answer method, and discussions method are some of the most commonly used approaches in teaching History and Government.

2.5.1 Lecture Method in the Teaching of History and Government

The lecture method is defined as verbal delivery of a body of knowledge according to a pre-planned structure (Wachanga, 2002). Although considered by modern educators as traditional or outdated, the lecture method is still one of the most widely used procedures of teaching especially in post-secondary institutions. This method relies on the teacher as the sole source of wisdom and knowledge who transmits it to the learner (Kiruhi & Githua, 2009). During the teaching and learning process, the teacher gives information while the learner listens and takes down notes (Mwaka et al, 2014). The lecture method is an economical and efficient way of delivering substantial amount of information to many students and provides a summary or synthesis of information from different sources. During lectures, the learners' attention is captured by varying student activities, changing the presentation mode, employing concept related humour and motivation cues.

Although the lecture method is an economical means of transmitting factual information, there is no guarantee that effective learning will result. The method does not engage the learners in active learning. This method puts the learners in a passive position restricting their activities to listening and note-taking. The learner does not cultivate an inquisitive mind and tend to accept whatever information that is provided by the teachers

(Mwaka, et al. (2014). The lecture method does not have provisions for handling learners with a diversity of abilities and provides no opportunity for the audience to seek clarification on misunderstandings. The method is not effective in enhancing learning values and attitudes since learners are expected to accept fact's and memorize those (Kiruhi & Githua, 2009). According to Capon (2004) the lecture method cannot be employed to achieve higher cognitive skills and development of attitudes towards a subject. This means that in situations where skills and attitudes are the expected outcomes, other approaches which promote their acquisition have to be adopted. Approaches that are learners centred such as field-based studies tend to be more effective Bhatia (2009).

2.5.2 Demonstration Method in the Teaching of History and Government

The demonstration method is a way of teaching that involves presenting pre-arranged events for observation and learning purposes (Githaiga, 2018). It is a method where the learner observes the portrayal of procedures, techniques, and operations by the teacher. According to Mwaka et al. (2014) demonstration involves showing and explaining how to do something or how something works through accurate procedures and guidelines. In a lesson for In a lesson, teachers provide opportunities for students to demonstrate understanding and application of what they have learned by leading them through demonstrations of what to do and how to accomplish it (Victoria State Government, 2017). Teaching by demonstration is ideal tool for enhancing skills acquisition as it promotes active participation in learning by showing, granting learners opportunities to “do” and ask questions (Melgar et al., 2003; Walklin, 1982).

One of the major weaknesses of the demonstration method is that it is not possible to given all learners an opportunity to demonstrate what has been learnt. This category of learners thus ends up playing only a passive role during the learning process (Nacino-Brown et al., 1994). The demonstration method also does not provide learners with opportunities to discover things independently. It is also not easy to evaluate learners' understanding and mastery of content during demonstrations (Wambugu, 2006). Given that the demonstration method have its strengths and weaknesses, History and Government teachers should be encouraged to use it in combination with other learner-centred interactive teaching approaches, such as field-based activities, which give students opportunities to participate in the learning process actively.

2.5.3 Story Telling in the Teaching of History and Government

Storytelling is conveying events in words, images, and sound, often by improvisation or embellishment. The approach is synonymously used with narration. The method is an exclusive technique for learners to develop comprehension, respect and appreciate other cultures and religion (Mwaka et al., 2014). Nasibi and Kiiio's (2005) study revealed that the technique permits learners to gain knowledge in a comprehensive, exciting, appealing and sequential way. The study revealed that the technique is effective in developing learners' imagination, visualization, and stimulates interest in learning. The method, therefore, promotes effective teaching by aiding learners' mental construction of order of events as enacted by the storyteller.

Storytelling is one of the frequently used technique for delivering subject content and development of analytical prowess and communication skills in students (Vitali, 2016). Stories are also used to reinforce conceptual development in students and reinforce learning. According to Nisha and Prima (2019) storytelling helps students understand the world as it assists in visualizing themselves in similar situations with the storyteller. Storytelling done in a creative way can also help engage unmotivated learners since it brings a boring subject to life. History as a subject is filled with people of the past, storytelling can thus be used by teachers to bring historical figures to life. According to Mwaka et al. (2014) storytelling allows students to experience diverse cultures and encourage imagination and creativity. Therefore, the method could be effective in facilitating knowledge and skills acquisition and deep learning History and Government. Teachers could also use stories to spark student interest, aid the lectures' flow, make learning material memorable, overcome student resistance or anxiety, and build rapport between the instructor and the students, or among students themselves.

2.5.4 Question and Answer Method in the Teaching of History and Government

The question and answer method is a technique in which the teacher and students communicate verbally through questions, resulting in correct responses and a summary of the main ideas. The method encourages students to think, encourage self-expression and fosters an appreciation of ideas among the learners. Developing these abilities requires that students are allowed to think for themselves by asking and responding to the questions that go beyond recalling the information presented to them (Kissock & Lyortsoom, 1982). This method enables the teacher to evaluate teaching effectiveness and gather evidence from students upon which their performance and understanding are judged.

Nasibi (2015) pointed out that the question and answer method is vital for stimulating interest, imagination, initiative and creativity among learners. The method is also ideal for developing learners' ability to think, self-expression, and appreciating the ideas of others. Mujlaba et al. (2013) pointed out that the question and answer method promotes interactive learning and enhances learners' ability to remember what they are taught. According to Al-Darwish (2012) question and answer method helps to hold students' attention and contributes to students' verbal output. The questions posed by the teacher thus play an important role in managing classroom routine. The method is thus ideal for promoting ability to think, communicate and interrogate the ideas of others.

The primary problem associated with questioning techniques is the tendency to emphasize recall only. Wachanga (2002) noted that many teachers have difficulty developing questions that encourage discussion. The method is also time consuming and therefore not ideal for a wide curriculum. The method could be appropriate in facilitating History and Government knowledge acquisition since it enhances learners' ability to recall. However, it may not be suitable for facilitating History and Government knowledge and skills, enhancing deep learning, and developing learners' attitudes towards the subject. This means that for effective instruction, teachers must blend question and answer methods with other teaching approaches.

2.5.5 Discussion Method in the Teaching of History and Government

The discussion method involves exchange of information amongst students and between students and teachers. It allows learners and teachers to compare, evaluate and analyse ideas. In most cases, the teacher act as a guide to the discussion. According to Rahman et al. (2011) the discussion method is a process where people express, clarify and pool their knowledge, experiences, opinion and feelings. The interactions during the discussions also allow exchange of ideas and/or experiences between the teacher and learners or among students themselves (Blumberg, 2008).

Nasibi and Kii (2005) contend that discussion methods enhances learners' retention and academic performance since it promotes active learning, boosts their self-esteem and leads to improvement in their communication skills. The discussion teaching method also enhances learners' social values such as tolerating other peoples' ideas, team spirit, and responsibility. Similarly, Rahman et al. (2011) noted that the discussion method stimulates and inspires learners, attracts their attention and increases motivation, leading to permanent learning. This method therefore, is effective in stimulating students' interest and enhancing

deep learning. The discussion method also helps in the development of students' thinking skills (Weinstein et al., 2006) observed.

Sybing (2015) asserts that the discussion method provides students with an opportunity to participate in the learning process by sharing their experiences with their colleagues and teachers. According to Silverthorn (2006) classroom discussions are ideal for developing critical thinking since students learn how to arrange ideas and present them in a logical manner. Zehr (2015) opined that discussions provide students' with opportunities to express, share ideas, and improve their self-confidence and higher-order thinking abilities. However, the method is not suitable for weak and shy students who have difficulties in engaging in discussion. It is also difficult to evaluate all the students' mastery of content during the discussion (Wambugu, 2006).

The foregoing literature has shown that the discussion method enables teachers and learners to exchange information, analyse and evaluate ideas. The literature has also demonstrated that the method enhances participation in learning and academic performance. Despite these benefits, the discussion method may not be effective in equipping learners with skills such as observation, data collection, analysis and reporting. These skills can only be acquired by engaging learners in these activities. The Field-Based Study Approach is among those which provide learners with opportunities to engage in activities. This partially explains why this study focused on the Field-Based Study Approach.

2.6 Field-Based Study Approach and Effective Teaching of History and Government

Effective teaching defined as the situation where learners accomplish the learning objectives set by the teacher (Kyriacou, 2009). It is thus concerned with achieving learning outcomes and students' success (Brown & Atkins, 2002). According to Nisha and Prema (2019) effective teaching is realised in environments that employ teaching approaches which enables students to learn facts, skills, values and concepts quickly. Pallavi et al. (2016) contend that the Field-Based Study Approach is among the strategies used to enhance teaching effectiveness and learners' academic performance.

Field-Based Study entails planning and organizing learning activities outside of the classroom in which instructional resources can be studied directly in their functional setting (Tuba, 2013). Reading sessions in the library, field trips, visits to the history museum, historical sites, cultural institutions and urban centre, interaction with historical experts ARE all part of History and Government teaching (Cegelci, 2013). It also involves visits to administrative centres and County and National Assemblies to hold discussions on

governance with Members of County Assembly (MCAs) and Members of Parliament (MPs). The Field-Based Study Approach has been associated with effective teaching and learning since it has been found to facilitate knowledge and skill acquisition, deep learning and the development of positive attitudes and performance (Eromosele & Ekholuenetale, 2016; Samet, 2013). Rickinson et al. (2004) demonstrated that outdoor learning is effective in improving learners knowledge, skills, and attitudes. The findings of these studies confirm that FBSA enhances teaching effectiveness since the mentioned activities are aspects of the approach.

Semlak and Beck (1999) assert that Field-Based Study promotes learner's knowledge in a particular subject area. Mason (1980) noted that the cognitive development of learners is higher when learning is conducted in a suitable outdoor environment rather than in a traditional classroom. Kose (2017) observed that effective history teaching was achieved when teachers used historical materials, objects, museums, and historical artifacts. In a related study Thanuskodi (2009) asserts that a well-resourced and managed library supports teaching-learning and creates a favourable atmosphere for learners to acquire knowledge.

Vassala (2006) found out that learning through field study is concerned with the consolidation of knowledge acquired and the acquisition or development of skills and attitudes. This is because the Field-Based Study Approach provides students with ample opportunity to engage in learning activities. This is achieved by giving learners tasks, either in groups or individually, to organise, and asking them to do them through observation, analysis, relating to what had been taught in class and reporting. Eromosele and Ekholuenetale (2016) contend that students understand concepts better when they are engaged or interact with nature. This means that teaching approached that are learner-centred boost learning compared to teacher-centred ones.

A study by Rickinson et al. (2004) noted that Field-Based Study, when properly conceived, adequately planned, well taught and effectively followed up, offers learners the opportunity to develop their knowledge and skills that add value to their everyday experiences in the classroom. This study also noted that Field-Based Study positively impacts on learners' retention due to the memorable nature of field activities. Aggarwal (2008) contend that educational Field-Based Study aims to enrich, fertilise, and complement content areas of the curriculum through first-hand information, observation, and direct experience outside the classroom. According to Eromosele & Ekholuenetale (2016) Field-Based Study Approach increases students' academic success significantly compared to traditional teaching technique.

Literature reviewed under this theme has shown that Field Based Study Approach impacts positively on teaching and learning. The approach facilitates acquisition of knowledge and skills, and deep learning, besides boosting development of attitudes. However, the literature does not present teachers and learners perceptions of the approach's effectiveness in the context of History and Government instruction. Finding out the perceptions of these two groups is critical in the teaching-learning process. This is because perceptions influence how teachers' plan and organize for instruction, select teaching approaches and deliver content. Likewise, perceptions affect learning since if students perceive that teaching is effective and their emotional needs have been met, they will remember what has been taught clearly. Filling this gap was one of the drivers of this study.

2.6.1 Field-Based Study and Facilitation of Learners acquisition of History and Government Knowledge

Knowledge refers to facts and information learned through experience or education and the theoretical and practical understanding of a subject (Macmillan Dictionary, 2002). It has also been defined as condition of knowing something with familiarity gained through experience or association (Gao, et al., 2018). In the context of History and Government it refers to facts and information and the underlying theories and practices of the subject. Knowledge is acquired through learning experiences, and which may include interaction with experts, experiments, observation, and research among others (Castrogiovanni et al., 2016).

Knowledge acquisition is the process of absorbing and storing new information in memory, and its success is frequently measured by how well the information can be remembered later (Thang & Tuan, 2020). It involves adding new knowledge to a knowledge base and refining or improving knowledge that was previously acquired (Gaines, 2008). It involves gathering or collecting knowledge from various sources. Acquired knowledge may consist of facts, rules, concepts, procedures, heuristics, formulas, relationships, statistics or any other useful information. There are many sources of knowledge among these are, experts in the domain of interest, text books, technical papers, database reports, journals and the environments. Experts are among sources of knowledge, which they impart to learners through a teaching process (Turulja, & Bajgorić, 2018). The representation and organization of the information have a significant impact on how the learner stores and retrieves information (Lyles & Salk, 2007). This means that teaching strategies adopted has an effect on facilitation of knowledge acquisition.

Various approaches are used in facilitation of learners' acquisition of skills. Approaches that are rich in learning activities have been found to be more effective in facilitating knowledge acquisition (Kiio, 2012). FBSA is among the approaches that are rich in learning activities, which promote knowledge acquisition. This is because the exercises give students a way to contextualize their learning and help them strengthen their cognitive skills, which helps them comprehend how historical factors relate to one another. According to Bliss (2010), activities enable students to learn about environments by watching and documenting phenomena in the actual world. Nadelson and Jordan (2012) claim that the technique offers students a special setting in which to apply prior knowledge and pick up new information. Such learning contexts help learners recall materials learned and provide a higher level of engagement and enthusiasm. This means that field activities such as library reading, visits to historical sites and museums, and attending exhibitions could facilitate learners' acquisition of History and Government knowledge.

Studies have shown that involving students in learning activities enhances their knowledge acquisition. Kandamby (2018) conducted a study in Sri Lanka among civil engineering students that involved engaging them in construction work in building sites. The study concluded that engagement in the construction work enhanced the students' knowledge and how theory is applied in real situations. In addition, the students develop skills for working as a team by organizing their works, sharing knowledge, discussing with relevant technical personnel at work site and achieving the targets within the given time frame.

Yew et al. (2016) conducted a study in Sri-Lanka noted that students were able to construct knowledge by using a variety of resources in libraries. Business studies students were required to read extensively in libraries and critically appraise and evaluate the collective bargaining ability of trade unions. The reports prepared by the students revealed that the exercise had improved their knowledge and understanding of trade unions. In a related study, Chukwueke (2018) has unequivocally demonstrated that school libraries are powerful learning agents as they are critical in promoting the transformation of student information into deep knowledge and understanding.

Anderson and Zhang, (2003) explored the perception of seventh grade teachers' in Vancouver, Canada of field trips through school field trip visits to museums. The study found that teachers viewed field trips as of great importance to student education because they added greatly to their knowledge. This was attributed to the fact that museum visits enables learners to connect knowledge gained from the field to what is learned in class. Similarly, DeWitt and Hohestein (2010) conducted investigations on visits to museums and noted that

the discourse between the teacher and students was more balanced. The students played a more proactive role during the visit than they were in the classroom and that content-related conversations were more frequent. This teacher-student's interaction generates enhanced learners' cognitive understanding of concepts.

According to Bamberger's (2008) research on the long-term effects of historical exhibitions, most students connected the exhibition's content with prior school knowledge, and approximately one-third of the students referred to such connections 16 months later. This means that attending exhibitions improves learning because learners can associate new information with prior knowledge. Attending exhibitions results in the creation of new knowledge that is informed by existing knowledge.

Historical artifacts are also known to be useful in secondary school history teaching and learning because they make knowledge more memorable. According to Adam (2017), students use artifacts to construct their understanding of key historical concepts, and artifacts serve as a primary source of cultural information. As a result, educational field trips to historical sites provide students with a significant source of historical knowledge by providing opportunities for self-experiences and observations, which promote retention.

The foregoing discussions have demonstrated that field based learning activities enhance knowledge acquisition. These discussions have also demonstrated that field activities promote knowledge acquisition across other disciplines like business studies and civil engineering. With regard to History and Government, literature has shown that activities such as reading in the library, visits to museums and attending exhibitions facilitate knowledge acquisition. These activities are aspect of the Field Based Study Approach. Kericho County neither did they focus on teachers' ad learners' perception on effectiveness of FBSA in facilitating knowledge acquisition. This gap justifies the study.

2.6.2 Field-Based Study and the Acquisition of History and Government Skills

One of the key components of employability is possession of the skills required by a job (Peasland et al., 2019). This explains why schools and institutions of higher learning strive to equip their learners with skills through effective teaching. Macmillan Dictionary (2002) defines skills as the knowledge and ability to do something well. It has also been defined as an acquired ability to do a specific work perfectly and efficiently (Al-qout, 2017). Skill is not only about an individual's knowledge and abilities but also the mental and psychomotor that the individual follows to perform a specific work efficiently and accurately (Alaa, 2007). In the context of History and Government, it refers ability of learners to

perform activities assigned to them during teaching. These activities include organising, observing, data collection and analysis interpreting reporting and providing leadership. These are activities which can only be done when learners possess the requisite skills in those areas.

Skill is considered as one of the major outcome of an education system or a training process. It is also used as a measure of success or failure of a training process in achieving its goals. Skills are acquired through personal experiments in a given field, creative search and constant practicing; repeating some actions automatically without implying any thinking processes (Costa & Steffgen, 2015). A skill is considered acquired when a person can perform it without thinking about the technique of performing the task or dividing a process into conventional parts (Yaie, 2014). Skills are best acquired through a learning process under the guidance of an instructor (McLaughlin, 2010). The approaches utilized by these teachers facilitating skills acquisition should be activity based given that skills can only be acquired by doing (Kaba & Ramaiah, 2020). FBSA belong to this category of approaches that are suitable for enhancing skills acquisition because of its richness in learning activities (Scotts, 2015).

Literature indicates that utilizing of FBSA promotes acquisition of skills, boosts learners' abilities to explain, compare, summarize, interpret and analyse issues and situations (Okwelle & Dokubo, 2018). This has been attributed to the fact that FBSA enables learners to, interact with the environment leading to a better understanding of the concepts taught and develop their abilities by doing the assigned learning tasks.. It is unlike the lecture method, which does not provide students with ample opportunities to actively participate in the learning process by "doing". Bhatia (2009) noted that students learn faster and acquire more skills when lessons are conducted in an appropriate out-door environment rather than a traditional classroom.

Behrendt and Franklin (2014) argued that field trips strengthens learners' observation and is particularly valuable for nurturing group work and leadership and organizational skills. This is because field activities by their nature involve organizing learners and working in groups. In addition, field activities also promote observation, communication, problem solving and thinking skills. This is because skills can only be taught and learned effectively by those who participate in activities (Crothers, 1987).

Hauan and Dankert (2014) examined the effect of Geography exhibitions on learners' skills. A part from the excitement, enjoyment and socializing with peers, exhibitions also provided the learners which opportunities to examine and discuss the displayed objects and report the observed. The study noted that students believed that field-based activities were

effective in imparting skills as they involved “doing”, were interesting and promote peer learning. The enjoyment aspect also contributed towards skills acquisition because, as Fullan and Langworthy (2014) observed, such experiences boost learners’ motivation to learn. These studies show that FBSA enhances learners’ skills since exhibitions are aspects of the FBSA.

A study conducted by Kose’s (2017) showed that History teachers perceived that field-based learning leads to the development of measurement, observation, recording, analysis and interpretation skills. Students develop these skills when given historical artifacts and materials to observe, analyse and prepare report. Vaughan (2008) concurs by contending that analysis, synthesis and evaluation skills are highly developed in learners who frequently use when engaged in field learning activities.

Samet (2013) found that visit to museums helped in the formation and development of imagination, and creativity abilities through simulation and animations. These abilities are essential as they assist learners to understand historical event better by creating scenarios of what happened in the past based means, that the Field-Based Study Approach promotes imagination, and creativity skills. According to the study, historical artifacts in the museums contribute to the thinking abilities of the learners. The study further noted that thinking and imagination also develop through games and animations in museums.

The discussions presented under this theme confirm that field activities enhance skills acquisition. The discussions have identified the areas and disciplines where the skills are enhanced. However, the discussions are thin on effectiveness of FBSA on enhancing skills development from History and Government teachers and learners perspective. Filling this gap was one of the motivators behind this study.

2.6.3 Field-Based Study and Learners Deep Learning of History and Government

Deeper learning is the process of learning for transfer, since it allows a student to take what’s learned in one situation and apply it to another (Smith & Colby, 2007). It is a learning process that leads to a thorough understanding and retention of subject matter (Macmillan Dictionary, 2002). Deep learning arises from the need by learners to understand and seek meaning. To achieve these needs, learners attempt to relate concepts and ideas to existing experiences and critically evaluate emerging knowledge for patterns and meaning (Mystakidis, 2021). Deep learning leads to acquisition of higher cognitive skills such as analysis, interpretation, evaluation, and problem solving (Ohlsson, 2011). It has also been associated with creative, critical and reflective thinking.

Deep learning happens through active student engagement and especially in

meaningful knowledge construction activities. It is thus enhanced by adopting teaching and learning strategies which emphasis conceptual and analytical form of learning (Hall et al., 2004). Teaching approaches such as case studies, group-based learning, collaborative learning approaches, jig-saw group discussions, role-play and field trip are examples of methods and techniques used to facilitate deep learning (Chotitham et al., 2014). These methods and techniques are rich in learning activities, which implies FBSA could also be used in promoting deep learning, given that it has similar characteristics.

Hill and Wood (2002) stated that deep learning is typically characterized by acquiring higher-order cognitive skills like interpretation, analysis, critical thinking, creativity and evaluation. It is more likely to be achieved through an initiative that actively considers the strategy the students are taught and learn. Eromosele and Ekholuenetale (2016) argued that the field-trip creates a concrete bridge in learning abstract concepts. Nevil (2012) stated that teachers could use historical movies to help students develop analytical or interpretive skills. According to the study, interpretation and analytical skills are significant for learners to be successful in their higher-stakes tests. Marcus and Stoddor (2009) argued that historical documentaries could promote reasoned judgment because they provide perspectives that contrast from those presented in textbooks. The means, therefore, that the Field-Based Study Approach promotes concretization which is essential for the development of higher levels of cognitive abilities.

The association between FBSA and deep learning has been investigated by several scholars (Kandamby, 2018; Perrotta & Selwyn, 2019). These studies reveal that various aspects of FBSA are associated with deep learning. Yew's et al. (2016) study in Malaysia on stimulating deep learning revealed that students felt that engagement in field activities boosted the depth of learning. Students who participated in the study pointed out that engagement in learning activities helped them to apply concepts learned in the course to real-life settings. They also identified watching films, videos and documentaries as some of the best ways to learn as they help with synthesizing huge amount of information, analysis and interpreting them.

Chotitham et al. (2014) conducted a study on the effects of field trips on university students in Bangkok, Thailand. The study established that the depth of learning of students exposed to field trips was high. This was attributed to ability of the learners to relate their experiences in the fields to what they had learned in class. The deep learning was also attributed the new knowledge acquired during the field trips. It means that fields trips boost learners understanding of concepts since they are able to relate the experiences in the field

and what were taught in class. It can also be said that it provides the learners with opportunities to gather new knowledge.

Agbo (2015) observed reading widely in libraries exposed learners to a wide range of information sources. This practice enabled learners to analyse and relate information from many sources. It means reading in the library as a learning activity enhances deep learning since it exposes learners to many sources of information and also boosts their understanding of concepts. Fasola (2015) also made observed that library reading assignment promotes deep learning, since they provide learners with reading materials from many sources, both print and e- sources. In addition, readers are given technical support by library staff, which enables them to conduct in-depth investigations when searching for knowledge.

Watching films, videos and documentaries have also been associated with deep learning (Adam, 2017). Such shows have been associated with deep learning because watching them lead to greater engagement with the materials and higher retention of what is learnt. D'sa (2005) and Marcus and Monaghan (2009) contend that watching historical videos and films significantly assist learners analyse and interpret historical events and understand their chronology. Watching shows and videos are aspects of FBSA, it therefore means that this teaching approach promoted deep learning.

The foregoing discussions have demonstrated that active teaching-learning approaches create learning environments where students are encouraged to learn by doing, through interaction with other learners, by reflecting and interrogating issues. These experiences facilitate knowledge acquisition and boosts learners understanding of concepts. The experiences also promote development of higher order cognitive skills. The literature review has shown that Field based study approaches is perceived to enhances teaching effectiveness and deep learning in various disciplines (subjects) and levels of education. The review also shows that Field based study approaches are perceived to enhance deep learning of History. Even though such studies have been conducted, they did not focus on secondary school teachers and learners perceptions on effectiveness of FBSA in enhancing deep learning of History and Government in Kericho County. This gap partly explains why the study was conducted.

2.6.4 Field-Based Study and Development of Learners' Attitude towards History and Government

Attitudes have been defined as a predisposition or a tendency to respond positively or negatively towards an idea, object, person, or situation (Collin's English Dictionary, 2018). To educators, attitudes refer to learned tendency or readiness to evaluate things or react to some ideas, persons or situations in certain ways, either consciously or unconsciously. In psychology, an attitude refers to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event (Albarracin & Chan, 2018). Attitudes are underpinned by values and beliefs and can there be considered as a feeling or way of thinking that affects a person's behaviour. It refers to the learners' predisposition toward History and Government as expressed by their reactions to the subject's teaching and learning in the context of this study. When attitudes are favorable toward a target, they are said to be positive. Negative attitudes are those that are unfavorably directed toward a specific target (Rono & Rono, 2016). Attitudes are important in the learning process because they influence students' participation and commitment to learning by either promoting or inhibiting their behavior (Langat, 2017). Students who have positive attitudes towards a subject are more enthusiastic about learning it since they find the process interesting and enjoyable. This means that use of teaching approaches that are learner centered, involve learning activities that are interesting and enjoyable aid in the development of attitudes.

The teaching approaches adopted during instruction not only enhance the effectiveness of teaching but also learners' disposition towards learning (Eromosele & Ekholuenetale, 2016). This is because incorporating field activities like visits to community centres, historical sites and parliament during the teaching of History and Government makes learning exciting and enjoyable, thus boosting learners' attitudes towards a subject. It means that attitudes towards learning are higher among students exposed to teaching approaches that have learning activities. Boadu (2016) contends that field activities bring a subject to life and appeal to students' intellectual and emotional faculties. FBSA is among the teaching approaches with many learning activities, it can thus be said it enhances development of learners' attitudes.

Literature has shown that FBSA promotes the development of learners' attitudes towards learning (Ampadu, 2012). Ajaja (2010) discovered that students who participated in field trips performed significantly better on post-biology achievement tests than those who did not. This observation was attributed by the study to the fact that field activities help learners observe, do, and relate what they learn in class to what happens in the real world.

Behrendt & Franklin (2014) observed that the Field-Based Study Approach enable learners to cultivate a positive attitude for learning and motivate them to develop connections between the subject matter in the classroom and what has been experienced. A study carried out in rural secondary schools in Portugal (2015) on geosciences found out that an outdoor learning environment is valuable in increasing enthusiasm and curiosity among the students. The study provides insight into acknowledging the outdoor learning situation as a potential for teaching and learning. School teachers, therefore, plan field trips to supplement or enrich classroom learning. The field activities may spark interest, motivation or curiosity in young impressionable minds to learn more on topics introduced on the field trips.

Wafula (2015) studied the relationship between field work and the teaching and learning of geography in Kiminini in Trans Nzoia District, Kenya. The study established that field trips helped capture and sustain the learners' attention and interest. This lead to active participation in learning and realization of learning objectives. It was noted that repeated exposure to field activities not only enhance the learners understanding of concepts but also their motivation to learn. According to Tran (2007) teaching and learning taking place in history museum are object-centred. Objects teaching and learning create a sensory experience to encourage curiosity, motivation, and interest, leading to active participation, ultimately resulting in lifelong memories (Bhatia, 2009). The objects provide a novel physical context for students outside their regular school settings. According to Falk and Dierking (2000) history exhibitions stimulate interest and support learning.

Anyaegbu, et al. (2016) examined the reading habits of secondary school students in Enugu, Nigeria. They established that libraries promoted positives attitudes towards learning. They included boosters of attitudes such as motivation, urge to finish assigned learning tasks, self-esteem and broader reading for pleasure. According to Krashen (2004) there is a relationship between school libraries and an enhancement in reading and attainment. Nassimbeni and Desmond (2011) assert that when learners are provided with an opportunity to select from varied reading resources and read, their reading achievement is enhanced and they develop higher motivation to read. Price (2012) asserted that school library programs and facilities create and establish motivating, flexible, physical and digital learning spaces. These findings show that reading in the library, which is an aspect of FBSA develop learners' interest in learning history subject.

Harris' (2018) study concluded that visits to historical sites were exciting and memorable and excellent for developing students' interests in history. These "feel good" experiences by the learners influence their attitudes since students who are excited about

learning tend to be passionate about learning. Taylor (2014) contends that when students are excited about a topic and are committed to acquiring competence in the chosen field, they became more interested in the learning process.

Rono and Rono (2016) conducted a study in secondary schools in Bomet county. The study found that out of the four hundred and ten students who responded to the questionnaire 71% of them expressed that they enjoy learning History and Government. 87.3% of the students considered the subject useful for their future careers. The research concluded that majority of the students had positive attitudes towards History and Government. The positive attitude was attributed to the perceived importance of History and Government on the learners' future careers and they enjoy learning the subject. Teaching approaches have been cited as one of the factors that affect attitudes towards a subject. Similarly, Rono (2016) noted that students have positive attitudes towards History and Government because their teachers taught the subject effectively by using a blend of methods which make learning the subject interesting and easy to understand.

The studies reviewed under this theme have demonstrated that engaging learners in field activities are perceived to promote development of their attitudes towards a subject. Attitudes reflects how one feels about something, which is significant in learning since learners understand and develop emotional links to a subject matter. These reviews were on History, other subjects and locations. They are not like this study that is concerned with establishing teachers and learners perceptions on effectiveness of FBSA in the development of attitudes towards History and Government in Kericho county. Filling this gap was one of the aims of this study.

2.7 Perceptions and Effective Teaching of History and Government

Knowing the attributes of learners such as perceptions are important as they assist teachers in adopting teaching methodologies that meet the needs of their clients. Perception is a personal manifestation of how one views the world, which is coloured by many socio-cultural elements. Perception refers to the process of perceiving, organizing, and interpreting sensory information based on past knowledge and experience (McDonald, 2011). It involves the senses generating signals from the environment through sight, hearing, touch, smell, and taste. Perception utilizes sensory and cognitive processes to appreciate the world around us. It is a unique way of understanding phenomena by interpreting sensory information based on experience, processing information, and forming mental models.

Perception refers to how individuals become aware of things, people, events or ideas in their environment (Tanui, 2003). Perceptions have been associated with teaching and learning because they reinforce teachers' decision making and students desire to learn (Ahmed & Aziz (2009). Perception also affects teaching and learning since it influences the behaviour of both the teacher and learner. Nordin and Alias (2013) argue that perceptions affect learning because the learning strategy adopted by students in a given situation is determined by a complex interaction between their pre-existing beliefs about knowledge and learning and the general disposition towards a particular teaching approach. This means that students perception of teaching approaches also depend on their pre-existing belief with different students perceiving the same approaches differently.

Studies (Barnes & Lock, 2013; Ferguson, 2010; Uygun, 2013) that focus on teachers' and learners' perceptions have been helpful in identifying critical elements that make teaching effective. Yagcioglu (2016) noted that student's perceptions were vital components among other factors that interact with teaching and learning to create classroom learning environments. Yagcioglu adds that knowledge on perceptions helps teachers provide an environment conducive to learning by selecting effective teaching strategies. Shishavan and Sadeghi (2009) examined Iranian teachers and learners' perceptions on effective English language teachers. According to the students, effective language teachers are the ones who teach the target language in Persian. Teachers on the other hand, believed that a good English language instructor was one who is proficient in the language and had good pedagogical skills.

Ampadu (2012) conducted a study in Ghana on students' perceptions of their teachers' mathematics teaching. The study indicated that most of the students perceived their teachers as custodians of knowledge. It also noted that learning was influenced by the teachers' actions and inactions and teaching approaches. The study attributed the influence on learning to the fact that the teacher controls the students learning experiences by telling them what to do and which method to use.

A study carried out by Kiarie (2016) on effects of teachers' perceptions on students' perceptions and achievement in environmental education in secondary school biology revealed that instructors' behaviour prompted students' attainment and perceptions in class. The results of the study showed that perception of the teacher played a crucial role in learners' perceptions and achievement since they affect how students learn, retain and apply knowledge and skills acquired.

Teachers are the implementers of secondary school History and Government curriculum and are expected to plan for instruction and create opportunities for students to learn when delivering content. Effectively learning can only occur when the teachers have planned for instruction well, have the required instructional materials, and adopt appropriate teaching approaches. It is also important that both the teachers and learners have positive perceptions of the teaching approaches adopted. This is because perceptions influence teachers' planning for instruction, selecting the teaching approaches and content delivery methods. Perceptions also affect learning since if students perceive that teaching is effective and their emotional needs have been met, they will remember what has been taught clearly and accurately. Teachers' and learners' perceptions thus play an important role in effective teaching. This study examined teachers' and learners' perceptions of the Field-Based Study Approach's effectiveness in teaching. The study was deemed necessary because there is hardly any literature that explores perceptions on the Field-Based Study Approach's effectiveness in teaching History and Government.

2.8 Theoretical Framework

This study was based on a constructivist learning theory disseminated by Piaget (1969), who clarified the mechanism by which learners internalize knowledge. According to Piaget, individuals build new knowledge through assimilation and adaptation. When individuals assimilate, they integrate new experiences into existing frameworks without changing that framework (Lazarowitz & Miller, 1992). Assimilation occurs when individuals' experiences are aligned with their internal representations of the world, or they have failed to change a faulty understanding of the world. Accommodation is the process of reframing one's mental representation of the external world to fit new experiences. Accommodation is thus a mechanism by which failure leads to learning. When people fail to achieve the expected, they accommodate this new experience and reframe their model of how the world works. By doing so, people learn from the experience of failing or others' failure. Fundamentally, constructivism is about how people learn, understand and construct knowledge of the world through experiencing and reflecting on those experiences.

The constructivist theory has played a significant role in the development of learning theories and teaching methods. It has also been associated with instructional approaches that support active learning or learning by doing. Constructivists argue that learning is more effective when a student is actively engaged in the learning process rather than receive knowledge passively (Sithara & Marikar, 2017). Proponents of Constructivism argue that the

teacher should help learners construct knowledge rather than produce a series of facts (Jonassen, 2003). The teacher should create conditions for students to discover and actively construct knowledge by engaging them in activities as articulated by Du Plessis, and Muzzaffer (2000). Constructivists argue that learning by doing enhances the acquisition of knowledge and skills because it involves engaging students in learning activities to construct meaning. Constructivists also emphasise problem-solving, higher thinking skills, and deep understanding of concepts.

The constructivist theory focuses on knowledge acquisition by doing and effective learning. This theory was relevant because this study examined the link between the Field-Based Study Approach and effective teaching of History and Government. The Field-Based Study Approach involves organizing and engaging students in learning activities within and outside the classroom. Behrendt and Frankin (2014) noted that the approach provides learners with the opportunity to participate in activities that enhance learning such as visiting historical sites and museums, discussions with experts and reading in the library, making an observation, data collection, analysis, and interpret. The study also examined effective teaching with regard to knowledge acquisition, development of skills and attitudes toward History and Government. Cara and Nicole (2016) assert that effective teaching plays a significant part in the achievement of learning outcomes.

The constructivist theory was deemed appropriate because both the theory and FBSA emphasise learning by doing. In the context of this study “doing” entails involving learners in activities such as reading in the library, examining artifacts, data collection and analysis and writing reports. In addition, this study, like the theory, focused on effective teaching. Effective teaching is concerned with instructors creating conditions in which purposeful learning takes place. These learning activities expose learners to experiences that facilitate knowledge and skills acquisition, promote development of higher order cognitive skills and interesting in learning. Acquisition of knowledge and skills, deep learning and positive are aspects of effective teaching, which was the focus of the study.

2.9 Conceptual Framework

The conceptual framework was based on the assumption that teaching approaches which provides learners with opportunities to engage in field activities are more likely to lead to the achievement of expected learning outcomes. This is in line with Piaget’s (1969) constructivist theory which stipulates that experiencing is mandatory for effective teaching and learning. The interaction between the study variables are depicted in Figure 1.

Figure 1

Conceptual Framework Showing the Relationship among Variables

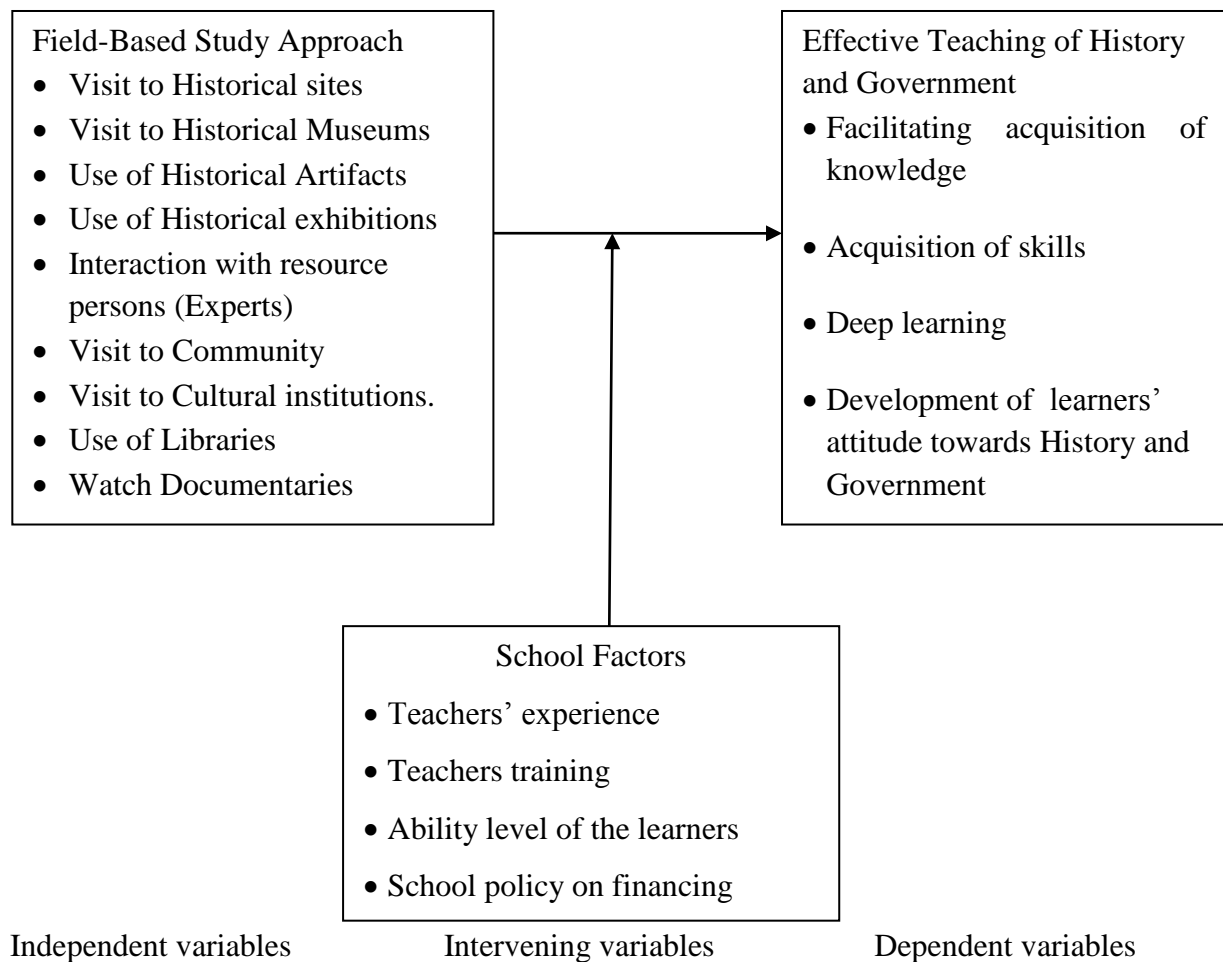


Figure 1 shows that the Field-Based Study Approach was the independent variable while effective teaching of History and Government was the dependent variable. The Field-Based Study Approach indicators were learning activities such as visits to historical sites and historical museums, use of historical artifacts, historical exhibition, interacting with resource person, visit to community and cultural institutions, reading in libraries and watching documentaries. The dependent variable was expressed with respect to facilitating acquisition of knowledge and skills, deep learning and development of attitudes towards History and Government.

This figure also shows that the Field-Based Study Approach interacts with the intervening variables before impacting on effective teaching. An intervening variable is a special case of an extraneous variable, which affects the outcome of a study, either because the researcher is not aware of it or does not have control over it (Pokhariyal, 2019). The intervening variables were teachers' experience and training, learners' ability and school

financing policy. The effect of the intervening variables on effective teaching was minimised through randomization and sampling. This approach is supported by Best and Khan (2006) as the most effective method of minimizing the effect of intervening variables on the outcome of a study. For example, the effects of the school-related factors were minimised by selecting only public secondary schools. The effects of teacher-related factors were reduced by choosing only trained teachers with a minimum experience of three years.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The methodology that was used to guide the study is presented in this chapter. It contains the research design, location, population and accessible population, sampling procedures, sample size and the instrumentations of the study. The chapter also contains data collection procedures, statistical methods that were used to analyse data and the ethical considerations.

3.2 Research Design

The descriptive survey research design was used in this study. The design is primarily concerned with determining "what is" and the current state of affairs (Gall, Borg & Gall, 2007). It entails collecting data from a population or a sample and describing the "who," "when," "where," and "how" of a situation, problem, phenomenon, service, opinions, habits, or attitudes toward an issue as they are observed (Shield & Rangarajan, 2013). Thus, unlike experimental research, the design does not involve the manipulation of variables. The design was chosen because it allows for the study of a large population using data collected from a sample at one point in time without manipulating variables (Mutai, 2000). The study investigated teachers' and students' perceptions of the effectiveness of field-based learning.

3.3. Location of the Study

The study was carried out in Kericho County in Kenya (map in appendix D). The county spans 2,479km² (Kenya National Bureau of Statistics [KNBS], 2009). Kericho County is bordered on the north by Uasin-Gishu County, on the east by Baringo County, on the west by Nandi, on the east by Nakuru County and on the south by Bomet County. It is bounded to the south and west by Nyamira and Homa Bay Counties and to the west by Kisumu County. The county has 5 Sub-counties, namely, Buret, Kericho, Kipkelion, Londiani, and Belgut (Kericho County, Education Office, 2018). The Kipsigis are the country's dominant community. The main crops grown in the region are maize and tea (Kenya Information Guide, 2015). The inhabitants of the county also keep dairy animals that produce milk for domestic consumption and sale.

The county had 210 public secondary schools and 24 private secondary schools spread across its five sub-counties. There were 74,981 secondary school-aged youth in the county (Republic of Kenya, 2018). The county was chosen because students' KCSE results in

History and Government were unsatisfactory (KNEC, 2015, 2016, 2017, 2018, 2019). There is a possibility that the unsatisfactory achievement was due to teachers' and learners' perceptions on the teachings approaches utilized in the teaching of the subject. Studies (Ghosh & Basu, 2018; Imafuku et al., 2015) have shown that perceptions influence teachers and learners behaviour and performance.

3.4 Population of the Study

Gall, Borg and Gall (2007) define target population as all members of a real, hypothetical set of people, events or object from which researchers generate data for a study. The target population of this study included all (274) History and Government teachers and learners (69081) in public secondary schools in Kericho county (Kericho County Development Plan, 2018). The study focused on public schools to ensure homogeneity of samples with regard to management and implementation of History and Government curriculum. The accessible population consisted of 210 trained teachers with at least three years of experience and 7,575 of form four History and Government learners (Kericho County Education Office, 2018).

According to Yount (2006) it is usually impossible to reach all the population members; one must identify that portion of it that is accessible and is best placed to provide the required data. Hulley and Cummings (1988) explain that the accessible population is a sub-set of the target population that reflects specific characteristics and are accessible to the study. History and Government teachers were chosen because they are the implementers of the History and Government Curriculum (Wango, 2009). Only teachers with at three years and above experience were selected to ensured homogeneity in the teaching experience of the instructors.

All the five sub-counties were involved in the study because low performance in History and Government was a problem that cut across all of them. In addition, it was a way of ensuring that the samples were representative of the population. The form four learners were selected because they were sufficiently familiar with the content, concepts and theories underlying the teaching of History and Government, and most likely had been introduced to the Field-Based Study Approach. The accessible population is summarized in Table 3.

Table 3*Distribution of Accessible Population of the Study by Sub County*

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

Source: Kericho County, Education Office (2018)

3.5 Sampling Procedures and Sample Size

The sampling unit for this study was the secondary schools. The school was selected because it was the only place where the target population, History and Government teachers and learners, were found. Fowler (2009) contends that a researcher must ensure that the sampling unit can provide samples that are representative of the population of the study. This is a requirement because in a descriptive research results are drawn from a sample and generalised to the population of interest. The sampling frame of the schools and teachers was obtained from the County Director of Education. According to Ritchie and Lewis (2003) records are among the main data sources for researchers.

Teacher and student sample sizes were determined using Slovin's formula for determining samples from a finite population (Dionco-Adetayo, 2011; Tejada & Punzalan, 2012). The formula is;

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

Where n is sample size

N is population size

E is the margin of error or error tolerance

1 is a constant

The sample sizes of teachers' and learners' were 138 and 380, respectively, since their accessible populations were 210 and 7575 respectively (Table 3). However, the sample of teachers was increased by 20% to 163 as a way of ensuring that the number of participants is appropriate. Chaudhuri and Tathagata (2018) recommend a 20 percent increment in the calculated sample to take care of natural attrition and non-responses. The sample size of the learners also increased from 380 to 433 because intact classes were used for the study.

According to Wango (2009) it is unethical and contrary to Ministry of Education regulations to reconstitute classes for research purposes.

Various techniques were used to ensure that the samples were representative of the population. Schools were organized by sub-county (Stratum) to ensure that teachers and learners from all the sub-county participated in the study. The number of teachers and learners from each sub-county was determined using proportional sampling techniques. The formula used was

$$n_s = [N_s/N] \times n$$

Where n_s = number of respondent from the strata

N_s = Accessible population of strata

N = Accessible population

Proportionate sampling was utilized because it ensured that sub-counties with a large population was allocated bigger portions of the of teachers and learners samples. Simple random sampling was employed at the school level to select teachers and intact classes in schools with many streams. Table 4 indicates the distribution of the samples by Sub-County.

Table 4

Distribution of the Sample Size by Sub-County

Sub-County	Teachers	Learners
Buret	41	114
Belgut	38	92
Kericho	30	115
Kipkelion	26	53
Londiani	28	59
Total	163	433

Source: Kericho County, Education Office (2018)

An examination of the data in Table 4 indicates that samples were drawn from each of the 5 Sub Counties of Kericho County. This is a confirmation that all the sub-counties were represented in the study.

3.6 Instrumentation

Two instruments, namely, the Teachers' Perception Questionnaire (TPQ) (Appendix A) and Learners' Perception Questionnaires (LPQ) (Appendix B), were used to gather data. The teachers' and learners' questionnaire had both closed and open-ended items. Questionnaires

was preferred because they are ideal for collecting data from a population or sample that is dispersed over a wide geographical area, and the travelling demands on enumerators would be excessive (Creswell, 2014). Other advantages associated with questionnaires are that they are efficient, practical, and allow the use of large samples. Further, administration, scoring and analysis of questionnaires with close-ended items is easy (Mertens, 2010). Gay (1992) maintains that questionnaires give respondents the freedom to express their views or opinions and also make suggestions during a study.

The instruments were developed using indicators of the variables of the objectives that are in literature. Some of the items in the instruments were positively phrased while others were negatively (inversely) phrased. Positive items give a positive connotation of the construct being measured while negative ones are those whose directionality oppose the logic of the construct being measured (Weijters & Baumgartner, 2012). Use of instruments with positive and negative items help in reducing acquiescence bias that occurs when people tend to agree with statements without regard for their actual content, due to laziness, indifference or automatic adaption to a response pattern (Salazar, 2015). These items help minimize this bias because they reduce response speeds and enhancing subjects' cognitive thinking (Podsakoff et al., 2003).

3.6.1 Teachers' Perceptions Questionnaire (TPQ)

The Teachers' Perceptions Questionnaire (TPQ) comprised of seven sections. The first two sections were for generating the respondents' bio-data and data on the use of Field-Based Study Approach. The other five sections were for capturing data on facilitating acquisition of knowledge and skills, deep learning, development of learners' attitudes towards History and Government, and qualitative data. The instrument had 77 items made up of closed-ended and open-ended items. It had closed-ended items because they allow consistent responses and easy data coding, thus simplifying the data analysis process (Sang, 2002). The open-ended items were included in the instrument because they enable a researcher to collect additional information by asking follow-up questions, creating a rapport, and encouraging respondents' participation during data gathering (Janice, 2011).

3.6.2 Learners' Perceptions Questionnaire (LPQ)

Data from the students was gathered using the Learners' Perceptions Questionnaire (LPQ). The instrument had seven sections. The first three sections were for generating data on learners' bio-data, exposure to Field-Based Study Approach and imparting of knowledge. The instrument's last four sections were for gathering data on acquisition of skills, deep

learning, learners' attitudes towards History and Government, and qualitative data. The instrument contained 77 items on the Likert scale constructed from closed-ended and open-ended items.

3.6.3 Validation of Research Instruments

Validity refers to the extent to which conclusions based on instrument assessments are reasonable, meaningful and useful (Cohen et al., 2007). It is the degree to which an instrument measures what it purports to measure. It is important to ensure that research results are valid (Bell, 1999). The Teachers' Perceptions Questionnaire and Learners Perception Questionnaire were validated by experts from the Department of Curriculum, Instruction, and Educational Management, Egerton University. Taherdoost (2016) recommends use of expert judgment to validate data collection tools. The experts examined the content and face validities of the instruments. Content validity deal with the representativeness in a data collection instrument. According to Wiersma and Jurs (2009) content validity ensures that the questionnaire's items covered all the specific objectives of a study. Face validity, on the other hand, is the extent to which the items in a data collection instrument appear to measure what they purport to measure (Oluwatayo, 2012). The comments and recommendations of the experts were used to improve the instruments before they were administered to the participants.

3.6.4 Reliability of the Research Instruments

It is important to ensure that instruments yield consistent data the reliability of data tools' affect quality of a research (Mohamad et al., 2014). Reliability refers to the consistency or stability of the scores elicited by an instrument when there are used to measures a construct repeatedly (Mugenda & Mugenda, 2007). The History and Government teachers' and learners' questionnaires were pilot-tested and their reliabilities estimated. The samples used during piloting were drawn from schools within Kericho County which did not participate in the study but had similar characteristics to those which participated. The number of teachers and learners who took part in piloting was determined using Herzog's recommendations (2008). Herzog recommends the use of a sample of 20 to 25 when piloting research instruments. The teachers' questionnaire was pilot tested using a sample of 20 teachers, while that of the learners was conducted using one intact class of 30 learners.

The reliabilities of Teachers' and Learners' Perceptions Questionnaires were estimated using the Cronbach Alpha formula. The formula is:

Cronbach Alpha $\alpha = K.c / [v + (K - 1) c]$ (Institute of Digital Research and Education, 2016).

Where K is the number of items in the test tool

c is mean inter-item covariance among the items

v is overall mean variance

The Cronbach Alpha formula was chosen because the instruments were administered once and had close-ended multiple-choice items. Mertens (2010) recommends the use of the formula when estimating the reliability of polychotomously scored items. The reliability coefficients were estimated using the Statistical Package for Social Sciences (SPSS) version 22 (Appendix C). The inter-item correlations of the items in the instrument were examined, and those with negative correlation coefficient were either deleted or reframed to improve the instrument's reliability. The reliability coefficients of the teacher and learner questionnaires for History and Government were 0.926 and 0.885, respectively. Both instruments were considered reliable as their coefficients were above the 0.7 threshold recommended for educational and social science research (Ritter, 2010). Bryman (2004) advocates that a reliability coefficient of $\alpha = 0.7$ or higher is typically employed as a rule of the thumb to denote an acceptable level of internal consistency of reliability.

3.7 Data Collection Procedures

The researcher sought a permit from the National Commission for Science, Technology, and Innovation (NACOSTI) to conduct research. This was done after obtaining an introductory letter from the Board of Postgraduate studies and clearance from the Ethics Committee of Egerton University. Clearance to conduct the research was also sought from the Kericho County Commissioner and Director of Education. Thereafter, the researcher formally contacted the History and Government teachers and learners through their respective sub-county Directors of Education and principals. The purpose of the study was explained to the respondents and their consent sought (appendices A and B). The dates and venues for administering the questionnaires were set in consultation with the respondents. The researcher and his assistants visited the sampled History and Government teachers and learners as scheduled and explained to them the modalities of filling the questionnaires before administering them. The respondents were given ample time to fill the questionnaires. The filled questionnaires were collected and organised by sub-county awaiting analysis.

3.8 Data Analysis

Data was analysed in accordance with the objectives that guided the study. A codebook was prepared and used to code the collected data. The responses of the participants to be close ended items were coded as nominal data using the scale; Strongly Disagree 1, Disagree 2, Undecided 3, Agree 4 and Strongly Agree 5. The Statistical Package for Social Science (SPSS) computer application version 22 was used to create files for the teachers and learners data. The coded data were then keyed into the data files.

The perceptions of the teachers and the learners was determined by categorising the responses to items in the questionnaires as negative, neutral, and positive and tallying them. A participant's perception was considered positive if the respondent agreed with most of the items used to measure it. Negative perception was scored when the participant disagreed with the most of the items, and neutral when they were undecided on the most of the items. The data generated by open-ended items were organised into themes pertinent to the study and then summarized and described using frequencies and percentages. The relationship between teachers' and learners' perceptions was determined using the Chi-Square test of independence. The test was chosen because perceptions were measured on a nominal scale. According to Tabachnick and Fidell (2017) the Chi-Square is ideal for establishing the relationship between two sets of variables measured on a nominal or ordinal scale. Summary of data analysis procedures is given in Table 5.

Table 5*Summary of Data Analysis*

Research Hypothesis	Independent Variable	Dependent Variable	Statistics
What are the teachers' and learners' perceptions on the effectiveness of the Field-Based Study Approach in facilitating learners' acquisition of History and Government knowledge?	Field-Based Study Approach	Facilitating learners acquisition of knowledge	Frequencies, percentages, Chi-Square
What are the teachers' and learners' perceptions on the effectiveness of the Field-Based Study Approach in equipping learners' with History and Government skills?	Field-Based Study Approach	Acquisition of skills	Frequencies, percentages, Chi-Square
What are the teachers' and learners' perceptions on the effectiveness of the Field-Based Study Approach in enhancing deep learning of History and Government?	Field-Based Study Approach	Deep learning	Frequencies, percentages, Chi-Square
What are the teachers' and learners' perceptions on the effectiveness of the Field-Based Study Approach in developing learners' attitudes towards History and Government?	Field-Based Study Approach	Development of Learners' attitudes towards History and Government	Frequencies, percentages, Chi-Square

3.9 Ethical Considerations

Ethics is concerned with norms of conduct that distinguish between acceptable and unacceptable behaviour (David & Resrik, 2011). Ethics requires that in studies involving humans, the researcher must obtain the consent of the subjects and establish mechanisms that ensure their freedom, safety, and privacy (Hammersley & Traianou, 2012). It also demands that respondents are respected and treated equally. Attempts were made to conduct the study in a manner that complied with ethical standards for research. A research permit was obtained from NACOSTI as required by the law. The respondents were formally contacted, and the purpose and objectives of the study explained to them. The consent of the teachers and learners was sought through their respective school principals. The participants were further informed of their right to withdraw from the study whenever they felt like. The teachers and learners who participated in the study were treated equally and with respect. Privacy and confidentiality of data provided by the respondents were guaranteed by using codes instead of names and reporting only aggregated data. Plagiarism was minimized by listing in the reference all the sources of information cited in the thesis. Lastly, all the information provided by the respondents was not altered or modified to suit the researcher's opinion.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This examined teachers' and learners' Perceptions on the Effectiveness of Field-Based Study Approach in the teaching of History and Government in Secondary schools in Kericho County, Kenya. The study employed a descriptive survey research design. It had four objectives; the results of each are presented and discussed in this chapter. The chapter is organised as follows:

- i. Questionnaire return rates
- ii. Characteristics of the respondents
- iii. Utilization of FBSA
- iv. Teachers' and learners' perceptions on the effectiveness of Field-Based Study Approach in facilitating learners' acquisition of History and Government knowledge.
- v. Teachers' and learners' perceptions on the effectiveness of Field-Based Study Approach in equipping learners with History and Government skills.
- vi. Teachers' and Learners' perceptions on the effectiveness of Field-Based Study Approach in enhancing deep learning of History and Government.
- vii. Teachers' and learners' perceptions on the effectiveness of Field-Based Study Approach in developing learner's attitude towards History and Government.

4.2 Questionnaire Return Rates

A total of 163 Teachers' Perceptions Questionnaires (TPQ) and 433 Learners' Perceptions Questionnaires (LPQ) were administered to the respondents. The return rates of the instruments are summarized in Table 6.

Table 6

Teachers and Learners Questionnaire Return Rates

Questionnaire	Administered	Returned		Used in analysis	
		N	Percentage	N	Percentage
Teachers	163	149	91.4	145	89.0
Learners	433	411	94.9	394	91.5

Source: Field Data (2018)

Table 6 indicates that 91.4% of the administered teachers' questionnaires were returned, while 89.0% were used during data analysis. Some (2.5%) of the returned questionnaires were not included in the analysis as they were blank or incomplete. Table 6 also indicates that 94.9% of the administered learners' questionnaires were returned. Only 3.5% of these questionnaires were not used when generating the study results as they were either not filled (2.8%) or partially filled (0.7%). The usable learners' questionnaires were thus 91.5% of those administered.

The high response rates were achieved because the researcher created a good rapport with school administrators, teachers, and learners, sent reminders, extended the survey duration, and assured the subjects that the collected data would be used for research purposes only. The results in Table 6 indicate that the study did not suffer from low questionnaire return rates, which is common with surveys that employ questionnaires to collect data (Monroe & Adams 2012). Low return rates imply that number of subjects that participated in a study is less than the projected. The reduced sample may not be representative of the population, and may affect the quality of data and conclusions of a study (Bumgardner et al., 2017). The response rates of 89.0% for teachers and 91.5% for students in the study met the threshold for generalization of results to the entire population. According to Babbie et al. (2001) a response rate of 50 per cent is sufficient for analysis and reporting, while 60% is good.

4.3 Respondents Characteristics

Characteristics of the History and Government teachers and learners' data was analysed before answering the research questions. The analysis was deemed necessary because the focus of the study was on perception which is a personal manifestation of how one views the world that is coloured by many social-cultural factors (Donald, 2011). These socio-cultural factors include level of gender, education, age among others. The teachers' characteristics analysed were; gender, school type and category, highest level of education and teaching experience. Table 7 gives a summary of the characteristics.

Table 7*Characteristics of History and Government Teachers*

Scale	Characteristic	Frequency	Percentage
Gender (n = 143)	Female	48	33.6
	Male	95	66.4
School type (n = 136)	Boys only	35	25.7
	Girls only	35	25.7
	Co-education	66	48.5
School category (n = 138)	National	4	2.9
	Extra-County	29	21.0
	County	32	23.2
	Sub County	73	52.9
Highest level of education (n = 145)	Diploma	23	15.9
	Bachelor	116	80.0
	Masters	6	4.1
Teaching experience (n = 141)	5 years and below	87	61.7
	6 – 11	24	17.0
	12 – 17	11	7.8
	18 – 23	6	4.3
	24 years and above	13	9.2

Source: Field Data (2018)

The results in Table 7 reveal that majority (66.4%) of the teachers were males while the rest (33.6%) were females. These results imply that there was gender bias in favour of male. However, this could not have an impact on effectiveness of teaching History and Government. Islahi and Dashi (2013) observed that gender did not influence the effectiveness of secondary school teachers' performance of their instructional responsibilities. Only personal attributes such as training, qualification and experience had an impact on their performance.

Table 7 indicates that 48.2% of the teachers who participated in the study were from co-education schools while the rest were from boys only (25.7%) and girls only (25.7%) schools. With regard to school category, 52.9% of the respondents were from sub-county schools, 23.2% were from county, 21.0% were from extra-county, and 2.1% were from

national schools. This is evidence that the sampling techniques adopted ensured that all types and category of schools were involved in the study

The results in Table 7 show that the majority (80.0%) of the teachers were holders of the bachelors' degree while the rest had diploma (5.9%) and masters (4.1%) certificates. The results are an indication that all the teachers were qualified to teach History and Government in secondary schools. According to the Teachers Service Commission (2011) the minimum qualification for a secondary school teacher is a diploma or bachelor's degree in the area of specialization. The results agree with those of Kiptum (2016) who established that 70.8% of secondary school teachers in Baringo County were degree holders while the others had Diploma (14.0%) and Masters (15.3%) certificates. Given that the teachers were qualified, the expectation is that they would teach History and Government effectively leading to good performance in the subject. However, that was not the case in Kericho County as evidenced by the unsatisfactory performance in the subject in the national examinations. The poor performance in History and Government could thus be due to other factors.

Lastly, the results in Table 7 indicate that teaching experience of majority (61.6%) of the teachers was below five years while that of the rest (38.3%) was six years and above. The short teaching experiences suggest that the teachers were not well acquainted with the best approaches of teaching History and Government. Koskei et al. (2013) argue that experienced teachers are better at choosing teaching methods that suits learners with diverse abilities, prior knowledge and backgrounds and implementing them. These results could explain the unsatisfactory overall performance in History and Government in Kericho county. Yala and Wanjohi (2011) contend that students taught by experienced teachers' perform better because they have a deeper understanding of the subject matter and practiced the art of teaching for many years. Kosgei et al. (2013) demonstrated that learners' academic achievement increases as the number of years of teaching progress. Experienced teachers have a richer background of experience to draw from and contribute insight and ideas to teaching and learning.

Data on learners' characteristics were also analysed with respect to their; gender, school type, and category. The characteristics of History and Government Learners are summarized in Table 8.

Table 8*Characteristics of History and Government Learners*

Scale	Characteristic	Frequency	Percentage
Gender (n = 394)	Female	179	45.4
	Male	215	54.6
School type (n = 393)	Boys only	129	32.8
	Girls only	109	27.7
	Co-education	155	39.4
School category (n = 392)	National	29	7.4
	Extra-County	67	17.1
	County	107	27.3
	Sub County	189	48.2

Source: Field Data (2018)

Table 8 indicates that the majority (54.6%) of the learners were males while the females were the minority (45.4%). These results show that the subject attracted both male and female learners given that History and Government is an elective subject. The expectation is that those who choose History and Government would perform well in the national examinations. Opong (2010) contends that students select optional subject because of the confidence and belief that they are good at them and have high chances of passing. This was not the case in Kericho based on the KNEC results. It could also be due to ineffectiveness of teaching or the way the learners were socialized among other factors.

With regard to school type, the results show that 39.4% of the learners were from co-education schools, 32.5% were from boys only while 27.7% were drawn from girls' only schools. The findings also, indicate that 48.2% of the learners were from sub-county schools, while 27.3% were from county schools. The results further indicate that 17.1% and 7.4% of the learners were from extra-county and national schools respectively. These results demonstrate that with regard to school type and category, the sample was representative of the population.

4.4 Utilization of the Field-Based Study Approach in the Teaching and Learning of History and Government

The study sought to find out from the teachers and learners whether the Field-Based Study Approach was used in their schools prior to exploring their perceptions on the effectiveness of Field-Based Study Approach in teaching History and Government.

Ascertaining whether the approach was utilized in secondary schools was deemed necessary because the study was based on the premise that FBSA was used in the teaching-learning of History and Government. It was also argued that FBSA enhances teaching as it facilitates learners' acquisition of knowledge, skills, deep learning and attitudes towards History and Government.

The teachers and students were asked to indicate how frequently Field-Based Study Approach was utilized in the teaching and learning of History and Government. The frequency was measured using a scale; Very often (VO), Often (OF), Occasionally (OC), Rarely (RA), Never (NE). The responses of teachers are summarized in Table 9.

Table 9

Teachers Utilization of Field-Based Study Approach in the Teaching of History and Government

Activity	n	Frequency				
		VO	OF	OC	RA	NE
Organise Field-trips for History and Government students	143	4.9	9.8	49.0	32.9	3.5
Organize visit to historical sites	142	6.9	15.0	37.4	35.0	5.6
Organizing students to visit museums to learn History and Government.	141	5.5	16.2	44.8	28.5	5.0
Facilitate students discussions with experts	139	5.0	32.4	33.8	20.1	8.6
Visits to community with students to learn History and Government.	140	2.9	10.7	22.9	42.9	20.7
Encourage student to use libraries	141	9.2	32.1	21.2	26.3	11.1
Attending Historical exhibitions with students	137	37.2	36.5	19.7	5.1	1.5
Encourage student to watch documentaries.	141	11.3	26.2	31.1	27.1	4.3
Encourage student to watch films and videos on History and Government	141	14.9	24.1	31.8	25.0	4.3
Organize students to visit cultural institutions	141	4.3	17.0	29.8	36.9	12.1
Display Historical artifacts in History and Government class	144	13.2	28.5	29.2	20.0	9.0
Invite resourceful person during History and Government lessons	144	6.3	18.1	33.3	30.6	11.8

Source: Field Data (2018)

Table 9 shows that the most frequently used Field-Based activities by teachers were; organizing students to read in the library (73.7%), displaying historical artifacts in History and Government classes (44.7%) and encouraging learners to watch documentaries (37.7%). The results also indicate that teachers rarely organized students' visits to communities (19.7%) and field trips (13.6%). On average, 32.4% of the teachers often used the Field-Based Study Approach when teaching History and Government, 32.0% used it occasionally while the rest (36.5%) never/rarely used the approach. These results imply that frequency of utilization of FBSA in the teaching of History and Government varied. They suggest that the approach was blended with other teaching methods such as the lecture, narratives, question and answer. Mwathwane et al. (2015) observed that blending FBSA with other teaching methods improves teaching effectiveness performance. However, that was not the case in Kericho.

The learners were also asked to indicate the frequency of engagement in Field-Based Study activities by their History and Government teachers. The frequency of students' engagement in field-based study activities are summarized in Table 10.

Table 10

Activities Learners are Engaged in Field-Based Study Approach

Activities	N	Percentage				
		VO	OF	OC	RA	NE
Field trips	390	1.3	6.2	39.7	23.6	29.2
Visiting to historical sites	392	4.4	6.1	31.8	36.8	21.0
Visiting history museums	385	1.8	6.5	25.2	44.9	21.6
Holding discussions with experts	379	3.4	15.6	21.1	34.0	25.9
Visiting communities	385	4.2	11.4	16.1	29.1	39.2
Visiting cultural institutions	385	2.3	6.5	19.2	37.8	34.2
Attending historical and governance related exhibitions	375	6.5	8.1	23.7	28.7	33.1
Reading in libraries	387	28.6	15.6	28.2	19.3	8.4
Watching historical documentaries.	380	10.8	18.3	14.6	26.3	30.1
Use of Historical artifacts for teaching	377	12.7	15.2	21.1	28.1	22.9
Watching Historical videos and films	388	11.1	15.8	21.7	22.2	29.2

Invite resourceful person during History and Government lesson	385	4.2	8.1	21.6	32.1	34.1
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Legend: VO = Very often, OF = Often, OC = Occasionally, RA = Rare, NE = Never

Source: Field Data (2018)

The results in Table 10 indicate that reading in libraries (44.2%), watching historical documentaries (31.1%) and interacting with historical artifacts (29.1%) were the common activities that learners were involved in. These results also indicate that only a few learners were taken out for field trips (7.5%) and visits to history museums (8.3%). The overall results show that 17.8% of the learners were often engaged in field activities, 30.2% were occasionally engaged while the rest (58.2%) were rarely/never involved in field activities. Majority of the learners were thus not frequently involved in field activities. These results concur with those of Nawi (2016) who noted that school managers rarely encourage field trips as a form of teaching, especially when the location is far. Nawi attributed this to reluctance of school managers to finance such trips, time constraints and the planning which such trips require.

The results in Tables 9 and 10 on utilization of Field-Based Study Approach during the teaching and learning of History and Government of the teachers and learners were not comparable. Majority (64.3%) of the teachers indicated that they often/occasionally incorporated field based activities in the teaching of History and Government while 41.8% of the learners indicated that they were often/occasionally involved in field activities. This disparity may perhaps be due to the fact that teachers are trained as instructors and know that a blend of instructional methods are required to effectively teach a given topic and achieve the expected learning outcomes. However, learners are not trained as instructors and may not be aware that each topic requires a combination of teaching approaches for effective content delivery. Besides, many of the learners yearn for field trips, not as part of the learning process but as occasions to go out and enjoy themselves (National Park Services, 2015).

Both the teachers and students indicated that FBSA was used in the teaching and learning of History and Government with varying frequency. This confirms the assumption made that FBSA is among the methods employed to teaching History and Government. The expectation was that use of FBSA would enrich students comprehension of concepts (Cara & Nicole, 2016) promote acquisition of observation, data collection, analysis and reporting skills (Vasala, 2006) support learning that is characterized by development of analytical, interpretative and problem solving skills (Adam, 2017) and boost positive attitudes (Eromosele & Ekholuenetale, 2016) and performance (Hauan & Dankert, 2014). However,

these benefits associated with FBSA were not realised as evidenced by the low performance in History and Government. FBSA thus did not facilitate knowledge and skills acquisition, deep learning and development of attitudes and performance. The unsatisfactory performance could perhaps be due to poor implementation of FBSA and other factors.

4.5 Teachers' and Learners' Perceptions on the Effectiveness of Field-Based Study Approach in Facilitating learners acquisition of History and Government Knowledge

The first objective of the study sought to establish teachers' and learners' perceptions on the effectiveness of the Field-Based Study Approach in facilitating learners' acquisition of History and Government Knowledge. The teachers' and learners' questionnaires were used to generate data on their perceptions. The items in the questionnaires were constructed using a Likert type items based on the extent to which the respondents agreed with them. The scale was; strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD).

4.5.1 Teachers' Perceptions on the Effectiveness of Field-Based Study Approach in facilitating learners' acquisition of History and Government Knowledge.

Teachers' perceptions on the effectiveness of Field-Based Study Approach in facilitating learners' acquisition knowledge about History and Government were measured using data collected using their questionnaire. The teachers' responses to the items used to measure their perceptions are summarised in Table 11.

Table 11

Teachers' Perceptions on the Effectiveness of Field-Based Study Approach in facilitating learners acquisition of History and Government knowledge

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

Field-based History and Government activities	142	43.7	52.8	2.1	0.7	0.7
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enhances mastery of the subject content as they provide students with the opportunity to learn through concrete experience

Source: Field Data (2018)

The results in Table 11 indicate that the teachers agreed with all the items. The percentage of those who agreed with the items was high as they ranged between 87.6% and 98.6%. Items that drew the highest responses were; field trips enhance students' mastery of History and Government concepts (98.6%), historical exhibitions allows teachers to illustrate what was taught in class, thus improving students understanding of History and Government (97.9%) and watching films, videos and shows improve students' knowledge of past events (97.3%). At the lower end in terms of percentages of respondents who agreed with the items were; visits to communities and cultural institutions enable students to understand history better (87.6%), field incursions contributes significantly towards students mastery of History and Government because knowledge is acquired through observation (91.8%) and holding discussions with experts in History and Government helps in the cognitive development of learners (92.4%).

Table 11 shows that teachers' believe field trips improve students' understanding of history and government concepts (98.6%). This could be due to the fact that field trips allow learners to observe, and related what they learn in class to their experiences in the field. This makes abstract concept easily to comprehend. These results are consistent with the findings of Adam (2017) that field trips which involve interaction with artifacts significantly help learners understand historical concepts since students learn more when they actively participate during lessons. Field trips thus facilitate acquisition of knowledge since they enhance understanding of the concepts.

The results indicate that teachers agreed that attending exhibitions allowed them to illustrate what was taught in class, thereby improving students' understanding of history (97.9%). Exhibitions allow students to expand their existing knowledge by combining what they already know with what they see and generating new ideas. This finding is consistent with the findings of a study conducted by Ja'afar-Furo et al. (2017), who discovered that approaches that involve individual participation in learning activities improve students' knowledge acquisition by providing opportunities for learners to discover and relate what is taught in class to reality. This study also discovered that when students participated in

activities that allowed them to construct knowledge, their learning was enhanced. This study further noted that exhibitions provide learners with the opportunity to interact with historical artifacts and experts, make observations ask questions and get answers.

Table 11 further indicates that watching films, videos and shows were perceived to enhance learners knowledge of past events (97.3%). It means that teachers view such shows as powerful tools for facilitating learners' acquisition of History and Government knowledge. These results support those of Adam (2017) which revealed watching historical visual media boosted learning and knowledge acquisition since engagement with such materials enhanced learners, understanding.

The teachers' responses to the items indicate that they were of the view that aspects of Field Based Study Approach such as field trips attending exhibitions, visiting museums and watching films facilitates learners acquisition of History and Government knowledge. This means that the Field-Based Study Approach enhances curriculum by promoting historical knowledge and comprehension. It also implies that the approach reinforces student understanding of historical terminology facts, ideas and processes. These findings indicate that the Field Based Study Approach help student understand historical terminology, facts, ideas and processes. This observation supports the results of a study by Mohammed (2016) which established that Field-Based Study Approach increased learners understanding of the subject. These show that teachers are aware of the benefits of the Field-Based Study Approach. These benefits can only be passed on to the learner when the approach is used in teaching.

Museums and historical exhibitions aid in the learning process. Interactions between learners and historical exhibits can result in an accepted cognitive understanding of concepts. Concepts and phenomena can be easily clarified, understood and assimilated in museums and historical exhibitions. This is consistent with Kose (2017), who contend that teachers can use historical materials, objects, and artifacts in the museum to impart historical knowledge to learners. The findings also support Semlak and Beck (1999) observation that the Field-based Study Approach improves learners' knowledge of a specific subject particularly history. Field trips, according to Semlak and Beck improve knowledge acquisition because they are exciting and informative to learners.

The teacher's perceptions on the effectiveness of the Field-Based Study Approach in facilitating learners acquisition of History and Government knowledge was established by categorizing their responses to items that were used to measure it as positive, neutral and negative through tallying. A perception was considered positive when a teacher agreed with

majority of the items that were used to measure the variable. A perceptions was considered negative when a respondent disagreed with the majority of the items and neutral when a respondent was undecided on most of the items. The perceptions of the study sample were then summarized using frequencies and percentages, as shown in Table 12.

Table 12

Teachers' Perceptions on the Effectiveness of Field-Based Study Approach in facilitating learners acquisition of History and Government knowledge (n = 145)

Perception	Frequency	Percentage
Positive	139	95.9
Negative	6	4.1

Source: Field Data (2018)

Table 12 shows that a majority (95.9%) of the teachers had positive perceptions on the Field-Based Study Approach's effectiveness in facilitating learners' acquisition of History and Government knowledge, while rest (4.1%) had negative views. It means that teachers were of the view that FBSA promotes learners acquisition of knowledge. These results support those of a study conducted by Nawi (2016) which indicated that participation in well-designed field activities significantly increased learners' conceptual understanding and knowledge. Nadelson and Jordan (2012) also observed that the Field-Based Study Approach provided learners with a unique context within which to transfer previous knowledge and acquire new knowledge. They attributed this to the fact that engagement in learning activities provides learners with opportunities to create and expand their knowledge through concrete experience and reinforcing what was acquired in class. These activities include reading in the library, attending historical exhibitions, interacting with artifacts and visiting history museums.

The results in Table 12 indicate that teachers had positive perceptions, the expectation was that they would use the approach in combination with other teaching methods to improve the teaching and performance in History and Government. However, this was not the case as evidence by the unsatisfactory performance in the subject. If the teachers did blended the approach with other teaching method but still failed to improve performance, it could be that FBSA was not implemented properly or there were other contributing factors.

4.5.2 Benefits of Utilizing Field-Based Study Approach to facilitates Learners acquisition of History and Government knowledge

The teachers were asked to state the benefits of using Field-Based Study Approach to facilitate learners' acquisition of History and Government knowledge. This data was gathered using an open ended item, unlike the closed ended ones that were used to measure the teachers' perceptions (Table 11). The benefits were determined even though it was not an objective of the study, because doing so gave the teachers an opportunity to provide additional information on benefits of FBSA with regard to facilitation of learners' acquisition

of knowledge, based on their experiences in Kericho county. The responses of the teachers to this question were organized in themes, tallied and then expressed as percentages of the study sample. The frequencies and percentages are summarized in Table 13.

Table 13

Benefits Associated with Using Field-Based Study Approach in Facilitating Acquisition of Knowledge to History and Government Learners (n=145)

Benefits	Frequency	Percentage
Provides learners with opportunity to learn through observation and experience	42	28.4
Makes learning enjoyable/interesting	35	23.6
Enhances learners ability to analyse/compare/relate events	29	19.6
Re-enforces what is taught in class	24	16.2
Students provided with concrete information/interact with real objects	22	14.9
Makes concepts easy to understand	19	12.8
Clarifies concepts taught in class	17	11.5
Impression of what is seen boosts retention	9	6.1
Breaks classroom monotony making students eager to learn	4	2.7

Source: Field Data (2018)

Table 13 shows that the main benefits of Field-Based Study Approach were; provides learners with the opportunity to learn through observation and experience (28.4%), makes learning enjoyable/interesting (23.6%), enhances learners ability to analyse/compare/relate events (19.6%) and re-enforces what is taught in class (16.2%).

The teachers cited allowing learners to learn through observation and experience has one of the benefits of FBSA. It means the approach provides learners' with opportunities to interact and explore actual historical materials and broaden their knowledge base. These findings agree with those of Adam (2015) who revealed that field trips were a major source of history knowledge because they accorded learners with opportunities to observe and experience. The findings are also consistent with those of Ajaja's (2010) study which found that field experiences significantly improve learners understanding of concepts taught in class. Furthermore, the results in Table 13 agree with those of Bliss (2010) who opined that

the Field-Based Study Approach enables learners to acquire knowledge by observing and recording phenomena in the real world.

The other benefit associated with FBSA by the teachers was that it making learning enjoyable and interesting (23.6%). This implies that the field based activities help in capturing and supporting learners' interest and active participation in learning. This result supports those of Michie (1998) which demonstrated that the Field-Based Study Approach enhances knowledge acquisition because it stimulates students' interest and motivation to learn. The approach connects classwork with the world making learning more tangible, enhancing the depth of understanding and retention of the learnt content. The findings presented in Table 13 are also in conformity with Ajajas (2010), study that revealed field experiences significantly influence learners understanding of the concepts taught in class.

Table 13 further shows that FBSA enhances learners' ability to analyse, compare and relate events (19.6%). These are abilities that enable learners to understand concepts better. This finding support those of a study by Eromosele and Ekholuenetale's (2016) which established that students' understand concept better when given an opportunity to observe and analyse a phenomena in a natural setting. Similar observations were made by Kimayu (2012) who noted that experiences during field trips that accord learners opportunities to investigate, analyse, and explore relationships between events play a key role in boosting their knowledge base. The author also noted that Field-Based Study Approach simplifies concepts to facilitate easy understanding.

The findings in Table 13 generally show that several benefits of using the Field-Based Studies Approach in facilitating learners' acquisition of knowledge were given by teachers. This could explain the low percentages of each. These findings confirm that providing learners with opportunities to engage in field activities, such as observing, analysing and experiencing are beneficial to learners. This is because such exposure improves learners' understanding of concept and knowledge acquisition. This means that when FBSA is blended with other teaching approaches and implemented well, it could improve the effectiveness of teaching and performance in History and Government. The teachers' perceptions on benefits of FBSA are in harmony with those of studies conducted in other locations (Langat, 2017; Turulja & Bajgorić, 2018).

4.5.3 Challenges Faced by Teachers when using Field-Based Study Approach to facilitate learners' acquisition of History and Government knowledge

The teachers were asked to list the challenges they encountered when using the Field-Based Study Approach to facilitate learners acquisition of History and Government knowledge. Establishing the challenges was not an objective of the study. However, doing so enabled the study to gather additional information on difficulties that teachers encounter when using FBSA to facilitate acquisition of History and Government knowledge. This information was taken into consideration when making recommendations of the study.

The data provided by the teachers were organized in themes, tallied and summarized using frequencies and percentages as presented in Table 14.

Table 14

Challenges Faced by Teachers when using Field-Based Study Approach to Facilitate Learners acquisition of History and Government Knowledge (n = 145)

Challenges	Frequency	Percentage
Students have difficulties relating what is learnt in class and what is observed in the fields	31	21.0
Field-trips are taken as fun rather than learning activities	29	19.6
Costly and require resources	27	18.2
Syllabus too wide	19	12.8
Concepts misunderstood due to content mastery challenges/poor delivery by resource persons	18	12.2
Little knowledge is gathered as the lectures given during Field-Based Study Approach activities are unstructured (abstract, irrelevant, inadequate)	16	10.8
Discourages learners to gather information from textbook, reference materials, journals, e-resources	13	8.8
Field-trips are time consuming	11	7.4
The approach is not appropriate for all History and Government topics	9	6.1
It is not a living subject as everything is based on the past	8	5.4
Indiscipline during field-based activities	8	5.4
Not possible for all learners to participate in field activities	6	4.1

Source: Field Data (2018)

Table 14 shows the major challenges associated with using the Field-Based Study Approach were; difficulties by learners in relating what is learned in class and what is observed in the fields (21.0%); learners take field trips as fun rather than learning activities (19.6%) and the approach is costly and requires resources (18.2%).

Table 14 reveals that difficulties in relating what is learned in class and what is observed in the field (21%) was one of the challenges encountered when using the Field-Based Study Approach. The results are consistent with those of Ajaja (2010) which indicated that very little knowledge was imparted to learners when field-based activities, especially were not related to class teaching. Ajaja recommended that the approach be integrated into the broader instructional programme and be used only when it is the most effective and efficient procedure for fulfilling learning and curriculum objectives.

The results in Table 14 also shows that teachers perceived field trips were taken as fun by learners rather than learning activities (19.6%). It means that during field trips learners focus on enjoying themselves rather than seeking knowledge. This observation is in agreement with that of Packer (2006) who asserted that learners engage in learning activities not to seek any specific information but to enjoy themselves. Similarly, Falk and Dierking (2002) noted that students regarded visits to museums as a time to enjoy rather than a learning process. Such students enjoy the pleasure of the process rather than adopting a more focused or comprehensive visit strategy that may be more consistent with the exhibits' aims in the museum. The finding implies that learners seek an experience in which education is entertainment, discovery, excitement and adventure (Packer & Ballantyne, 2004).

High costs and inadequacies in instructional resources were among the challenges the teachers faced when using the Field-Based Study Approach to facilitate knowledge acquisition (18.2%). This is consistent with observations of Michie (1998) that field trips are costly as it involves a lot of planning, fitting field activities in the school calendar and often requires a wide range of teaching-learning materials.

Table 14 further shows that teachers perceived overloaded syllabus as a challenge to full implementation of History and Government curriculum. The results indicate that an overloaded syllabus (12.2%) is one of the challenges in utilizing the Field-Based Study Approach in teaching History and Government. This implies that the History and Government syllabus contains more materials, facts, and information that cannot be completed within a stipulated period. Therefore, an overloaded syllabus is a major challenge to the effective implementation of any History and Government curriculum. These findings support Ruto and Ndaloh's (2013), study which revealed that the Field-Based Study

Approach was not appropriate because History and Government syllabus was too wide. This study is also in agreement with the findings of Were (2011), which revealed that History and Government syllabus is very wide. A broad syllabus forces teachers to use the teacher-centred method, which facilitates wide content coverage. This makes the subject difficult and boring because interesting learning activities favoured by a child-centred approach like the Field-Based Study Approach are ignored. An overloaded syllabus is undoubtedly a major challenge to the effective implementation of any History and Government curriculum. It was, therefore, not surprising that teachers perceived it as one of the main challenge in the teaching of History and Government.

Table 14 shows that the teachers faced several challenges when using the Field-Based Study Approach in facilitating learner's acquisition of History and Government knowledge. It should be noted that most of the challenges cited such as; difficulties in relating what is taught in class and what is observed in the field and students focusing on enjoying themselves rather than learning, were not due to the ineffectiveness of FBSA but failure by the teachers to utilize the approach appropriately. These results suggest that the teachers were not conversant with the teaching approach. This can be addressed through in-service training. Others challenges such as; the approach requires resources can be mitigated by organizing activities within the school environment using available materials and proper planning for instruction. These findings mean that unless the challenges are addressed, FBSA may not effectively facilitate learners' acquisition of History and Government knowledge.

4.5.4 Suggestions on ways to Improving facilitation of Learners Acquisition of History and Government Knowledge through FBSA

The teachers were further requested to suggest ways of improving facilitation of learners' acquisition of History and Government knowledge to learners through the Field-Based Study Approach. This was deemed important because teachers are curriculum implementers and are thus the best placed to make suggestions that could be used to improve effective teaching and learners' knowledge acquisition. Additionally, these suggestions were taken into considered when making the recommendations. The teachers' suggestions were also deemed necessary as they were used to enrich the study recommendations. The suggestions were organised in themes, tallied and summarized using frequencies and percentages as shown in Table 15.

Table 15

Suggestions on ways to Improve Teaching and to enhance Imparting Knowledge to History and Government Learners (n = 145)

Suggestion	Frequency	Percentage
Organise more field-based activities	59	39.9
Employ a combination of teaching approaches	33	22.3
Provide more instructional facilities/resources	26	17.6
Instil in learners positive attitudes towards History and Government	24	16.2
Encourage extensive individual reading	18	12.2
Motivate learners (rewards, scholarships, contests, recognition)	15	10.1
Review curriculum (too wide)	9	6.1
Encourage team/group work among learners	7	4.7

Source: Field Data (2018)

The results in Table 15 indicate that main suggestions made by the teachers were; organize more field-based activities (39.9%), employ a combination of teaching approaches (22.3%), provide more instructional facilities (17.6%) and instill in learners positive attitudes towards History and Government (16.2%).

Table 15 indicates that the teachers perceived organizing more field-based activities as one of the ways to facilitate learners' acquisition of History and Government knowledge (39.9%). These findings are in harmony with the recommendations of Wamutitu (1991) that teachers should increase the numbers of field-based activities conducted within the school's immediate environment. The recommendations were based on the need to enhance learners understanding of concepts and reduce the cost of engagement in field activities in terms of time and finances.

The results also indicate that teachers suggested using a combination of teaching approaches to improve teaching and facilitation of learners' acquisition of History and Government knowledge (22.3%). This means that the use of multiple activities, such as in the Field-Based Study Approach, is an effective teaching approach that would enable the learner to acquire knowledge. These results support the findings of a study by Nyamwembe et al. (2013), which encouraged teachers to adopt heuristic and focus less on expository teaching

strategies. According to the study, heuristic approaches are more effective in facilitating knowledge acquisition because they help in the development of students' interest in a subject.

Table 15 further indicates that the teachers believed that availing more physical facilities and instructional facilities improve teaching and facilitation of learners acquisition of History and Government knowledge (17.6%). This implies that using appropriate resources such as historical materials and objects is key to effective teaching. This is in line with the results of a study by Boadu (2015) which demonstrated that use of appropriate resources such as historical materials and objects was key to effective teaching. The study revealed that the absence of instructional facilities affected effectiveness of teaching History in terms of engaging learners and sustaining their interest. Lack of instructional materials made lessons abstract while their availability give learners an accurate picture of historical events and enable them to appreciate the 'hows' and 'whys' of past happenings.

The results generally indicate that the teachers proposed several ways of enhancing teaching effectiveness and facilitating learners' acquisition of knowledge. This perhaps explains the low percentages recorded of each of the suggested items. The suggestions imply that the teachers are alive to the fact that more needs to be done for FBSA to be effective and facilitate learners' knowledge. These include more field activities, provision of facilities and adopting a combination of teaching methods. Some of the suggestions such as more field activities and resources have financial implications which are a challenge to most schools. The impact of financial constraints can be minimized through improvising and organising activities within schools.

4.5.5 Learner's Perceptions on the Effectiveness of Field-Based Study Approach in facilitating learners acquisition of History and Government knowledge

The students' perceptions on the effectiveness of the Field-Based Study Approach in facilitating learners acquisition of History and Government knowledge was measured using data from their questionnaires. A set of 10 close-ended statements, similar to those in the teachers' questionnaire, was used to generate data on their perceptions in the learners' questionnaire. The items were also constructed using a 5 categories scale ranging from "Strongly Agree (SA)" to "Strongly Disagree (SD)". Table 16 shows a summary of the learners' responses to the items.

Table 16

Learner's Perceptions on the Effectiveness of Field-Based Study Approach in facilitating learners Acquisition of History and Government Knowledge

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

through concrete experience

Source: Field Data (2018)

Table 16 indicates that majority of the learners agreed with the items used to assess their perceptions. The percentages agreement ranged between 82.9% and 97.2%. For example, 97.2% of the learners agreed that field activities improve students' mastery of History and Government content because they are very informative while 94.8% agreed that exhibitions allow teachers to illustrate what was taught in class thus improving students understanding of the subject. The findings also show that 82.9% agreed that field incursions contributed significantly towards students' mastery of History and Government because knowledge is acquired through observation and 84.1% agreed that watching films, videos, and shows improves students' knowledge of historical events.

The results in Table 16 show that majority of the students thought field trips improved their understanding of History and Government concepts as they are very informative (97.2%). This suggests that student understanding of concepts in class is greatly influenced by field experiences. The findings support Ajaja and Kpangban's (2004) conclusion that the Field-Based Study Approach boosts learners understanding of concepts. The findings are also in harmony with those of a study by Ajaja (2010) which indicated that students exposed to field-trips perform significantly better in post-biology achievement test than those who were not. The study attributed this observation to the fact that field activities assists learners to observe, do and related what is learnt in class with what happens in the real world. This relates to other subjects in the curriculum. This helps them in re-enforcing misconceptions and creating new knowledge.

Table 16 shows that most learners agreed that historical exhibits give teachers an opportunity to illustrate the subject matter, thus improving students understanding of History (94.8%). This implies that the respondents were of the view that interaction with artifacts and experts during historical exhibition boosts their understanding of history concepts thus broadening their knowledge base. This view is in agreement with the findings of Bamberger (2008) who noted that historical exhibits aid students understand historical artifacts, materials, and cultural properties of the past. In addition, exhibitions assist students in connecting information gathered during the shows exhibitions with what was learnt in class. This study finding support Nadelson and Jordan's (2012) assertion that the Field-Based Study

provides learners with a unique context within which to transfer prior and acquire new knowledge.

In general, the learners agreed with all the items on the effectiveness of the Field-Based Study Approach in facilitating learners’ acquisition of History and Government knowledge. These results suggest the learners had positive perceptions on the effectiveness of field activities in facilitating learners’ acquisition of History and Government knowledge. The findings also suggest that the learners were receptive to the use of FBSA for facilitating the acquisition of History and Government knowledge.

The results in Table 16 show that majority of the learners agreed with the items on perceptions. This suggests they have positive perceptions on the effectiveness of the Field-Based Study Approach in facilitating learners’ acquisition of History and Government knowledge. Further analyses were conducted to find out the perception categories. The responses to the 12 items that were used to measure perception were categorised positive negative and neutral tallied. Perception of a respondent was considered positive when the learners agreed with most of the items. However, a perception was considered negative when the learners disagreed with the majority of the items and neutral when they were undecided on the majority of the items. The perceptions were then summarized using frequencies and percentages. The summaries are presented in Table 17.

Table 17

Learners’ Perceptions on the Effectiveness of Field-Based Study Approach in Imparting Knowledge to History and Government Learners (n = 393)

Perception	Frequency	Percentage
Positive	368	93.6
Neutral	9	2.3
Negative	16	4.1

Source: Field Data (2018)

Table 17 reveals that majority (93.6%) of the learners had positive perceptions while the rest had negative (4.1%) and (2.3%) had neutral perceptions. These results indicate that learners perceived Field-Based Study Approach as an effective way of facilitating their acquisition of knowledge. These results concur with those of Reginio’s (2016) study which established that field activities were perceived to enhance knowledge acquisition since they provided learners with opportunities to observe and participate in learning activities. Studies

by Chukwueke (2018) and Wafula (2015) have also confirmed that FBSA provides learners with a platform to observe objects build scientific arguments and test theories. This study's findings are in harmony with those of Falk and Dierking (1997) who noted that the Field-Based Study Approach enhances knowledge gained by learners when the activities in the field are connected to what is taught in the classroom. Field-Based Study Approach, therefore, can be considered as discovery learning or problem-solving strategy that provides learners with knowledge which can be to a new situation.

The positive learners' perceptions observed have implications in facilitation of learners' acquisition of History and Government knowledge and performance in the subject. It means that learners would be receptive to the FBSA when it is blended with other teaching methods and used during instruction. This could enhance the teaching, learning and facilitate learner's knowledge acquisition and performance in the subject.

4.5.6 What Learners liked most about facilitation of History and Government Knowledge acquisition through the Field-Based Study Approach

Additional data on effectiveness of FBSA in facilitating learners acquisition of History and government knowledge was gathered using an open-ended item in their questionnaire. The students were asked to state what they liked most about facilitating acquisition of History and Government knowledge through the Field-Based Study Approach. This was deemed necessary as it provided an insight on the salient features of FBSA that enhance acquisition of History and Government knowledge that are unique to Kericho county, from the learners perspective. The responses of the students to the items were tallied and summarized using percentages and frequencies, as presented in Table 18.

Table 18
What Learners Liked most about using FBSA to facilitate acquisition of History and Government knowledge (n = 396)

What is liked	Frequency	Percentage
Knowing about the past	103	27.3
Visiting historical sites/museums	72	18.2
Engaging in out of class learning activities	43	10.9
Learning about laws and governance	29	7.3
Appreciates one's culture and traditions	24	6.1
The subject is interesting/enjoyable	13	3.3
Reading about History and Government in libraries	10	2.5

Visiting local cultural centres	8	2.0
Watching documentaries (films, videos)	6	1.5
Use of artifacts during lessons	6	1.5
Discussions that enhance understanding of concepts	6	1.5

Source: Field Data (2018)

The results in Table 18 reveal that knowing about the past (27.3%), visiting historical sites/museums (18.2%) and engaging in out of class learning activities (10.9%) were what the students liked about utilizing FBSA to facilitate their acquisition of History and Government knowledge. The reasons advanced by the learners confirm that there are aspects of FBSA which promote knowledge acquisition. For instance, gaining knowledge about the past is critical to the understanding the present and planning for the future.

The learners stated that they liked visiting historical sites and museums because it provides learners with opportunities to observe, explore, interact with experts and ask questions and seek answers (18.2%). It means that these are interesting learning experiences that expand learners' knowledge base. These results concur with Harris' (2018) sentiments that visit to historical sites and museums are significant for developing student knowledge. Harris recommended the use of historical sites in teaching because they improve delivery of the subject matter. The improvement was attributed to the fact that historic sites and museums incorporate a constructivist teaching style in which the student makes meaning from the information provided or the activities they engage in.

The learners liked Field-Based Study Approach because it provided them with opportunities to engage in field activities, interact and work together (10.9%). This result agrees with those of Hauan and Dankert's (2014) study which revealed that field activities are interactive and enable students to work together. This interaction and sharing experience with peers makes learners more confident and motivated to learn from each other. This makes the learning process interesting and enjoyable, and understanding of concepts easier.

These findings have shown aspects of FBSA that are liked by learners. This is important as they could be used to enhance the teaching of History and Government. The awareness of what learners like could help teachers select learning activities that are liked, interesting and interactive. Such experiences tend to enhance learners' understanding of concepts and knowledge acquisition.

4.5.7 What Learners disliked most about facilitation of History and Government Knowledge acquisition through the Field-Based Study Approach

The learners were also asked to state what they dislike about utilization of FBSA in facilitating their acquisition of History and Government knowledge. The learners gave a variety of what they disliked, which are presented in Table 19.

Table 19*What Learners Dislike about Facilitation of Knowledge acquisition through FBSA (n = 396)*

What was disliked	Frequency	Percentage
Spend most of the time taking notes	83	21.0
Fields activities takes a lot of time yet the syllabus is wide	62	15.7
Subject is abstract	30	7.6
Teachers lecture all the times in the field	11	2.8
Forced to learn instead of enjoying during outings	10	2.5
Field activities not assessed in KNEC examinations	5	1.8

Source: Field Data (2018)

Table 19 shows that spending most of the time taking notes in the field (21.0%), engaging in activities which take a lot of time yet the syllabus is wide (15.7%), and abstractness of History and Government (7.6%) as reasons why the learners disliked use of FBSA in facilitating knowledge acquisition.

The learners advanced various reasons why the disliked facilitation of History and Government knowledge acquisition through FBSA. Most of what the learners disliked such spending most of the time taking notes in the field cannot be attributed to weakness of FBSA but to its poor implementation. Similarly, teachers lecturing all the time when in the field is an aspect of poor implementation of FBSA. The dislikes given suggests that poor implementation of the approach placed learners in a passive position that restricted them to note-taking and listening. This has implications on effective teaching of History since an approach may not yield the expected benefits when poorly implemented.

The learners' reasons for disliking FBSA in the facilitation of History and Government knowledge acquisition are important for a number of reasons. Knowing what is disliked could help teachers in improving the implementation of FBSA. This awareness could help teachers in reviewing their planning and organization of learning sessions. The awareness could also help teachers in selecting activities that are enjoyable and interesting. Such mitigating measures could make the leaning process liked and enhance learners' attention, concentration and understanding and facilitation of knowledge acquisition through FBSA.

4.5.8 Learners' Suggestions on ways of Improving Facilitation of acquisition of History and Government Knowledge through FBSA

The students were further asked to suggest ways of improving acquisition of History and Government knowledge through FBSA. The suggestions are presented in Table 20.

Table 20

Suggestions on how to Improve facilitation of Learners acquisition of History and Government knowledge through FBSA (n = 396)

Suggestion	Frequency	Percentage
Increase number of field-based activities	127	32.1
More visits to historical sites/cultural institutions	72	18.2
Increase use of historical artifacts,	36	9.1
Longer library reading session	27	6.8
More films and videos	26	6.6
Invite resource persons/experts	23	5.8
Review syllabus (too wide since field activities are time consuming)	15	3.8
Change learners attitudes towards the subject	14	3.5
Organize more discussion	8	2.0
Create a balance between classroom and field activities	7	1.8

Source: Field Data (2018)

Table 20 shows that the learners' gave a number (10) of suggestions on ways of improving facilitation of History and Government Knowledge acquisition. They include; increase in the number of field-based study activities (32.1%) and visits to historical sites/cultural institutions (18.2%) and frequent utilization of historical artifacts during instruction (9.1%).

Table 20 indicates that learners proposed increasing the number of field-based activities as one way of improving facilitation of knowledge acquisition (32.1%). These results are in harmony with those of a study by Besenyei et al. (2004) in which students suggested that the number of field-based activities be increased to make learning more interesting. Agiro's (1990) asserts that students should be allowed to participate in more activities such as classroom discussions with experts, presenting reports and visiting historical sites. This is because such experiences help learners in re-enforcing the knowledge they have acquired and creation new ones.

Table 20 shows that the learners were of the view that organising more visits to historical sites and cultural institutions would improve the facilitation of History and Government knowledge acquisition (18.2%). These results support the work of Merten (2010) who observed that History students were generally interested in historical and cultural works and enjoyed visiting them. Such visits exposed learners to experiences that are

intrinsically rewarding, and enjoyable. These experiences also assist in the development of students' interest in a subject since the mode of learning is interactive, and help learners generate knowledge.

The suggestions given by the learners have implications on the use of FBSA in facilitating History and Government knowledge acquisition. First, it should be noted that most of the suggestions made were about increasing the number and frequency of field activities. This may not be attainable in most schools due to financial constraints and inadequate facilities. However these constrain can be mitigated by improvising the use of available facilities. With regard to facilitating History and Government knowledge acquisition, these suggestions imply that learners are of the view that addressing these weakness would enhance FBSA effectiveness. Finally the suggestion could assist teachers to improve in implementation of FBSA.

4.5.9 Relationship between Teachers' and Learners' Perceptions on the Effectiveness of Field-Based Study Approach in Facilitating learners Acquisition of History and Government Knowledge

Further analysis was conducted by relating teachers and learners perceptions on the effectiveness of Field-Based Study Approach in facilitating learners' acquisition of History and Government knowledge. Exploring the relationship between the teachers and learners perceptions was deemed necessary because, according to Adeyemo (2011) teachers' perceptions should affect those of their learners for learning to take place. Ngeno (2013) argues that when a teacher supports a particular view of a subject, instructional method or concept, the same is imparted to the learner for learning to take place.

The relationship between the teachers' and learners' perceptions was determined using the Chi-Square test of independence at a confidence level of .05. The process involved cross-tabulating the teachers (Table 12) and learners (Table 17) perceptions. Frequencies and counts of the teachers' and learners' perceptions generated by the chi-square test are summarized in Table 21.

Table 21

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

Respondent	Count	Positive	Neutral	Negative
Teachers	Count	139	0	6
	Expected Count	136.6	2.4	5.9
	% within Respondent category	95.9%	0.0%	4.1%
Learners	Count	368	9	16
	Expected Count	370.4	6.6	16.0
	% within Respondent category	93.6%	2.3%	4.1%

Table 21 reveals that the difference between the teachers' perception percentages (Positive = 95.9%, neutral = 0%, negative = 4.1%) and those (Positive = 93.6%, neutral = 2.3% negative = 4.1%) of the learners were small. This is an indication that the perceptions of the two groups were similar. The results support those of Esteves, Fernandes, and Vasconcelos (2015) who found that teachers and learners perceived that the Field-Based Study Approach facilitated learners' acquisition of history knowledge and support the development of their scientific reasoning. The findings also agree with the study of Wafula (2015), who posited that most teachers had an affirmative perception of the use of fieldwork in the teaching of geography. Mansilla and Jackson (2011), attributed the positive perceptions to activities designed within Field-Based Study Approach to connect students to the real world, which transforms their focus and enhances their motivation and learning.

The results in Table 21 further reveal that the difference between the observed (positive = 139, neutral = 0, negative = 6) and expected (positive = 136.6, neutral = 2.4, negative = 6.0) teachers' perception category counts was small. The results further reveal that the observed (positive = 368, neutral = 9, negative = 16) and expected (positive = 370.4, neutral = 6.6, negative = 16.0) learners' perception category counts were also similar. The similarity in counts implies that the relationship between the teachers' and learners' perceptions was not statistically significant. However, a decision whether the relationship between the two perceptions was statistically significant could not be made based on the counts. This could only be done based on the Chi-Square test output. The Chi-square test output showing the relationship between the teachers' and learners' perceptions are presented in Table 22.

Table 22

Chi-Square Test for Independence results relating Teachers' and Learners' Perceptions on the Effectiveness of Field-Based Study Approach in Imparting Knowledge to History and Government Learners

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

Source: Field Data (2018)

The Chi-square test results showing the relationship between the teachers' and learners' perceptions are presented in Table 22. The Chi-Square test results were $\chi^2(2, N = 536) = 3.401, p > .05$. These results indicate that the observed p-value ($p = .183$) was higher than the critical p-value ($p = .05$). This means that the relationship between teachers' and learners' perceptions on the effectiveness of Field-Based Study Approach's in facilitating learners' acquisition of History and Government knowledge was not statistically significant. These results imply that with regard to facilitating knowledge acquisition, the teachers' perceptions did not affect those of the learners.

The Chi-Square test results showed that teachers' perceptions on effectiveness of FBSA in facilitating learners' acquisition of History and Government knowledge was not related to those of their learners. The results are consistent with McDonald (2011) contention that perception is an individual's view which is informed by past experiences and socio-cultural influences. This implies that the perception of an individual by nature is not necessarily related to another person's due differences in past experiences and socialization. The insignificant relationship between the teachers' and students' perceptions could also be due to differences in how they view field trips. For some students, as Kose (2017) noted a field trip is a time to go out and enjoy, while to the teacher, it is an extension of a lesson.

The Chi-Square test results contradict those of Kiarie's (2016) study which found that students' perceptions of fieldwork were related to those of their History teachers. The study noted that teachers with positive perceptions towards teaching cultivated and sustained a good rapport with their students. As a result, History was viewed much more positively by students, and its learning was more enjoyable, thus enhancing knowledge acquisition. The results do not also support those of Ngeno (2013) who noted that teachers' perceptions affected those of their learners. The scholar argues that when a teacher supports a certain view of a subject or instructional method, the same is imparted to the learner.

The foregoing discussions have shown that teachers' and learners' perceptions on the effectiveness of the Field-Based Study Approach in facilitating learners' acquisition of History and Government knowledge were not related. This should not be the case because teachers' perceptions play a part in the teaching-learning process. Ampadu (2012) contend that planning for instruction, selection of instructional materials and teaching approaches are influenced by teachers' beliefs and conceptions. Similarly, students' pre-existing beliefs about a subject and what is possible to learn guide their learning. The weak relationship between the teachers and learners could hinder the teaching, learning and acquisition of History and Government knowledge. This is because creating a climate that is sensitive to students' perceptions, which is a prerequisite to learning, could be a challenge if teachers and learners' perceptions are not related.

4.6 Teachers' and Learners' Perceptions on the Effectiveness of Field-Based Study Approach in Equipping Secondary School Learners' with History and Government Skills.

Objective two sought to establish teachers' and learners' perceptions on the effectiveness of a Field-Based Study Approach to equip learners with History and Government skills. Teachers opinion were also sought on the benefits and challenges of using FBSA to equip learners' with skills and make suggestions for improvement. Similarly, the reasons for learners' who liked or disliked FBSA were also investigated and provided skills and suggestions for improvement. In addition, the relationship between the teacher's and learner's perceptions has been determined.

4.6.1 Teachers' Perceptions on the Effectiveness of Field-Based Study Approach in Equipping Learners with History and Government Skills

Data on teachers' perceptions on the Effectiveness of Field-Based Study Approach in equipping learners with History and Government skills was collected using a set of 10 items in their questionnaires. The items were constructed using a five category Likert type scale (Strongly Disagree: SD to Strongly Agree SA). The responses of the teachers are presented in Table 23.

Table 23

Teachers' Perceptions on the Effectiveness of Field-Based Study Approach in Equipping Learners with History and Government Skills

Statement	N	Frequency				
		SA	A	U	D	SD
Field-trips equips History and Government students with data gathering skills	143	39.2	57.3	2.1	0.7	0.7
Students who visit historical sites are good at identifying artifacts	142	39.4	47.9	7.7	3.5	1.4
Attending exhibitions assist students develop observation skills	143	43.4	53.8	0.7	1.4	0.7
Watching shows (films, Movies and videos) assist students acquire the capacity to arrange historical events in a chronological order	144	36.1	54.2	8.3	0.7	0.7
Engaging in discussions with experts equip students with the ability to make deductions about historical events	142	38.0	56.3	3.5	1.4	0.7
Frequent visits to museums enhances students' capacity to analyse historical evidence	142	43.0	52.1	3.5	1.4	-
Visits to community and cultural institutions equip students with the ability to interpret/explain traditional and cultural practices	144	36.8	55.6	6.9	0.7	-
Reading in the library assists students acquire the skill of comparing historical information and other facts/opinions	143	46.3	49.7	2.6	0.7	0.7
Exposing History and Government student to field-based activities equips them with investigative skills	142	46.5	48.6	3.5	0.7	0.7
Field-based History and Government assignments help students acquire problem solving skills	143	41.3	53.8	4.2	0.7	-

Source: Field Data (2018)

Table 23 indicates teacher's responses to the items that were used to assess their perceptions on the effectiveness of Field-Based Study Approach in equipping learners with

History and Government skills. These results show that 97.2% of the teachers agreed that attending exhibitions assist students to develop observations skills while 96.5% agreed that field-trips equip History and Government learners with data gathering skills and reading in the library assists students acquire the skill of comparing historical information and other facts/opinions 96.0%.

The findings in Table 23 show that 97.2% of teachers agreed that field-trips equips History and Government students with data gathering skills. These results support those of Lonergan and Adresen's (1988) study which established that skills such as observation and data collection were acquired through engagement in learning activities and students' taking responsibility for their work. The results are also in tandem with Hall's (2002) observation that field based learning activities enabled students to acquire data collection skills.

Table 23 indicates that 96.0% of the teachers agreed that extensive reading in the library helps students acquire skills which enable them to compare historical information from different sources. This is consistent with Hay's and Todd's (2010) assertion that reading in libraries supports deep learning, development of advanced thinking skills and learners ability to compare school libraries, therefore, are paramount in the development of skills and academic performance of the learners who use library service.

The agreement with the items in Table 23 by majority of the teachers suggests that they perceived that Field-Based Study Approach was effective in equipping learners with History and Government skills. This perhaps could be due to the fact that FBSA is rich in learning activities that promote skills acquisition. According Behrend and Franklin (2014) doing an activity repeatedly ensures that the skills related is mastered. Crothers (1987) asserted that skills can only be taught and learned effectively when students participate in that activity. This implies that learners acquire skills when they directly participate in their learning.

The teachers' perceptions on the effectiveness of the Field-Based Study Approach in equipping learners with History and Government skills were categorized by tallying their responses to the items used to measure the construct. The perceptions were considered positive when the teachers agreed with the majority of the items. The perceptions were considered negative when the teachers disagreed with the majority of the items. The perceptions were considered neutral when teachers were undecided on the majority of the items. The perceptions of teachers were then summarised using frequencies and percentages, as shown in Table 24.

Table 24

Teachers' Perceptions on the Effectiveness of Field-Based Study Approach in Equipping Learners with History and Government Skills (n =144)

Perception	Frequency	Percentage
Positive	139	96.5
Neutral	-	-
Negative	5	3.5

Source: Field Data (2018)

Table 24 indicates that 96.5% of the teachers had a positive perception while 3.5% held a contrary view. These results confirm that teachers had positive perceptions on the effectiveness of Field-Based Study Approach's in equipping learners with History and Government skills. The results are in harmony with the findings of Kose's (2017) study which showed that history teachers perceived that field-based learning leads to the development of measurement, observation, recording, analysis and interpretation skills. Vaughan (2008) is also of the view that skills such as thinking and decision-making are highly developed only in learners who frequently use analysis, synthesis and evaluation when engaged in field learning activities. This implies that skills are acquired through direct participation and students taking responsibility for their work.

The findings show that teachers' positive perception on the effectiveness of a Field-Based Study Approach in equipping learners with History and Government skills. This has implications with regard to teaching of the subject the subject. A study by Karie (2016) established that teachers' perceptions affect how they teach. This is because perception influences teachers planning for instruction, selection of teaching approaches and content delivery methods. Given that the teachers' perceptions were positive, the expectation is that they would use FBSA and other teaching approaches to create environments that promote learners acquisition of History and Government skills. This is important since the twenty-first-century learner need skills and competencies to develop and succeed in the ever-changing technological, social and economic environment. However, Field-Based Study must be carefully planned to support the implementation of the curriculum and enhance chances of achieving the desired learning outcomes.

4.6.2 Benefits associated with using Field-Based Study Approach in equipping learners with History and Government Skills from the Teachers' Perspective

Teachers were asked to state the benefits associated with using the Field-Based Study Approach in equipping learners with History and Government skills. Table 25 shows the perceived benefits of using the approach.

Table 25

Benefits of using Field-Based Study Approach to Equip Learners with History and Government Skills (n = 145)

Advantage	Frequency	Percentage
Enhances learners capacity to think, observe, problem-solving, deduction, data gathering, analyse, see relationships between events	65	43.9
It is practical and participatory	49	33.1
Learners are provided with the opportunity to explore/research	31	21.0
Working with experts/resource persons enhances their skills	13	8.8
Boost learners creativity and critical thinking	5	3.4

Source: Field Data (2018)

Table 25 shows the benefits of FBSA as given by teachers, the include; enhancing learners capacity to think, observe, problem-solving, deduction, data gathering, analyze, see relationships between events (43.9%), is practical and participatory (33.1%) and provides learners with the opportunity to explore/research (21.0%).

An examination of the results in Table 25 reveals that the benefits of FBSA highlighted by the teachers were related to observation, data collection analysis, problem solving skills and collaboration skills. It means that, from the teachers' perspective, the Field-Based Study Approach helps in the development of those skills. The findings are in line with those of Anderson and Moore (1994) who asserted that visits to the historical sites provide learners with opportunities to acquire the skills of observation, discovery, data collection, evaluation, and classification of evidence. The findings are also in tandem with those of Besenyei, Watkin, and Oliver (2004) which concluded that Field-Based Study Approach provides students with analytical and problem-solving skills and provides learners with the opportunity to gain "hands-on" experience by putting theory into practice.

The response provided by teachers is a confirmation that they are aware of the benefits of FBSA with regard to facilitation of learners' skills acquisition. This awareness is important since teachers tend to use teaching approaches that they consider beneficial. In addition, given that teachers are aware of the approach, the expectation is that they would blend FBSA with other teaching approaches when teaching. This would go a long way in enhancing teaching effectiveness and learners' acquisition of History and Government skills.

4.6.3 Challenges Faced by Teachers when using Field-Based Study Approach to Equip Learners with History and Government Skills

Teachers were further asked to state the perceived challenges of utilizing the Field-Based Study Approach in equipping learners with History and Government skills. The challenges faced by teachers are shown in Table 26.

Table 26

Challenges Faced by Teachers when using Field-Based Study Approach to Equip Learners with History and Government Skills (n = 145)

Challenge	Frequency	Percentage
Costly/time consuming/needs lot of practice	68	46.9
Negative attitudes (learners do not see the need for skills, trips are for fun)	54	37.2
Inadequate facilities/resources	34	23.0
Difficulties faced by learners to observe, analyse, interpret due to differences in capability	18	12.2
Difficulties in assessing skills acquired	13	8.8
Learners shun skills as they are not examinable	13	8.8
Not possible to involve all learners in the activities	11	7.4
Not all topics are skills-oriented	9	6.1
Often skills not acquired as prior theoretical knowledge inadequate	6	4.1
FBS activities are a challenge to learners with disabilities	3	2.0

Source: Field Data (2018)

Table 26 shows various challenges teachers encountered when using FBSA to equip learners. They include: cost and time consuming (46.9%), negative attitudes of the learners (37.2%)

inadequate facilities (23.0%) and difficulties faced by learners to observe, analyse and interpret (12.2%).

The challenges given by the teachers are related to inadequacies in resources, learner attitudes and competencies and FBSA implementation. Challenges such as time and resources are similar to those of studies conducted by Wafula (2015) and Rickison et al. (2004) They noted that finances was a major constraint that schools face when carrying out field activities. This is because finances are required to purchase historical materials and objects for field activities and cater for transport in situations when the activities are far away from the school. Wong (1994) observed that inadequate finances were the primary constraint schools face when carrying out field activities. Financial resources are required to purchase historical materials and objects for field activities and cater for transport in situations when the activities are far away from the school.

The results in Table 26 further show that inadequate facilities/ resources are a challenge in utilizing the Field-Based Study Approach. The results indicate that a quarter (23.0%) of the teachers perceived inadequate facilities/resources as one of the challenges of adopting the Field-Based Study Approach in equipping learners with History and Government skills. The findings agree with a study conducted by Ruto (2013) which identified inadequate instructional materials as one of the major challenges associated with the teaching of History and Government through the Field-Based Study Approach. Ruto noted that schools could provide textbooks, maps, and charts but were not well endowed in historical artifacts and other materials for teaching History and Government. However, the results contradict those of Ajaja (2010) who revealed that field-trips did not yield the expected outcomes, not because of inadequate instructional materials but due to poor planning and ineffective methods of assessing their impact.

These results further indicate that about a fifth ((19.6%) of the teachers believed that learners' negative attitudes towards acquiring History and Government skills impeded the use of the Field-Based Study Approach. The results are in harmony with those of Smith (1997) who noted that teachers had difficulties teaching learners with negative attitudes as they tend to exhibit unbecoming behaviour. Foskett (2007) stated that students are not interested in geographical fieldwork because it is not a required examination component.

It is apparent from the findings that teachers felt that there were challenges in utilizing Field-Based Study Approach to equip learners with History and Government skills. These challenges may or may not be experienced in all schools. However, they have implications on the teaching, learning and acquisition of History and Government skills. It is important that

teachers are aware of them in order to come up with mitigating measures to overcome them. Challenges like cost can be addressed by involving principals, Parents Association and Board of Management in mobilizing funds for teaching activities and teachers organizing most of the learning activities within the school locality. School administrators and teachers should ensure adequate time is allocated for field activities. Inadequate resources can be mitigated by improvising available resources, while learners' negative attitude can be mitigated by adopting teaching approaches and activities that arouse and sustain learner interest and motivation. These steps could go a long way in addressing teachers' perceived challenges of utilizing the Field-Based Study Approach in learners acquisition of History and Government skills.

4.6.4 Teachers suggestions on ways of enhancing learners' acquisition of History and Government skills

The teachers were also asked to suggest ways of improving equipping learners' acquisition of History and Government skills. The suggested ways of enhancing skills acquisition are summarized in Table 27.

Table 27

Ways of Improving Learners acquisition of with History and Government Skills through FBSA (n = 145)

Suggestion	Frequency	Percentage
Organize more field-based activities	49	33.1
Provide historical instructional materials	22	14.9
Create an environment where learners can research, explore and discover	21	14.2
Allocate more time for FBS activities	19	12.8
Blend FBSA with other teaching approaches	18	12.2
Instil in learners positive attitudes towards field activities	15	10.1
Engages learners in frequent discussions	11	7.4
Engage more experts/resource persons	9	6.1
Brief learners before they engage in the field-based activities	6	4.1

Source: Field Data (2018)

Table 27 shows teachers' gave several suggestions which they believed would improve learners' acquisition of skills. They are; organize more field-based activities (33.1%), provide more instructional materials (14.9%), create an environment where learners can research, explore and discover (14.2) and allocate more time for field activities (12.8%).

Table 27 shows teachers' perceived ways of improving teaching and equipping learners with skills. The results indicate that a third (33.1%) of the teachers suggested an increase in the number of field-based activities in teaching History and Government. This implies that teachers believed that the Field-Based Study Approach was effective in the teaching of History and Government. However, the benefits associated with the approach could not be fully realized because the number of field activities learners were exposed to was few. Michie's (1998), study expressed similar sentiments, which pointed out that the number of field activities organized by schools was low, thus compromising the effectiveness of Field-Based Study Approach. The study recommended that the number of activities be matched to the curriculum requirements of the subject being taught.

The results in Table 27 revealed that motivation of learners would improve instruction and acquisition of History and Government skills. The findings show that motivating learners (20.9%) would improve teaching and acquisition of History and Government skills. This means that the teachers believed that the Field-Based Study Approach would only be effective if learners were motivated. This finding relates to the results obtained by Adenyika (1989) and Ruto (2013), that inadequate motivation of teachers was a key inhibitor to effective teaching of history. This result is also in line with Gbore's (2013), assertion that motivation is key to learning as it determines the amount of time and effort a student dedicates to a subject. Given that motivation affects the realization of learning outcomes, teachers should thus be encouraged to incorporate motivators in the instructional approaches they use as a way of enhancing teaching effectiveness.

Table 27 indicates that adequate instructional materials improve teaching. The results reveal that the teachers suggested that the acquisition of adequate instructional materials (14.9%) would improve the Field-Based Study Approach's effectiveness in the teaching of History and Government. This means that from the teachers' perspective, the Field-Based Study Approach was not effective and could not equip learners with History and Government skills without adequate instructional materials. Boadu (2016), contend that lack of instructional facilities/resources affect effective teaching and makes history lessons abstract. Therefore, it is important that the recommended instructional materials are available when the

Field-Based Study Approach is used to teach History and Government to give lessons some shine in engaging learners and sustain their interest.

The suggestions given by the teachers imply that they felt that there areas that need to improve for FBSA to be effective in equipping learners with History and Government skills. These suggestions are important since they could be used by teachers to improve effectiveness of FBSA. However, some of them, such as increasing the number of field activities may not be easy to implement as they require finances, which most school do not have. Others like provision of more resources can be partially dealt with by mobilizing funds through Schools Parents Association and Board of Management and improvising. The capacity of learners to engage in field activities and learn could be improved by implementation FBSA appropriately. This entails planning and organizing the activities well, briefing the learners before commencement of the activities and guiding them throughout the activities.

4.6.5 Learners' Perceptions on the Effectiveness of Field-Based Study Approach in Equipping Learners with History and Government Skills

Perceptions of the learners on the Field-Based Study Approach's effectiveness in equipping learners with History and Government skills were measured using data gathered using a set of ten close-ended based on a 5 categories scale (Strongly Disagree: SD, Disagree: D, Undecided: U, Agree:A, Strongly Agree:SA). Table presents the responses of the learners.

Table 28

Learners' Perceptions on the Effectiveness of Field-Based Study Approach in Equipping Learners with History and Government Skills

Statement	N	Percentage				
		SA	A	U	D	SD
Field trips equip History and Government students with data gathering skills	392	38.0	57.1	4.1	0.8	-
Students who visit historical sites are good at identifying artifacts	391	42.5	44.0	5.4	6.4	1.8
Attending exhibitions assist students develop observations skills	385	39.2	53.8	5.7	0.8	0.5
Watching shows (films, videos) assist students to acquire the capacity to arrange historical events in a chronological order	389	45.5	40.4	9.8	3.3	1.0
Engaging in discussions with experts equip students with the ability to make deductions about historical events	389	42.9	40.1	9.8	3.9	3.3
Frequent visits to history museums enhance students' capacity to analyse historical evidence	384	51.0	38.8	4.9	4.7	0.5
Visits to community and cultural institutions equip students with the ability to interpret/explain traditional and cultural practices	382	45.5	43.5	7.3	3.1	0.5
Reading in the library assists students to acquire the skill of comparing historical information and other facts/opinions	386	47.2	42.2	7.3	2.3	1.0
Exposing History and Government student to Field-based activities equips them with investigative skills	384	48.4	39.8	8.3	2.9	0.50
Field-based History and Government assignments help students acquire problem-solving skills	388	47.2	39.4	5.4	5.4	2.6

Source: Field Data (2018)

Table 28 indicates learners' responses to the items on perceptions on the Effectiveness of Field-Based Study Approach in equipping learners with History and Government skills. These results indicate that most of the learners agreed with the ten items that were used to assess their perceptions. 95.1% of learners perceived that field trips equip History and Government students with data gathering skills while 93.0% agreed that attending exhibitions assist students develop observations skills. The learners also agreed that frequent visits to history museums enhance students' capacity to analyse historical evidence (89.8%), and reading in the library assists students to acquire the skill of comparing historical information and other facts/opinions (89.4%)

The results indicate that majority of the learners perceived that field trips provided learners with data-gathering skills (95.1%). This could be attributed to the fact data collection are among tasks that learners are assigned during field trips.. These tasks offer learners opportunities to practice that activity and acquire data collection skills. This view of the learners supports Ajaja (2010) findings who noted that field study experiences boost learners' data collection skills.

Table 28 shows that majority of the learners agreed that exhibition assists the learners in developing observation skills (93.0%). It means that the learners perceived that Field-Based Study Approach facilitated acquisition of this skill. This finding is in harmony with those of Samet (2013) who noted that engagement in History field activities help in the development of learners' abilities like observations and imagination. Similar observation were noted by Wafula (2015) who established that the Field-Based Study Approach sharpens learners' observation skills and enable them to acquire other relevant skills such as identification.

The results further show that 89.8% of the learners agreed that frequent visits to history museums enhance students' ability to analyse historical evidence. This means that the learners perceived that this activity promoted acquisition of analytical skills. These findings are in harmony with those of Anderson and Moore (1994) which revealed that visits to museums and historical sites provide learners with opportunities to acquire skills of analysis and classification of evidence.

The results in Table 28 reveal that the learners agreed with all the items which was used to their perceptions. This is an indication that they were of the view that Field-Based Study Approach was effective in equipping learners with History and Government skills. It also suggests that the learners had positive perception on the approach and were responsive to it.

Further analysis was conducted on the learners responses to the items that were used to measure their perceptions on effectiveness of FBSA in equipping them with History and Government skills. The responses were categorised as positive, neutral and negative and tallied. Perception of learners was considered positive when the learners agreed with majority of the items. Perceptions were considered negative when the learners disagreed with majority of the items and neutral when they were undecided on the majority of the items. The perception categories were then summarized using frequencies and percentages, as shown in Table 29.

Table 29

Learners' Perceptions on the Effectiveness of Field-Based Study Approach in Equipping Learners with History and Government Skills (n = 394)

Perception	Frequency	Percentage
Positive	368	93.4
Neutral	14	3.6
Negative	12	3.0

Source: Field Data (2018)

Table 29 reveals that majority (93.4%) of the learners perceived Field-Based Study Approach effectively equips learners with History and Government skills. The rest of the learners had neutral (3.6%) and negative (3.0%) perceptions. These results confirm that the learners' perceptions on the Field-Based Study Approach's effectiveness in equipping learners with History and Government skills were positive. The results agree with those of a study conducted by Fullan and Langworthy (2014) which revealed that learners had positive perceptions on field-based activities. The study noted that students believed that field-based activities were effective in imparting skills as they involved "doing", were interesting and promote peer learning. These findings conform to those of Rickinson et al. (2004), who noted that out of class learning provides students with the opportunity to develop observation, measurement, analysis, and reporting skills that add value to their experience in the classroom. The results of this study are also in harmony with Wafula's (2015) and Ajaja's (2010), who opined that learners appreciated field activities because they enhance acquisition of data, collection, analytical and interpretive skills. Similar results were observed by Nevil (2012) and Marcus (2010).

The results in Table 29 are evidence that learners perceived that Field-Based Study Approach was effective in equipping learners with History and Government skills. These

findings have implications on learners' acquisition of skills. This is because perceptions affect learning since the strategies adopted by students to learn in situations are determined by complex interactions between their pre-existing beliefs about knowledge, teaching and learning. Given that the learners' perceptions were positive, teachers could blend the FBSA with other teaching approaches to enhance teaching effectiveness and learners acquisition of History and Government skills.

4.6.6 Relationship between Teachers’ and Learners’ perceptions on the effectiveness of Field-Based Study Approach in equipping learners with History and Government Skills

After establishing the perceptions of the teachers and learners on the effectiveness of a Field-Based Study Approach in equipping learners with History and Government skills, the relations between them was determined. The relationship was explored using the Chi-Square test. Table 30 shows the frequency and counts of the teachers’ and learners’ perceptions generated by the chi-square test of independence.

Table 30

Percentages and Counts of Teachers’ and Learners’ Perceptions on the Effectiveness of Field-Based Study Approach in Equipping Learners with History and Government Skills

Respondent	Counts	Positive	Neutral	Negative
Teacher	Count	139	0	5
	Expected Count	135.7	3.7	4.6
	% within Respondent category	96.5%	0.0%	3.5%
Student	Count	368	14	12
	Expected Count	371.3	10.3	12.4
	% within Respondent category	93.4%	3.6%	3.0%

Table 30 shows that majority (96.5%) of the teacher’s had positive perceptions while those of the rest (3.5%) were negative. Similarly, majority (93.4%) of the learners had positive perceptions while the rest had neutral (3.6%) and negative (3.0%) perceptions. An examination of the distribution of the teachers’ and learners’ perceptions categories reveals that they were similar. These results support those of a study by Djonko-Moore and Joseph (2016) which showed that teachers and learners believed that field activities were effective in enhancing learners’ skills through experiments, observation and analysis. Trilling and Fadel’s (2009) study also revealed teachers and learners had similar perspectives on the effectiveness of field activities in promoting skills development. This study attributed the improvement in skills acquisition to the richness of the approach in activities and engagement of learners in them.

The similarity between the perceptions of learners and teachers observed in Table 30 could be due to the interaction and close relationship between them. It is the teachers who plan, organise and implement curricula. Students, on the other hand, spend most of their time in schools with their teachers. This means teachers and learners are in the same environment most of the time and interact a lot. Therefore, teachers' actions affect the personality,

perceptions, social and educational development of the student. This was confirmed by Kiarie's (2016) study which noted that the teacher's behaviour cued students' perceptions in class.

Table 30 also shows the observed teachers' perception counts were; 139 (positive) and 5 (negative) while the expected were 135.7 (positive), 3.7 (neutral) and 4.6 (negative). The results in Table 30 further show that the observed learners' perception counts were; 368 (positive), 14 (neutral) and 12 (negative), while the expected 371.3 (positive), 10.3 (neutral) and 12.4 (negative). These results show that the observed and expected perception counts of the teachers were comparable. They also show that the observed and expected perception counts of the learners were comparable. The similarity between the observed and expected counts for both groups suggests that the relationship between the teachers and learners perception was not statistically related. However, it is not possible to decide whether the relationship between perceptions of the two groups was statistically significant or not, based on the observed/expected count differences alone. This was confirmed using the chi-square statistics. The chi-square tests results relating to the teachers' and learners' perceptions' are summarized in Table 31.

Table 31

Chi-Square Test for Independence Results

Scale	Value	Df	p-value
Pearson Chi-Square	5.287	2	.071
N	538		

Source: Field Data (2018)

The Chi-square test results in Table 31 show that the Chi-Square values were; $\chi^2 (2, N = 538) = 5.287, p > .05$. These results reveal that the observed p-value ($p = .071$) was greater than the critical p-value ($p = .05$). This implies that the relationship between the teacher's perceptions on the effectiveness of the Field-Based Study Approach in equipping learners with History and Government skills and that of the learners was not statistically significant. This means teachers' perceptions do not affect those of their learners.

The chi-square test showed that, with regard to effectiveness of FBSA in equipping learners with skills, the relationship between teachers and learners perceptions was insignificant. These findings are in harmony with Joseph's (2012) contention that sometimes teachers and learners perceptions are not related due to differences between instructors' philosophy of teaching and students expectations. The scholar asserts that teachers

consciously or unconsciously go to the classroom with their philosophy of teaching and learning. Students also attend class with certain expectations about the roles of teachers in the teaching-learning process. Teachers expect students to view history as a discipline that requires particular analytical skills, but students interpret it as a sequence of evidence and periods. This difference between what teachers and students expectations in the classroom, could explain why the perceptions of the two groups were not related.

The insignificant relationship observed between the teachers and learners perceptions contradicts those of a study by Gablinske (2014) which found out that teachers and learners' views on effective teaching were significantly related. A significant relationship also emerged in a correlational analysis between teachers and learners perspectives in a study conducted by Kiarie (2016). This study noted that teachers with positive perceptions develop and maintain a good rapport with learners. This loving and caring behaviour made learning History and Government enjoyable, and as a result, learners viewed the subject positively.

The observed insignificant relations between the teachers' and learners perceptions on the effectiveness of the Field-Based Study Approach in equipping learners with History and Government skills could be due to several reasons. It could be due to the fact that teachers hardly use FBSA in their teaching. Studies (Mitchie, 1998; Ruto & Ndaloh, 2013) have revealed that teachers hardly use the approach because it is time consuming, requires a lot of resources and expensive. On the contrary, perception of teachers could influence those of learners when FBSA is implemented appropriately. Yagrcioglu (2016) noted that perceptions influence teachers planning and organizing for instruction, selection teaching and content delivery methods. When these instruction process are implemented well they impact positive on teaching and learning and learners perceptions.

4.7 Teachers' and Learners' Perceptions on the Effectiveness of Field-Based Study Approach in Enhancing Deep Learning of History and Government

The third objective sought to find out teachers' and learners' perceptions on the effectiveness of Field-Based Study Approach in enhancing deep learning of History and Government. The perceived benefits and challenges of using FBSA in deep learning of the subject and suggestions on how to improve its effectiveness were also sought from the teachers. Similarly, the learners' reasons for liking and disliking use of FBSA in deep learning History and Government and suggestions on how to improve it were also established. Further, the relationship between teachers and learners perceptions was determined.

4.7.1 Teachers' Perceptions on the Effectiveness of the Field-Based Study Approach in Enhancing Deep Learning of History and Government

Teachers' perceptions on the effectiveness of Field-Based Study Approach in enhancing deep learning in History and Government were measured using data generated by their questionnaire. The questionnaire had 16 items which were constructed using a five category Likert type scale (Strongly Disagree:SD, Disagree:D, Undecided:U, Agree:A, Strongly Agree SA). Table 32 shows teachers responses to the items.

Table 32

Teachers' Perceptions on the Effectiveness of Field-Based Study Approach in Enhancing Deep Learning of History and Government

Statement	n	%				
		SA	A	U	D	SD
Field-trips equip learners with higher order cognitive abilities	136	30.1	64.0	3.7	2.2	-
Learners' understand the subject matter better through the integration of facts during visits to historical sites	142	50.7	45.8	2.8	-	0.7
Students learn a lot through discovery by examining artifacts/fossils during visits to history museums	140	51.4	44.3	2.1	1.4	0.7
Reading widely in the library enables History and Government students to compare facts/information from different sources	143	53.1	42.0	2.8	2.1	-
Discussions held during a visit to the community and cultural institutions boost students mastery of History and Government content	142	34.3	59.2	6.4	-	-
Watching historical films and videos enhances students' knowledge retention	141	44.0	52.5	2.8	-	0.7
What students observe during field trips supports permanent learning	141	45.5	48.9	5.0	0.7	-
Attending historical exhibitions enables a student to construct new knowledge from what was observed	139	36.7	56.8	5.8	-	0.7
Frequently interaction with experts boosts students' ability to interpret historical events	124	44.0	51.8	3.5	0.7	-
Students who spend a lot of time reading in the library are good at evaluating what happened in the past	142	39.4	45.1	7.7	6.3	1.4
Visits to historical sites provide students with the opportunity to analyse past events	141	42.6	55.3	0.7	1.4	-
Holding discussions with experts assist students to see the relationships among historical events	141	39.0	56.0	3.5	1.4	-
Field-based assignments enhance students problem solving abilities	139	36.7	57.6	4.3	0.7	0.7

Giving History and Government students field assignments provide them with the opportunity to define and pursue their own learning goals	141	33.3	58.9	6.4	0.7	0.7
Field excursion enhances learners creativity	138	36.2	59.4	1.4	2.9	-
Field trip enhances learners imagination	140	43.6	49.3	5.0	2.1	-

Legend: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree
Source: Field Data (2018)

The results in Table 32 reveal that majority teachers agreed with the items on perceptions on the effectiveness of the Field-Based Study Approach in enhancing deep learning of History and Government. The level of agreement ranged from 84.5% to 97.9%. Nearly all (97.9%) of the teachers agreed that visits to historical sites provide students with the opportunity to analyze past events, while 96.5% agreed that learners' understand the subject matter better through integration of facts during visits to historical sites. The results also show that 96.5% of the teachers agreed that watching historical films and videos enhance students' knowledge retention.

Table 32 reveals that teachers agreed that visit to historical sites provide students with opportunity to analyse past events (97.9%). The teacher position could have been informed by the fact that visits to historical sites provides learners with opportunities to examine historical materials and relate them to what they have learnt in class. This broadens their knowledge and understanding of Historical events. Frequent engagements in such activities are bound to improve learners' ability to analyse and understand historical events. This finding is in agreement Adam (2017) who noted that historical sites offer learning experiences that promote analytical skills which are essential for deep learning.

Table 32 reveals that majority of the teachers agreed that learners understand a subject matter better through the integration of facts during a visit to historical sites. The ability to integrate is an aspect of deeper learning as it entails gathering information, organizing and combining them. This perspective could have been due to the fact the teachers were aware that visit to historical site enables learners to gather information using various senses. The information gathered is organized and analysed and related to past experience. This result concurs with those of Ajaja (2010) who observed that visiting historical sites promoted deep learning because they allow students to gather information using various senses.

The results in Table 32 indicate that majority of the teachers agreed that watching historical films and videos broadens their knowledge base and enhances retention (96.5%).

The teachers view is in harmony with the results of a study by D'sa (2005) which showed that watching movies and films create enthusiasm and raise interest and concentration of learners. These experiences boost learners understanding and retention of the content taught. The teachers' agreement with the item could perhaps be informed by their awareness that information gathered from films and videos provide learners with perspectives that contrast from those found in text books and taught in class. In addition, watching films and videos help learners to analyse and interpret historical events. Analysis and interpretation are among higher order cognitive skills that are considered as characteristics of deep learning (Hill & Wood, 2002).

Generally, majority of teachers agreed with the items in Table 32. These suggest that teachers perceived that the Field-Based Study Approach was effective in enhanced deep learning of History and Government. This could be due to the nature of the approach, which is interactive, learner-centred and mainly involves hands-on activities. The approach provides students with opportunities to plan, observe, collect data, analyse, interpret and report. It also provides learners with the opportunity to relate new ideas and concepts with previous knowledge and experiences. As Wood (2002) observed, deep learning is characterized by acquiring higher-order cognitive skills such as evaluation, analysis, interpretation, creativity, and critical thinking. The probability of teachers utilizing FBSA is higher given that the findings suggest their perceptions were positive. Should that be the case, adoption of the approach would go a long way in improving effectiveness of teaching, deep learning and achievement in History and Government.

The teachers' responses to the 16 items on the effectiveness of Field-Based Study Approach in deep learning of History and Government were used to determine categories of perceptions. The responses were categorised as positive, neutral and negative and then tallied. Respondents' perceptions were considered positive if the teacher agreed with most of the items used to measure the variables. If the teacher did not agree with most of the items, the perception was classified as negative, and if the respondents were undecided about most of the items, the perception was classified as neutral. Summary of the teachers' perceptions on the effectiveness of Field-Based Study Approach in enhancing deep learning of History and Government is presented in Table 33.

Table 33

Teachers' Perceptions on the Effectiveness of Field-Based Study Approach in Enhancing Deep Learning of History and Government (n = 144)

Perception	Frequency	Percentage
Positive	137	95.1
Negative	7	4.9

Source: Field Data (2018)

Table 33 shows the categories of teachers' perceptions on the effectiveness of Field-Based Study Approach in enhancing deep learning of History and Government. These results reveal that 95.1% of the teachers had positive perceptions while 4.9% had negative perceptions. This means that the teachers' perceptions on the effectiveness of Field-Based Study Approach in deep learning of History and Government were positive.

The results of the finding in Table 33 reveal that teachers had positive perception of the effectiveness of FBSA in enhancing deep learning. The positive perceptions could be based on the teachers' belief that FBSA enables students to engage in activities, interact with the instructors and colleagues, explore and discuss topics of interest. These are experiences that enhance deep learning as they provide learners with the opportunity to observe and analyse, relate new ideas and concepts to previous knowledge and experiences. Such activities often lead to deep learning. These results support those of Samet (2013) which indicated that teachers and students perceived that trips to history museums and historical sites serve as a catalyst that attract learners' critical thinking and creativity and show them a world beyond the classroom. The results in Table 33 are in agreement with those of Balci and Tuna (2014) who observed that field study was perceived to facilitate the learners' acquisition of higher cognitive skills because of its hands-on and interactive nature.

The teachers belief that Field-Based Study Approach boost deep learning could because of its activities, which allow learners to collect data, analyse, synthesise, and create knowledge. Friesen and Scott (2012) noted, that field activities allows learners to look for patterns and underlying principles and evaluate new ideas and relate them. These are higher order skills that are associated with deep learning. This means that Field-Based Study Approach is different from the traditional way for learners to remember facts and carry out procedures without understanding "how" or "why".

These results are evidence that the teachers' believed that FBSA was effective in enhancing deep learning of History and Government. This finding is important because it reveals the perceptions of the teachers. In addition, such teachers are more receptive to use of the approach in teaching. However it should be noted that the positive perceptions would only be useful in enhancing deep learning when teachers incorporate FBSA in the teaching of

History and Government and implement it well. Only then can the benefits associated with FBSA be realised.

4.7.2 Benefits of using Field-Based Study Approach to Enhance Deep Learning of History and Government

Additional data on deep learning of History and Government was sought from the teachers using open-ended items in their questionnaire. The teachers were asked to enumerate the benefits of using the Field-Based Study Approach improve deep learning of History and Government. The perceived benefits of using the Field-Based Study Approach in enhancing deep learning of History and Government is presented in Table 34.

Table 34

Benefits Associated with Using Field-Based Study Approach in Enhancing Deep Learning of History and Government (n = 148)

Benefits	Frequency	Percentage
Widens scope of the learning (facilitates acquisition of knowledge from many sources, Reinforces the knowledge acquired in class, Additional information is gathered from practical's and interaction with the environment	83	56.1
Equips learners with higher order abilities (observation, analysis, application)	38	25.7
Assists learners to develop positive attitudes towards the subject	22	14.9
Knowledge acquired through FBSA is used to solve problems elsewhere	14	9.5
Make it easy for learners to understand concepts	13	8.8
Promote permanent learning/retention	9	6.1
Arouses curiosity	7	4.7

Source: Field Data (2018)

Table 34 shows the perceived benefits of using the Field-Based Study Approach in enhancing deep learning of History and Government according to the teachers. These results indicate that 25.7% of the teachers perceived that Field-Based Study Approach enhances learners' abilities to observe, analyse, and apply knowledge, 20.9% stated that the approach

widens the scope of learning and enables the acquisition of knowledge from many sources and 18.9% cited reinforces and expands the knowledge acquired in class.

Table 34 shows that widening the scope of learning as a benefit of FBSA (56.1%). This could be because field activities provide learners with the opportunity to use all senses (eyes, ears, noses), analyse and interpret them. This widens the both the scope and depth of learning. The results agree with Fuller et al. (2006) who stated that Field Based-Study Approach reinforces and expands the knowledge acquired in class. The teachers' perspectives also in agreement with those of Friesen and Scott's study (2012) which indicated that Field activities provide learners with opportunities to create and expand knowledge and solve problems.

The teachers also identified promotion of learners' abilities to observe, analysis apply knowledge as advantages of FBSA (25.7%). The identified abilities are aspects of higher order cognitive skills. This finding supports Barrows (2006) observation that field based activities help students to develop critical thinking, comparing and reasoning skills. Friesen and Scott (2012) noted that the FBSA promoted learner's ability apply knowledge and solve problems. Similarly, a study in Adeyemo (2011) established that teachers believed that engaging students in learning activities provided them with experiences that promoted greater acquisition and prolonged retention of knowledge. The findings of this study is in agreement with Barrow (2006) who stated that experiential learning, like the Field-Based Study Approach, help students to develop critical thinking and scientific reasoning while developing a deep comprehension of the subject.

The findings in Table 34 further show assisting learners to develop positive attitudes towards the subject was one of the benefits associated with FBSA (14.9%). According to Oduoro (2002) attitudes affects a learner's interest and participation in learning. Learners with positive attitudes find learning interesting and enjoyable while those with negative attitudes tended to participate less in learning and are generally low achievers. FBSA enhances learners' attitudes because it is rich in activities that are interesting, enjoyment and stimulates learners' imagination.

Deep learning is typically associated with abilities such as analysis, interpretation, evaluation, and high-order cognitive skills (Wood (2002). According to Aktekin (2010) high order skills, such as observation, analysis, comparing and interpreting are more likely to be acquired through engagement in learning activities. It means that the methods like Field-Based Study Approach, which are rich in activities promotes deep learning. Given that results have shown that teachers are informed of the value of FBSA, it is, therefore, imperative that

they incorporate it in the teaching of History and Government. This will go a long way in enhancing teaching effectiveness, deep learning and performance in the History and Government.

4.7.3. Challenges encountered by Teachers when using Field-Based Study Approach in enhancing Deep Learning of History and Government

The teachers were also asked to indicate the challenges they faced when using the Field-Based Study Approach in enhancing deep learning of History and Government. The challenges provided by the teachers are presented in Table 35.

Table 35

Challenges faced by Teachers when using Field-Based Study Approach in Enhancing the Deep Learning of History and Government (n = 148)

Challenge	Frequency	Percentage
Students attitudes towards field trips (waste of time, boring, do not break monotony, not fun as focus is on learning)	41	27.7
Syllabus is too wide (learners struggle to cover it without going deep)	33	22.3
Inadequate teaching-learning materials limits the scope of learning	29	19.6
Deep learning requires a blend of teaching approaches	26	17.6
Learners focus on books, not information gathered from the field	22	14.9
FBSA can be used in only a few topics	17	11.5
Too many distracters in the field	13	8.8
Learners get mixed up due to too much information gathered from the field	9	6.1
Differences in learners abilities	8	5.4
Deep learning only possible after spending a long time in the field	5	3.4

Source: Field Data (2018)

Table 35 shows the challenges encountered by teachers when using the Field-Based Study Approach in enhancing deep learning of History and Government. The results of the study indicate that 27.7% of teachers identified students' negative attitudes towards field trips while 22.3% indicated that wide syllabus which learners struggle to cover without going deep and 19.6% of the teachers indicated that inadequate instructional/ learning resources limit the

scope of learning as the main challenge they face when using Field-Based Study Approach in enhancing deep learning of History and Government.

Table 35 reveals that students' negative attitudes towards History and Government were among the challenges encountered when utilizing FBSA (27.7%) . Attitudes were considered as a challenge because it affects a learner's interest and participation in learning (Luka, 2018; Odusoro, 2002). Learners with negative attitudes do not actively participate in learning and are generally low achievers. Low achievement does not only demoralize learners making them dislike learning, but also impacts negatively on attitudes.

A wide syllabus was also identified as one of the challenges using FBSA. It means that the teachers were of the view that the History and Government syllabus overloaded and covering it required a longer period. This could be a major hindrance to utilization of FBSA to enhance deep learning given that the approach is rich in activities, some of which require time to complete. These results support those of Kiio (2012) who noted that teachers preferred using teacher-centred teaching methods to facilitate History and Government syllabus coverage because they felt that it was too wide.

Table 35 further indicate that inadequate teaching-learning materials was a hindrance to utilization of field base study to enhance deep learning (19.6%). This view could be informed by the fact that field activities require resources given that effective teaching of History and Government requires artifacts, films and videos, Information and Communication Technology (ICT) facilities, a well-stocked library among others (Ruto, 2013). These findings concur with the observations of Rono (2015) that lack of instructional resources was a key issue when utilising out of class teaching strategies. Moronfola (2002), also demonstrated that instructional materials increase learning rate, save teachers' time and effort, increase learners' interest and facilitate retention of what is learned. These studies confirm that instructional materials are not only key to effective teaching but also enhance deep learning.

Table 35 shows that effective teaching and deep learning requires a blend of teaching approaches. The results indicate 17.6% of teachers perceived that deep learning requires a blend of teaching approaches. This implies that utilizing a blend of teaching approaches was more effective in the teaching of History and Government; focusing on the Field-Based Study Approach would thus not enhance. The findings are in harmony with Grant and Gradwell's (2009) assertion that effective teaching requires that instructors possess a good understanding of the subject matter, pedagogical skills, and the ability to select appropriate content delivery

methods. It means that adopting a variety of teaching approaches rather than concentrating on one is key to effective learning.

These results indicate that teachers were aware of the challenges faced when using FBSA. Given that these are perceptions, these challenges may or may not be encountered by teachers when they adopt the approach. However, it is good to take note of the identified challenges so that should they be encountered by teachers who have adopted FBSA, they would be able to come up with mitigating measures. This will go a long way in ensuring that FBSA enhances deep learning of History and Government

4.7.4 Suggestions on ways of enhancing Deep Learning of History and Government through FBSA

The teachers were also asked to suggest ways of utilizing FBSA to improve deep learning of History and Government. The suggestions proposed by the teachers were analysed thematically and summarized using frequencies and percentages. Table 36 presents a summary of the suggestions.

Table 36

Suggestions of how to Improve Learners Deep Learning of History and Government through FBSA (n = 147)

Suggestion	Frequency	Percentage
Organise more field-based trips	41	27.7
Extensive reading in the library	35	23.6
Combine FBSA with other methods that make the subject interesting and promote inquiry	24	16.2
Give learners a chance to interrogate historical facts	19	12.8
Use more films and documentaries	13	8.8
Increase the number of times learners interact with experts	11	7.4
Organise more discussions	7	4.7

Source: Field Data (2018)

The suggestions given by the teachers were; organizing more field-based trips (27.7%), 23.6% extensive reading (23.6%), adopting teaching methods that would make History and Government interesting and promote inquiry as ways of enhancing deep learning (16.2%).

Most of the suggestions given by the teachers are about organizing more field activities. It means that the teachers felt that Field-Based Study Approach would only be effective in promoting deep learning of History and Government if more field trips were organised. These results resonate well with the work of Millar (2004) who recommended incorporation of field-based activities in teaching since they widen the scope of learning. Kandamby, (2018) also advocates for the inclusion of more field activities that promote acquisition of first-hand knowledge and concretization of abstract ideas. The scholar argues that deep learning only takes place when the learner is the one who explores to create meaning and develops understanding by doing. These findings also lend credence to the results of Nyamwembe's et al. (2013) study which recommended that learners should be provided with opportunities to go out in the field and research history. They argued that providing learners with opportunities to engage in field activities enable them to research, interact with objects, gather knowledge and acquire skills.

The finding further shows that extensive reading in the library improves deep learning. The results are similar to those of Hay and Todd (2010) content that extensive reading supports acquisition of wide knowledge and development of research skills. Association of College and Research Libraries (ACRL, 2017) asserts that wide reading leads to information literacy, enhancing key components of deep learning such as inquiry-based and problem-solving learning, critical thinking and reasoning.

The suggestions given by the teachers provides an insight of what the teachers felt needs to be done to enhance the effectiveness of FBSA. These suggestions could be used by teacher to improve the implementation of FBSA in teaching. However, adopting some of the suggestion may not be possible as they require finances and additional teaching-instructional materials. For instance, activities such as visits to museums require time and have financial implication as transport is required. Implementing these suggestions thus could be a challenge to most schools dues resources constrains. Mwathwana et al. (2014) noted that teachers rarely use field based approaches due to resource constrains. Despite these limitations, it is possible to enhance deep learning of History and Government through FBSA by optimum utilization of available resources, improvising and organizing activities around the schools.

4.7.5 Learners' Perceptions on the Effectiveness of Field-Based Study Approach in Deep Learning of History and Government

Data on the learners' perceptions on the effectiveness of the Field-Based Study Approach in enhancing deep learning in History and Government was gathered using a set of 16 close-ended items in their questionnaires. The respondents were asked to point out the

extent to which they agreed with the items using a 5 categories (SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree) Likert type scale. The learners' responses to the items are summarized in Table 37.

Table 37
Learners' Perception on the Effectiveness of Field-Based Study Approach in Enhancing Deep Learning in History and Government

Statement	N	Frequency				
		SA	A	U	D	SD
Field-trips equip learners with higher order cognitive abilities	380	27.9	57.1	6.8	6.6	1.6
Learners' understand the subject matter better through the integration of facts during visits to historical sites	385	42.1	48.6	6	2.1	1.3
Students learn a lot through discovery by examining artifacts/fossils during visits to museums	387	48.8	45.5	2.6	2.3	0.8
Reading widely in the library enables History and Government students to compare facts/information from different sources	388	42.3	48.7	4.6	2.6	1.8
Discussions held during a visit to the community and cultural institutions boost students mastery of History and Government content	378	38.6	47.6	9	2.4	2.4
Watching historical films and videos enhances students' knowledge retention	381	43.8	43.8	8.1	2.4	1.8
What students observe during field trips supports permanent learning	385	49.4	37.1	6.8	5.2	1.6
Attending historical exhibitions enables the student to construct new knowledge from what was observed	381	42.8	44.4	6.8	3.9	2.1
Frequent interaction with experts boosts students ability to interpret historical events	379	33.8	39.3	8.2	10.6	8.2
Students who spend a lot of time reading in the library are good at evaluating what happened in the past	373	44.2	43.7	7.5	2.9	1.6
Visits to historical sites provide students with the opportunity to analyse past events	381	45.7	44.9	5	2.9	1.6
Holding discussions with experts assist students to see	384	42.2	47.1	6	2.9	1.8

the relationships among historical events

Field-based assignments enhance students problem solving abilities	377	35.8	45.1	10.9	5.6	2.7
Giving History and Government students field assignments provide them with the opportunity to define and pursue their own learning goals	378	41.8	41.3	9	6.1	1.9
Field excursion enhances learners creativity/imaginations	384	41.7	47.1	6	2.6	2.6
Field trip enhances learners imagination	384	47.7	43.8	3.1	2.3	3.1

Source: Field Data (2018)

Table 37 shows learners' perceptions on the effectiveness of Field-Based Study Approach in enhancing deep learning. The results reveal that students learn a lot through discovery by examining artifacts/fossils during the visit of museums (94.3%), field trips enhance learners imagination (91.5%), learners understand the subject matter better through the integration of facts during visits to historical sites (90.7%) and reading widely in the library enables History and Government students to compare facts/ information from different sources.

Table 37 indicate that majority (94.3%) of the learners agreed that a lot is learned through discovery by examining artifacts/fossils during visits to history museums. It means that learners believe that engaging in activities during visit to museums like observing and classifying artifacts, broadens their knowledge. These results agree with Hauan and Dankert (2014) assertion that interaction with artifacts or fossils in the history museum enhances their understanding of concepts and development of analytical and interpreting skills.

Table 37 reveals that a high percentage (91.5%) of the respondents agreed that field trips enhance the imagination of learners. Imagination is the ability or action of forming new ideas, or images or concepts of external objects not present to the senses (Gotlieb et al., 2015). It is considered as an aspect of deep learning because it entails forming new ideas. Imagination is central because it allows students to reflect holistically about what they learn. This could explain the high percentage of learners agreeing with the item. These findings concur with those of Cunningham (2015) who noted that learners believed that field activities such as attending historical exhibitions made historical events come to life. This not only ignites the learners' imaginations but also plays a key role in their learning.

The results in Table 37 further show that majority (91.0) of the learners agreed that reading widely in the library enables History and Government learners to compare facts/information from different sources. This agreement could be attributed to the fact that comparison is an aspect of deep learning and libraries contain many information sources. Wide reading thus enables learners to gather information from many sources and compare them. The results are similar to those of Oguntimehim and Adeyemi (2004) who contend that reading in a well-equipped library exposes learners to many information sources and opportunities to compare what is gathered.

Generally, majority of the learners agreed with the items that were used measure their perceptions. This is an indication that they were of the view that Field-Based Study Approach was effective in enhancing deep learning of History and Government. The results suggest that they had positive perceptions. These findings support Wafula’s (2015) contention that the field activities sharpen learners’ observation skills, enabling them to acquire other skills such as critical thinking, analysis, and evaluation. Similarly, Yew et al (2016) were also of the view that active learning techniques such as role-playing, student-led discussions, and debates stimulate deep learning.

The perceptions of the learners’ on the effectiveness of FBSA in enhancing deep learning of History and Government was determine using the learners responses to the items that were used to measure the construct. The responses were categorised as positive, neutral and negative and tallied. A perception was categorized as positive when a learner agreed with majority of the items. It was considered negative when a learner disagreed with the majority of the items. However, a perception was considered neutral when a learner was undecided on the majority of the variables. The perceptions of the sampled learners were summarized using frequencies and percentages as shown in Table 38.

Table 38
Learners’ Perceptions on the Effectiveness of Field-Based Study Approach in Enhancing Deep Learning (n = 390) of History and Government

Perception	Frequency	Percentage
Positive	349	89.5
Neutral	23	5.9
Negative	18	4.6

Source: Field Data (2018)

The results in Table 38 indicate that the perception of majority of the learners was positive (89.5%) while those of the rest were neutral (5.9%) and negative (4.6%). This means that the learners' perceptions on the effectiveness of Field-Based Study Approach in enhancing deep learning of History and Government were positive. These results support those of Boyle (2007) which showed that the Field-Based Study Approach was perceived to promote deep learning by raising students' motivation and abilities. Fogo (2014) also observed that students' believed that involvement in data collection, discussions, analysis and interpretation widened their knowledge.

The positive perception of the learners observed in Table 38 could be due to tasks that promote higher order cognitive skills assigned to learners during field activities. Some of the field activities are problem-based, which means that students learn by designing and constructing actual solutions to real-life problems. Field activities also allow students to employ various senses when learning, thus making topics, concepts, and principles more vivid. These aspects of FBSA broaden students' understanding and grasp of concept (Scott, 2015). These characteristics could explain why the learners perceived that the Field-Based Study Approach enhances deep learning. The positive perception is important for effective teaching because learning is enhanced when the emotional needs of students are met and believe that the adopted teaching approach is effective.

4.7.6 Relationship between Teachers' and Learners' perceptions on the effectiveness of Field-Based Study Approach in deep learning of History and Government

After finding out the teachers and learners perceptions, the relationship between them was established. The Chi-Square procedure was used to explore the relationship between the two constructs. The procedure entailed cross tabulating the teachers' and learners' perceptions. The percentages observed and expected counts of the cross-tabulation are shown in Table 39.

Table 39

Percentages and Counts of Teachers' and learners' Perceptions on the Effectiveness of Field-Based Study Approach in Deep Learning of History and Government

Respondent	Counts	Positive	Neutral	Negative
Teachers	Count	137	0	7
	Expected Count	131.1	6.2	6.7
	% within Respondent category	95.1%	0.0%	4.9%

Learners	Count	349	23	18
	Expected Count	354.9	16.8	18.3
	% within Respondent category	89.5%	5.9%	4.6%

The results in Table 39 indicate that the percentage of teachers' perceptions categories (positive = 95.1%, neutral = 0.0%, negative = 4.9%) and those (positive = 89.5%, neutral = 5.9%, negative = 4.6%) of the learners were not similar. These results also indicate that the observed (positive = 137, Neutral = 0, negative = 7) and expected (positive = 131.1, neutral = 6.2, negative = 6.7) counts of the teachers were different. Differences were also observed between the learners' observed (positive = 346), neutral = 23, negative = 18), and expected (positive = 354.9, neutral = 16.8, negative = 18.3) counts of the learners. These differences in percentages of perception categories, and between the observed and expected counts suggest that the relationship between the teachers' and learners' perceptions was statistically significant. This was confirmed by the chi-square test statistics in Table 40.

Table 40

Chi-Square Test Results Relating Teachers' and Learners' Perceptions on the Effectiveness of Field-Based Study Approach in Deep Learning of History and Government

Scale	Value	Df	p-value
Pearson Chi-Square	8.875	2	.012
N	534		

Source: Field Data (2018)

The results of Chi-square test in Table 40 reveals that the relationship between the teachers and learners perceptions was statistically significant at the 0.05 level, $\chi^2(2, N = 534) = 8.875, p < .05$. The relationship was deemed significant because the observed p-value ($p = .012$) was less than the critical one ($p = .05$). The results imply that with regard to effectiveness of Field-Based Study Approach in enhancing deep learning History and Government, teachers perceptions affect those of their learners.

Chi-Square test in Table 40 shows that there was a significant relationship between the teachers' and learners' perceptions. These finding supports those of Ampadu's (2012) which revealed that the perceptions of teachers and their learners were related. . The study attributed the relationship to the fact that teachers control students' learning experiences as they decide what students do and the methods to perform those tasks. Kiarie (2016) also noted that students' perceptions and learning were significantly determined by the activities and beliefs

of their teachers and the teaching methods used during lessons. This means that teachers' perceptions and behaviour plays an important role in how students learn, recall, form mental pictures of their environments, acquire knowledge and skills. The results are also in harmony with those of Ngeno's (2013) study which showed that teachers' perceptions were related to those of their learners. The study attributed the relationship to the unique role of a teacher as a guide, mentor, role model and facilitator of learning in a class.

The significant relationship between the teachers' and learners' perceptions observed contradicts Hall's (2002) argument that when there are differences in experiences, training and what groups do, their perceptions are not related. The scholar argues that perceptions are mental images created about ideas and objects upon which messages are given meaning. These mental pictures are influenced by assumptions based on past experiences that often operate at the subconscious level. The perceptions of teachers may thus not be related to those of learners because of differences in experiences, training, and what they do.

The finding indicates that relationship between the teacher's and learner's perception is important to effective teaching and deep learning because it connotes that the behaviour (perception) of a teacher affects that of a learners. It means that teachers can change the learning behaviour of learners through FBSA. According to Adeyemo (2012) change in behaviour means learning has taken place. Given its richness in activities that enhance deep learning (observation, analysis, interpretation, application), the approach could if properly implemented enhance the depth of learning History and Government.

4.8 Teachers' and Learners' Perceptions on the Effectiveness of Field-Based Study Approach in the Development of Learner's Attitude towards History and Government.

The fourth objective of the study attempted to establish teachers' and learners' perceptions on the effectiveness of Field-Based Study Approach in the development of learners' attitude towards History and Government. This was achieved by establishing teachers' and learners' perceptions, seeking the respondents' views on benefits and challenges of using FBSA and suggestions on ways of improve development of learner's attitude towards History and Government

4.8.1 Teachers' Perceptions on the Effectiveness of Field-Based Study Approach in the Development of Learner's Attitude towards History and Government

Data on teachers' perceptions on the effectiveness of FBSA in development of learner's attitude towards History and Government was gathered using 20 close-ended items

constructed using a five category Likert type scale (SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree). Out of the 20 items, 13 were positive while the remaining 7 were negative. The teachers' responses to the items are shown in Table 41.

Table 41

Teachers' Perceptions on the Effectiveness of Field-Based Study Approach in the Development of Learner's Attitude Towards History and Government.

Statement	N	Frequency					SD
		SA	A	U	D	SD	
Field-trips makes learning History and Government enjoyable to learners	137	70.8	28.5	-	-	0.7	
Students still find History and Government difficult despite spending time reading in libraries	142	15.5	32.4	9.9	31.7	10.6	
Learners find History and Government interesting because of visits to historical sites	141	46.8	46.1	1.4	5	0.7	
I do not like History and Government because of too many field activities	141	9.9	7.8	2.8	27	52.5	
Visits to the community make learning History and Government stimulating	143	24.5	60.8	7.7	4.2	2.8	
Students engaging in discussions with experts in history and government makes the subject boring	144	8.3	12.5	2.8	31.3	45.1	
Films are effective learning aids as they are effective at capturing students attention	143	43.4	53.1	0.7	2.8		
Reading in libraries improves students confidence in learning History and Government	141	39.0	51.1	2.8	6.4	0.7	
Students consider visits to history museums useless as they focus too much on pre-history	142	9.9	14.1	5.6	29.6	40.8	
Watching shows/videos on History and Government helps students learn about other countries, people, culture and governments	140	38.6	57.1	0.7	0.7	2.9	
Learning History and Government through field activities do not make the subject interesting as there is no room for creativity	142	9.9	6.3	4.2	40.8	38.7	
Attending exhibitions improve learners understanding of History and Government as they are effective in capturing students attention	139	34.5	59.7	5	0.7		
Students find learning History and Government through field-	138	36.2	57.2	4.3	1.4	0.8	

trips is very informative						
As far as students are concerned, attending historical and exhibitions on governance is a waste of time	140	7.1	10.7	3.6	27.9	50.7
Attending lectures given by experts in History and Government is stimulating to learners	137	28.5	59.1	5.8	5.8	0.7
Participating in Field-based History and Government learning activities boost students' achievement in the subject	142	37.3	57.7	3.5	1.4	
Exposure to History and Government learning activities in the field influence students' future career goals	140	44.3	50.7	2.1	1.4	1.4
Students generally do not like History and Government lessons irrespective of how it is taught	140	8.6	6.4	1.4	28.6	55.0
Visit to cultural institutions make learning of History and Government by students stimulating	143	36.4	57.3	2.8	2.8	0.7
Visit to Historical Museum makes the learning of History and Government interesting	143	55.2	40.6	0.7	2.1	1.4

Source: Field Data (2018)

Table 41 indicates that the percentages of teachers who agreed with the 14 positive items used to measure their perceptions ranged from 85.6% to 99.3%. Nearly all (99.3%) of the teachers agreed that field trips make learning History and Government enjoyable, 96.5% agreed that films were effective learning aids as they are appropriate tools for capturing students attention while 95.7% agreed that watching shows, films, and videos on History and Government help students learn about other countries, people, culture and governments. The results further indicate that 85.3% agreed that visits to communities make learning of History and Government stimulating.

The results in Table 41 indicate that majority (99.3%) of the teachers agreed that field trips makes learning History and Government enjoyable. It means that learners enjoy field trips to historical sites. Enjoyment is among factors that have been associated with development of attitudes (Morag & Tali, 2012). This is because enjoyment connects learners to a subject and promotes interest in a subject. These findings agree with those of Albarracin and Chan (2018) which revealed that students learn best when they are interested. The development of interest makes learners active in the process of learning. The study finding is also in tandem with Abungu (2012) who asserted that History and Government would be more interesting if there were provisions for field excursions.

The results in Table 41 shows that majority (96.5%) of the teachers agreed that films were effective learning aids, as they were effective in capturing students' attention. This

implies that watching films contributed towards attitudes. Attention has been related to attitudes because, it is aroused by stimuli that are interesting, exiting and enjoyment (Taylor, 2014) These results of concur with OEC (2002) which demonstrated that historical films attract learners' attention. The study adds that films are an important tool for teaching and can enhance students' learning if adequately employed. According to Adam (2017) historical films can engage students in activities that cultivate teaching and learning attitudes. Therefore, the use of films as an instructional tool helps to capture and sustain the attention and interest of the learners, thus offering them active participation.

A majority (95.7%) of the teachers agreed that shows and videos on History and Government help students learn about other countries, people, culture and government and connect with them. This view could be based on the fact that watching shows and videos motivates learners. Such activities allow learners to use all their senses and this creates enthusiasm and interest in learning which in turn affects comprehension and performance. This finding is consistent with D'sa (2005) assertion that watching movies boosts learners' motivation and attitudes because it enhances interest, participation in learning and performance.

The results in Table 41 also show that most teachers disagreed with 6 out of the 7 negative items in the teachers' questionnaire. The findings indicate that 83.6% of the teachers disagreed that students generally do not like History and Government lessons irrespective of how it is taught, 79.5% disagreed that learning History and Government through field activities do not make the subject interesting as there is no room for creativity while 79.5% disagreed that students do not like History and Government because of too many field activities. However, the percentage (42.3%) of those who disagreed with "Students still find History and Government difficult despite spending time reading in libraries" was relatively low.

The results in Table 41 indicate that majority of the teachers disagreed that Learning History and Government through field activities do not make the subject interesting as there is no room for creativity. This is an indication that the teachers felt that field activities made History and Government interesting. This is in line with Trans (2007) observation that field excursions such as visiting museums create sensory experiences in leaners which promote curiosity, motivation and interest.

These results further show that learners' do not like History and Government because of too many field activities. The response implies that teachers were of the view that the learners liked the number of field activities organized for them. This view contradicts

Kipkoech (2021) findings that the number of trips organized for learners in most schools is low. This was attributed to a wide History and Government syllabus and financial constraints faced by most schools.

These findings reveal that majority of the History and Government teachers agreed with positive statements and disagreed with the majority of the negative ones. They suggest that the teachers perceived that field based activities assisted in capturing learners’ attention, made learning interesting, stimulating and enjoyable. Such learning experiences affect development of attitudes. This is consistent with the observations of Anyaegbu et al. (2016) which showed that that engagement in field activities that are enjoyable, motivating and promote learners’ self-esteem enhance learners’ disposition not only to the teaching approach but also the subject. These findings also resonates well with those of Toplis and Allen (2012) who pointed out that field experiences enable learners to develop an in-depth understanding of the content which leads a “feel good” disposition towards a subject.

Additional analysis was conducted to find out categories of the teachers perceptions on the effectiveness of the Field-Based Study Approach in the development of learners' attitudes towards History and Government. The teachers’ perceptions were determined using their responses to items in their questionnaire that were used for measuring the construct. The responses were categorised as positive, neutral and negative and then tallied. A perception was categorized as positive when a learner agreed with majority of the items. It was considered negative when a learner disagreed with the majority of the items. However, a perception was considered neutral when a learner was undecided on the most of the variables. The perceptions of the sampled learners were summarized using frequencies and percentages as shown in Table 38.

Table 42

Teachers’ Perceptions on the Effectiveness of Field-Based Study Approach in Development of Learners’ Attitudes towards History and Government (n =144)

Perception	Frequency	Percentage
Positive	130	90.3
Negative	14	9.7

Source: Field Data (2018)

The results in Table 42 indicate that majority (90.6%) of the teachers perceived that FBSA was effective in the development of learners’ attitudes towards History and

Government. while those of the rest (9.7%) were negative. This is a confirmation that from the teachers' perspective, Field-Based Study Approach promotes development of learners' attitudes towards History and Government. This perspective could be based on the fact that FBSA is rich in activities and engagement in field activities makes learning interesting and enjoyable. These results are in harmony with those of Wafula (2015) who noted that teachers perceived that the Field-Based Study Approach makes learning enjoyable and interesting. These experiences influence students' disposition towards the subject.

These findings in Table 42 also agree with Behrendt and Franklin (2014) who observed that students develop a positive attitude towards learning when they are exposed to field-based activities that are interesting, enjoyable and are easy to relate to theoretical concepts taught in class. These findings also support those of Knapp (2000) that field activities help in promoting interest and attitude towards a subject. On the contrary, poor and ineffective teaching approaches decreases motivation and causes students to develop a negative attitude towards learning (Kose, 2017).

The positive perspectives observed could be due to the role of field activities in enhancing satisfying learners' psycho-emotional needs. Engaging learners in field activities break the monotony in class and makes History and Government interesting and motivates learners to excel in a subject. According to Falk and Dierking (2000) and Hauan and Dankert (2014) visits to exhibitions are stimulating, interesting, and support students in their learning process. Taylor (2014) concurs that students who are excited about learning tend to be passionate about learning. Such learners enjoy participating in field-based activities and find them interesting, and tend to understand issues better and faster as they are motivated. The enhanced motivation, understanding and enjoyment significantly affect learners' attitudes and academic performance. These aspects of the Field-Based Study Approach could perhaps explain why teachers perceived that the Field-Based Study Approach effectively developed learners' attitudes towards History and Government.

4.8.2 Benefits of using Field-Based Study Approach in the Development of Learners Attitudes towards History and Government

Additional data on the utilization of the Field-Based Study Approach in developing learners' attitudes towards History and Government was collected using three open-ended items in the teachers' questionnaire. The teachers were asked to state the benefits of utilizing the teaching approach to develop learners' attitudes. Their responses were organized in

themes, tallied and summarized using frequencies and percentages. The perceived benefits associated with the Field-Based Study Approach by the teachers are presented in Table 43.

Table 43

Benefits of using Field-Based Study Approach in the Development of Learners Attitudes towards History and Government (n = 148)

Advantages	Frequency	Percentage
Provides learners with the opportunity to interact with colleagues/teacher and the environment	56	37.8
The FBSA approach is stimulating /motivates learners	49	33.1
FBSA breaks classroom monotony	41	27.7
Enhances knowledge acquisition as it makes understanding concepts easier	38	25.7
Makes learning interesting/enjoyable	33	22.3
Makes learning real as it involves a lot of activities	25	16.9
Enhances learners achievement	19	12.8
Provides learners with the opportunity to actualize their skills	14	9.5
FBSA helps in building learners' confidence	11	7.4
Helps teachers in capturing learners attention	9	6.1

Source: Field Data (2018)

The teachers indicated several benefits associated with FBSA in the development of learners' attitudes. The main ones were; provides learners with the opportunity to interact with colleagues/teacher and the environment (37.8%) and the FBSA approach is stimulating motivates learners (33.1%) and enhances knowledge acquisition as it makes understanding concepts easier (27.7%).

Providing learners with the opportunity to interact with colleagues, teacher and the environment (37.8%) was one of the benefits the teachers associated with FBSA. The approach is believed to be interactive because it is rich in activities and involves "doing". These interactions do not only improve social relationships but also enhances learning as learners are able to share discoveries. These results are in line with the findings of Nyongesa (2019) who noted that engagement in field activities provided learners and teachers with the opportunity to socialize and improve their relationships. The improved relationship makes the teaching-learning process interesting and enjoyable and leads to positive attitudes towards study (Dawson & Pennington, 2000).

The Teachers also felt that the Field-Based Study Approach stimulates/motivates learners (33.1%) and breaks classroom monotony (27.7%). The teachers' views are consistent with those of Rickinson et al. (2004) and Igwebuike and Atomatoya (2003) which concluded that the Field-Based Study Approach enhances students' motivation to learn as it breaks the monotony of learning in class. The conclusion was informed by the fact that engagement in field activities makes lessons more interesting and boosts learners' attitudes.

The findings are also in harmony with those of Nawi (2016) who observed that learners preferred field study because it connects schoolwork with the real world, making learning memorable. Ajaja (2010) also opined that students exposed to learning activities in the field significantly improve their performance. The enhanced performance boosts motivation which is among factors that affect attitudes. This means that teachers can utilize FBSA to promote not only learners' attitudes but also performance in History and Government.

Generally, the benefits of FBSA given by the teachers are associated with socialization and learners' emotions. For example, interesting, confident, enjoyable, motivating are concerned with how learners feel. This is important as it reveals there is a link between feelings and attitudes. These experiences are believed to affect learners' attitudes as they connect learners socially (through interactions) and emotionally to learning. History and Government teachers need to be aware of this, so that they are taken into consideration when FBSA is adopted. Such a strategy is bound to lead to effective teaching and improved development of attitudes towards History and Government.

4.8.3 Challenges Faced when Using Field-Based Study Approach in the Development of Attitudes towards History and Government

The teachers were also asked to state the challenges of using the Field-Based Study Approach in developing attitudes towards History and Government. The challenges provided by the teachers were analysed thematically and summarized using frequencies and percentages. The summary is presented in Table 44.

Table 44

Challenges Faced when Using Field-Based Study Approach in the Development of Attitudes Towards History and Government (n = 148)

Challenges	Frequency	Percentage
Teaching approach is not the main determinant of attitudes (there are other overt factors – achievement)t	80	54.1
Costly, time-consuming	47	31.8
The learners enjoy field trips but not the learning aspect	28	18.9
Learners find History and Government syllabus too wide	25	16.9
Some students have selected careers that are not related to History and Government	13	8.8
Effects of FBSA is subjective may not yield the same results	9	6.1
Lack of a mixture of FBSA activities (same activities leading to monotony)	6	4.1
Learners lack of concentration during field trips	3	2.0

Source: Field Data (2018)

Table 44 shows that teachers encountered various challenges when utilizing FBSA in the development of learners' attitudes towards History and Government. The perceived challenges were; FBSA was not the main determinant of attitudes (54.1%), the approach was costly and time-consuming (31.8%) and learners enjoy field trips but not the learning aspect (18.9%).

The findings in Table 44 also indicate that teachers believed teaching approach was not the main determinant of attitude as there are other overt factors (54.1%). The view is in agreement with those of a study by Rono & Rono (2016) which established that teachers and learners had negative attitudes towards History and Government because of few employment opportunities in the labour market for its graduates. This negatively affects teaching and learning processes, and teachers' and learners' attitudes. Bossman (2015) also argues that construct like attitudes are dependent on many factors such as motivation and beliefs.

The teachers also felt that FBSA was costly and time-consuming (31.8%). This is true because as (Cegelci, 2013) observed, FBSA it involves learners participation in learning activities within and outside the classroom. It thus requires teaching and learning materials. The views of the teachers are in harmony with Mitchie (1998) observation that few schools

engage their learners in field activities because of costs of field trips, time constraints and inflexible curriculum.

These findings highlight the challenges which the teachers felt were associated with utilizing FBSA in the development of learner attitude towards History and Government. Although these views may or may not be based on what was felt during lessons, teachers must find ways of working around these challenges for them and the learners to enjoy the benefits associated with FBSA. Time and financial challenges could be minimized by effective lesson planning, using available/improvised materials during field study and organising field activities within the school and its environment. Teachers also need to organise and manage their lessons well and arouse and sustain learners' interest and motivation to learn. These steps could reduce learners' unbecoming behaviour and enhance learning and attitudes towards History and Government.

4.8.4 Suggestions on ways of Enhancing the Development of Learners Attitudes towards History and Government through FBSA

The teachers were further asked to suggest ways of enhancing the development of learners' attitudes towards History and Government through FBSA. Table 45 presents the suggested ways of improving the development of learners' attitudes towards the subject.

Table 45

Suggestions on ways of Enhance the Development of Learners Attitudes Towards History and Government through FBSA (n = 148)

Suggestion	Frequency	Percentage
Organize more field-based activities (visit to museums, historical sites, communities, discussions with experts)	38	25.7
Blend FBSA with other instructional approaches for lessons to be enjoyable	29	19.6
Engage services of experts to break monotony	19	12.8
Organise more career talks that make learners aware of opportunities related to History and Government	14	9.5
Utilise historical artifacts which makes the teaching of History and Government interesting	10	6.8

Source: Field Data (2018)

Table 45 revealed that the teachers proposed; organizing more field-based activities (25.7%), blending FBSA with other instructional approaches (19.6%) and engaging services of experts to break monotony (12.8%).

The results in Table 45 study shows that teachers were of the view that organizing more field-based activities could enhance the development of learners' attitudes towards History and Government. This finding agrees with those of a study by Falk and Dierking (2000) which pointed out that such activities stimulate students' interest and support learning. Harris (2018) asserts that visits to historical sites are interesting, memorable and amazing and such experiences play a key role in shaping learners attitudes toward a subject.

These findings also show that teachers believed that making lessons enjoyable by blending FBSA with other instructional approaches could assist in the development of learners' attitudes. The teachers' suggestion is in line with Noboa's (2013) assertion that selection of instructional approaches has a bearing on students' achievement, confidence, self-esteem, interest and motivation to learn. The scholar adds that engaging in learning activities affect their emotions, beliefs, and behavior, which impacts on their attitudes.

The teachers gave several suggestions on ways of improving the development of learners' attitudes through FBSA. It is worth noting that the suggestions were on activities which affect learners' emotions, feelings, interests and beliefs. It means that emotions, feelings, interests and beliefs experiences are correlates of attitudes. This should be taken into consideration when teachers are planning and implementing sessions for developing learners' attitudes towards History and Government.

4.8.5 Learner's Perceptions on the Effectiveness of Field-Based Study Approach in the Development of Learners' Attitudes towards History and Government

Data on learners' perceptions on the effectiveness of a Field-Based Study Approach in developing learners' attitudes towards History and Government was also elicited using 20 close-ended multiple choice items in their questionnaire. The choices were SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree and SD=Strongly Disagree. Table 46 presents the student's responses to the variables that were used to assess their perceptions.

Table 46

Learners' Perceptions on the Effectiveness of Field-Based Study Approach in the Development of Learner's Attitude Towards History and Government.

Statement	N	Frequency				
		SA	A	U	D	SD
Field trips make the learning of History and Government enjoyable to learners	379	52.5	38.8	3.7	3.2	1.8
Students still find History and Government difficult despite spending time reading in libraries	361	11.8	19.2	8.7	25.7	34.6
Learners find History and Government interesting because of visits to historical sites	389	38.6	42.4	9.8	6.2	3.1
I do not like History and Government because of too many field activities	389	5.7	6.7	4.6	28.5	54.5
Visits to the community make learning History and Government stimulating	389	20.6	54	12.6	6.9	5.9
Students engaging in discussions with experts in history and government makes the subject boring	390	8.5	12.8	6.9	24.1	47.7
Films are effective learning aids as they are effective at capturing students attention	388	34	50.5	6.2	6.2	3.1
Reading in libraries improves students confidence in learning History and Government	379	35.6	42.5	7.9	7.7	6.3
Students consider visits to history museums useless as they focus too much on pre-history	386	9.6	15.5	14.5	25.1	35.2
Watching shows, films, videos on History and Government helps students learn about other countries, people, culture and governments	386	45.1	37	7	3.1	7.8
Learning History and Government through field activities do not make the subject interesting as there is no room for creativity	384	15.4	15.1	5.7	26.3	37.5
Attending exhibitions improve learners understanding of History and Government as they are effective in capturing students attention	388	33.8	50.3	9.3	3.4	3.3
Students find learning History and Government through field-	385	38.7	39.5	7.5	5.7	8.6

trips is very informative						
As far as students are concerned, attending historical and exhibitions on governance is a waste of time	384	11.7	13	5.5	22.4	47.4
Attending lectures given by experts in History and Government is stimulating to learners	385	27.3	51.4	9.1	6.8	5.5
Participating in Field-based History and Government learning activities boost students' achievement in the subject	387	42.1	47	4.7	3.6	2.6
Exposure to History and Government learning activities in the field influence students' future career goals	375	37.3	40.8	10.4	5.6	5.9
Students generally do not like History and Government lessons irrespective of how it is taught	385	13	14.3	9.9	22.3	40.5
Visit to cultural institutions make learning of History and Government by students stimulating	389	37.5	46	9	4.1	3.3
Visit to Historical Museum makes the learning of History and Government interesting	389	64.3	29.3	2.3	1.5	2.6

Source: Field Data (2018)

The results in Table 46 indicate that the learners agreed with all the 14 positive variables on Perceptions of the Effectiveness of a Field-Based Study Approach in developing learner's attitude towards History and Government. The percentage of those who agreed with the positive items ranged between 74.6% and 93.6%. A very high percentage (93.6%) of the learners agreed that visits to history museums make learning History and Government interesting. Similarly, 91.5% of the learners agreed that field trips make learning History and Government enjoyable to learners, while 89.15% agreed that participating in Field-Based History and Government learning activities boost students' achievement in the subject.

These results indicate that majority of the learners agreed that visit to a history museum makes learning of History and Government interesting (93.6%). It means that learners were of the view that engaging in field activities were exciting and enjoyable. Similar sentiments were made by Bhatia (2009) that museum teaching and learning creates a sensory experience that arouses curiosity, boost motivation and interest, leading to active learning. Kose (2017) also contends that using materials in museums to teach history enhance students' interest to learn as they are provided with a more pleasant learning environment than a classroom setting.

Table 46 reveals that majority (91.5% of the learners agreed that field trips make learning History and Government enjoyable. This implies that they believed that learners enjoy learning when field activities are incorporated in instruction. The findings agree with Wafula's (2015) assertion that students enjoy learning when activities that foster understanding, capture and sustain learners' attention, and are interesting. This is important given that attention, interest and realization of learning outcomes affect to the development of attitudes.

Results in Table 46 also indicate that most of the learners disagreed with the seven negative items in the questionnaire. A high percent (83.0%) of the learners disagreed with the item "I do not like History and Government because of too many field activities". This response implies that the learners agreed that the numbers of field activities were not too many but adequate. Majority (71.8%) disagreed with "Students engaging in discussions with experts in History and Government makes the subject boring". This implies that the learners felt that engaging in discussions with experts was not boring. The result further indicate that majority (60.3%) disagreed that students consider visits to museums useless as they focus on too much on pre-history.

The results in Table 46 show that majority of the learners agreed with the positive items but disagreed with the negative ones. These items were on experiences that affect attitudes such as interesting, enjoyable, stimulating, and pleasant among others. Ajayi (2015) contend that experiences that promote motivation, interest and enjoyment play a significant role in shaping learners pre-disposition towards a subject. The results therefore suggest that the learners believed that the Field-Based Study Approach was effective in the development of learner's attitudes towards History and Government.

The responses to items on perceptions on the effectiveness of FBSA in the development of learners' attitudes towards History and Government were used to determine their perceptions.

This involved categorizing the responses as positive, neutral and negative and then tallying them. Perception of was considered as positive when a learner agreed with majority of the items. It was considered negative when a learner disagreed with the majority of the items. However, a perception was considered neutral when a learner was undecided on the majority of the items. The perceptions of sampled learners were summarized using frequencies and percentages as shown in Table 38

Table 47

Learners' Perceptions on the Effectiveness of Field-Based Study Approach in Development of Learners Attitudes Towards History and Government (n = 394)

Perception	Frequency	Percentage
Positive	325	82.5
Neutral	39	9.9
Negative	30	7.6

Source: Field Data (2018)

Table 47 indicates that majority (82.5%) of the learners had positive perceptions while those of the rest were neutral (9.9%) and negative (7.6%). These results confirm that the learners' perceptions on the effectiveness of Field-Based Study Approach in the development of learner's attitudes towards History and Government were positive. This finding is consisted with Mohammed's (2016) assertion that engaging in field activities enhances learner's enjoyment, value, interest and attitudes towards a subject. Similar results were obtained in a study conducted by Ampadu (2012) which revealed that students believed that engagement in a field-based study promoted their motivation to learn and self-esteem.

The results are in harmony with those of Rickinson et al. (2004) who assert that outdoor learning programmes impact positively on learners' attitudes. They are of the view that such programmes affect attitudes because they enhance learners' confidence, self-esteem, and self-efficacy. Similar sentiments were expressed by Harris (2018) who found out that historical sites are memorable event that aid in the development of learners' interest in history. Anyaegbu et al. (2016) also observed that reading in libraries boosts students' academic performance and confidence. The improvement in confidence and performance promote positive attitudes towards learning a subject.

These results have shown that the positive perceptions were anchored on the experiences, such as enjoyment, interest, self-esteem and confidence, which learners associated with exposure to field-based activities. Studies (Braten & Stromso, 2006; Harrison, 2016) have shown that such experiences enhance learners' participation in learning and their dispensation towards a subject. These findings could be useful to teachers, since learners with positive perceptions of a teaching approach tend to be more receptive to it. In addition, the chances of improving teaching and learners and development of attitudes using FBSA is higher among learners with positive perceptions of it.

4.8.6 Relationship between teachers' and learners' Perceptions on the Effectiveness of Field-Based Study Approach in the development of learners' attitude towards History and Government

Further analysis was conducted by exploring the relationships between teachers and learners perceptions on the Effectiveness of the Field-Based Study Approach in developing learners' attitude towards History and Government. The chi-square test of independence procedure was used during the exploration. The percentages, observed, and expected counts of the procedure are presented in Table 48.

Table 48

Percentages and Counts of Teachers' and Learners' Perceptions on the Effectiveness of Field-Based Study Approach in the Development of Learners' Attitudes towards History and Government

Respondent	Counts	Positive	Neutral	Negative
Teachers	Count	130	0	14
	Expected Count	121.8	10.4	11.8
	% within Respondent category	90.3%	0.0%	9.7%
Learners	Count	325	39	30
	Expected Count	333.2	28.6	32.2
	% within Respondent category	82.5%	9.9%	7.6%

Table 48 shows that the perceptions categories percentages (positive = 90.3%, neutral = 0%, negative = 9.7%) of the teachers were not similar to those (Positive = 93.6%, neutral = 2.3% negative = 4.1%) of the learners. These results also show that the observed teachers' perception counts (positive = 130, neutral = 0, negative = 14) and the expected (positive = 121.8, neutral = 10.4, negative = 11.8) were not similar. The results further show that the observed learners' perception counts (positive = 325 (positive, neutral = 39, negative = 30), and the expected (positive = 333.2, neutral = 28.6, negative 32.2) were also not similar. This means that there were differences in perception categories percentages and the observed and the expected counts for both the teachers and the learners. These differences suggest that the relationship between the perceptions of the two groups was statistically significant. This was confirmed by the Chi-square test statistics in Table 49.

Table 49

The Chi-Square Test for Independence Results

Scale	Value	Df	p-value
Pearson Chi-Square	15.584	2	.000
N	538		

Source: Field Data (2018)

Table 49 reveals that the relationship between the teachers and learners perception was statistically significant at the .05 confidence level, $\chi^2 (2, N = 538) = 15.584, p < .05$. The relationship was significant because the observed p-value ($p = .000$) was less than the set critical one ($p = .05$). These results imply that the teachers' perceptions on effectiveness of

Field-Based Study Approach in the development of learners' attitudes towards History and Government affected those of their learners.

The Chi-Square test results showed that teachers' perceptions were related to those of their learners. These results support those of a study by Blazar and Kraft (2017) which showed that teachers' perceptions and teaching practices affects learners' attitudes and behaviours. The study demonstrated that teachers' actions like supporting learners' emotions were positively associated with their self-efficacy and happiness in class and attitudes. The results are also consistent with those of Kiarie (2016) who noted that learners' perceptions of fieldwork were influenced by those of their teachers. Teachers who have positive perceptions tend to engage their learners in field activities such as discussions, quizzes, brainstorming and even jokes more frequently. Such activities made learning enjoyable, and were viewed positively.

This finding also concur with Ampadu's (2012) study, which showed that development of positive attitudes toward mathematics in learners was higher when teachers were supportive and gave them a chance to play an integral role in the teaching-learning process by involving them in learning activities. The chances of this happening are higher when teachers have positive attitude towards field activities. Likewise, teachers who are unqualified, inexperienced, and have poor communication skills, alienate students from History and Government and hinder development of attitudes towards the subject.

However, the results contradict those of Kose's (2017) study which noted an insignificant relationship between teachers' and learners' perspective of field trips. The study attributed the insignificant relationship to the difference in the motive behind trips. The study observed that trips were a time to go out and enjoy to most learners while to the teachers, they were extensions of a lesson. The results of this study also contradict Scott's (2015) assertion that there is an insignificant association between teachers and learners perspectives of effective teaching. The scholar attributed this to poor relationships between teachers and students, making the learners feel not fully engaged in the learning process, motivated, and cared for.

The preceding results show that teacher plays a key role in shaping learners perceptions and development of their attitudes. Teachers' perceptions, attitudes, teaching methods and techniques, as Hauan and Dankert (2014) contend are what make a subject likeable and perceived positively. Effective teaching and teachers' characteristics that motivate enhance confidence and self-esteem is viewed positively by students and affects the development of learners' attitudes. However, teachers characteristics such as negative perceptions, uncaring

and unloving behaviour promote negative perceptions and hinder the development of attitudes.

These findings have implications on utilization of FBSA and effective teaching. The probability of teachers with positive perceptions on FBSA using it to promote development of attitudes is higher. The significant relationship between the teachers and learners perception means that teachers' actions affects the behaviours of learners. Adeyemo (2011) asserts that change in behaviour confirms that learning has taken place. FBSA can thus be blended with other approaches to promote not only development of attitudes and other learning outcome such as performance

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study, conclusions, and recommendations and proposes areas for further research.

5.2 Summary of the Findings

This study had four specific objectives from which four research questions were derived. The first objective examined teachers' and learners' perceptions on the effectiveness of Field-Based Study Approach in facilitating learners' acquisition of History and Government knowledge. The findings revealed that the majority of the teachers and learners had positive perceptions on the effectiveness of the approach in facilitating learners' acquisition of History and Government knowledge. The findings also revealed that the relationship between the teachers' and learners' perceptions on the effectiveness of Field-Based Study Approach was not statistically significant, $\chi^2(2, N = 536) = 3.401, p > .05$.

Objective two sought to find out teachers' and learners' perceptions on the effectiveness of the Field-Based Study Approach in equipping learners with History and Government skills. The findings indicated that majority of teachers and learners had positive perceptions on the effectiveness of the approach in equipping learners with History and Government skills. The results also revealed that relationship between the teachers' and learners' perceptions on the effectiveness of Field-Based Study Approach in equipping learners with History and Government skills was not statistically significant, $\chi^2(2, N = 538) = 5.287, p > .05$.

Objective three explored teachers' and learners' perceptions on the effectiveness of field-based study approach in enhancing deep learning of History and Government. The findings indicated that the perceptions of the two groups were positive. It was also established that the teachers' and learners' perceptions on the effectiveness of Field-Based Study Approach in enhancing deep learning of History and Government was significantly related, $\chi^2(2, N = 534) = 8.875, p < .05$.

Objective four examined teachers' and learners' perceptions on the effectiveness of Field-Based Study Approach in developing learners' attitudes towards History and Government. The findings revealed that the teachers' and learners' perceptions on the effectiveness of Field-Based Study Approach in developing learners' attitudes towards

History and Government of the majority were positive. The findings also revealed that the relationship between the teachers' and learners' perceptions was statistically significant, $\chi^2(2, N = 538) = 15.584, p < .05$.

5.3 Conclusions

Four conclusions were drawn from the findings of the four study objectives.

- i. It was concluded that the perceptions of the teachers and learners on the effectiveness of the Field-Based Study Approach in facilitating learners acquisition of History and Government knowledge learners were positive. The study also concluded that the perception of the teachers do not affect those of their learner. This conclusion has implications on effective teaching of History and Government because perceptions influence the teaching-learning process and facilitation of knowledge acquisition. Teachers with positive perception on a teaching approach are more likely to use it. Perceptions also affect teaching since they influence planning for instruction, selection of teaching approaches and content delivery methods. Likewise, perceptions affect learning since if students perceive that a teaching approach is effective and their emotional needs have been met, they tend to engage actively in the learning and remember what has been taught clearly and accurately. This could lead to enhanced knowledge acquisition and achievement in History and Government, However, this could only be achieved through FBSA if the challenges, such as inadequate resources, that are associated with the teaching approach are dealt with.
- ii. With regard to the second objective, the conclusion was that the teachers' and learners' perceptions on the effectiveness of Field-Based Study Approach in equipping learners with History and Government skills were positive. It was further concluded that the teachers' perception do not affect those of learners. The implication of these conclusions is that positive views are an indication that the teachers and learners were aware of its benefits of FBSA and would embrace it if adopted. It also means that the approach can be blended with others and used to enhance learners' acquisition of History and Government skills. However, adoption of FBSA should be done with caution because of cost implications. Field based activities that promote acquisition require finances, which unfortunately, finance is a challenge to many schools in Kenya. Despite these challenges, FBSA can still be used to boost skills acquisition so long as cost mitigating measures, such as organizing activities within school environments, have been taken.

- iii. The conclusion drawn from the findings of the third objective was that the teachers and learners' perceptions on the effectiveness of the Field-Based Study Approach in enhancing deep learning of History and Government were positive. It was also concluded that that teachers perceptions affected those of their learners. The positive perceptions have implications not only on the use of the Field-Based Study Approach but also on deep learning of History and Government. This is because the probability of teachers with positive attitudes towards a teaching approach using it is higher than those with negative attitude. In addition, teachers' perceptions influence how they plan and organize instruction and deliver content. Similarly, learning is affected by perceptions since it influences how information is recognized, organized, processed and interpreted. Given this scenario, FBSA if well implemented has the potential to boost the development of higher order cognitive skills which are essential for deep learning.
- iv. On the basis of the findings of the fourth objective, it was concluded that teachers' and learners' perceptions on the Effectiveness of the Field-Based Study Approach in the development of learners' attitudes toward History and Government were positive and related. It was further concluded that the teachers' perceptions affected those of the learners. These have implications on the teaching and learning History and Government. First, the positive perceptions mean that both the teachers and learners believed that FBSA was effective. It means that they would embrace it when it is used during the teaching-learning process. It also means that FBSA can be used to stir learners' emotions, such as interest in learning, self-esteem and confidence, which are essential for the development of attitudes. Secondly, given that the perceptions of teachers affect those of the learners, there is a possible that the behavior of teachers affect those of their learners. This relationship can be used to shape the learners behaviour and attitudes towards History and Government.

5.3.1 Contribution to Knowledge

This study has made significant contributions to the field of education by providing information that could help in understanding the link between FBSA and effective teaching. The study confirmed that teachers and learners had positive perceptions on the effectiveness of Field-Based Study Approach in facilitating learners' acquisition of History and Government knowledge and skills. It further confirmed that teachers and learners perceived that FBSA enhanced deep learning and learners' development of attitudes towards learning History and Government. It provided empirical evidence that linked FBSA and effective

teaching of History and Government with regard to facilitation of knowledge and skills acquisition, deep learn and development of attitudes. This evidence is deemed important given the key role perceptions play in the teaching-learning process. The knowledge of teachers and learners perspectives on FBSA could assist teachers who intend to use it plan their teaching lesson better, thus enhancing teaching effectiveness and performance.

The study also provided evidence that relationship between the teachers and learners perceptions on the effectiveness of Field-Based Study Approach in enhancing deep learning and the development of attitudes towards learning were statistically significant. However, the relationship between teachers and learners perception on the effectiveness of Field-Based Study Approach in facilitating learners' acquisition of History and Government knowledge and skills were not statistically significant. These results are important to educators in that they demonstrate that teachers' perceptions do not affect those of their learners at all times. These findings are a reminder that there are other factors that affect the relationship between teachers' and learners' perceptions. The results are also a reminder that with regard to effective teaching, besides teaching approaches and perceptions, there are other factors which affect it, such as instructional materials, a conducive learning environment and motivation.

5.4 Recommendations

The recommendations are mainly directed at principals, school managers, teachers, and ministry of education and curriculum support officers for action. The recommendations are:

- i. In order to enjoy the benefits associated with the positive perceptions of teachers and learners, it is recommended that teachers frequently use the Field-Based Study Approach to enhance learners' acquisition of History and Government knowledge. This recommendation has cost implications since field activities require resources, which is constrain to most schools. However, this can be mitigated by optimum utilization of available resources, improvising and organising learning activities around schools.
- ii. Given the positive views held by both the teachers and learners, teachers should be encouraged to blend FBSA with other approaches to enhance learner acquisition of skills. This would be achieved by selecting activities that promoted development of skills, with minimum cost implications, like using artifacts in class. Such activities promote development of skills like observation, and analysis skills at minimum cost given that they are conducted within classes.

- iii. With regard to deep learning of History and Government, the perceptions of both the teachers and were positive. In addition teachers' perception affects those of the learners. On the basis of these conclusions, it is recommended that teachers incorporate Field-Based Study Approach in the teaching History and Government. Lessons that have field activities should be planned, organized and implemented well at minimum costs, for effective teaching and deep learning.
- iv. It was concluded that teachers and learners perception learners on effectiveness of FBSA in the development was positive. The positive perception was attributed to field activities that arouse learners emotions, interest self-esteem and confidence Teachers should there be encouraged to engage learners more frequently in field activities that are interesting, enjoyable and boost their confidence and self-esteem. It is envisaged that this could assist in the development of learners' attitudes towards History and Government.

5.5 Suggestions for Further Research

While the objectives of this study were successfully accomplished, several issues cropped up which require further investigation. This opens the way for researchers to conduct further studies in the following areas:

- i. This study examined only teachers' and students' perceptions on the effectiveness of the Field-Based Study Approach on the teaching of History and Government. Effective teaching requires the use of a blend of teaching approaches. There is a need to investigate the perceptions of teachers and learners on other teaching approaches. Such a study is likely to provide a more comprehensive perception on the effectiveness of FBSA.
- ii. The study confirmed that with regard to facilitation of knowledge acquisition, the teachers' and learners' perceptions were positive. However, the perceptions of the teachers did not affect those of the learners. This is contrary to what is in literature which shows that the two are related. It would be interesting investigate this phenomena.
- iii. The positive perceptions of the teachers and learners on effectiveness of FBSA in enhancing skills acquisition was based on the belief that repeated engagement in field activities promote abilities. However, this study did not attempt to identify which ones contribute most towards boosting skills acquisition, give that there are many activities. This call for another study.

- iv. The teacher and learners perceived that use of FBSA was effective in enhancing deep learning History and Government since it enabled learners to use their senses. Even though senses (sight, taste, touch, hearing and smell) have been associated with deep learning, further investigations on their roles in the context of effective teaching and deep learning need to be done. This would give a better perspective of the link between Field activities and deep learning
- v. Activities that stir learners' emotions were identified as major contributors to the teachers and learners' belief that Field-Based Study Approach was effective in the development of learners' attitudes. Attitude is a complex construct with many dimensions. There is therefore a need to find out whether there are other underlying factors.

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APPENDICES

Appendix A: Teachers' Perceptions Questionnaire

Ser. Number:

School code:

Dear Teacher,

I am a PhD student at Egerton University currently conducting a research titled “Effectiveness of Field- Based Study Approach in the Teaching of History and Government in Secondary Schools in Kericho County, Kenya” as part of the course. I believe your participation in the study can contribute significantly towards its success. I am therefore kindly requesting you to participate in the study by filling this questionnaire. May I assure you that any information given shall be used only for the purposes of this study and treated with utmost confidentiality.

Thank you

Geoffrey K. Korir

Consent Section

Please read the questionnaire, and sign the consent section before filling it.

I have read the questionnaire and all questions that I raised about it were answered to my satisfaction. I therefore voluntarily consent to participate in the study.

Signature

Date

Section C: Field-Based Study Approach and imparting of Knowledge

Indicate the degree of agreement with the statements listed in the table below using the given scale.

Scale: Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), Strongly Agree (SA)

Statement	SD	D	U	A	SA
Field trips enhance student mastery of History and Government as they are very informative					
Exhibitions provides teachers with the opportunity to illustrate what was taught in class thus improving students understanding of history					
Students who visit historical sites are more knowledgeable as the trips make real what has been learnt during History and Government lessons					
Visits to museums makes understanding History and Government concepts easier as it provide students with the opportunity to examine evidence of what happened in the past					
Field incursions contributes significantly towards students mastery of History and Government since knowledge is acquired through observation					
Holding discussions with experts in History and Government helps in the cognitive development of learners					
Reading in the library reinforces students knowledge of History and Government acquired in class					
Visits to communities and cultural institutions enable students to understand history better					
Watching films, videos and shows enhances students knowledge of past events					
Field-based History and Government activities enhances mastery of the subject content as they provide students with the opportunity to learn through concrete experience					

Section D: Field-Based Study Approach and acquisition of Skills

Indicate the degree of agreement with the statements related to teaching History and Government listed in the table using the given scale.

Scale: Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), Strongly Agree (SA)

Statement	SD	D	U	A	SA
Field trips equips History and Government students with data gathering skills					
Students who visit historical sites are good at identifying artifacts					

Attending exhibitions assist students develop observations skills					
Watching shows (films, videos) assist students acquire the capacity to arrange historical events in a chronological order					
Engaging in discussions with experts equip students with the ability to make deductions about historical events					
Frequent visits to museums enhances students' capacity to analyse historical evidence					
Visits to community and cultural institutions equip students with the ability to interpret/explain traditional and cultural practices					
Reading in the library assists students acquire the skill of comparing historical information and other facts/opinions					
Exposing History and Government student to Field-based activities equips them with investigative skills					
Field-based History and Government assignments help students acquire problem solving skills					

Section E: Field-Based Study Approach and Deep Learning

Using the given scale, indicate the degree of agreement with the statements related to teaching History and Government listed in the table.

Scale: Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), Strongly Agree (SA)

Statement	SD	D	U	A	SA
Field trips equip learners with higher order cognitive abilities					
Learners' understand the subject matter better through integration of facts during visits to historical sites					
Students learn a lot through discovery by examining artifacts/fossils during visits to museums					
Reading widely in the library enables History and Government students to compare facts/information from different sources					
Discussions held during visit to community and cultural institutions boost students mastery of History and Government content					
Watching historical films and videos enhances students knowledge retention					
What students observe during field trips supports permanent learning					
Attending historical exhibitions enables student to construct new knowledge from what was observed					
Frequently interaction with experts boosts students ability to interpret historical events					

Students who spend a lot of time reading in the library are good at evaluating what happen in the past					
Visits to historical sites provides students with the opportunity to analyse past events					
Holding discussions with experts assist students to see the relationships among historical events					
Field-based assignments enhance students problem solving abilities					
Giving History and Government students field assignments provide them with the opportunity to define and pursue own learning goals					
Field excursion enhances learners creativity/imaginations					
Field trip enhances learners imagination					

Section F. Students Attitudes towards History and Government

The items in the below table are on students attitudes towards History and Government. Using the given scale, indicate the extent of agreement with the items.

Scale: Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), Strongly Agree (SA)

Statements	SD	D	U	A	SA
Field trips makes learning History and Government enjoyable to learners					
Students still find History and Government difficult despite spending time reading in libraries					
Learners find History and Government interesting because of visits to historical sites					
I do not like History and Government because of too many field activities					
Visits to community makes learning History and Government stimulating					
Students engaging in discussions with experts in history and government makes the subject boring					
Films are effective learning aids as they are effective at capturing students attention					
Reading in libraries improves students confidence in learning History and Government					
Students consider visits to museums useless as they focus too much on pre-history					
Watching show, films videos on History and Government helps students learn about other countries, people, culture and governments					
Learning History and Government through field activities do not make the subject interesting as there is no room for creativity					
Attending exhibitions improve learners understanding of History and Government as they are effective in capturing students attention					

Students find learning History and Government through field trips is very informative					
As far as students are concerned, attending historical and exhibitions on governance is a waste of time					
Attending lectures given by experts in History and Government is stimulating to learners					
Participating in Field-based History and Government learning activities boost students' achievement in the subject					
Exposure to History and Government learning activities in the field influence students' future career goals					
Students generally do not like History and Government lessons irrespective of how it is taught					
Visit to cultural institutions make learning of History and Government by students stimulating					
Visit to Historical Museum makes the learning of History and Government interesting					

Section G: Qualitative data

1. State **one** major advantage of using Field-Based Study Approach when teaching History and Government with respect to:
 - a. Student's acquisition of knowledge.....
.....
 - b. Equipping students with skills.....
.....
 - c. Deep learning.....
.....
 - d. Development of the Learners attitudes towards the subject.....
.....
2. Give **one** major challenge faced when using Field-Based Study Approach to teach History and Government with respect to:
 - a. Students Acquisition of knowledge
.....
 - b. Equipping students with skills.....
.....
 - c. Deep learning.....
.....
 - d. Learners attitudes towards the subject.....
.....

3. Give **one** suggestion that can be used to improve the teaching of History and Government with respect to:

a. Students acquisition of knowledge.....

.....

b. Equipping students with skills.....

.....

c. Deep learning.....

.....

d. Learners attitudes towards the subject

.....

APPENDIX B

LEARNERS' PERCEPTIONS QUESTIONNAIRE

Ser. Number:

School code:

Dear Student,

I am a PhD student at Egerton University currently conducting a research titled Effectiveness of Field- Based Study Approach in the Teaching of History and Government in Secondary Schools in Kericho County, Kenya” as part of the course. I believe that your participation in the study can contribute significantly towards its success. I am therefore humbly requesting you to participate in the study by filling this questionnaire. May I assure you that any information given shall be used only for the purposes of this study and treated with utmost confidentiality?

Thank you

Geoffrey K. Korir

Consent Section

Please go through the questionnaire and sign the consent section before filling it.

I have read the questionnaire and all questions that I raised about it were answered to my satisfaction. I therefore voluntarily consent to participate in the study.

Signature

Date

Section C: Field-Based Study Approach and Imparting of Knowledge

Indicate the degree of agreement with the statements listed in the table using the given scale.

Scale: Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), Strongly Agree (SA)

Statement	SD	D	U	A	SA
Field trips enhances student mastery of History and Government as they are very informative					
Exhibitions provides teachers with the opportunity to illustrate what was taught in class thus improving students understanding of history					
Students who visit historical sites are more knowledgeable as the trips make real what has been learnt during History and Government lessons					
Visits to museums makes understanding History and Government concepts easier as it provide students with the opportunity to examine evidence of what happened in the past					
Field incursions contributes significantly towards students mastery of History and Government since knowledge is acquired through observation					
Holding discussions with experts in History and Government helps in the cognitive development of learners					
Reading in the library reinforces students knowledge of History and Government acquired in class					
Visits to communities and cultural institutions enable students to understand history better					
Watching films, videos and shows enhances students knowledge of past events					
Field-based History and Government activities enhances mastery of the subject content as they provide students with the opportunity to learn through concrete experience					

Section D: Field-Based Study Approach and acquisition of Skills

Indicate the degree of agreement with the statements related to teaching History and Government listed in the table using the given scale.

Scale: Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), Strongly Agree (SA)

Statement	SD	D	U	A	SA
Field trips equips History and Government students with data gathering skills					
Students who visit historical sites are good at identifying artifacts					
Attending exhibitions assist students develop observations skills					
Watching shows (films, videos) assist students acquire the capacity to arrange historical events in a chronological order					

Engaging in discussions with experts equip students with the ability to make deductions about historical events					
Frequent visits to museums enhances students' capacity to analyse historical evidence					
Visits to community and cultural institutions equip students with the ability to interpret/explain traditional and cultural practices					
Reading in the library assists students acquire the skill of comparing historical information and other facts/opinions					
Exposing History and Government student to Field-based activities equips them with investigative skills					
Field-based History and Government assignments help students acquire problem solving skills					

Section E: Field-Based Study Approach and Deep Learning

Using the given scale, indicate the degree of agreement with the statements related to teaching History and Government listed in the table

Scale: Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), Strongly Agree (SA)

Statement	SD	D	U	A	SA
Field trips equip learners with higher order cognitive abilities					
Learners' understand the subject matter better through integration of facts during visits to historical sites					
Students learn a lot through discovery by examining artifacts/fossils during visits to museums					
Reading widely in the library enables History and Government students to compare facts/information from different sources					
Discussions held during visit to community and cultural institutions boost students mastery of History and Government content					
Watching historical films and videos enhances students knowledge retention					
What students observe during field trips supports permanent learning					
Attending historical exhibitions enables student to construct new knowledge from what was observed					
Frequently interaction with experts boosts students ability to interpret historical events					
Students who spend a lot of time reading in the library are good at evaluating what happen in the past					
Visits to historical sites provides students with the opportunity to analyse past events					
Holding discussions with experts assist students to see the relationships among historical events					

Field-based assignments enhance students problem solving abilities					
Giving History and Government students field assignments provide them with the opportunity to define and pursue own learning goals					
Field excursion enhances learners creativity/imaginations					
Field trip enhances learners imagination					

Section F. Attitudes towards History and Government

The items in the below table are on students attitudes towards History and Government. Using the given scale, indicate the extent of agreement with the items.

Scale: Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), Strongly Agree (SA)

Statements	SD	D	U	A	SA
Field trips makes learning History and Government enjoyable to students					
Students still find History and Government difficult despite spending time reading in libraries					
Learners find History and Government interesting because of visits to historical sites					
I do not like History and Government because of too many field activities					
Visits to community makes learning History and Government stimulating					
Students engaging in discussions with experts in history and government makes the subject boring					
Films are effective learning aids as they are effective at capturing students attention					
Reading in libraries improves students confidence in learning History and Government					
Students consider visits to museums useless as they focus too much on pre-history					
Watching show, films videos on History and Government helps students learn about other countries, people, culture and governments					
Learning History and Government through field activities do not make the subject interesting as there is no room for creativity					
Attending exhibitions improve learners understanding of History and Government as they are effective in capturing students attention					
Students find learning History and Government through field trips is very informative					
As far as students are concerned, attending historical and exhibitions on governance is a waste of time					
Attending lectures given by experts in History and Government is stimulating to learners					
Participating in Field-based History and Government learning activities boost students' achievement in the subject					
Exposure to History and Government learning activities in the field influence students' future career goals					

Students generally do not like History and Government lessons irrespective of how it is taught					
Visit to cultural institutions make learning of History and Government by students stimulating					
Visit to Historical Museum makes the learning of History and Government interesting					

Section G: Qualitative Data

1. What do you like most about learning History and Government

.....

2. What do you dislike most about learning History and Government

.....

3. Suggest one way of improving the teaching of History and Government

.....

APPENDIX C

OUTPUT FOR RELIABILITY ANALYSIS

Reliability of Teachers' Perceptions Questionnaire

Case Processing Summary			
		N	%
Cases	Valid	14	77.8
	Excluded ^a	4	22.2
	Total	18	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.926	48

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
b1	170.6429	338.863	.021	.928
b2	170.7143	328.989	.332	.925
b3	170.5000	333.192	.203	.926
b4	169.3571	330.709	.191	.927
b5	170.5000	317.962	.477	.924
b6	171.1429	339.055	.031	.927
b7	168.5000	337.654	.057	.927
b8	169.8571	321.516	.471	.924
b9	169.8571	326.132	.418	.924
b10	170.9286	341.764	-.080	.928
b11	170.0714	325.918	.298	.926
b12	169.9286	304.841	.690	.921
c1	167.3571	330.247	.510	.924
c2	167.3571	345.940	-.315	.928
c3	167.5714	336.264	.212	.926
c4	167.6429	345.632	-.359	.928
c5	167.3571	346.401	-.339	.928
c6	167.4286	329.341	.565	.924
c7	167.2143	346.335	-.349	.928
c8	167.8571	336.132	.267	.925
c9	167.5000	332.423	.316	.925
c10	167.3571	345.324	-.283	.928
d1	167.5714	317.495	.746	.921
d2	168.0000	313.385	.850	.920
d3	167.7143	320.681	.683	.922
d4	167.9286	306.071	.820	.920

d5	167.4286	325.956	.590	.923
d6	167.9286	320.841	.857	.921
d7	167.7143	309.604	.815	.920
d8	167.3571	315.632	.707	.921
d9	167.7143	322.527	.615	.923
d10	167.7857	320.489	.731	.922
e1	167.5000	324.731	.553	.923
e2	167.4286	321.956	.571	.923
e3	167.8571	321.209	.758	.922
e4	167.4286	326.725	.556	.923
e5	167.6429	321.324	.632	.922
e6	167.8571	315.824	.685	.922
e7	167.3571	319.016	.668	.922
e8	167.8571	321.209	.758	.922
e9	167.8571	328.440	.812	.923
e10	167.7857	336.027	.060	.929
e11	167.8571	321.055	.657	.922
e12	167.5000	321.500	.803	.922
e13	168.0000	325.231	.409	.924
e14	167.8571	319.055	.587	.923
e15	167.8571	328.440	.812	.923
e16	167.8571	312.901	.774	.921

Reliability of Learners' Perceptions Questionnaire

Case Processing Summary			
		N	%
Cases	Valid	23	75.9
	Excluded ^a	6	24.1
	Total	29	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.885	68

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Field trips	248.5529	503.740	.250	.878
Visiting to historical sites	248.3765	502.627	.250	.878
Visiting Historical Museums	248.4294	503.323	.261	.878
Holding discussions with experts	248.1176	510.057	.075	.881
Visiting community	248.5118	499.399	.254	.878
Visiting cultural institutions	248.7294	498.719	.332	.877
Attending historical and governance related exhibitions	248.5471	506.462	.134	.880
Reading in libraries	246.9235	508.083	.079	.882
Watching historical documentaries.	248.1529	490.107	.365	.877
Use of Historical artifacts for teaching	248.4941	501.399	.229	.879
Watching Historical Video and films	248.0647	491.138	.336	.877
Resource person invited to class during lessons	248.5118	513.340	.015	.881
Field trips enhances student mastery of History and Government as they are very informative	246.0294	513.650	.050	.880
Exhibitions provides teachers with the opportunity to illustrate what was taught in class thus improving students understanding of history	246.1588	506.750	.256	.878
Students who visit historical sites are more knowledgeable as the trips make real what has been learnt during History and Government lessons	246.2706	503.903	.285	.878
Visits to museums makes understanding History and Government concepts easier as it provide students with the opportunity to examine evidence of what happened in the past	246.1824	506.174	.265	.878

Field incursions contributes significantly towards students mastery of History and Government since knowledge is acquired through observation	246.4176	506.363	.246	.878
Holding discussions with experts in History and Government helps in the cognitive development of learners	246.2176	510.443	.141	.879
Reading in the library reinforces students knowledge of History and Government acquired in class	246.2118	506.594	.221	.878
Visits to communities and cultural institutions enable students to understand history better	246.6118	494.594	.433	.876
Watching films, videos and shows enhances students knowledge of past events	246.4059	506.172	.193	.879
Field-based History and Government activities enhances mastery of the subject content as they provide students with the opportunity to learn through concrete experience	246.4176	498.919	.418	.876
Field trips equips History and Government students with data gathering skills	246.2647	504.859	.382	.877
Students who visit historical sites are good at identifying artifacts	246.4412	498.106	.374	.877
Attending exhibitions assist students develop observations skills	246.2059	503.514	.429	.877
Watching shows (films, videos) assist students acquire the capacity to arrange historical events in a chronological order	246.3412	497.812	.409	.876
Engaging in discussions with experts equip students with the ability to make deductions about historical events	246.4176	504.162	.226	.878

Frequent visits to museums enhances students' capacity to analyse historical evidence	246.2824	497.423	.446	.876
Visits to community and cultural institutions equip students with the ability to interpret/explain traditional and cultural practices	246.3000	503.892	.324	.877
Reading in the library assists students acquire the skill of comparing historical information and other facts/opinions	246.2765	511.148	.103	.880
Exposing History and Government student to Field-based activities equips them with investigative skills	246.2647	506.077	.236	.878
Field-based History and Government assignments help students acquire problem solving skills	246.3353	501.313	.322	.877
Field trips equip learners with higher order cognitive abilities	246.4765	495.588	.470	.876
Learners' understand the subject matter better through integration of facts during visits to historical sites	246.2235	496.269	.560	.875
Students learn a lot through discovery by examining artifacts/fossils during visits to museums	246.0882	502.010	.433	.877
Reading widely in the library enables History and Government students to compare facts/information from different sources	246.2588	502.394	.338	.877
Discussions held during visit to community and cultural institutions boost students mastery of History and Government content	246.3765	499.881	.388	.877
Watching historical films and videos enhances students knowledge retention	246.2706	497.358	.516	.876

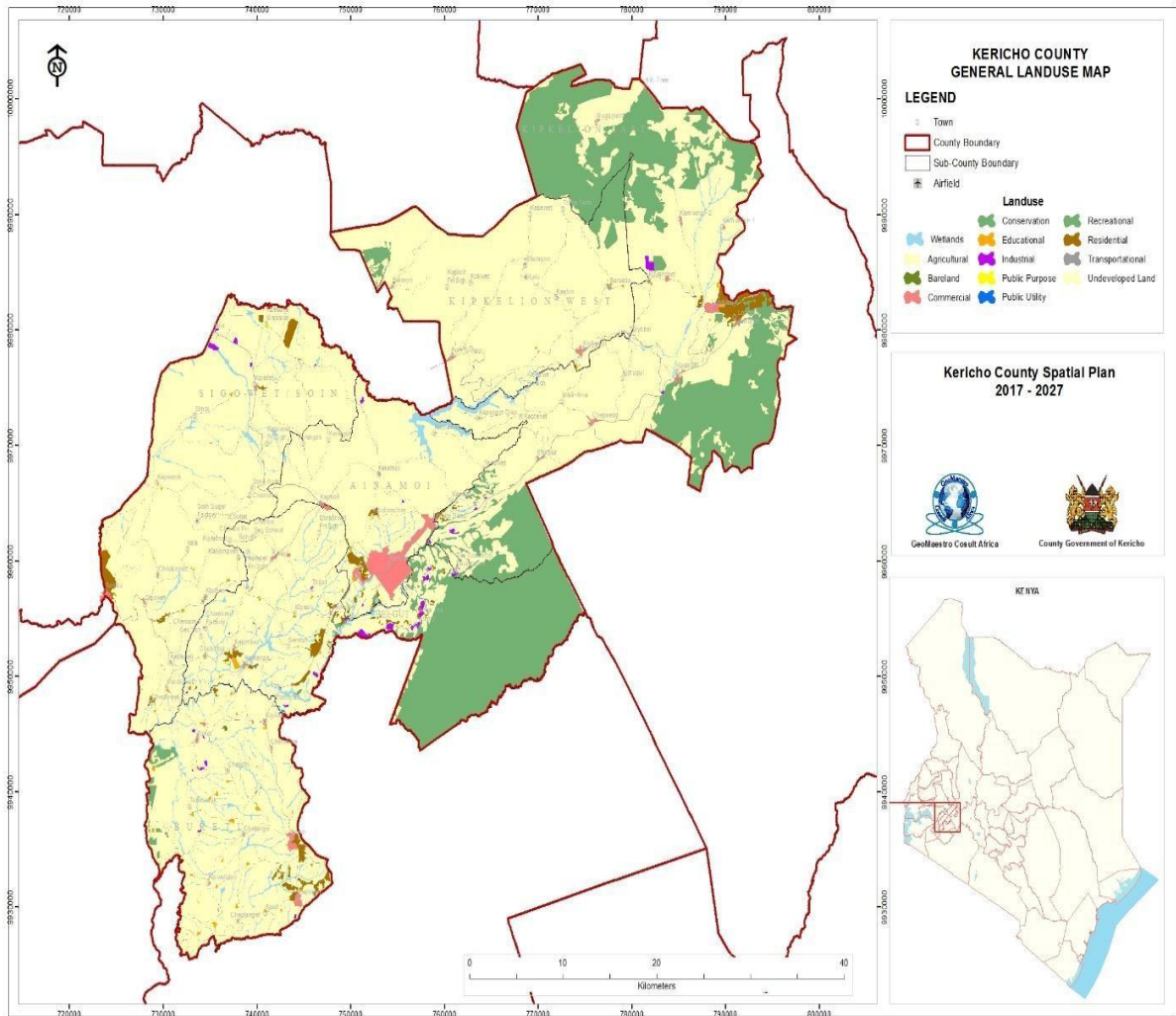
What students observe during field trips supports permanent learning	246.2706	496.341	.473	.876
Attending historical exhibitions enables student to construct new knowledge from what was observed	246.3471	492.772	.545	.875
Frequently interaction with experts boosts students ability to interpret historical events	246.2824	498.405	.424	.876
Students who spend a lot of time reading in the library are good at evaluating what happen in the past	246.6824	491.887	.404	.876
Visits to historical sites provides students with the opportunity to analyse past events	246.2941	492.777	.587	.875
Holding discussions with experts assist students to see the relationships among historical events	246.3000	498.602	.437	.876
Field-based assignments enhance students problem solving abilities	246.5765	493.512	.488	.875
Giving History and Government students field assignments provide them with the opportunity to define and pursue own learning goals	246.3294	496.577	.429	.876
Field excursion enhances learners creativity/imaginations	246.3176	499.910	.411	.877
Field trip enhances learners imagination	246.2176	497.828	.474	.876
Field trips makes learning History and Government enjoyable to learners	246.0529	505.542	.282	.878
Students still find History and Government difficult despite spending time reading in libraries	248.1824	512.754	.010	.883
Learners find History and Government interesting because of visits to historical sites	246.4412	506.426	.189	.879
I do not like History and Government because of too many field activities	248.8529	508.209	.118	.880

Visits to community makes learning History and Government stimulating	246.8235	494.336	.402	.876
Students engaging in discussions with experts in history and government makes the subject boring	248.5941	506.172	.127	.880
Films are effective learning aids as they are effective at capturing students attention	246.5000	498.595	.353	.877
Reading in libraries improves students confidence in learning History and Government	246.5353	499.801	.281	.878
Students consider visits to museums useless as they focus too much on pre-history	248.2882	496.266	.288	.878
Watching show, films videos on History and Government helps students learn about other countries, people, culture and governments	246.3235	501.522	.277	.878
Learning History and Government through field activities do not make the subject interesting as there is no room for creativity	248.0412	492.075	.308	.878
Attending exhibitions improve learners understanding of History and Government as they are effective in capturing students attention	246.4588	496.179	.428	.876
Students find learning History and Government through field trips is very informative	246.5765	502.790	.205	.879
As far as students are concerned, attending historical and exhibitions on governance is a waste of time	248.4176	508.316	.076	.882
Attending lectures given by experts in History and Government is stimulating to learners	246.6882	498.606	.320	.877

Participating in Field-based History and Government learning activities boost students' achievement in the subject	246.2412	499.450	.418	.876
Exposure to History and Government learning activities in the field influence students' future career goals	246.5412	498.072	.316	.877
Students generally do not like History and Government lessons irrespective of how it is taught	248.2412	495.072	.287	.878
Visit to cultural institutions make learning of History and Government by students stimulating	246.4412	497.147	.441	.876
Visit to Historical Museum makes the learning of History and Government interesting	246.0000	501.195	.375	.877

APPENDIX D

MAP OF KERICHO COUNTY EDUCATIONAL SUB COUNTIES



APPENDIX E
NACOSTI RESEARCH AUTHORIZATION LETTER



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
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Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/70309/23932**

Date: **27th July, 2018**

Geoffrey Kipngeno Korir
Egerton University
P.O. Box 536-20115
NJORO

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Teachers’ and learners’ perceptions of the effectiveness of field-based study approach in the teaching of History and Government in Secondary Schools in Kericho County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Kericho County** for the period ending **25th July, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Kericho County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kericho County.

The County Director of Education
Kericho County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

APPENDIX F
RESEARCH PERMIT

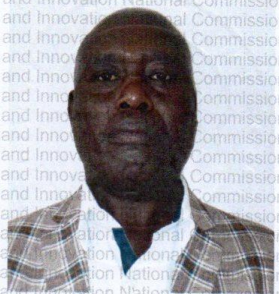
THIS IS TO CERTIFY THAT:


MR. GEOFFREY KIPNGENO KORIR
of EGERTON UNIVERSITY, 536-20115
NAKURU, has been permitted to conduct
research in Kericho County

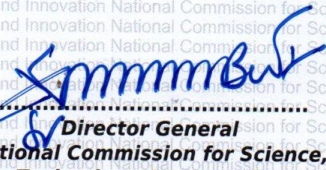
on the topic: TEACHERS' AND
LEARNERS' PERCEPTIONS OF THE
EFFECTIVENESS OF FIELD- BASED
STUDY APPROACH IN THE TEACHING OF
HISTORY AND GOVERNMENT IN
SECONDARY SCHOOLS IN KERICHO
COUNTY, KENYA

for the period ending:
25th July, 2019

Permit No : NACOSTI/P/18/70309/23932
Date Of Issue : 27th July, 2018
Fee Received :Ksh 2000






.....
Applicant's
Signature


.....
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. The Licence is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.


REPUBLIC OF KENYA


NACOSTI
National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No.A 19771

CONDITIONS: see back page

APPENDIX G
RESEARCH AUTHORIZATION LETTER



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telegrams:
Telephone: Kericho 20132
When replying please quote
kerichocc@yahoo.com

THE COUNTY COMMISSIONER
KERICHO COUNTY
P.O. BOX 19
KERICHO

REF: MISC.19 VOL.III (119)

27th September, 2018

Deputy County Commissioners
KERICHO COUNTY

RE: RESEARCH AUTHORIZATION – GEOFREY KIPNGENO KORIR

Authorization has been granted to Geoffrey Kipngeno Korir of Egerton University by the National Commission for Science, Technology and Innovation as per the letter Ref. No. NACOSTI/P/18/70309/23932 dated 27th July, 2018 to carry out research on *“Teachers’ and learners’ perceptions of the effectiveness of field – based study approach in the teaching of History and Government in Secondary Schools in Kericho County”* for a period ending 25th July, 2019.

Kindly accord him the necessary assistance.


COUNTY COMMISSIONER
KERICHO COUNTY
FRED NJENGA
FOR: COUNTY COMMISSIONER
KERICHO COUNTY

CC: County Director of Education
KERICHO COUNTY

APPENDIX H JOURNAL ABSTRACT

Journal of Education and Practices
<http://journals.essrak.org/index.php/education>

Journal of Education and Practices
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PERCEPTIONS ON THE EFFECTIVENESS OF FIELD-BASED STUDY APPROACH TO ENHANCE DEEP LEARNING OF HISTORY AND GOVERNMENT IN SECONDARY SCHOOLS IN KERICHO COUNTY, KENYA

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Faculty of Education and Community Studies, Egerton University, Kenya
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Abstract

History and Government enhances development of learners' international consciousness and their appreciation of different cultures. Students' performance in the subject in Kenyan secondary schools and in particular, Kericho County has been unsatisfactory thus raising concerns about their learning and understanding of the subject. Teaching approaches and the way they are perceived by teachers and learners have been associated with students' academic performance. This study investigated teachers' and learners' perceptions on the effectiveness of Field-Based Study Approach (FBSA) to enhance deep learning of the subject in secondary schools in Kericho County. Descriptive survey research design was adopted. The target population comprised all History and Government teachers and learners in public secondary schools in the County. The study's accessible population was 274 teachers and 7,575 form four students. Stratified, proportionate and simple random sampling techniques were used to select 163 teachers and 433 form four students who participated in the study. Data was collected using Teachers' Perceptions Questionnaire (TPQ) and Learners' Perceptions Questionnaires (LPQ). The instruments were validated by five experts in the Department of Curriculum, Instruction and Educational Management of Egerton University. The two instruments were pilot tested and their reliability coefficients deemed reliable at 0.926 and 0.856 respectively since they were above the 0.70 threshold. Data were analysed with the aid of Statistical Package for Social Sciences (SPSS) version 22. The results indicated that the teachers' and learners' perceptions on effectiveness of FBSA in deep learning were positive. The findings of the study may provide History and Government teachers with an insight of the effectiveness of FBSA, leading to frequent use of the approach. This may enhance students learning and understanding of the subject and thus improve their academic performance in it.

Keywords: perceptions, effectiveness, Field-Based Study Approach, deep learning

Introduction

Effective teaching is defined as the situation where learners accomplish the learning objectives set by the teacher (Kyriacou, 2009). It is concerned with achieving learning outcomes and students' success (Brown & Atkins, 2002). According to Nisha and Prema (2019) effective teaching is realised in environments that employ teaching approaches which enables students to learn facts, skills, values and concepts quickly. Pallavi et al. (2016) contend that the Field-Based Study Approach is among the strategies used to enhance teaching effectiveness and learners' academic performance.

Field-Based Study entails planning and organizing learning activities outside of the classroom in which instructional resources can be studied directly in their functional setting (Tuba, 2013). Reading sessions in the library, field trips, visits to the history museum, historical sites, cultural institutions and urban centre, interaction with historical experts are all part of History and Government teaching (Cegeleci, 2013). It also involves visits to administrative centres and County

Perceptions on the Effectiveness of Field-Based Study Approach in equipping Learners with History and Government Skills in secondary schools in Kericho County, Kenya

Geoffrey Kipngeno Korir, Dr. Patricia W. Wambugu, Prof. Thomas Rono

Abstract— History and Government education plays a key role in the development of society, as what happened in the past is critical to understanding the present and planning for the future. Despite its importance, secondary school students' performance in History and Government in Kericho county has consistently been low. The low performance implies that the students do not possess the requisite knowledge and skills in the subject. Perceptions of effectiveness of teaching approaches have been cited as one of the factors which affect skills acquisition. This paper examined teachers' and learners' perceptions of the Field-Based Study Approach (FBSA) effectiveness in equipping learners with History and Government skills. The study was conducted in public secondary schools in Kericho County, Kenya. A descriptive survey research design was used. The sampling units were public secondary schools in the County. By the time of the study, there were 210 public secondary schools in the County. A sample of 163 teachers and 433 form four students, selected using purposive, stratified, proportionate and simple random sampling techniques, participated in the study. Teachers' Perceptions (TPQ) and Learners' Perceptions questionnaires (LPQ) were used to collect data. The face and content validity of the two instruments were validated by educational experts in the department of curriculum, instruction and education management. Cronbach Alpha formula was used to estimate the reliability of the instruments. TPQ and LPQ yielded a reliability coefficient of .956 and .785, respectively. Frequencies and percentages were used to describe and summarise data. The Chi-Square test for independence was used to determine the relationship between teachers' and learners' perceptions and the results accepted or rejected at 0.05 level of significance. The findings indicated that the perceptions of teachers' and learners' on the effectiveness of FBSA in equipping learners with History and Government were positive; however, they were not significantly related. The study's finding may provide History and Government teachers with an insight into the effectiveness of FBSA. This may enhance teaching and students acquisition of skills and academic achievement in the subject.

Index Terms— Effectiveness, Field-Based Study Approach, Influence, Perception, Skills.

I. INTRODUCTION

History education plays a key role in the development of

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society, as what happened in the past is critical to understanding the present and planning for the future [1]. History, therefore, draws on significant events of the past to inform the present and safeguard the future. It is not concerned with studying the past in isolation from the present but relates intricately the success, achievement and failures of antecedent generations to contemporary life [2]. Topics in History teach that every society has morals based on religion, cultural beliefs and government laws. History is thus a discipline that promotes social justice, morality, social obligation, and responsibility while providing for the individual's full development of talents and personality [3].

History education is an integral part of the Secondary School Curriculum in Kenya. The subject has a History and Government component and is referred to as History and Government. The History component equips learners with knowledge of the past and present and promotes national unity and citizenship [4]. The knowledge element enables learners to recognise the relationship between the events of yesterday and today and gives them a view of the world of tomorrow. History also creates a sense of identity among individuals and groups of people [5]. This is achieved by teaching learners about their origin and how their communities and nations came into being. The subject's Government content is for educating learners on principles and concepts essential to individual and societal development [6]. These include; governance, democracy, conflict resolution, equality, justice, human rights, nationalism and patriotism. History and Government is also used as a medium for conveying the Government's policies and intentions because it is the only subject that teaches about governance and the past, which can be used to explain today's and tomorrow's events [7].

History and Government is one of the key subjects in the Kenya secondary school curriculum as it is a prerequisite to joining professions such as law, teaching, anthropology and political science [8]. Despite the importance of History and Government, students' performance in the subject nationally has consistently been low. The mean scores in History and Government in the Kenya Certificate of Secondary Examination (KCSE) for the years 2013, 2014, 2015, 2016 and 2017 were 89.44, 107.66, 103.42, 85.63 and 81.67 out of 200 [10], [11], [12]. Students' performances in the subject in