

**THE CHALLENGES OF USING INSTRUCTIONAL MATERIALS IN TEACHING OF
HISTORY IN TRANS MARA WEST SUB COUNTY, NAROK COUNTY**

BY

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DECLARATION

STUDENT

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HEAD OF DEPARTMENT

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DEDICATION

This work is dedicated to my parents Mr. and Mrs. Lemiso, Fr. San and my siblings.

ACKNOWLEDGEMENTS

I am grateful and highly indebted to many outstanding individuals without whom this work would not have been successful. Special thanks to the almighty God for the free provision of care, good health energy and strength he has gave me, may abundant glory be to God. Am also grateful to my supervisor Dr. Moindi of the Department of Education, Marist International University College for the personal commitment, encouragement, patience and tolerance during the many discussion which immensely contributed to the success of this project. Appreciation also goes to other members of Marist University fraternity, HoD education and Principal for the support they gave me during the period of study. History students and teachers in the sampled public secondary schools who were my respondents in filling the questionnaire; I appreciate their effort. Furthermore, I acknowledge the efforts of my parents, family and friends who have helped me during the entire study time. Lastly, will like to appreciate my colleague Samson Kadima Luttah for moral support during the entire study time of my project. To all of you, May the almighty God bless you abundantly.

THE ABSTRACT

The purpose of this study was to investigate the challenges of using instructional materials in teaching of history in Trans-Mara West Sub-County, Narok County. The study adopted quantitative method of study. A sample size of 87 respondents was randomly selected comprising of 7 history teachers and 80 students. The research design used was descriptive survey design. The questionnaire return rate was high and this contributed heavily to the success of this study. The study established that there were more female respondents compared to male respondents. Using questionnaire, the researcher was able to collect relevant data pertinent to the study. Data were then analyzed using simple tables and presented in percentages. We find out that majority of the of teachers and students agree that preparation is very important for the teacher before teaching using instructional materials. Finally, the study found that schools had insufficient instructional teaching and learning resources and financial constraints. From the findings the researcher made the following recommendations; government should support by giving instructional materials and by installing equipment's sponsor some teachers for further training, make students use instructional materials frequently and create conducive environment for learning.

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CHAPTER ONE: INTRODUCTION

1.1. Background of the study

History is an optional subject in most secondary schools in Kenya. Quality teaching and learning process mostly requires the use of varieties of instructional materials in teaching. Instructional materials also known as teaching or learning materials are any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situation to help achieve desired objectives. These instructional materials help the students to benefit a lot from the learning experience.

Teaching and learning in public secondary schools can only be effective through the use of different varieties of materials that serve as a guideline to a teacher in explaining topics to the students effectively and efficiently. These instructional materials could be in different forms such as Audio (cassettes, microphone, podcast), Audiovisuals (slides, multimedia, films, filmstrips, television, tapes), print (study guides, textbooks, manuals pamphlets, handouts), electronics interactive (computers, tablets), visuals (photographs, transparencies, charts, real objects). These instructional materials must be adoptable and accuracy, economic and variety, well designed, address the learner's needs, must be durable, portable and instructional recognized. When using these materials the language should be communicative, unambiguous and simple to all types of learners.

Education attainment of any nation depends upon the quality of teaching. Quality teaching learning process more requires the use of different kinds of instructional materials in teaching. The materials are as objects or devices that help the teacher to make learning meaningful to the learner's instructional materials are those materials that teachers need to incorporate in the teaching learning history processes, to help the students benefit maximally from the learning experiences. Materials as things or materials that can be seen or touched, places. Pre-history and the branches of history where a lot of topics in our life such as cultural, social, economic and political are studied hence being a bridge between political, economic, cultural and social history it depends on different types of material and resources in classroom.

Elementary classes in the United States are becoming increasingly diverse in their linguistic, cultural, and academic composition. This diversity becomes particularly challenging when teachers plan reading assignments. Although textbooks in all content areas remain the primary tool teachers have for planning instruction, the reality is that many textbooks are simply too difficult for students who lack the decoding skills, vocabulary, and prior knowledge necessary to read and comprehend demanding text material.

In East Africa, A research carried out by Chisoba. C. (2014), o the problems of using instructional materials in the teaching of social studies in junior secondary in Dunukofia local government area of Anambra state, the findings of his research shows that shortage of materials, laziness of teachers, lack of funds to purchase instructional materials are the main challenges. This research therefore, deals with all students in public secondary schools in Trans Mara West.

In Kenya, the implementation of any curriculum lies on the quality and quantity of materials available to teachers and students to use in schools. Therefore, the purpose of using these materials is to improve the quality of teaching and reinforce effective teaching. The materials help the teacher in promoting teaching of history in classroom, therefore, the use of enough materials provides platform for delivering information and it motivates the learner to learn more, it also reduces the length of time of delivering subject matter.

When students learn through more materials in classroom, the learning process becomes meaningful, effective and real. For effective and purposive teaching the teacher must make the use of appropriate and adequate materials but these materials are limited and scarce for the teaching of history and this bring about challenges in achieving the set objectives in history subject. Most of public secondary schools in Kenya the essential materials for teaching history are unavailable, this unavailability of material makes the teacher to talk and chalk in teaching process and this makes the learners to perform poorly in history hence the defined objects of education and history are achieved. The main purpose of this study is to find out the challenges of using instructional materials in teaching of history in public secondary schools in Trans Mara West sub- county, Narok County.

1.2 Statement of the problem

The deflation state of Kenyan education system is quite worrying. The problem teacher's face in our education system includes; lack of enough teaching material, therefore, instructional material are brought into play to enhance educational achievement when they are properly used. Nevertheless, it has been realized that there is a need to restructure and coordinate the sources of

information for the service of teachers and the preparedness and utilization of instructional materials this will help to reduce the challenges faced in the teaching process.

In Kenya, Trans Mara west -sub county, Narok County. Some of the problems that hinder the quality used of instructional materials in public secondary schools include; lack of electricity supply to operate electronic devices and lack of qualified technicians to operate them. A research carried out by Kenobi (2015) on effects of instructional materials on students' academic student of social studies on selected secondary school in Nigeria, he said that curriculum planner should emphasize the use of instructional materials for a breakthrough in educational attainment.

His objectives were centered on the effects of instructional materials on students' academic performance in history and to what extent the use of instructional materials facilitate and enhance effective teaching of history, therefore he did not carry out the research on challenges of using instructional materials in the teaching of history and hence this becomes a research gap to be carried out be carried out in Trans Mara West-sub county in Kenya.

A research carried out by Omariba (2016) on the challenges facing teachers and students on the use of instructional technologies in Kisii central district in Kisii County, she says that tools are helpful in developing the learner's mental models of objects on systems or other phenomena that brings about visuals capabilities. Her main focus was on the use of technology as an instructional material in learning and the influences. Her research was geographical carried out in Kisii central and they is no research that has being carried out in Narok County about the challenges of using instructional in the teaching of history hence this becomes a research gap to be studied especially in Trans-Mara west sub-county to see how teachers are prepared to use instructional materials in their teaching process.

1.3 The purpose of the study

The purpose of this study is to find out the challenges of using instructional materials in teaching of history in Trans Mara west sub-county, Narok county and give recommendation which if implemented will improve the teaching of history.

1.4 Objective of the study

The study will consider the following objectives

- a) To examine the preparedness of history teachers to successfully integrate instructional materials in the teaching of history
- b) Challenges affecting history teacher preparedness towards using instructional materials.
- c) To explore the ways of overcoming these challenges experienced by history teachers while using instructional materials in teaching history.

1.5: Research questions

The following are research question that will guide my study

- a) How are teachers prepared in using instructional materials in teaching history in public secondary schools?
- b) What are the challenges affecting history teachers while using instructional materials in teaching history?
- c) What are the ways of overcoming challenges experienced by teachers while using instructional materials in teaching history?

1.6 Significance of the study

1.6.1 Teachers

The findings of this study may be of useful to teachers to make use and incorporate instructional materials in teaching to improve the standard of history in public secondary school. The study provides a way to teachers so that they may not rely on the government in the distribution of instructional materials, but they themselves find a way of producing materials locally.

1.6.2 Students

The study can be a tool of changing student's altitude in history since the use of instructional materials in the process of teaching made the lesson more interesting and motivate

1.6.3 Government

The study can be of significant to the government since it will help to improve on the production of instructional materials not only in history but other subjects as well.

1.6.4 Other researchers

The researcher will have an opportunity to refer to the study and carry out further research in area that are left out in this study and those interested in carrying out related studies or they may want to expand on the same area will benefit from this research by using it as literature review.

1.7 Scope and delimitation of the study

According to (Mugenda and Mugenda, 2003) delimitation are setting boundaries for study or limiting the scope of the study to make it manageable hence delimitations simply means the boundaries of the study such as sample size, geographical location and population trait. The

study targeted on the challenges of using instructional materials in the teaching of history among public secondary students.

The study was limited to Trans Mara West sub-county, Narok County. Involving 8 secondary schools and respondents will be form 3 students and history teachers will also be included in this study. This means that the findings of this study may not be generalized to any other population unless it has similar characteristics as those in the study population.

1.8 Operational definition of key terms

- i. **Challenges** refer to obstacles that make the history teacher not to successfully achieve the use of instructional materials in teaching.
- ii. **Instructional materials** refer to the teaching and learning resources that are used to facilitate the learning process.
- iii. **Methods** refer to different ways in which history teacher's uses during the teaching process.
- iv. **Preparedness of history teachers**-this refers to how the history teacher is well conversant with the instructional materials during the teaching process.
- v. **Tools**-refers to the items or activities that are used by history teachers in the teaching of history.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter provides the related literature review concerning the challenges of using instructional material in the teaching of history in Public secondary school. It is, therefore, an account of what has been published on a topic by accredited scholars and researchers.

2.2. Structuring of instructional material

Structuring of instructional materials is where the materials are structured so that it is clear to the students Roxana (2018). Structuring is a process in which the information content of the material is analysed and identified the structure is defined. The structure is then marked upon the information content in a way that the computer can organize it. Tiitinen (2020) the teacher teaching history should consider the cases of structuring learning materials. Many adaptations are made on the spot during regular classroom instruction. While a teacher is teaching a lesson, he or she may observe that one or more students are having difficulty with a certain skill or may need additional support to learn a concept or to complete a task. Indeed, most of the adaptations classroom teachers make are incidental and in response to immediate student needs.

Although incidental modifications may be necessary and appropriate, it is also imperative for teachers to be intentional in making adaptations. Successful adaptations should be part of a

comprehensive plan for students with mild disabilities. As teachers get to know their students they can anticipate some student needs and plan appropriate adaptations before the lesson begins.

Three broad problems face elementary school teachers as they plan reading assignments in any subject area. First, textbooks are frequently difficult in terms of readability level for at least some students in the classroom. Second, textbooks characteristically are dense in respect to the number of new concepts teachers must introduce within a relatively short time. Third, many teacher editions of textbooks do not offer specific suggestions for helping teachers meet the diverse needs of the variety of learners in their classrooms. Consequently, teachers often are left on their own in thinking about how best to help all students learn.

2.1.1 Structuring distance learning materials

Holmberg (2002), distance learning covers the kind of learning that is not constantly and simultaneously guided by the teacher who is physically near the learner. This does not mean that the learning would not be guided systematically. The guidance and (educational communication between the history teacher and the learner can be mediated by electronic equipment or by written texts and guides. Distance learning according to Holmberg (2002) should have the following features; it is usually based on ready-made course material distance education is institutional concept of education centered round self-directed learning by means of correspondence courses with an integrated element of communication technology and facilitated with tutorial sessions, seminars etc. to meet need for enlargement of teaching force, improved professional standards and modernization of teaching methods, distance learning system provides alternative ways of gaining established qualifications.

The content of such courses cannot depart from the normal; the difference of learning experience arises from the presentation of the course materials and from the situation of students and, therefore, different pedagogic skills are required. The term instructional material is used for the specific items used in a lesson and delivered through various media formats such as video, audio, print and so on.

All teaching media are being used in distance learning but there is no standard or ideal combination. A valuable function of the different media in a multimedia system is to provide precisely this degree of redundancy, by presenting the same material in different media, on the assumption that some students learn more effectively from television or film, and others from print. Variety in media use can certainly allow for this, as well as making a course more interesting, providing for alternative modes and styles for learners, and encouraging learners to think about the material rather than just memorize. Working within the limits of the practicable and economically possible, each teaching organization is, however, obliged to allocate particular media to particular purpose. An open university of developing country can neither of course, afford to have a close circuit T V, studio, nor a wide spectrum of a large number of course which make provisions for expansive broadcast coverage for distance learning. Of all teaching media, printed material is an important and significant.

The stimulus to learning which it offers depends primarily on the teaching skills which it incorporates, and on the sense of progressive mastery of the subject which the student derives from it. Further, the printed material can provide the nucleus round which an integrated sequence of broadcast programmes, of directed activities, of discussion groups and face to face teaching can, as resources allow, be built up for all these reasons, the package of printed material dispatched to the students at regular intervals is an indispensable component of distance learning systems.

Broadcasting is used in some projects in association with the printed materials, either as a general rule or on selected courses. Instead of, or in addition to broadcasts, some projects use audio cassettes in combination with printed visuals, with all the advantages of making study easier and more flexible.

This paper discusses the presentation of instructional material for distance teacher education. Keywords: Model, Instructional, Material, Distance teacher education, Course. It is systematic and includes communication with the learner and training organization. It can be seen as industrialized form of training and learning. It is feasible to apply the methods developed for the industrial organization to the training.

According to Panzar (2012), this kind of learning takes place out of a learning environment. In narrow sense, the term refers to (virtual or physical) space in which the interaction between the learner and the learning material takes place. The learning material can reside in a virtual environment created in an information network.

These information spaces, if used for educational purposes, are therefore called virtual learning environment. The material should be organized into modules, and items of these modules should be organized hierarchically. The relationships between information items should be expressed clearly, possibly using visualization or typographical clues. The teacher should make sure it provides the possibility to use proposed paths through the material.

2.3 Sequencing of instructional materials

Sequencing is defined as the efficient ordering of the content in order to improve the learners understanding and help them achieve the objectives. Marison, Ross & Kemp (2007). While some

contents may be sequenced in several ways, some would be sequenced in one way for better presentation of the content. Sequencing also refers to the arrangement of the materials to provide for continuous and cumulative learning where complex concepts are taken only after prerequisite skills and concepts have been mastered. The sequencing should depend on the content that a history teacher teaches using the instructional materials.

We have also seen (Esteban, M. and Zapata, M., 1992) that this fact has its effect in content selection and organization, that is, that the concretion of the educative objectives will lead the teaching-learning processes and that it will also have effects in the other aspects of the curricular planning, mostly in the selection and in the approach of the learning contents, and in the evaluation of the learning process. This seems obvious, it's implicit in any process of curricular planning, and has its correlation in the corresponding formative interventions. Precisely, it should be pointed out that the various components of the Curriculum rationale, aims, contents, evaluation and resources which are usually treated separately are, in fact, interrelated. Therefore, in practice, we will have to check recurrently what we are doing, the results, compare them with the preset objectives and make the necessary improvements both in planning and in the formative intervention proper.

This is so much so that we will have to look back to enrich and redefine our previous formulations as we proceed in the study of each component. This practice also affects the selection and sequencing of contents. As we will see, these processes are included in the techniques we will be describing most times. Finally, we would like to mention that the considerations included in this work are closely connected with, or are the same, to the ones used for selecting, organizing and distributing learning contents in larger cycles than the ones of a formative module or of a curricular unit of any traditional program. The fact is that, for obvious reasons, this task is carried out by other instance and at other decision levels.

The aim of sequencing contents is to establish a certain order within them that will ensure the link between the educational objectives and the learning activities of the students, in such a way that the organization of the formative work guarantees the red. The realization of the formative interactions that are proper of the formative Programme, of the educational community or of the institution. We assume that the learning contents of a certain area are interdependent, and that the order in which they are presented is relevant to learning.

We will deal with three techniques to sequencing contents: the one based on content analysis, the one based on task analysis, and the theory of elaboration, which is the outcome of the attempt of combining the first two. This theory is highly recommended in the bibliography related to reform as guideline to learning sequencing. However, before sketching the sequencing criteria inherent to the theory of elaboration, it will be relevant to scrutinize the specific contribution of each of the two mentioned techniques in order to point out some elements which can be of use in

Dootile (2001), sequencing has six steps which includes concrete abstract sequencing, deductive, easy to difficult sequencing, hierarchical sequencing, procedural sequencing and scaffoldings. Zapata (2003) in his research says that the aim of sequencing contents is to establish a certain order within them that will ensure the link between the educational objectives and the learning contents of a certain area independent and that the order in which they are presented is relevant to learning.

2.4. Pacing of instructional materials

Refers to how much and quickly the lesson in the book are represented, the volume or the length should not overwhelm the students. It is an important consideration in reading, spelling, math,

history and social skills curricular areas. Students learn more when their lessons are conducted at a brisk pace. This enhances student attention and increases the number of response opportunities.

Pacing is present in every decision in the day-to-day practice of the classroom, since time is a constant element of the class. Teachers often ask themselves: How long do I spend on an activity, and how long should I have students spend talking to each other during paired activities? How do I end one activity and start another? How do I present and model an activity to students? What additional tools can I use to help students understand my presentations of the activities they are supposed to do? How do I make the various elements of one class hour fit together? These questions address several of the constituent topics of pacing, which include time allocation; transitions; framing and modeling; scaffolding; and sequencing, respectively.

Each of these elements plays an integral role in how the fabric of the class hour is stitched together. By considering these items generally and examining the first of them in detail, this paper hopes to add to our understanding of the constitutive components of time in the classroom. Historically, pacing by and large seems to have been seen as something teachers intuitively “just know how to do.” In fact, to my knowledge, little research has specifically treated pacing, with the work that looks at pacing focusing more on larger questions like the sequencing of didactic units rather than on the day-to-day sequencing practice in the classroom.

Opportunity to learn is much dependent upon pacing. Pacing may be broadly defined as ‘the rate at which new instructional material is introduced to students’ (Barr & Dreeben, 1983, p. 33).

Ensor et al., 2002, p. 15) associate slow pacing with the treatment of students by the teacher as a ‘relatively homogenous group rather than as a collection of individuals with different interests and pedagogic careers’ and the lack of individualized evaluation.

Three distinctions emerge with respect to time as a research variable within the school effectiveness tradition: research focused on the allocation of time (which is focused on time scheduling); research considering academically engaged time (which looks at opportunities for learning and student engagement); and research on pacing. Here our broad concern is within the academically engaged time framework.

The discussion that follows draws on Bernstein's (1971) concept of framing. Framing refers to the degree of control teacher and pupil possess over the selection, organization, pacing and timing of the knowledge transmitted and received in the pedagogical relation. While daily pacing is admittedly just one of the many elements that make up teaching practice, its integral position—tied to the fact that time is continually “ticking by” in the classroom—affords pacing a unique and important position in the study of teaching practice.

This project thus examines a case study in an attempt to provide an introduction to the field of pacing and shed light on one of its sub-components, time allocation and the timing of activities. Hopefully, the results will allow for continued reflection on and attention to this vital element of the classroom. According to

Gerstern, R.M (2008) says that a teacher teaching history should prepare well and following the steps of pacing which includes to organize material, maintain a brisk pace, ask questions and corrective feedback and manage feedback and manage classroom behaviour. History teacher should take his time to organize the materials that will be presentated in the classroom. Also make lesson materials readily accessible to students to decrease interruptions during work time. Maintaining a brisk pace Gersten (2008) says in his research that a moderate pace of instruction is

the best, that is, not too fast a pace does not promote learning or on task behaviour, nor does a pace that is too slow.

2.5 Material preparation

Is the first step a history teacher needs to do in using the material. The goal of material preparation is to create material that can serve as resources for effective learning, Richards (2001:262). Brown (2015) also says that material preparation is considered as a process of developing material as a resource of learning and teaching as an answer to uncovered suitable materials that dissatisfy the needs of the learner. Schdman (2002) in developing material, there are process to follow which include preparation, selection, adopting and tailoring to student characteristics. As a result, the history teacher should evaluate the existing course book (Brown, 2015).

2.6 Material implementation

Is representing materials and activities in the class. This stage is carried out to see how a teacher and a student use the materials for the most effective use of them. At this stage, the study tries to discover how the history teacher is prepared to use the materials and how the student responds to the teacher use of the material. While numerous studies show that high-quality curricula affect student achievement, adopting such curricula is just the beginning. In fact, new research on the topic found that even when elementary schools used highly rated math textbooks, there was little evidence of differences in average student achievement growth. The researchers suggested that differences in use and support could influence a given textbook's efficacy.

In August 2018, the Center for American Progress published a report examining the extent to which public school districts have chosen to adopt highly rated instructional materials.² As part of that research, the authors spoke with representatives from districts that had served as models because they had adopted and implemented instructional materials rated as highly aligned to the Common Core State Standards across grade levels and subject areas. These district representatives and other experts emphasized the importance of thoughtful processes for implementation of new curricula, especially instructional materials that were intentionally designed to facilitate shifts in teacher practice.

This new report continues that research, examining five different approaches to successful professional learning as it relates to the implementation of high-quality instructional materials. It shares lessons learned that districts and school leaders should consider as they prepare teachers and provide them with the knowledge and skills to ensure that the adoption of high-quality instructional materials translates into improvements in student achievement. These case studies demonstrate that when provided with the appropriate supports, teachers can develop the content and pedagogical knowledge that they need to help their students successfully tackle the challenging material found in high-quality curricula.

Graves (2003) says that the purpose is to show some of the ways language teachers use the materials and techniques they set up in the lesson plan. Teachers try out the materials prepared before and scrutinize the material for the most effective use of it. For this purpose, with reference to Graves (2003) classroom observation helps to see first, how the teacher organizes the materials, second, what out of the materials frequently used and third, the strategies to use the material. These three factors correspondingly will determine the effectiveness of the instructional material a history teacher needs to prepare the lesson.

2.7 Challenges experienced by history teacher

2.7.1 Environmental Factors

Roxanne (2012) Part of the application of teaching aids or instructional materials process is the target population for whom the material is to be used and setting or vicinity where the learning should take place. Poor vicinity may be a challenge to the history teacher as he/she tries to prepare the materials.

2.7.2 Teacher professional knowledge and technical know how

Since educational communication and technology is a fairly new area of importance in education, it is a lightly technical field and to understand how it work can affect the instructional delivery, the history teacher first has to understand the operational functionality of the resource kits. Roxanne (2012) says that teachers have a great impact on the effective application of teaching aids or instructional materials, this is because the teacher uses need to understand the sequential presentation of the instructional gadgets so as to suit the interests of the learner and its appropriateness with the instructional tasks. If the teacher does not have the knowledge to handle the material it will be hard for her to prepare the material and use them in a class setup.

2.7.3 Time constraints

Roxanne (2012) says that Time is also a serious problem or factor that usually delay the effective use of instructional material in effective instructional delivery in the class, because in most cases

the time that is allocated for a subject on the timetable might not be enough for the history teacher to use the instructional material to present his contents alongside with effective use of the materials which will affect the wholesome delivery of the content.

2.7.4 Financial constraints

This factor seems to be the handicap why most educational institutions are unable to acquire relevant teaching equipment's and materials. In line with this, students and history teachers will lack on the opportunity to learn and use new techniques in the field. There are sophisticated teaching instructional material that can make learning easier and factor such as computer-aided program but lack of funds has effect on its implementation.

2.7.5 Non availability of instructional material in schools

Many researchers argue that availability of the material appears to be the most consistent factor in predicting teacher effectiveness towards use of instructional material. Studies in different countries show a correlation between material e.g. textbooks in the classroom and students' performance. Chingos & West (2010) warns that mere availability of materials are therefore not enough. More innovative ways of understanding how schools work and how quality may be improved are the issue. However even if the school has instructional learning materials to use such as textbooks they still can fail if this these material is not revised because some of them may be out dated or not relevant to the curriculum.

2.8 How to overcoming the challenges

2.8.1 Provision of funds by the school authorities and the government

The study of Roxana (2012) show that lack of funds is a big challenge to the use of instructional materials by the teachers and therefore those materials and computer aided equipment. Therefore, the school authority should make sure the funds are distributed to teachers to purchase the material needed for history learning and other subject.

2.8.2 Organizing of workshops on how to use instructional materials

Workshops are places where a teacher can get knowledge and skills from his fellow teachers on how to use some of the instructional material. School management has to put on plans to organize such workshops and allocate funds to support this.

2.8.3 The provision of the instruction materials needed for teaching by the authority

The school authority should make sure that the teachers teaching history get the material needed for the lesson. It is availability will make teaching easier by using instructional material hence the learning objectives will be achieved by the teacher.

2.9. Theoretical framework

Instructional Material Theory

Instructional material theory assumes that there is a direct link between the materials that the teachers use, and the students' learning outcomes. These outcomes include higher abilities to learn, quality strategies to learn and perform classroom activities and positive attitude towards learning. Further, these theories assume that instructional materials have the capacity to develop into students the highest order of intellectual skills as they illustrate clearly, step by step how to follow the rules/principles and elaborate on the concepts, all of which have positive impact on solving new problems by analyzing the situation and formulating a plan (*Gagné et al. 2005*).

Gagne et al, instructional material can be used to develop higher learning abilities to the learners through self-teaching or guided learning. This implies that the instructional materials mainly comprise "eliciting performance" and "providing feedback on performance correctness," in addition to "providing learning guidance" for guided discovery learning. Many of these ideas have capacity building undertones with themes of students' acquisition of critical thinking and problem-solving skills.

However, the study argues that instructional materials or technology in education is to stretch students' imagination and to encourage them to solve problems in their lives. Similar ideas are held by Lev Vygotsky, a Russian psychologist who held a view that tools and signs, which are in a form of instructional materials, have the capacity to develop in student's higher level of thinking, which is important in problem-solving activities. However, since they are considered to be domain-specific, the ways instructional materials can start cognitive development is yet to be studied with respect to classroom teaching. Thus, this study stretches these vie

2.10. Conceptual Framework

Conceptual Framework represents the relationship between the independent and dependent variables. The conceptual framework of this study is the challenges of using instructional materials in the teaching of history in public secondary in Trans Mara West, Narok County.

Independent variable

Dependent Variable

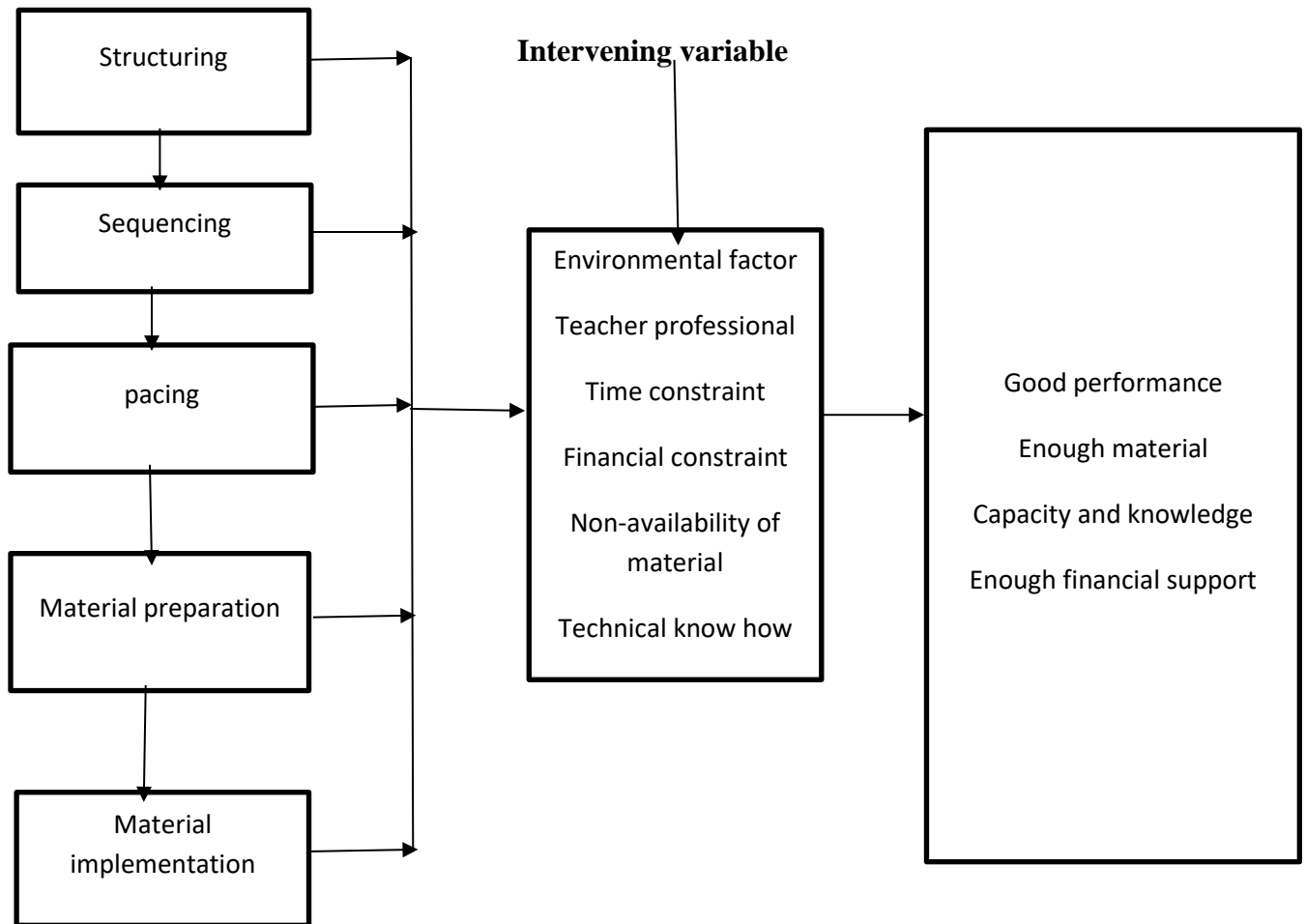


Figure 1. Conceptual Framework

The conceptual framework has five independent variables which are informs of; structuring, sequencing, pacing, material preparation and material implementation which has the influence on

the dependent variables. The intervening variables include; environmental factor, teacher professional and technical knowhow, time constraint, financial constraint and non-availability of the material.

2.11 Summary of literature review

This chapter has assessed the contribution of different scholars on the challenges of using Instructional materials in teaching of History in Trans-Mara west sub-county, Narok. The study assessed what the scholars says about structuring of instructional materials, distance learning, sequencing, pacing, material implementation and preparation. The studies was quite important because each research field had different results because each research was in different kind of environment.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTON

This chapter deals with methodology that will be used in the study. Includes research design, the target population, sampling techniques and sampling procedure, the sample size, research instruments, validity and reliability, data collection procedures and analysis.

3.2 Research design

Kothari (2008:36), defines research design as the arrangement of conditions for conducting and analysis of data in a manner that aims to combine relevance to the study, relevant to the research purpose with the economy in procedure. It is the conceptual structure within which research is conducted. Mugenda and Mugenda (2012) survey design is ideal for collecting data that is intended to describe a population characteristics that is to target observe directly.

It would be a very difficult task to study cases of the challenges of using instructional materials in the teaching of history in public secondary schools in the entire country and therefore the decision to narrow down to a small area, in this case ,a decision of the county. The researcher will also use research design to find out the challenges of using instructional materials in the teaching of history in public secondary schools. Both quantitative and qualitative research approaches will be used. Quantitative research will enable the researcher to collect data that will enhance answering of research questions.

On the other hand qualitative approach will enable the researcher to have an in-depth understanding of the topic of research as observed by Ogula (2005). The mixed design will be used in the sample and sampling procedures, data collection instruments, data collection procedure and data analysis. The specific research design in this study will be descriptive survey design. According to Orodho (2005), he said that, descriptive survey design gives a quick description of how things are.

3.3 Area of the study

Sitati (2006) Trans Mara district was an administrative district in the former rift valley province of Kenya. Its capital town is Kilgoris. The district has a population of 170 000 according to 2019 census and an area of 2846km². Transmara district was established in 1994 after the split of Narok district under the 2010 constitution of Kenya. The name refers to the territory “across the mara river”, from the perspective of the rest of Narok county. Transmara today is still used to refer to the geographical area. It is mainly occupied by Maasai community and small other sub-ethnic communities which includes the Luhya, Kisii, Kalenjin and Kikuyu community. In terms of education it is a center of a number of institutions such as Sitoka, Mosiro, Romosha, Shartuka, KIipupu, and Karda, Poroko friends, Sosio and Enosaen girl’s.

3.4 Target population

Mugenda and Mugenda (2003:9), defines target population as that population which a researcher intends to collect his data from. Trans Mara consists of 25 public secondary schools with a population of 3000 students. The researcher targets 300 students’ seven schools. Teachers will also be included in this research.

3.5 Sample techniques and procedure

Before distributing the questionnaire the researcher divided boys and girls in strata according to their classes. Students in each strata were numbered and members written on small piece of paper and put in different containers. Using simple random sampling, the required number of students was picked from each stratum. History teachers were drawn from the school under study using purposive and stratified method.

3.6 The Sample size

3.1 Sample frame

Types of respondents	Target population	Sample population
Form 3 students	300	90
History teachers	20	10
Total	320	100

Smith (2004) sample size is the number of observations for calculating estimate of a given population. Representative size should be at least 30% of the whole population for easy interpretation and analysis of data.

3.7 Research Instruments

Khan (2008) this are tools used to collect data in order to answer research questions. Mugenda & Mugenda (2003) advise that in a scientific research, the most appropriate instrument used to collect data includes administration of questionnaire as an appropriate data collection method. Questionnaires were directed to all history students and teachers in Trans Mara West.

3.7.1 Questionnaire for students

Consisted of different parts i.e. part one had questions on demographic information such as age sex and other personal information about a student. Part two had questions on attitude concerning history. Part three had questions on tools, procedures and methods of teaching and part four challenges and part five had ways of curbing the challenges.

3.7.2 Questionnaire for teachers

The researcher also administered questionnaire to teachers in selected secondary schools under study. Just as those of students it was divided into five sections. Both closed and open ended questions were used in order to create room for free expression from the respondents. Opinions and suggestions was sought out.

3.8 Validity and Reliability of research instruments

3.8.1 Validity

Mugenda (2008) defines validity as the accuracy and meaningfulness of interferences. The internal and external validity of the instruments was tested by discussing them with my peers and consulting the experts in the history department. The suggestions made will be used to improve the instrument.

3.8.2 Reliability

Bell (2010) reliability refers to the extent to which a test or procedure the same results under constant conditions on all occasions. To make sure that there was reliability, the researcher carried out a test-retest where the questionnaire were returned to the same respondents after a period of two weeks. The results are expected to be the same for reliability.

3.9 Data collection procedure

Data collection procedures were followed systematically. For a start two weeks to commencement of data collection exercise, a research authority letter was sought from Deputy Principal academic at M.I.U.C. The letter was presented to the authorities of the secondary schools under study. Upon being granted permission to carry out data collection, the researcher prepared for data collection exercise in a weeks' time.

The researcher visited the secondary schools in person, met the respondents and made the necessary instructions. The researcher assured the respondent of the confidentiality of any information they would provide and requested them not to write their names on the questionnaire forms. The researcher in liaison with the class teacher administered the questionnaire and collected them immediately to minimize cases of answered questionnaires.

4.0 Data analysis procedure

Kombo & Tromp (2006) data analysis refers to examine data that has been collected in a survey and making deductions and inferences. It also involves uncovering underlying structures, extracting important variables, detecting any anomalies and testing any underlying assumption (Khan, 2008). The data collected was analyzed using simple tales, frequencies and percentages.

4.1 Ethical Consideration

While this research will contribute to knowledge on the challenges of using instructional materials in the teaching of history in Public Secondary in Trans Mara West sub- County it maintained utmost confidentiality about respondents. The researcher will explain to the respondents the importance of data to be collected. They will be informed that all data in the questionnaires would be treated with confidentiality. Where necessary, clarification will be made on the items of the

questionnaire. The respondents will not require to indicate names on the questionnaire and the researcher will ensure that all respondents will be given free will to participate and contribute voluntarily to the study. Books, journals used for the study were cited both in-text and in the references.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents findings of the study. The presentation starts with data on questionnaire return rate then followed by demographic information of the respondents. The raw data collected during the research process was analyzed as per the research objectives and research questions under the following sub headings; how are history teachers prepared to use instructional material, what are the challenges affecting the process and how can this challenges be curbed.

4.2 Questionnaire return rate for respondents.

As per the sample frame, 100 respondents were expected; 10 history teachers and 90 history students. Table 4.1 below represents the questionnaire return rate by the actual respondents in the study. This response rate was enough and representative for the analysis and statistical reporting.

Table 4.1 Questionnaire's return rate by the respondents

Category of respondents	Expected	Actual	Percentage
History teachers	10	7	70
History students	90	80	88.89
Total	100	87	87.0

The questionnaire return rate for history teachers was 70.0% and that of the students was 88.89%. The average questionnaire return rate was 87.0% which was considered a reliable representation of target population.

4.3 Demographic information of respondents

The researcher sought to find the demographic information of teachers and students and information analyzed was presented in tables form.

The gender of history teachers involved is presented in table 4.2 below

Table 4.2 Gender of History teacher

Gender	Frequency	Percentage
Male	2	28.57
Female	5	71.43
Total	7	100

From the table above, it can be noted that majority of history teachers, 5 (71.43%) are female this is true according to the perspective that majority of female teachers like art subjects. Lack of male history teachers role models in history position may have a negative effect on response hence gender can affect the kind of response attributed towards the challenges of using instructional material in teaching of history. This research also sought to data on the age of history teachers. The table 4.3 presents the age in years of history teachers who participated.

Table 4.3 Age of history teachers

Age in years	Frequency	Percentage
Below 25years	1	14.29
25-30years	3	42.86
31-40years	2	28.57
41-59years	1	14.29
Above 50years	0	0.0
Total	7	100

Out of 7 history teachers who were sampled, majority 5 (71.43%) were between age brackets of 25-40 years old, thus, they are mature to be among the respondents in this study because they have come across many instructional materials while teaching. The data of professional training of history teachers was also collected and presented in the table 4.4 as shown below;

Table 4.4 Professional Training of history teachers

Professional training in teaching	Frequency	Percentage
Diploma	0	0.0
B.ED.	5	71.43
M.Ed.	2	28.57
PhD	0	0.0
Total	7	100

The study shows that majority of history teachers, 5 (71.43%) had a bachelor's degree in education. The study also involved 80 students who participated. Table 4.5 represents the gender of history students who participated.

Table 4.5 Gender of history students

Gender	Frequency	Percentage
Male	35	43.75
Female	45	56.25
Total	80	100

There were 35 (43.75%) male and 45 (56.25%) female history students in the sampled seven schools who participated in the study. They were form three history students because they were presumed to understand the items under study. The study sought to establish from students if they had used instructional material in history classes so as to compare the clarity of the information given and the findings.

4.4. Preparedness of history teachers to successful integrate instructional materials

4.4.1 Teachers responses

Respondents gave their views on questions aimed at answering the question; how are history teachers prepared in using instructional materials in teaching history in public secondary schools? The responses were analyzed in frequency and percentages and presented in table 4.6. Below. Teachers were asked to rank as Agree (A), Undecided (U), Disagree (D); steps needed for history teacher to be prepared to use instructional material.

Table 4.6. Teacher’s response on steps required for proper preparation in using instructional materials

Statement	A		U		D	
	F	%	F	%	F	%
Structuring of instructional materials is Important before lesson	6	85.71	0	0.0	1	14.29
Distance learning of history using instructional Materials requires a lot of preparation	5	71.43	1	14.29	1	14.29
As an history teacher sequencing of instructional Materials makes the lesson easy to handle	6	85.71	1	14.29	0	0.0
Instructional materials should undergo pacing Before pacing	7	100.0	0	0.0	0	0.0
Instructional materials requires implementation For it to be ready for use.	6	85.71	0	0.0	1	14.29

n=7

Table 4.6 above shows that out of 7 history teachers, majority of them responses shows that preparedness is a key factor in teaching history using instructional materials. The analysis of the findings was indicated as shown below; on whether structuring of instructional material is important before lesson 6 (85.71%) of teachers agree and 1 (14.29%) of teachers disagree, On whether distance learning of history using instructional material requires a lot of preparation majority of teachers 5 (71.43%) agree with the statement this implies that distance learning of history requires a lot of resources for it to be effectively achieved.

The researcher also wanted to find out if sequencing of instructional materials makes the lesson easy to handle and 6 (85.71%) agree that sequencing is important since it makes teachers prepared for lesson properly before class and to whether instructional materials should undergo pacing before teaching, all teachers under study agree that pacing is the most important step under preparation of history teacher towards using instructional materials. The researcher also wanted to find out if the instructional material requires implementation for it to be ready for use and majority of teachers 6 (85.71%) agree that it is important for a teacher. The researcher therefore concluded that the steps for preparation of history teacher are most important for any teacher for the successful use of instructional materials. The study also sought to find out the response of students concerning the steps for proper preparation of history teachers in using instructional materials. The responses was analyzed in the table 4.7 below.

Table 4.7. Student’s response concerning steps required for proper preparation in using instructional materials.

Statement	A		U		D	
	F	%	F	%	F	%
Structuring of instructional materials is Important before lesson	55	68.75	15	18.75	10	12.50
Distance learning of history using instruction Materials requires a lot of preparation	47	58.75	23	28.75	10	12.50
As an history teacher sequencing of instruction Materials makes the lesson easy to handle	66	82.5	1	14.29	13	16.25
Instructional materials should undergo pacing Before pacing	67	83.75	13	16.25	0	0.0
Instructional materials requires implementation For it to be ready for use.	76	95.0	4	5.0	0	0.0

n=80

The table 4.7 above shows the responses of 80 history students from the sampled 7 public schools concerning the preparedness of history teachers. The results of the findings was analyzed as indicated below; 55 (68.75%) of students agree that structuring of instructional materials was very important for teacher preparedness in using instructional materials, 47 (58.75%) of students agree with the statement that distance learning of history using instructional material requires a lot of preparedness. On the statement of sequencing of instructional materials, majority of students 66 (82.5%) agree with the statement while 67 (83.75%) of the students agree that instructional materials should undergo pacing before teaching. The researcher also sought to find out from students if instructional materials requires implementation for it to be ready for use and majority

76 (95.0%) of students agree with the statement. From the data findings, it shows that any history teacher cannot have successful teaching of history using instructional materials without undergoing the steps under study.

4.7 Challenges affecting history teacher preparedness.

The researcher wanted to find out the challenges affecting history teacher preparedness towards using instructional materials.

4.7.1 Teachers response

The analysis of the findings indicates that 6 (85.71%) of teachers says that financial constraints has a very great influence on the use of instructional material. This means that the school has to be stable financially in order to be able to use instructional materials effectively. Availability of instructional materials is another key factor to be considered. This can only be achieved when there is enough finance to purchase the materials. All teachers agree that non-availability of instructional materials in schools affects the way a teacher has to prepare in order to teach. Therefore more finance results to more materials.

On whether time constraints is a challenge, 5 (71.43%) of teachers totally agree because when time is not enough, a teacher cannot be able to deliver the content using instructional materials at the same time. The knowledge of teachers and understanding of the materials is also a big challenges as from the findings where 6 (85.71%) of teacher agree. When a teacher does not know how to use the material, then it becomes a challenge for him/her to teach. This therefore requires training of teachers on how to use some instructional materials.

The statement on whether environmental factor affects the use of instructional material had a divided response where 4 (57.14%) of teachers says yes and 3 (42.86%) of teachers says no. The majority however agree that environment also affects the use of instructional materials.

The researcher therefore concluded that if more finance has to be distributed to schools and teachers have to undergo training.

4.7.2 Students responses

The findings of the research shows that 58 (72.5%) of students agree that financial constraint is a key challenge towards using of instructional materials among history teachers. It was also found that 70 (87.5%) of students agree that lack of materials is also a challenge. This means students do not learn using instructional materials because they are not available. The issue of time constraints was also a factor of study where by the response was divided but majority of students agreed that time constraint is also a challenges since use of instructional materials requires a lot of time to use and if time is too short the content delivery may be affected. Teacher's professional knowledge was also viewed as a challenge since majority of students 76 (95.0%) considered it as challenge since when a teacher lacks enough knowledge to deal with instructional material, he/she might find it hard to use the material.

Environmental factor had 51 (63.75%) of students who said it a challenge. It is therefore clear that the challenges mentioned above when not curbed will be of great impact to the success and preparation of history teachers when using instructional materials. For this reasons the research sought out to find the ways of curbing the challenges mentioned above and discussion of the findings analyzed.

4.8 Ways of curbing the challenges experienced by teachers.

The researcher also wanted to find out what can be done to curb some of the challenges experienced in the process of teacher preparedness using instructional materials to teach history.

This findings was led by a research an opinion questions (list some of the ways of curbing the challenges experienced) and only 40 (50%) of the students and who gave their opinions while the rest did not write while all teachers gave their opinions. Their opinions were combined and this are some of the ways of curbing the challenges; further training of teachers on how to use the instructional materials, creating more time on the use of instructional materials, conducive environment, seeking financial support from the government, the school management to buy the materials, workshops should be organized to help teachers acquire knowledge and encourage students to have positive attitude towards use of instructional materials.

4.9 Conclusion and Summary

This chapter gives the analysis of data collected through questionnaire on the challenges of using instructional materials in teaching of history in Trans Mara west-sub- county, Narok County. In conclusion we can say that history teachers have to well restructure, sequence, pace, implement and prepare well the instructional materials before teaching. Most of the respondents agree that is the only way for the challenges to be solved for efficiency teaching.

CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary of the study purpose and objectives and brief summary of the findings conclusions, recommendations and suggestions for further areas of research.

5.2 Summary of findings

The purpose of this study is to find out the challenges of using instructional materials in teaching of history in Trans Mara west sub-county, Narok County. The Findings are summarized according to the objectives as follows:

5.2.1 Preparedness of history teacher to successful use of instructional material.

The first objective of the study was to examine the preparedness of history teachers to successfully integrate instructional materials in the teaching of history. The study had different ways or steps through which history teachers have to prepare in order to achieve the objective mentioned. From the findings, it shows majority of teachers 6 (85.71%) and students 68.75% agree on idea that structuring of instructional materials is a key factor before going to classes. As a teacher you have to be well prepared and this needs structuring process. Distance learning of history using instructional materials was also a major preparation and from the findings 71.43% of teachers and 58.75% of student says it is good to put distance learning into consideration.

Sequencing as discussed is major factor where 85.71% of teachers and 82.5% of students response that without sequencing it is hard for a history teacher to use available instructional materials.

Pacing of instructional materials had a response of 83.0% from students and all history teachers so the importance of pacing before using instructional materials. Implementation is a process that occurs in almost every think concerning learning, even in using instructional materials, 85.71% of teachers and 95.0% of students agree that for materials to be used it must be implemented. Therefore for successful teaching of history using instructional materials a good teacher must undergo all the preparation steps under discussion.

5.2.2 Challenges affecting history teacher preparedness

The second objective of the study was to examine the challenges encountered by history preparedness towards using instructional materials. The results indicates that 75.0% of teachers and 79.69% of student's agree with the challenges mentioned which includes; financial constraints, non-availability of instructional materials in school, time constraints, teachers professional knowledge and technical know-how and environmental factors. This implies that the school management has a lot of work to do in terms of making sure the resources needed for learning are allocated to history teachers. Despite also the high level of professional training of teachers, the findings shows that most of them do not receive further training or attend symposiums, conferences and crusades to expand their knowledge on matters of using instructional materials.

5.2.3 Ways of curbing the challenges

The second objective of the study was to examine the ways of curbing the challenges mentioned as the one affecting teacher's preparedness in using instructional materials. The results indicates that the 40% of students who gave out their opinion and the 7 teachers gave their opinions and it was combined as indicated below; further training of teachers, creating more time to use instructional materials, conducive environment should be created, seeking financial support from the government, school management to buy the materials, organizing workshops and seminars to help teachers acquire knowledge and skills on how to use instructional materials and positive attitude should be created among students towards use of instructional materials in schools for teaching. For the success of using materials the school has to be in front line of supporting the teachers throughout the preparedness.

5.3 Conclusion

On objective one we find that the main items which were under study concerning the preparedness of teachers such as structuring of instructional materials, proper preparation before carrying out distance learning, sequencing of the materials, pacing of instructional materials and implementation were all agreed as the ways an history should do to use the materials in good way.

On objective two we find out the students and teachers view concerning the challenges encountered when using instructional materials includes financial constraints, non-availability of instructional materials in schools, time constraints, teacher's professional knowledge and technical know-how and environmental factors. On objective three the suggestions were given from both the teachers and students in schools under study and their views included; Further training of history teachers, creating time on which instructional materials can be used, creating a conducive environment,

seeking financial support from the government, creating a positive attitude in students towards use of instructional materials, organizing some workshops for teachers and even some students trained on how to use the resources.

5.4. Recommendations

In view of the findings the study therefore makes the following recommendations:-

- i. The management of schools under study; Shartuka Boys, Enoosaen Girls, Poroko Friends, Sosio Secondary, Kilgoris Girls, Kilgoris Boys and Oltanki secondary should provide the required instructional materials to teacher such as computers, video tapes, charts photographs and Podcast.
- ii. The Kenyan government should support the schools with installing instructional equipment's they can use during history classes
- iii. History teachers should be encouraged through sponsoring them by the school management to seminars and conferences so that they acquire knowledge and skills on use instructional materials.
- iv. The schools such as Oltanki secondary and Sosio secondary should be given more time for students to use instructional materials because this creates positive attitude to students.
- v. The school learning environment should be conducive for students to successfully integrate on use of instructional materials both in class and outside the classroom. The environment should be user friendly.

5.5. Areas for further study.

- i. There is need to carry out the research on the importance of using instructional materials in teaching history
- ii. A research should be carried out on the challenges of using instructional materials among public secondary school students
- iii. There is need to carry out a research on preparedness of other subject teachers to successful integrate instructional materials in the teaching.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR TEACHERS

Dear teacher,

This study is to investigate the challenges of using instructional material in the teaching of history in public secondary schools in Trans Mara West-Narok County. Please answer all questions by putting a tick (✓) against the information applicable to explain your response. The information given will be treated with the outmost confidentiality. Your honesty and cooperation in filling this questionnaire will be most appreciated. Please do not write your name.

SECTION A: BACKGROUND INFORMATION

1. What is your gender?

Male [] Female []

2. Indicate your age group.

Below 25 years [] 25 -30 years [] above 50 years []

31-40years [] 41-50 years []

3. How many years have you been a teacher to this school?

Less than 1 year [] 1-2 years [] 3-5 years []

6-10 years [] above 10 years []

4. What is your professional qualification

Diploma [] M.Ed. [] Other specify []
 B.Ed. [] PhD []

5. How many History lessons do you teach per week?

6. Do you have all course books for teaching history subject?

Yes [] No []

SECTION B: ATTITUDE SCALE FOR TEACHERS

Please tick (√) the correct response.

KEY: A-Agree, U-Undecided, D- Disagree.

	STATEMENT	A	U	D
10	Structuring of instructional materials in important before lessons			
11	Distance learning of history using instructional material requires a lot of preparation.			
12	As an history teacher sequencing of instructional materials makes the lesson easy to handle			
13	Instructional materials should undergo pacing before teaching			
16	Instructional materials requires implementation for it to be ready for using.			

SECTION C: Challenges affecting preparedness of using instructional materials

Below are challenges affecting history teacher preparedness in using instructional material.

Indicate Yes [] or No [] to your response.

Financial constraints Yes [] No []

Non availability of materials Yes [] No []

Time constraints Yes [] No []

Teacher professional knowledge and technical know-how Yes [] No []

Environment factors Yes [] No []

SECTION D: OPINION QUESTION

26. List some of the ways of curbing the challenges mentioned above

i)

ii)

iii)

iv)

THANKS FOR YOUR PARTICIPATION.

APPENDIX B: STUDENTS QUESTIONNAIRE

Dear student,

This study is to find out the challenges of using instructional materials in the teaching of history in public secondary schools in Trans Mara West-Narok County. You have been identified as one of the respondents in the research. Please answer all questions. Information you give will be handled with confidentiality. Your honesty and cooperation in filling this questionnaire will be appreciated. Do not write your name.

SECTION A: DEMOGRAPHIC INFORMATION

1. Gender

- a) Male [] b) Female []

2. Age

- a) 14-16 [] c) 21 and above []

- b) 17-20 []

3. School

- a) Mixed []

- b) Boys []

- c) Girls []

SECTION B: FACTUAL INFORMATION

4. Do you have a learning library in your school? Yes [] No []
5. Do you learn History subject using using different methods? Yes [] No []
6. Do you enjoy history classes? Yes [] No []
7. Do you have enough history learning materials in your school? Yes [] No []
8. Do you have e-learning in your school? Yes [] No []
9. Do you feel safe while using instructional materials in learning? Yes [] No []
10. Does non- availability of instructional materials in schools affect the use of instructional materials? Yes [] No []
11. Does financial constraints has influence on the type of instructional material to be used in teaching of History? Yes [] No []
12. Do you have enough classrooms for learning? Yes [] No []
13. Do you think environment contributes towards the use of instructional materials in teaching of History? Yes No []
14. Do you have qualified and professional History teachers? Yes [] No []
15. Does teachers professional knowledge and technical knowhow affects the use of instructional materials in teaching of History subject? Yes [] No []

SECTION C: ATTITUDE SCALE

Below are series of statements with five (5) possible questions ranging from Agree (A), Undecided (U), and Disagree (D). Indicate the answer that most closely appropriates your opinion concerning the challenges of using instructional materials in the teaching of history by ticking (√) in the spaces provided.

	STATEMENT	A	U	D
16	Structuring of instructional materials in important before lessons			
17	Distance learning of history using instructional material requires a lot of preparation.			
18	As an history teacher sequencing of instructional materials makes the lesson easy to handle			
19	Instructional materials should undergo pacing before teaching			
20	Instructional materials requires implementation for it to be ready for using.			

SECTION D: Challenges affecting preparedness of using instructional materials

Below are challenges affecting history teacher preparedness in using instructional material.

Indicate Yes [] or No [] to your response.

Financial constraints Yes [] No []

Non availability of materials Yes [] No []

Time constraints Yes [] No []

Teacher professional knowledge and technical know-how Yes [] No []

Environment factors Yes [] No []

SECTION E: OPINION QUESTIONS

List some of the ways of curbing the challenges above

i.

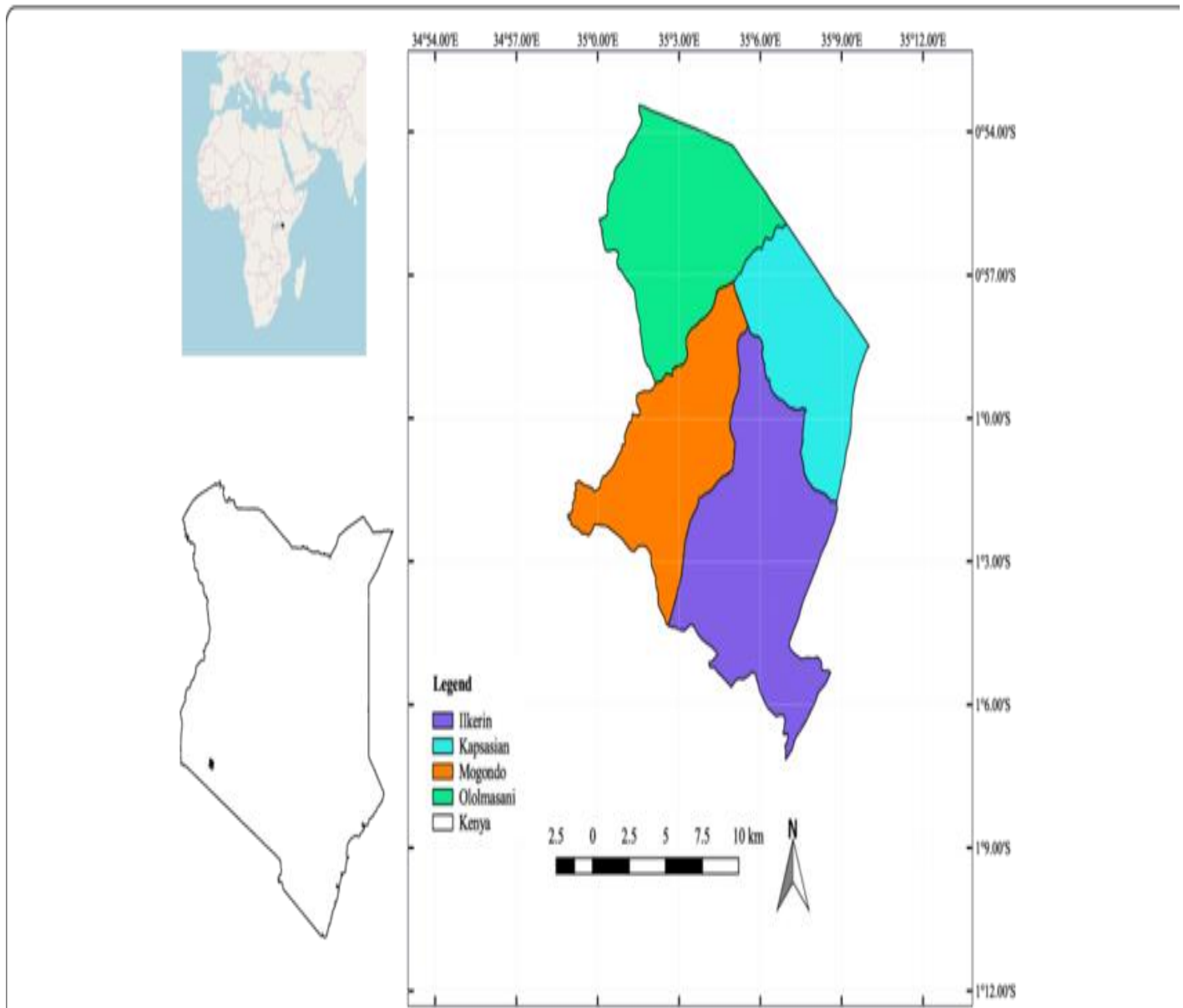
ii.

iii.

iv.

THANKS FOR YOUR PARTICIPATION

APPENDIX C: A MAP OF TRANS-MARA WEST SUB-COUNTY



APPENDIX D: LETTER OF RESEARCH AUTHORITY



MARIST INTERNATIONAL UNIVERSITY COLLEGE

Constituent College of The Catholic University of Eastern Africa
Langata Road, P.O. Box 24450 – 00502 Karen, Nairobi
Phone: 254 – 20- 2012787, 2012797; Fax 254 – 20- 2389939; 0722391091

OFFICE OF THE PRINCIPAL

RESEARCH AUTHORIZATION

9th August 2021

TO WHOM IT MAY CONCERN

RE: LEMISO Christine Seyiano B. Ed/G/82/17/18

The person named above is registered as a full-time student at Marist International University College. We kindly request you to assist her carry out the research exercise.

The research topic is:

Challenges of Using Instructional Materials in the Teaching of History in Transmara West Sub-County, Narok County.

The research project is being undertaken as a partial fulfillment of the requirements for the award of Bachelor of Education in this institution.

We would, therefore, be most grateful if you kindly facilitate the exercise in whichever way possible.

Thank you in advance for your assistance.

Yours sincerely




Br. Dr Vincent de Paul Kouassi
PRINCIPAL