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# Assessment of Strategies Used by Teachers of History in Enhancing Performance in Form Four National Examinations in Mwanga District, Tanzania

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## **Abstract:**

*The purpose of this study was to examine the extent to which selected strategies are effective in reducing mass failure of history in secondary schools in Mwanga District. The study employed Convergent parallel design. The population of the study comprised of Heads of schools, teachers of history, students and DEO totaling to 2311. The sample used was 235 selected using probability and non-probability sampling techniques. The study instruments were questionnaire, interview guide and documentary analysis guide. Cronbach alpha was used to estimate reliability. Data was presented in frequencies, percentages and tables. The researcher used Chi-square to test the hypothesis. The study found that, teachers of history put more effort on encouraging students to attend remedial class, providing feedback frequently, to motivate students frequently, and ensuring that there were enough teaching and learning resources, encouraging students to do tests and assignments frequently as termed as best strategies. Basing on hypothesis testing, the study concluded that, there is a significant relationship between strategies used by teachers of history in secondary schools and students' academic performance in history subject in Mwanga District. Lastly this study recommends that, in order to achieve in history, the government should ensure that there are enough teaching and learning resources, provide in-service training every year to update teachers of history in their skills and create in them competence in using different strategies.*

**Keywords:** Assessment, teachers and performance

## **1. Introduction**

### *1.1. Background to the Problem*

Lumpkin and Multon (2013) argue that, there is no universally accepted stand on how effective teaching should be defined and how it should be measured. A possible causative factor for this "difficulty" is that different subjects are organized differently and have differing approaches as regards inquiry and analysis (National Academy of Sciences, 2000). For example, the approach a history teacher may use to teach the 1948 Riot in Ghana will certainly differ from how a Mathematics teacher would teach Algebra or how a Science teacher would teach Cell Division

The Tanzania Development Vision (TDV) of 2025 states that education should be treated as a strategic means for mindset transformation and creation of a well-educated nation, sufficiently equipped with the knowledge needed to solve the development challenges, which face the nation (MFEA, 2010). Although the government of Tanzania is still making big efforts to ensure that all students acquiring education, for example, the education policy 2014 of fee free education from standard one to form four is one of the efforts, the challenge is still there, students are performing poorly, especially in the history subject (Arts subjects), while in Kiswahili at least students perform better compared to history in Mange district.

However, the questions arise: Which types of strategies should be given room that will offer a permanent solution to our secondary schools in order to enhance performance in history in Mwanga District? Do the teachers understand the importance of applying appropriate strategies in teaching history subject? To fill the gaps, the researcher investigated on strategies used by teachers of history to enhance performance in Form Four National Examinations. The reason, was to find out whether there are the specific strategies used by teachers of history in enhancing performance in Form Four National Examinations in Mwanga District.

### *1.2. Statement of the Problem*

There is a consensus in the research community that the teaching strategies embodying instructional quality are multidimensional and their efficiency depends on the context in which they are applied. In other words, there is no single teaching strategy that guarantees the improvement of educational outcomes. Instead, it is the combination of techniques and practices that seems to be the best approach for instructional quality (Hattie, 2009).

However, there is allegation that Mwanga District teachers of history adopt teaching strategies that they are more comfortable with. Even though some teachers integrate several teaching strategies in classrooms, it is possible that some strategies are more used than others and that some strategies are more effective in improving performance of students in the national examinations.

From this situation, the questions arise: which types of strategies should be given room that will offer a permanent solution to our secondary schools in order to enhance performance in history in Mange District? Do the teachers understand the importance of applying appropriate strategies in teaching the history subject? The study was to find out whether there are the specific strategies used by teachers of history in enhancing performance in Form Four National Examinations in Mange district.

### 1.3. Research Questions

The study was guided by the following research questions:

- Which strategies do the teachers of history use to enhance student's performance in secondary schools in Mwanga district?
- What are the teachers' perceptions on strategies used by teachers of history in secondary schools in Mwanga district?

### 1.4. Research Hypothesis

- $H_1$ : There is a significant relationship between strategies used by teachers of history in secondary schools and students' performance in history subject.

### 1.5. Theoretical Framework

The theory that, guided the study was the Constructivist theory put forward by Vygotsky, (1962). Constructivism theory is based on the belief that humans are able to construct knowledge by understanding the information they are accessible to Vygotsky's theory of constructivism is also, known as theory of social constructivism and explains that children are socialized and developed through a collaborative activity and learning that takes place through socialization and education. The theory promotes active learning and collaboration among learners where discovery is aided by the teacher-student and among students themselves. According to the theory, teachers are expected to interact and guide the learners by developing variety of classroom teaching strategies (Vygotsky, 1962).

### 1.6. Application of the Constructivism Theory on Teacher's Strategies and Students Learning

Some strategies for classroom applications of constructivism for the teacher include having students working together and aiding to answer one another's questions. Another strategy includes designating one student as the "expert" on a subject and having them teach the class. The best way to plan teacher worksheets, lesson plans, and study skills for the students, is to create a curriculum, which allows each student to solve problems while the teacher is monitoring and flexibly guides the students to the correct answer, while encouraging critical thinking. Students can learn from the incorporation of their experiences.

Finally, allowing students to work in groups or pairs and research on controversial topics, which they must then present to the class.

Strength of the Constructivism theory is that, through different activities enables the students to pay attention on the techniques that are being examined. Interpersonal and collaboration skills can be learned in cooperative learning activities. Also, it incorporates the individual's pleasure of successful solving problems and recalling information.

Weakness of the theory is that, it is difficult for the teacher to be sure that the groups are discussing the academic content rather than something else.

## 2. Literature Review

### 2.1. Various Strategies Used by Teachers of History

Boadu (2015) did a study on "Effective Teaching in History". The effective teaching of History is a prime area of concern for most History teacher-educators in Ghana. This is because most History teachers do not adopt appropriate methods in teaching the subject. Owing to this, most students describe History as a boring and dull subject. The study investigated into the problem through a descriptive research by using survey methods. The study used questionnaire as the instrument. The study investigated the perspectives of History student-teachers on effective teaching of History. A focus group discussion was held with five final-year prospective History teachers. The findings revealed that at the pre-engagement phase, student-teachers perceived effective teaching as comprising the acquisition of content, knowledge of learners, adequate planning, and collaboration with other teachers. At the engagement phase, effective History teachers demonstrate mastery over content, show enthusiasm, relate lessons to students' prior knowledge, use multiple instructional methods and resources in conveying content, create a supportive learning environment, and use alternative assessment techniques. Also, at the post-engagement phase, it was found that effective History teachers are open to students concerns after class, seek feedback from students, and update their knowledge in content and pedagogy. It was thus concluded that History student-teachers possess an appreciable level of understanding of what constitutes effective teaching of History.

The weakness of this study is that the researcher concentrated much on effective teachers in adopting appropriate methods in teaching the subject that only can improve student performance and forget that teachers may use also,

different strategies in enhancing students' performance because strategy is too broad than method for example; Teachers may use student centered active learning as a strategy but to accomplish this via a series of individual methods. Hence, the current study focused on different strategies used by teachers of history in enhancing form four national examinations

Kirondo (2014) research was about 'Strategies employed by teachers to motivate students in Kinondoni municipality in Tanzania, the study addresses the strategies that teachers use to create, maintain and protect motivation. The study focused on the factors that affect motivation in classroom settings. Mixed methods were used to observe 100 teachers in four secondary schools at Kinondoni Municipal council. It was found that, majority of teachers viewed motivation as of paramount importance for students' performance. The study also, found that teachers use various strategies to create, maintain and protect motivation in classroom settings. Among these strategies includes providing room for open exchange of ideas, accepting mistakes as normal part of learning, and creating encouraging and supporting environment for students to learn and grow.

The weakness of this study is that the researcher discussed about the strategies employed by all teachers to motivate students in the classroom which is too general and might be difficult for the researcher to get accurate information due to the breadth and width of the study. The current one focused on history teachers only to investigate various strategies used by teachers of history in enhancing Form Four National Examinations.

## 2.2. *Teacher's Perceptions on Strategies Used by Teachers of History*

Namamba's (2016) study assessed secondary school teachers' beliefs about history and their instructional approaches in the context of education reforms in Tanzania. The survey research design was used with a sample of 132 history teachers who were supplied with questionnaires. The results indicated that teachers' beliefs about history were largely criteria list followed by copier and subjectivist stances. Student-centered instructional approaches ranked higher than teacher-centered ones. Teachers' beliefs about history positively correlated with instructional approaches. Copier and subjectivist stances significantly predicted teacher-centered instructional approaches while criteria list stance significantly predicted student-centered instructional approaches. Type of school and level of education had significant influence on teachers' beliefs about history however all demographic factors had no influence on instructional approaches. This study recommends that both pre-service and in-service teacher education programs should foster the development of both substantive and syntactic knowledge of history in order to improve teachers' instructional practices as advocated by recent educational reforms.

The study was done on Secondary school's teachers' beliefs about history and their instructional approaches in the context of education reforms in Tanzania. The current study investigated Teacher's Perceptions on Strategies used by History Teachers in enhance students' performance in form four national examinations. Also, the instructional approach used by history teachers was not well stated in the previous study.

Rao (2017) studied the teaching and learning of history in secondary schools: history teachers' perceptions and experiences in Kiowa region, Tanzania. The study examined teachers of history perceptions and experiences on teaching and learning history in secondary schools in Kiowa region in Tanzania. The study focused on teachers' perceptions of significance of teaching and learning history, teaching methods, perceptions of how students learn history, perceptions of learning history subject, and perceived challenges. About fifteen history teachers from seven secondary schools were involved. Data were collected through semi-structured interviews. The data were analyzed using content analysis method. The findings indicated that the teachers highly perceived History as an important subject in secondary school education. They acknowledged the use of both teacher-centered and learner-centered teaching methods in teaching History, with more use of teacher-centered methods. Teachers highlighted various challenges to history teaching and learning in their schools. These included shortages of teaching and learning materials, use of English as the medium of instruction, lack of professional development opportunities and examination-oriented teaching. It was recommended that educational authorities give priority to in-service teacher education and professional development and ensure availability of teaching and learning materials in schools.

The researcher used only one instrument in data collection and information which was probably not sufficient. The perception of teachers was based on methods used by history teachers and not strategies. The researcher did not state well on how methods used by history teachers may affect student's performance although challenges were stated out by the researcher. Design and approaches were not well defined by the researcher in the study. The current study focused on teachers' perception on strategies used by teachers of history to enhance performance in form four national examinations.

## 2.3. *Summary of the Reviewed Literature and Knowledge Gape*

The literature reviewed presents studies done in Tanzania and outside the country. For example, Kirundi (2014) research was about 'Strategies employed by teachers to motivate students in Kinondoni municipality' Tanzania. It was found that, majority of teachers viewed motivation as of paramount importance for students' performance. The study also, found that teachers use various strategies to create, maintain and protect motivation in classroom settings. The weakness of this study, the researcher discussed about the strategies employed by all teacher to motivate students in the classroom which is too general and might be difficult for the researcher to get accurate information due to the breadth and width of the study. The current one focused on teachers of history only to investigate various strategies used by teachers of history in enhancing Form Four National Examinations.

Previous studies focused on the investigating factors contributing to poor performance in history and influence of student-teacher attitudes in history towards history performance of form four national examinations. What was not investigated by the previous studies was which strategies are the best, prevailing and offer lasting solutions to teachers of history and how the strategies could affect student's performance. Moreover, strategies employed to enhance performance

in history have not been adequately researched. Therefore, this study investigated strategies used by teachers of history in enhancing performance in Form Four National Examinations.

### 3. Design and Methodology

#### 3.1. Research Design

The study employed convergent parallel design (Creswell, 2012).

#### 3.2. Target Population

The target population for this study was 2311 respondents whereby, 168 were teachers of history, 2100 were form four students, 42 were head of schools, and 1 District education officer of Mwangi district, Kilimanjaro. Mwangi district has 42 secondary schools, 28 are under government and 14 are under private sectors.

Participants	Target Population	Expected Sample	Percentages	Sampling Technique
Students	2100	210	10	Stratified& Simple random sampling
History Teachers	168	16	10	Stratified& Simple random sampling
Heads of school	42	8	20	Purposively
District Education officer	1	1		Purposively
Grand Total	2,311	235		

Table 1: Sampling Matrix Present the Sampling Frame  
Source of Data; Field Data, 2018

#### 3.3. Description of Data Collection Instruments

Data for this study were collected through Questionnaires for teachers and students, interview guide for heads of schools and DEO and document analysis guide.

#### 3.4. Pilot Testing of Research Instruments

Piloting was carried out in three selected school from the target population. The selected schools were not included in the study. Three heads of schools, five (5) teachers and 30 students from selected schools were used for pilot testing.

#### 3.5. Validity of the Instruments

The researcher established content validity through experts from the department of history in MWECAU.

#### 3.6. Reliability of the Instruments

The reliability of questionnaires items was assessed by using cronbach alpha. The estimated reliability for students' instrument was 0.646. Acceptable reliability should be 0.5 according to Best and Khan (1993).

#### 3.7. Validity and Reliability of Qualitative Data

To ensure validity and reliability of qualitative data the researcher considered the credibility, dependability and member checking of the qualitative data.

#### 3.8. Description of Data Analysis Procedure

Under quantitative approach, Statistical Package for Social Sciences (SPSS) version 22 was used to analyze the data. The data was analyzed by using frequencies and percentages then data were presented by using tables on strategies used by history teachers to enhance performance in Mwangi District. Hypothesis was tested by using chi square. Analysis of Qualitative data, from interview guide and document analysis guide were analyzed, transcribed, coded analysed and presented in narratives.

### 4. Findings

#### 4.1. Teacher's Responses on Strategies Teachers of History Use in Enhancing Student's Performance in Secondary Schools in Mwangi District

The first research question sought to determine, which strategies teachers of history normally use and are the best strategies in enhancing performance in form four national examinations in Mwangi district. So, participants (teachers) were asked to show their response against various statements provided in various rating scales like: 4. Very Often; 3. often; 2. sometimes; 1. Never. Participants' responses are shown in Table 2

S/N	Strategies	Often		Sometimes		Never	
		f	%	f	%	f	%
1	Encourage group discussion competition on history	7	43.8	4	25.0	5	31.3
2	Providing frequent assignments	5	31.3	7	43.8	4	25.0
3	History clubs	6	37.6	3	18.8	7	43.8
4	Rarely monitoring	10	62.6	4	25.0	2	12.5
5	Infrequent remedial class	9	56.3	5	31.3	2	12.5
6	Infrequent tests	10	62.6	3	18.8	3	18.8
7	Rarely inter class competition	10	62.6	3	18.8	3	18.8
8	Ineffective use of teaching and learning resources	12	75%	2	12.5	2	12.5
9	Holiday tuition	6	37.5	3	18.8	7	43.8
10	Collaborative learning	6	37.6	2	12.5	8	50.0
11	Learner centered	5	31.3	8	50.0	3	18.8
12	Infrequent feedback	10	62.6	4	25.0	2	12.5
13	Infrequent marking students exercises and assignments	10	56.3	4	25.0	3	18.8

*Table 2: Teachers' Responses on Teaching Strategies Used in Enhancing Students' Performance in History  
N=13*

#### 4.1.1. Group Discussion Competition

The findings in the Table 2, shows that 7(43.8%) of teachers argued that, teachers are forming groups discussion competition when they are teaching while 5(31.3%) of teachers rated "never".

In the interview with D E O, stated that most of the teachers do not use group discussion competition because most of them just want to complete the syllabus: "Teachers are working just to finish their duties but some schools especially in private schools they are doing." (Interview conducted on 4<sup>th</sup> July 2018).

This implies that some teachers in secondary schools are not using group discussion competition. But other schools especially private schools in Mwanga district are using group discussion competition and some public schools. For schools whereby their teachers of history do not use group discussion competition, this might be the reason of poor performance of history in those schools in Mwanga district. Group discussion competition encourages the students to share what they have by competing each other and develop new knowledge. It also develops confidence in the learners.

#### 4.1.2. Frequent Assignments

Information from the field survey in Table 2 revealed that assignment is the one of the best strategies that is used to improve history performance in Mwanga district as it was pointed out by 7(43.8%) of teachers commented on sometimes, which means that, teachers are not providing assignments frequently and 5(31.3%) agreed that teachers providing assignments frequently.

The implication of these findings is the current situation of doing assignments also, in other public and private secondary schools is not good. For that case, much effort still needed to be put by teachers cooperatively, to rectify the situation to ensure that at least students doing assignments frequently in order to raise up the performance of history subject. Stronger (2002) revealed that one of the most influential school-based factors contributing to student earning is the amount of the time spent on home work. If history teachers provide assignments to students frequently, the student will spend their time in doing work.

The findings indicate that some schools provide assignments frequently and other schools may learn from those schools because assignments might have a great role in history performance.

#### 4.1.3. Rarely Monitoring

From the findings in Table 2, 10 (62.6%) of the teachers responded that, teachers of history do not monitor students when they are discussing in their groups, while 4 (25.0%) of teachers rated on "sometimes" which means that some teachers of history monitor students in their groups for sometimes. Lastly 2(12.5) rated on "never" which means that some other teachers of history never monitor students in their group discussion.

The findings imply that, most of the teachers in Mwanga district do not monitor their students in their group discussion frequently and normally left their students to discuss on their own, and one of the reasons could be overcrowded classroom and time- available. This situation should be a cause for students' performance in history.

Victoria (2016) states that with ongoing monitoring of student's progress in the classroom, the teacher is able to identify students at risk and provide intervention when required. Generally, monitoring is very important because, it gives teachers opportunity to reflect on their own teaching and assess the impact of the instructional strategies they use. Teachers of history in public school should be creative in monitoring the students' progress regardless of overcrowded in the classrooms. This might contribute to good performance in history subject.



#### 4.1.4. Infrequent Remedial Class

The findings from Table 2 indicate that, 9 (56.3%) of teachers rated on infrequent remedial class teaching "often" which means that some teachers of history do not encourage remedial class teaching and 5 (31.3%) of teachers rated on "sometimes" which means that some teachers of history encourage remedial class for some time. Moreover, 2 (12.5%) of teachers rated on "never" which means that some teacher of history encourages remedial class teaching in their schools.

The findings imply that in Mwanga district there are few schools which encourage remedial class teaching frequently during vocation and this could be a reason for poor performance in history subject.

#### 4.1.5. Rarely Inter Class Competition

The findings from Table 2 indicate that 10 (62.6%) of teachers rated on rarely inter class competition "often" which means that some teaches of history do not use inter class competition frequently and 3 (18.8%) of teachers agreed that teachers of history use inter class competition sometimes. Lastly, 3(18.8%) of teachers rated on "never" which means that teachers of history normally use inter class competition.

In the interview with the DEO commented that, "teachers of history focus their teaching on content rather than encouraging students in inter class competition which could measure their abilities" (Interview conducted on 4<sup>th</sup> July 2018).

The findings imply that teachers of history do not use much the strategy of encouraging inter class competition. The use of this strategy could raise performance in history public schools as seems to be used most in private schools which perform better.

#### 4.1.6. Ineffective Use of Teaching and Learning Resources

From the findings in table4.4 indicate that, 12(75%) of the teachers rated on ineffective use of teaching and learning resources "often" which means that teachers of history do not use teaching and learning resources frequently during the teaching process while 2 (12.5%) of teachers argued that teachers of history use teaching and learning resources sometimes; likewise 2 (12.5%) rated "never" which means that teachers of history usually use teaching and learning resources.

The findings imply that teachers of history do not use teaching and learning resources frequently due to the lack of enough teaching and learning resources and this might affect the student's performance in history. Heward (2003) states that availability of teaching and learning resources enhances the effectiveness of teaching and learning.

#### 4.1.7. Collaborative Learning

From the finding in Table 2, 8 (50.0%) of the teachers rated on collaborative learning "never" this means that teachers of history do not use collaborative learning and 6(37.6) argued that teachers of history use collaborative learning while 2(12.5%) of teachers of history responded that, they use collaborative learning only sometimes.

In the interview with the one of the public heads of schools responded that, "Students who study alone are not performing well at all". (Interview conducted on 4<sup>th</sup> July 2018).

Generally, teachers of history do not use collaborative learning frequently in teaching.

The findings of this study are in agreement with Baker's (2004) who found out that students who work alone are often confused and show their confusion by asking questions or getting help. Therefore, to avoid confusion among the students, teachers of history should encourage students to collaborate their ideas by themselves. This might enable them to perform well in the history subject.

#### 4.1.8. Holiday Tuition

From the finding in Table 2, 7(43.8%) of the teachers responded that, teachers of history do not encourage holiday tuition and 6 (37.5%) of teachers responded that teachers of history encourage holiday tuition likewise 3(18.8%) of teachers of history encourage holiday tuition for sometimes.

The findings imply that, most of the teachers do not encourage holiday tuition because they do not get motivation and some schools which normally encourage holiday tuition are private schools because they are motivated and seem to perform well in history subject. Therefore, public schools might do the same to encourage excellent performance in history.

#### 4.1.9. Infrequent Tests

As shown in Table 2,10 (62.6 %) of the teachers pointed out that, teachers are not providing tests frequently. Tests were provided during the mid-term only.

In the interview with the head of school from one of the private schools, the head stated that "if the weekly tests and monthly tests are conducted in a good manner the performance of students in history will be very good" (Interview conducted on 4<sup>th</sup> and 9<sup>th</sup> July 2018).

The implication of these findings is that using tests in public secondary schools as a strategy to improve performance is not used. Vygotsky (1962) states that, through different activities students are likely to pay attention to the content that is being examined. Therefore, teachers of history should encourage students to do tests frequently and it might lead to good performance in history subject.

#### 4.1.10. Infrequent Feedback

On the issue of infrequent feedback to the students, in Table 2, and show that, 10(62.6%) of teachers argued that teachers after marking students' home works, assignments and tests normally they did not provide feedback on time. Yet in interview with one of head of school, it was stated that giving students feedback early help to avoid misconceptions among students from what they have learned (Interview conducted on 4<sup>th</sup> July 2018).

The finding indicates that giving students feedback on time and frequently could improve academic performance. Killian (2014) stated that, feedback provides students with a tangible understanding of what they are at and of where they are good at, and of how they can improve. Therefore, if feedback will be done frequently this may lead to better performance in history subject.

#### 4.2. Responses on Strategies Teachers of History Use in Enhancing Students' Performance in Secondary School in Mwangi District

The researcher wanted to know which strategies are used by teachers of history very often and the best strategies in secondary schools in enhancing performance in Mwangi district. So, participants (students) were asked to show their response against various statements provided using rating scales of: 4. Very Often; 3. often; 2. sometimes; 1. Never. Participants' responses are shown in Table 4.5.

S/N	Strategies	Often		Sometimes		Never	
		f	%	f	%	f	%
1	Teachers encourage group discussion rarely	146	64.7	45	21.4	29	13.8
2	Teachers provide assignments frequently	59	28.1	81	38.6	70	33.3
3	Teachers encourage history clubs infrequently	146	64.7	40	19.0	30	14.3
4	Teachers monitor the students in their groups discussion frequently	66	31.4	67	31.9	77	36.7
5	Teachers teaching remedial class	62	29.5	72	34.3	76	36.2
6	Teachers provide tests frequently	79	37.6	62	29.5	69	32.9
7	Holiday tuition is encouraged	72	34.3	69	32.9	69	32.9
8	Teachers use collaborative learning rarely	56	26.7	44	21.0	33	15.7
9	Teachers motivate students through words of appreciation and incentives	30	14.3	62	2.5	68	32.4
10	Teachers use teaching and learning resources infrequently	147	70	36	17.1	27	12.9
11	Teachers use learner centered approach frequent	84	39.0	65	31.0	61	29.0
12	Receive feedback infrequently	131	62.4	43	20.5	36	17.1
13	Teachers mark students exercises and assignments rarely	119	56.6	50	23.8	41	19.5

Table 3: Students' Responses on Teaching Strategies Used in Enhancing Their Performance in History  
Source: Field Data, 2018

#### 4.2.1. Group Discussion Competition

The findings in the Table 4.5, show that, (146) 64.7% of students argued that teachers do not encourage group discussions when they are teaching and only 13.8% argued that teachers of history encourage group discussion. This implies that most teachers of history in secondary school are not using group discussion. Gerald (2014) group discussions provide the students with the opportunity to get to know one another and see new perspectives as they explore the content. Hence, lack of group discussion could influence poor performance of history in many schools in Mwangi district.

#### 4.2.2. Teachers Provide Assignments Frequently

From the findings in Table 4.5 38.6% of the students responded on teachers provide assignments frequently "sometime". This means that some teachers of history do provide assignments but not frequently while 33.3% of the students responded "never", which means that some teachers of history do not provide assignments to the students. However, 28.1% of the student agreed that, teachers of history provide assignments often.

The findings show that, most of the teachers of history do not provide assignments frequently. This could be a reason for some schools performing poorly in history subject.

#### 4.2.3. Teachers Encourage History Clubs Infrequently

From the findings in Table 4.5, 146 (64.7%) of the students responded that, teachers of history do not encourage history club meeting frequently while 40(19.0 %) of the students responded that teachers of history encourage history club sometimes and 30 (14.3%) of the students responded "never" which means that there is no history club in their schools.

In interview one head of school argued that "Some schools in Mwanga district had never experienced with history club while it is very important" (Interview conducted on 4<sup>th</sup> July 2018). This implies that, in most of schools in Mwanga district, teachers of history do not encourage history club frequently and other schools there is no history club. Yet history clubs are very important and could raise student's performance in history subject.

#### 4.2.4. Teachers Monitoring the Students in Their Group Discussions Frequently

From the findings in Table 4.5, 77 (36.7%) of the students responded that, teachers of history do not monitor them when discussing in their groups while 67 (31.9%) of the students responded that, in their schools' teachers monitor groups sometimes and 66 (31.4%) of the students responded that, teachers of history monitor group discussion. The findings show that, most teachers of history do not monitor group discussion frequently therefore, it is difficult for them to understand the students' problems and this could be the source of poor performance.

##### 4.2.4.1. Holiday Tuition

The findings from Table 4.5 indicate that, 72 (34.3%) of the students responded that, teachers of history encourage holiday tuition frequently while 69 (32.9%) of the students responded that teachers of history encourage holiday tuition sometimes and 69 (32.9%) stated that, teachers of history do not encourage holiday tuition in their schools. The findings imply that although most of schools in Mwanga district encourage holiday tuition still the number of schools which perform poorly is big.

##### 4.2.4.2. Teachers Teaching Remedial Class

From the findings in Table 4.5, 76 (36.2%) of the students responded that teachers of history do not encourage remedial class while 72(34.3%) responded that there is remedial class but not frequently and 62(29.5%) responded that there is remedial class frequently in their schools.

In interview; D E O, responded that, "in most schools in Mwanga district teachers are not teaching remedial class because teachers depend on payments and the government does not provide money for remedial class" (Interview conducted on 4<sup>th</sup> July 2018).

The findings imply that, in most schools in Mwanga district students are not provided remedial class which could be affecting their performance in history.

#### *4.3. Frequent tests*

During the field survey as shown in Table 4.5, 79 (37.6%) of students agreed that teachers provide tests often while 69 (32.9%) of students pointed out that teachers are not providing tests frequently.

From the findings table 4.5, indicate that, in some schools' teachers of history provide tests frequently while in other schools they do not provide test frequently.

Gooblar (2006) suggested that more frequent tests develop mental ability and students retain memories of what they know about the subject. Therefore, the current situation of doing tests in public secondary schools is not encouraging.

#### 4.3.1. Teachers Use Learner Centered Approach Frequently

From the findings in table 4.5, 84 (39.0%) of the students responded that most of the teachers of history use learner centered during teaching process while 65 (31.0%) of the students responded that teachers of history use learner centered sometimes and 61 (29.0%) of the students argued that teachers of the history do not use learner centered in teaching often.

In the interview; heads of schools, recommended that, learner centered is very important because it involves students in learning directly" (Interview conducted on 4<sup>th</sup> July 2018).

This implies that, for teachers who use learner centered could be the ones, their students doing well but for those who do not use learner centered their students might perform bad. Learner centered could help the students to be part of the lesson.

#### 4.3.2. Infrequent Feedback

Student's views in table 4.5, show that, 131(2.4%) of students argued that, teachers after marking students' home work, assignments and tests normally do not provide feedback on time while 43(20.5%) of students stated that teachers of history provide feedback sometimes.

In interview with the one of D E O stated that most of the history teachers delay in providing feedback to the students especially after marking student's exercises, test and assignment. "Delaying giving feedback to the students on what they did or learned, usually they forget their mistakes". Also, they stated that, giving students feedback early enables them to clear their misconceptions" (Interview conducted on 4<sup>th</sup> and 9<sup>th</sup> July 2018).

The findings indicate that giving students feedback on time and frequently is very important than just giving students feedback any time, the way you feel. The DEO stated that giving students feedback early help to avoid misconceptions of what they have learned. Dinham (2014) states that it is important to realize that frequent feedback is not only an outcome of students' performance but an essential part of the learning process. Hence, teachers of history should provide feedback on time to avoid student's misconception from what they have read in the class and this might raise up performance of the students in history subject.



**4.3.3. Teachers Marking Student's Exercises and Assignments**

From the findings in Table 4.5 119 (56.6%) of the students responded that teachers of history do not mark student's exercises and assignments frequently while 50 (23.8%) of the students argued that teachers of history mark their exercises and assignments sometimes, moreover, 41 (19.5%) responded that teachers of history do not mark students' exercises and assignments. This implies that, most teachers of history are not marking students' exercises and assignments. The situation could affect the student's performance in history subject.

**4.3.4. Best Strategies Which Enhance Students' Performance**

The current study apart from determining the strategies used by teachers of history in enhancing performance in form four national examinations, teachers and students also, were also required to indicate, which strategies are the best in enhancing students' performance. Their responses are summarized in Table4 following:

	Strategies	Teachers		Students	
		f	%	f	%
1	Group discussion competition	1	6.3	51	24.3
2	Doing tests and assignments Frequently	5	31.3	35	16.7
3	Learner centered	5	31.3	61	29.0
4	Encouraging feedback	1	6.3	24	11.4
5	Collaborative learning	4	25.0	39	18.6
	Total	16	100.0	210	100.0

*Table 4: Teachers and Students' Responses on Best Strategies in Enhancing Students' Performance in History  
Source: Field Data, 2018*

From the findings in Table4 the best strategies to be used in the study area included the use of group discussion, 1(6.3%) of teachers and 51(24.3%) of students agreed on the use of group discussion competition. Doing tests and assignment frequently 5(31.3%) of teachers and 35(16.7%) of students, learner centered 5(31.3%) of teachers and 61(29%) of students, encourage feedback 1(6.3%) of teachers and 24(11.4%) of students and collaborative earning 4(25%) of teachers and 39(18.6%) of students. In summary, teachers and students suggested that tests and assignments, learner centered, group discussion competition and feedback are the best strategies.

In interview with one head of school in Mwanga district, argued that "most of teachers just teach history by making stories due to the nature of the subject thus why most of the students memorize what they have been taught and during the examinations students do not do well" (Interview conducted on 4th and 9th July 2018)

Mbugua (2012 contended that, group discussion; discovery methods create an enabling environment for the learner and ensure that individual differences are taken care of.

**4.3.5. Teachers of History Use Different Strategies in Enhancing Performance in form four National Examinations**

The current study apart from determining which strategies are the best in enhancing students' performance in form four national examinations, teachers and students also, were required to indicate if teachers of history use different strategies in enhancing performance in form four national examinations. Their responses are summarized in Table4.

Response	Students			Teachers					
	Yes	No		Yes		No			
	f	%	f	%	f	%	f	%	
Does your teacher of history use different strategies in enhancing student performance in form four national examinations	117	55.7	93	44.3	9	56.3	7	43.8	

*Table 5: Responses of Teachers and Students on Use of Different Strategies in Enhancing Performance in form Four National Examinations  
Source: Field Data, 2018*

From the findings in Table 5 the majority indicate that 9(56.3 %) of teachers and 117(55.7%) of the students responded 'YES', on the question that does you of history use different strategies in enhancing student performance. The findings imply that, most of the teachers use different strategies in teaching history subject although few of the teachers and students in other schools responded that teachers are not using.

Bruner (1915) argues that frequent group discussion or collaborative learning helps teachers to understand if students are active or not. When teachers use different strategies in teaching like frequent collaborative learning help learners to become self-sufficient problem-solvers and encourage students to discover principles by themselves.

#### 4.3.6. Document Analysis Guide Results

In the document analysis guide, the researcher obtained documentary information from the academic masters on how teachers of history use different strategies in enhancing performance in form four national examinations. From the findings, where the researcher surveyed the information indicates that, teachers prepare schemes of work and lesson plans and write different strategies to be used but during the teaching process teachers of history do not use the strategies effectively as they have indicated in schemes of work and lesson plans.

For the case of history club timetable, it was observed that most private secondary schools have history club timetable but they use it to teach history during the session, most public secondary schools did not have club sessions. Although time management seems to be very big challengeable but most of schools use to teach during the holiday tuition to compensate time.

The findings also indicate that, teachers of history do not provide tests and assignments frequently because bank of questions were very few from the head of history and academic teachers. The findings imply that, some strategies indicated in the documents are not applied during the teaching process.

#### 4.3.7. Teachers' Perceptions on Strategies Used by History Teachers in Secondary School in Mwangi District

This research question sought to determine teachers' perceptions on strategies used by teachers of history in secondary school in Mwangi district. So, participants (Teachers) were asked to show their response against various statements provided using three levels of rating: Agree; Undecided; and Disagree. Participants' responses are shown in Table 6.

S/N	Perceptions	Agree		Undecided		Disagree		Mean
		f	%	F	%			
1	I enjoy teaching history	5	31.3	7	43.8	4	50.0	3.19
2	I teach remedial class	4	25.1	7	43.8	5	62.6	3.13
3	Monitoring of student is time consuming	13	81.3	3	18.8	-	-	4.13
4	Forms group competition in the class is an old strategy	3	18.8	3	18.8	10	62.6	2.19
5	I provide test frequently	4	25.1	2	12.5	10	62.6	2.31
6	I provide assignment frequently	5	31.3	1	6.3	10	62.6	2.44
8	Collaborative learning	4	25.0	2	12.5	10	62.5	2.38
9	I prefer holiday tuition	4	25.1	3	18.8	9	56.3	2.38
10	It is unfair for history teacher to integrate ICT in teaching process	3	18.8	1	6.3	12	75.1	3.13
11	History needs only stories	10	62.6	3	18.8	3	18.3	2.69
12	I prefer learner centered approach in other subjects only	3	18.8	3	18.8	10	62.5	2.19
13	Effective use of teaching and learning resources	4	31.3	4	25.0	7	43.8	2.69
14	I frequently mark students exercises and assignments	3	18.8	5	31.3	8	50.1	2.50
15	It is not necessary to encourage feedback frequently	5	31.3	5	31.3	6	37.6	2.63

*Table 6: Teachers' Perceptions on Strategies Used by History Teachers in Secondary Schools in Mwangi District*

*Overall Mean Score= 3.03*

*Source: Field Data 2018*

From the findings Table 6, revealed that, 4 (50.0%) of teachers perceived that they do not enjoy in teaching history. Other teachers 5 (62%) responded that they do not teach remedial class. Then 13(81.3%) of teachers responded that monitoring students in the class is a wastage of time. Other 10 (62.6%) of teachers perceive that forms group discussion competition is not an old strategy. Also, 10 (62.6%) of teachers responded that, teachers of history do not provide tests frequently. Then 10 (62.6%) of teachers perceive that teachers of history do not provide assignment frequently.

Moreover, 10 (62.6%) of teachers perceive that teachers of history do not use collaborative learning. Likewise, 9 (56.3%) of teachers perceive that most of the teachers of history do not prefer holiday tuition in their schools. Meanwhile 12 (75.1%) of teachers perceive that it is fair for history teacher to integrate ICT in teaching process. Also, 10 (62.6%) of teachers perceive that history needs only stories. Moreover 8 (50.1%) of teachers perceive that teachers of history do not mark students exercises and assignments frequently. Lastly, 6 (37.6%) of teachers perceive that, it is necessary to provide feedback frequently to the students.

The researcher also, calculated the average means score of teachers' perceptions towards strategies used by teachers of history. The range from mean score of above 3.0 determined as positive perceptions and the range from the

mean score of below 3.0 determined as negative perceptions. Hence, from the findings of mean score of 3.03, teachers have positive perception on strategies used by teachers of history to enhance performance in Form Four National Examinations. The implication of the findings in the current study is that, teachers of history do not use more different strategies when they are teaching history subject but they use strategies which they are comfortable with, due to the nature of the subject. Teachers of history should look out on how they can use different strategies effectively and this might encourage the students studying history and performing well.

Kumar (2007) stated that, when students are actively involved in the learning task, they learn more than when they are passive recipients of instruction.

This view is supported by Carpenter (2006) that group-oriented discussion has shown that team learning and students led discussion not only produced favorable students' performance outcomes, but also, foster greater participation, self-confidence and leadership ability. Therefore, according to the findings, teachers of history should apply group discussion competition in such a ways student may enjoy the lesson.

Muroni (2007) observed that although history subject is difficult to teach the students but it is a fresh and exciting subject that should inspire and delight. Hence, teachers have to change, teaching willingly and encourage students to learn history.

#### 4.4. Test Hypothesis

##### 4.4.1. Hypothesis Testing

Refers to the formal procedures used by statisticians to accept or reject statistical hypothesis. In this study, null hypotheses were tested by using Chi-square.

##### 4.4.2. Significance Level (Alpha level)

The significance level is the cutoff that the researcher uses to decide when to reject and when to fail to reject the null hypothesis. In this study, the researcher chose to use the significance level of 0.05 to test the hypotheses. This significance level is mostly used by social scientists to test hypothesis

##### 4.4.3. Assumptions for Chi-square

- The several groups are independent of one another
- The independent variable is a categorical with two or more categories
- Subjects within each group are independently and randomly sampled
- The sample size is relatively large

##### 4.4.4. Decision Rule

If the P - value is greater than significance level of 0.05, then do not reject null hypothesis.

( $P > \alpha 0.05$ )

If the P-value is less than or equal to significance level of 0.05, then reject Null hypothesis.

##### 4.4.4.1. Null Hypothesis

- Ho: There is no significant relationship between strategies used by teachers of history in secondary schools and students' performance in history subject.
- Hi: There is significant relationship between strategies used by teachers of history in secondary schools and students' performance in history subject.

Test for relationship between strategies used by teachers of history and students' performance in form four national examinations in Mwangi district was done.

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.338 <sup>a</sup>	3	.040
Likelihood Ratio	11.083	3	.011
Linear-by-Linear Association	7.955	1	.005
N of Valid Cases	210		

Table 7: Hypothesis Results  
Source: Field Data 2018  
a.3 Cells (37.5%) Have Expected Count Less Than 5  
The Minimum Expected Count Is .60

##### 4.4.5. Chi- Square

##### 4.4.5.1. Decision

Since P value obtained was 0.040 which is less than the significant level (i.e.  $0.040 \leq 0.05$ ). The null hypothesis is rejected. Therefore, the researcher concludes that there is a significant relationship between strategies used by teachers of history in secondary schools and students' performance in history subject.

National Academy of Sciences (2000) stated differently, effective History teacher's knowledge and beliefs about the subject and its structure deeply correlate with their instructional strategies. Therefore, the findings indicate that, teaching history subject without using strategies might affect the performance of the students.

## 5. Conclusions, and Recommendations

### 5.1. Conclusions

Based on the findings of the study the researcher concluded the following:

Teachers in both public and private secondary schools face the problem of poor performance in history subject mainly because they do not use effective strategies like group discussions, remedial class, collaborative learning, test and assignments, in-service training, frequent group discussion competition, learner centered and feedback due to other school factors like lack of resources, in-service training, heavy curriculum and student attitudes toward history subject.

Finally, the hypothesis was tested and concluded that there is a significant relationship between strategies used by teachers of history in secondary schools and students' performance in history subject.

National Academy of Sciences (2000) stated differently, effective History teachers' knowledge and beliefs about the subject and its structure deeply correlate with their instructional strategies.

### 5.2. Recommendations

#### 5.2.1. For teachers

Teachers of history as department in each school should sit down and plan on how to overcome challenges even to write proposal for getting support from the government, for instance on requesting teaching and learning resources instead of blaming the government without action plan.

#### 5.2.2. For the Government

In order to achieve in history, the government should ensure that there are teaching and learning resources, providing in-service training per year to update teacher of history their skills and create them competence in using different strategies.

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