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Original Article

## Project-based Learning on History and Government KCSE Performance: An Evidence of Secondary Schools in Kericho County, Kenya.

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*Project-based Learning (PBL), History and Geography, Secondary Schools, Kenya.*

History and Government national academic results have been declining from 2016 to 2019 in Kericho County. The purpose of the study was to establish the influence of project-based learning and communication technology on History and Government performance in secondary schools in Kericho County. A descriptive survey research design was adopted. The study targeted 230 heads of departments, 503 History and Government teachers, and 2340 History and Government students. A purposive sampling technique was used to select 69 heads of departments and a simple random sampling technique was used to select 69 History teachers and 223 History students. The sample size was 361 respondents. Questionnaires, structured interviews, and observation schedules were used to collect data. Descriptive statistics were used to analyse qualitative data. The data was presented in tabular form using frequencies, percentages, and inferential statistics. The study found that project-based learning assisted the students in being independent and able to ask questions, and teachers were able to give tasks and assess students with ease. It was strongly correlated with achievement in History and Government. The study concluded that project learning and inquiry learning assisted significantly in the achievement of History and Government. The study recommended that History teachers should integrate more than one project-based learning method since it has different benefits in both knowledge and skill to the learner.

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## INTRODUCTION

The 21<sup>st</sup> century has seen the need to adopt innovative approaches in the teaching and learning process that tend to have a significant impact on performance. Among the various innovative teaching strategies to teach history, Kumari (2012) strongly advocates cooperative learning, project-based learning, dramatisation, inquiry-based learning, and the use of information communication and technology. He observes that these strategies are among the best-suited strategies to improve learners' academic performance because they encourage interactive forms of learning among students through active participation and integrative reasoning.

Globally, project-based learning among the innovative practices of teaching and learning that have been adopted widely in different subjects. Studies carried out in Bangladesh by Khan et al. (2012) maintains that adopting and using innovative methods in schools like E-Learning and Project Base Learning (PBL) can inspire active, cooperative, and lifelong learning; increase student motivation, provide better accessibility to information and shared working resources, expand understanding, assist student to communicate and think creatively. In other words, innovative methods seem to transform the way learning and teaching activities are conducted in schools since such a strategy promotes critical thinking, which in turn promotes how learners interpret questions during exams.

Harrigan (2014) evaluated the experiences of teachers following the integration PBL into the classroom setting in the USA. Experienced primary schools teachers from a school district in southern Florida were the participants. Participants of the study reported that the method made their learners to comprehend concepts

during PBL activities and to work harder. Furthermore, better academic outcomes was reflected from the PBL groups because students were actively sharing ideas, working in groups, and attempting to understand the opinions of others. Moreover, the students learned to become responsible for other members in their group.

Guloba et al. (2010) acknowledge that the commonly used teaching methods in most developing countries are teacher-centred; they observed that this is highly influenced by the need to complete the courses within a stipulated time so that learners can adequately prepare for examinations. The attention of most learners is directed towards performing well in exams rather than comprehending the actual course content. This implies the need for modification of the traditional lecturing style and transitioning to a teaching format that is more balanced and involves student engagement using practical projects.

Other research studies in Africa have indicated that better learning and performance results are produced among students using innovative strategies. For instance, Lamidi et al. (2015) determined the effects associated with learning instructional strategy on students' achievement in secondary schools. They discovered that using innovative instructional strategy to teacher learners made them to perform significantly better academically compared to their colleagues in the control group.

In Kenya, many researchers have found that History and Government teaching has remained unchanged for a long time; it is too often textbook centred, with the teachers' main learning aim being to clear the syllabus on time. Nasibi & Kiio (2005) recommended the teaching styles that should be used in History and Government; these include discussion, lecture method, narrating,

reciting, role-playing, audio-visual, modelling, identifying, dramatizing, note-making, visiting, explaining, imaginary educational visit, participating, practising observation reading and group projects, debates, brainstorming, educational visits, panel discussion, and project method. The authors maintained that these styles can be used alternatively in classrooms by both History and Government teachers.

Mwariki's (2008) research on history teaching techniques used by upper secondary schools in Kenya tended to dispute teachers' notion that innovative strategies are time-consuming. He found that some teachers simply were too lazy to be creative and organise project-centred activities for the learners and therefore cast their blame that the strategy was time-consuming hindering the covering of the syllabus.

Wafula (2019) asserted that these methods are further affected by the rigid examination-oriented and inflexible curricula evident in the history curriculum in Kenyan secondary schools which has led to most schools registering an average performance in the subject. They explained that average academic performance in the subject is essentially connected to the used teaching techniques by instructors to which it does not take into consideration learners' needs and priorities. Kericho County has been performing slightly below average as compared to the national performance with about 70 percent of schools between 2016-2019 posting a mean score of between C- and C+ in the subject. Therefore, it is necessary to establish the influence of PBL on History and Government performance in KCSE in Kericho County.

## LITERATURE REVIEW

Project-based learning is a systematic teaching technique engaging students in learning essential skills and knowledge through an extended and structured inquiry process consisting of authentic and complex questions, carefully designed products and tasks. This process can extend over multiple content areas and can last for varying time periods. According to Barak (2012), PBL is

an instructional method which facilitates the creation of a flexible and pleasant learning environment for learners to acquire thinking competencies and to also better their skills. Subsequently, it can be described as a motivational strategy for students to discover new ideas and experiences by integrating knowledge from existing subjects.

PBL is an instructional technique that is student-centred and developed from three constructivist principles: learning is context-specific, learners are involved actively in the learning process, and learners achieve their goals through the sharing of understanding and knowledge and social interactions (Holton, Cocco, Lowe & Dutsch, 2006). This instructional method has clear linkages with other pedagogical methods, such as problem-based learning, among others (Helle et al., 2006). Both of these approaches are focused towards collaboratively achieving a shared goal. In their project engagement, learners can encounter challenges which require attention in order to ensure effective and successful project construction and presentation.

PBL is a teaching method which facilitates the transformational learning. It completely changes from a teacher directly instructing a student to where teachers provide tasks based on the most problematic questions that require students find solutions. These tasks involve investigative skills, meaning-making, decision-making, and reflection that involves teacher facilitation without giving any lead or direction (Chi et al., 2011). This makes the technique a suitable instruction model for constructing learning because the approach involves problem-solving, content knowledge, and creative thinking skills for learners to understand it well.

The modern perception of PBL is rooted in John Dewey's educational philosophy, who is an American educator and philosopher who introduced Project Based Learning in the 1890s (Habók & Nagy, 2016). He later developed the concept of learning further by integrating another essential element called doing. He maintained that learners need to get actively involve themselves in

the real issues affecting the world in order to perform better academically. Dewey's idea was basically on active inquiry which results from a deeper comprehension of a problem (Kolodner *et al.*, 2014). His views contributed significantly to shaping other important concepts and theories including project-based instruction by William Heard Kilpatrick which comprised of key steps such as planning, purposing, executing, and judging. Furthermore, Dewey proposed that projects can be utilized in various subjects to equip learners with diverse ideas and numerous concepts.

Traditional approaches often utilised by history teachers do not encourage learners' participation and hence uninteresting to them. So, PBL as a method of instruction offers numerous opportunities to learners to obtain knowledge, values, skills, and also to promote concepts relating to the social world. The nature of history needs collaborative studies to increase students' democratic concepts and content knowledge because its primary purpose is growth and maintenance of society. In other words, the study of history is focuses on increasing the understanding of citizenship and democracy by learners to assist them perform better academically. Newmann *et al.* (2007) emphasised that students' engagement and motivation while learning is increased when the learning process is linked to social world issues that are authentic. Increased student engagement required especially in history to assist learners make decisions that are informed during a learning session since they are required to make effective analysis of a social phenomenon by carrying out history projects in the classroom. Therefore, history teachers need to integrate interactive instruction approaches as possible.

According to Bell (2010), PBL is a key approach for development of independent learners and thinkers in a history classroom; here learners focus on their performance by making their own inquiries, organising their research, scheduling their learning, and executing different learning strategies. It is an instructional technique that can

be introduced into many different content areas and instructional units depending on the nature of the topic being taught. PBL approach is also based on a central idea that the learning process is most effective when learners apply theory, wherein the role of learners changes completely from learning by listening to learning by doing.

In the USA, Buck Institute for Education (B.I.E) has significantly supported the establishment of PBL as a way of responding to the efforts made by schools in reforming learning to equip students with suitable skill for a learning process that is knowledge-based. According to Svinicki (2000), the institute provides support for PBL because the approach involves worthwhile content that is grounded in the actual problems of the world, artefacts and investigations which allow learners to apply information, learn concepts and represent knowledge in numerous ways and work collaboratively with teachers.

In a similar study, Ocaik and Uluyol (2010) examined the influence of PBL environment on the intrinsic motivation components, specifically academic improvement, interest and cognitive engagement. The study results indicated that, the interest and academic engagement of learners in a classroom were positively affected by PBL. Learners experience pressured positively into completing their assignment and thus increased communication between members of the same group.

Additionally, PBL pedagogical approaches which improved students' engagement in the learning process promoted history's academic success; this is because the instruction style is the most operational and effective method for engaging learners' creative abilities. The method enables participants to acquire the required behaviours and be able to utilize the skills learnt outside the school setting. The instruction strategy comprises of numerous approach used by teachers to effectively engage learners in social-studies curriculum which promotes democracy. PBL is among the most authentic techniques and culturally oriented towards accomplishing social

objectives and increasing student motivation and interest by through pedagogy (Ihan, 2014).

Hugerat (2016) in a study on *How to teach using project-based learning strategies*, observed that the main benefit associated with PBL is improves students' academic motivation and engagement towards learning. The study also discovered that it also raises the performance in different investigation areas involving real learning experiences and actual issues in the outside world beyond the classroom environment. According, investigative areas could be problem-solving, problem-finding, design, discovery, decision-making or processes involving model-building. A study conducted in Israel to examine the effects associated with project-based learning on classroom learning, the findings indicated that learners who utilized the approach enjoyed the learning process and were more contented with their academic tasks than non-PBL learners (Condliffe, 2017). The study maintained that the difference was due to the fact that PBL activities give learners an opportunity to develop diverse skills such as communication skills, collaboration skills, critical thinking skills and problem-solving skills which the researcher called skills for the future.

Researcher Chang (2010) provided evidence on the effect of PBL on achievement of academic growth. Her study indicated positive attitudes of learners towards the approach and demonstrated academic achievement growth after adopting PBL because the method gave learners an opportunity to practice learning by doing. They worked together collaboratively, shared critical and best ideas and shared opinions and thus are capable of creating their own knowledge

Additionally, research indicated that PBL promotes student engagement, increased skills of cooperative learning and improved test-scores. Apart from this, PBL has other benefits including, increased self-direction, deeper understanding of course concepts, improved abilities to solve problems and increased motivation. An active social learning process is fundamental in building student engagement and understanding content

(Watters & Watters 2007). In the PBL strategy, a teacher acts as student learning facilitator while a enables them to guide and explore learning individually in an organized manner. This enables them to socially co-construct knowledge as a team.

According to Genc (2015), PBL is a holistic approach that requires a transforming a curriculum, providing full support and ensuring cooperation from both students and teachers. This is because PBL is not just a method of presenting problems to learners but a structured and rigorous, strategy to effective learning. Teachers usually take note of the attendance improvements, increased classroom participation and more willingness among learners to complete homework.

The study by Chi et al. (2011) on the effects of associated with the introduction of PBL strategy in classroom showed positive academic outcomes. The results indicate that brighter learners when compared to average performers benefit more from PBL approach. The initial stages of PBL implementation demands faith and acceptance among teachers according to social constructivist theory and comprehension of constructivism because PBL is grounded on these theoretical bases.

Many empirical research studies on the perception of teachers and students regarding PBL reported that the strategy is time-consuming (Habók & Nagy, 2016; Harrigan, 2014). They stated that many teachers do not get sufficient time to prepare or plan class projects since the method requires a lot of time and involves an increased workload Furthermore, PBL requires an in-depth examination into real problems and usually these kind of projects can be time consuming.

In Kenya, the education system is examination oriented and therefore, it has failed to provide room and support for the use and application of PBL since it is time intensive and involving. It is therefore suggested that teachers need to integrate new teaching approaches that are based on practical activities rather than theoretical

strategies. This is significant towards achieving a crucial shift from teacher-centred system to an instructional method that is student-centred (Akama, 2011). Previous researches tend to focus on teachers' experiences and perceptions of using PBL. Most of these researchers investigated teachers' attitudes and perceptions when using PBL in teaching history and social studies lessons as well as teachers' preparedness in implementing PBL. All studies focused on the use of PBL in a classroom setting with the main aim being to find out how students learn.

It is clear that technology integration is not yet achieved in a systemic or systematic way in most schools. Very few schools can be labelled as "learning organisations" with a shared commitment to technology in education. In this respect, the literature about school improvement stresses the importance of leadership in developing a commitment to change. Their capacity to develop and articulate, in close collaboration with other actors from the school community, a shared vision about technology use is considered a critical building block in this process. An important implication, therefore, is that the training of principals should become a priority in developing technology-related professional development. The studies by Dawson and Rakes (2003) and Lawless and Pellegrino (2007) underpin the former: the more professional development principals receive and the more engaged they are in the professional development of their teachers, the more technology integration at the school level is observed. Their findings suggest that without well-trained, technology-capable principals, the integration of modern technology into school curricula will remain deficient. This perspective adds to the holistic approach when exploring the gap between technology trends and the use of technology in schools because teachers are not considered completely independent but share their context.

## RESEARCH METHODOLOGY

This study was based on the pragmatic paradigm, this is because the approach utilizes pluralistic means to acquire knowledge about a phenomenon

(Teddlie & Tashakkori, 2010). This research employed descriptive survey as a suitable design because it provides descriptions and explanations about the characteristics associated with the targeted population. This study was conducted in Kericho County. The study targeted every secondary schools in the county. A target of 3073 respondents comprised 230 secondary schools HODs, 503 History and Government teachers, and 2340 Form Four History and Government students. The researcher sampled 69 schools. The total number of respondents was 361. A stratified sampling technique was used to select heads of department, teachers and students. A simple random sampling technique was used to select 69 heads of History and Government as well as History and Government teachers and 223 History and Government students from the sampled schools. The tools adopted for the study were questionnaires, an observation schedule and interview guide as deliberated in the following sections. The research results yielded both qualitative and quantitative data since the study adopted a mixed methods approach. Also, for the summated Likert scale, measures of the standard deviation and the mean utilized. ANOVA statistical technique was used to determine whether samples from two or more groups come from populations with equal means. Multiple regression analysis was used to investigate the effect of the project-based learning strategies on student performance.

## RESULTS AND DISCUSSION

The first objective of the study sought to establish the influence of project-based learning on achievement in History and Government in secondary schools in Kericho County. Project-based learning and achievement were investigated using questionnaires given to History and Government students and teachers, as well as interview schedules that were conducted.

**Table 1: Results of Project-Based Learning from Teachers Questionnaires**

<b>Project-Based Learning</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Mean</b>
Based on content and students, I develop a project that allows for student choice.	15, 26.3%	13, 22.8%	11, 19.3%	12, 21.1%	6, 10.5%	3.333
I use content standards in the creation or adaptation of a project to ensure that key aspects from the content area are included and addressed by the project.	17, 29.8%	16, 28.1%	12, 21.1%	12, 21.1%	0, 0.0%	3.667
I prompt student inquiry and independence.	12, 21.1%	16, 28.1%	3, 5.3%	23, 40.4%	3, 5.3%	3.193
I set tasks, schedules, checkpoints and deadlines while working with the students.	15, 26.3%	11, 19.3%	25, 43.9%	0, 0.0%	6, 10.5%	3.754
I utilise a variety of tools and strategies for support based on the student(s) need(s) in assisting students in reaching their project goals,	22, 38.6%	18, 31.6%	6, 10.5%	11, 19.3%	0, 0.0%	3.895
I use both formative and summative assessments to assess the students both on an individual level and as a collaborative team.	31, 54.4%	14, 24.6%	6, 10.5%	0, 0.0%	6, 10.5%	4.123
I enable learners to focus on open-ended questions so as to be able to solve abstract concepts.	17, 29.8%	20, 35.1%	11, 19.3%	3, 5.3%	6, 10.5%	3.684
I teach what students should academically know, understand, and be able to do in the project.	11, 19.3%	34, 59.6%	3, 5.3%	3, 5.3%	6, 10.5%	3.719
I use project-based strategies to learn historical concepts or project-based	11, 19.3%	25, 43.9%	15, 26.3%	6, 10.5%	0, 0.0%	3.719
I use 21st-century skills such as critical thinking, communication, collaboration, and creativity.	11, 19.3%	17, 29.8%	20, 35.1%	6, 10.5%	3, 5.3%	3.474
I simplify abstract concepts for the learners for the learners	11, 19.3%	26, 45.6%	6, 10.5%	5, 8.8%	9, 15.8%	3.439
I provide opportunities for feedback and revision of the plan and the project.	40, 70.2%	5, 8.8%	6, 10.5%	0, 0.0%	6, 10.5%	4.281
I require students to present their problems, research process, methods, and results.	6, 10.5%	23, 40.4%	25, 43.9%	0, 0.0%	3, 5.3%	3.509

*Table 1* represents the teacher's questionnaire results on project-based learning on achievement of History and Government. The values 1, 2, 3, 4, and 5 represent a Likert scale which strongly disagrees, disagree, neutral, agree and strongly agree, respectively. Those who strongly agreed and agreed were summed to explain those who supported while strongly disagreed and disagreed represent the total for respondents who did not support. Mean was obtained as a descriptive analysis variable measuring the average of the study.

The majority of (28, 49.1%) respondents developed project contexts that assisted students in making choices against 18(31.6%) respondents who did not develop, and 11(22.8%) were neutral out of 57 respondents. Therefore, the project-based allowed students to make a choice between the content to a moderate extent (mean of 3.333). The majority of teachers allowed the student to choose the content for their project.

The majority of teachers' utilised content standards in the creation of projects to ensure that key aspects of content were addressed through the project method were 33(57.9%) respondents out of 57 respondents. Those who did contrary were 12 (21.1%), and neutral were 12(21.1%) out of 57 respondents. It meant that projects have sufficient context in bringing the key aspects, making it easier for students to adopt (mean of 3.667).

Response to whether teachers prompted student inquiries and independence indicated a 28(49.2%) respondents practice, 3(5.3%) did not and 25(43.9%) were neutral out of 57 respondents. These enable students to create independence and assist them through making inquiries (mean of 3.193).

A high number of teachers (40, 70.2%) as compared to 11(19.3%) of the contrary opinion and 6(10.5%) were neutral on set tasks, schedules, checkpoints, and deadlines while working with the students. Hence it implied that teachers set tasks, schedules,

checkpoints and deadlines while working with the students (mean of 3.754).

Most teachers (40, 70.2%) utilised a wide range of tools and strategies to facilitate support based on students' needs in order to assist students in reaching their project goals, while 11(19.3%) did not and were 6(10.5%) neutral. Teachers are able to utilise a different tools and strategies for support based on the student(s) need(s) in assisting students in reaching their project goals (mean of 3.895).

The research revealed that 45(79.0%) of teachers out of 57 used both formative and summative assessments to evaluate the students both on an individual level and as a collaborative team, as compared to 6(10.5%) while 6(10.5%) were neutral. It implied that both formative and summative assessments were used by teachers to assess the individual students as well as group work using project techniques (mean of 4.123).

37(64.9%) respondents noted that project-based learning enabled learners to focus on problems and challenges to research as well as solutions, while 9(15.8%) were of the contrary opinion, though 11(19.3%) were neutral opinion. These enabled learners to focus on open-ended questions, challenges, or problems to research and respond to and/or solve (mean of 3.684).

Those who agreed that the project-based method teaches students to know, understand, and be able to do more on History and Government were 45(78.9%), those who did not agree were 9(15.8%), and those who were neutral were 3(5.3%). There the majority of teachers taught what students should know academically, understand, and be able to do in the project method (mean of 3.719).

The project-based method enables the student to make inquiries in History and Government, where 36(63.2%) agreed, 15(26.3%) were neutral, and those who did not agree were 6(10.5%). Hence there were more who agreed than those who disagreed.



Therefore, the project method allowed inquiry into History and Government subject (mean of 3.474).

According to respondents on the use of 21<sup>st</sup>-century skills such as critical thinking, communication, collaboration, and creativity, there were 28(49.1%) respondents who supported, 9(15.8%) respondents who did not support and 20(35.1%) who were undecided. Hence, the majority of teachers were found to use 21st-century skills such as communication, critical thinking, creativity, and collaboration, among others (mean of 3.474).

A response of 37(64.9%) respondents of the teachers was able to build students' choice of content into the process against 14(24.6%) who did not, and 6(10.5%) were undecided. The majority of teachers believe that the method assists them in

simplifying abstract concepts for the learners (mean of 3.439).

Most teachers where 45(79.0%) teachers provided an opportunity for feedback and revision of the plan and the project against 6(10.5%) who did not and 6(10.5%) neutral. A large number of teachers provided opportunities for feedback and revision of the plan and the project (mean of 4.281).

A significant number of 29(50.9%) respondents supported that the project-based required students to represent their problems, research process, methods, and results at the end of each project. Despite 35(43.9%) respondents who were neutral, 3(5.4%) respondents did not support. There the majority of teachers required students to present their problems, research process, methods, and results (mean of 3.509).

**Table 2: Results of Project-Based Learning from Students' Questionnaires**

<b>Project-Based Learning</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Mean</b>
The project allows me to do further research in the library	30, 12.4%	60, 24.9%	68, 28.2%	54, 22.4%	28, 12.0%	2.996
The project allows more investigations either individually or in groups on historical concepts	84, 34.9%	69, 28.9%	60, 24.9%	10, 4.1%	18, 7.5%	3.793
The project makes me not memorise facts in History	30, 12.4%	54, 22.4%	68, 28.2%	28, 12.0%	60, 24.9%	2.855
The project method is important in developing self-confidence in learning History.	106, 44.0%	64, 26.6%	50, 20.7%	16, 6.6%	5, 2.1%	4.037
The project makes me learn more facts about History	94, 39.0%	105, 43.6%	26, 10.8%	5, 2.1%	11, 4.6%	4.104

Table 2 represents questions answered by students on the effect of project-based methods on the achievement of students in History and Government subjects. A response of 90(37.3%) respondents supported that projects allowed students to do further research in the library, while 68(28.2%) were undecided and 82(34.4%) respondents did not support it. The findings revealed a larger number of

students in their project did not research in the library (mean of 2.996). To a moderate extent, it increased the ability through motivating the students hence changing their reading habits and attitude. On the contrary, Barak (2012) argued that learners acquire high-level strategies and cognitive skills and a sense of obligation. It shows that few students

would do further research in the library despite increasing self-reliance and cognitive skills.

A significant number of respondents supported (153, 62.8%) that the projects allowed students to conduct more investigations either as groups or as individuals on History and Government. Even though few were 28(11.6%) and some were neutral, 60(24.9%) students benefited from individual or group investigations on History and Government topics to some greater extent (mean of 3.793). Similarly, Genc (2015) stated that project-based learning is strategy used to ensure student engagement in a social setting and thus assisting learners to improve their literacy skills through. The method is significant to students in the development of literacy skills both as a group or individually.

The majority of the respondents (88, 36.9%) respondents, disagreed that project-based learning reduced memorisation. However, 84(34.8%) respondents supported it, while 68(28.2%) were undecided. Hence some more of the projects did not entirely eliminate memorisation of History and Government topics but reduced moderately (mean of 2.855). Once memorisation is reduced, students are expected to become creative and participate more in class. Bell (2010) also comes with also argued that project-based learning encourages collaboration and increased innovation in class.

Of the majority of respondents (170, 70.6%) supported that project-based learning is important in developing self-confidence in learning History, 50(20.7%) were undecided and 21(8.7%) were of contrary opinion. A project was important in

developing the self-confidence of the History and Government students (mean of 4.037). Self-confidence is crucial not only for the subject but also for establishing self-regulation skills as Ahmed (2013) argued.

A larger number of respondents (199, 82.6%) supported that project made learning more factual in History and Government, 16(6.7% disagreed, and 26(10.8%) were neutral. The investigation indicated that the project method enables learners to increase facts about History and Government (mean of 4.104). This concurs with Ahmed (2013) who conducted a study and the findings supported the outcome of this study. According to Ahmed (2013), the research indicated that PBL is an effective learner-centred model which enables learners to develop communication, content knowledge, self-management, positive attitudes, self-regulation skills, teamwork skills and problem-solving; hence, it makes them develop skills to perform scientific inquiry and hands-on experiences as well. Therefore, it can be generalised that PBL plays an accrual role in learning and providing positive altitude in academics.

The interview results on “How does project-based learning influence the achievement in History and Government in secondary schools in Kericho County?” reveal that, according to the majority of heads of department, it assists the performance of History though most History teachers have not fully embraced the method. This is so because they claim the method takes a lot of time and hence derails the syllabus coverage.

**Table 3: Group projects**

	Frequency	Per cent	Cumulative Percent
Rarely Used	6	22.2	22.2
Moderately Used	14	51.9	74.1
Often Used	4	14.8	88.9
Frequently Used	3	11.1	100.0
Total	27	100.0	

Table 3 represents results from observations made in project-based learning from the research through participation in the History and Governance lesson. The summary of the findings indicated that group project was moderately used by 51.85% of the

teachers, 22.22% rarely used, 14.81% often used, and 11.11% frequently used. Hence the results from 27 observations implied that despite being an innovative method that involves students, it is moderately used.

**Table 4: Project method**

	Frequency	Percent	Cumulative Percent
Rarely Used	7	25.9	25.9
Moderately Used	12	44.4	70.4
Often Used	8	29.6	100.0
Total	27	100.0	

The observed results in Table 4 revealed that 44.44% were moderately used, 29.63% were often used, and 25.93% were rarely used. The method is used by most respondents accounting for more than

among students as opposed to presenting concepts and facts directly. PBL also enable students to develop problem-solving, critical thinning and communication skills. PBL also gives students an opportunity for finding and examining research materials, working collaboratively in groups and life-long learning experiences. (Tai & Ting, 2011).

Project-based learning is a teaching approach in which past human experiences are employed an avenue to facilitate principle and concepts learning

**Table 5: Correlation Coefficients of Project-based Learning Methods and Achievement in History and Government**

		Achievement in History
Projects Method	Pearson Correlation	.599**
	Sig. (2-tailed)	.000
	N	241

The results indicated that there was a positive moderate significant association between project-based learning and academic performance in History and Government Achievement, as indicated by correlation coefficients of 0.599.

History and Government Achievement, as indicated by a correlation coefficient of 0.599.

The results obtained from Table 2 indicated that the project method assists students in gaining independence, setting tasks and schedules, using a variety of tools and developing collaboration between students as well as teachers (62.8%). The results further indicated that there was a positive moderate significant association between Project-Based Learning and academic performance in

Shittu et al. (2011) in their research on examining students' intention and attitudes to utilize social software in higher institutions of learning in Malaysia, supported this study's findings that 44.44% of teachers believe that the method is effective in enabling learners to improve their performance. They found that brighter students benefit when compared to average students, benefit more. They also discovered that learners gains kills and knowledge by working on a specific problem with others and thus be able to design an authentic response to complex questions

From *Table 2*, successful PBL first must spark the interest of the learners and then incorporate driving questions to keep students' interest 153(62.8%). This enables students to make sound decisions during the project, which motivates them to conduct inquiries on their own. While working in groups, students learned and utilised valuable 21<sup>st</sup>-century skills, which included group collaboration, communication, and critical thinking. The teacher's role as a facilitator involves providing feedback and allowing students to make revisions through means of rubrics and group evaluations.

In a similar study, Britten (2015) investigated how a project-based learning environment influenced components of intrinsic motivation on learners' academic performance. According to the results of the study, it was found that PBL positively affected engagement and interest in class; he believed that pedagogical strategies which heighten students' engagement in the learning process also ensure learners' academic success, which agrees with the results of the research under study. This supports the research findings in that by using the method, students (63.8) felt positive pressure to complete their assignments as well as increased communication between group members. The academic needs of students is usually not catered for by traditional methods used by history teachers, but numerous opportunities of acquiring knowledge, values and skills and also enhancing social world context using PBL exist. Newmann et al. (2007), on their part, emphasised that students' motivation and performance increases when the learning process involves real-life problem. Student engagement is requires improvement in history promote informed decision making by students during a learning situation. Learners need to effectively analyse social phenomena by evaluating history projects within the classroom setting. Teachers are therefore required to adopt appropriate teaching approaches possible to facilitate increased motivation and achievement among students in critical subject areas that are important to their social life

82.6% of teachers supported that project made learning more factual in History and Government. The study also indicated that the project method enables learners to increase facts about History and Government (mean of 4.104). Ahmed's (2013) findings supported this by indicating that PBL is an effective learner-centred model which enables learners to develop communication skills, content knowledge, self-regulation and self-management skills, problem-solving, positive attitudes, and teamwork skills and thus promote the acquisition of hands-on experiences as well as scientific inquiry skills. Therefore, it can be generalised that PBL plays a crucial role in learning by ensuring that learners' performance is improved.

Additionally, Barak's (2012) research suggests that PBL assist students to develop better cognitive skills and better grades by ensuring that learners participate actively in the learning process. Similarly, Bell (2010), in a study on PBL for the 21st century, established it provides collaboration opportunities and promotes supports active academic achievement and engagement in the classrooms. He further went on to state that PBL is centred on engagement of learners and teachers as well as collaboration, creativity, teamwork, building of relationships and motivation relevance while handling authentic projects to construct knowledge. The study findings had similar sentiments that 88(36.9%) of the respondents agree that PBL gives learners a chance to be actively involved in learning and therefore reduces memorisation. Coyne et al. (2016) in a study entitled *Jumping in: Redefining teaching and learning in physical education through project-based learning*, also maintained learners in the same PBL groups indicated high level application and understanding skills that were outstanding among group members that were actively engaging during learning the learning session. The findings also highlighted PBL is associated with positive learning experiences which include increased abilities and confidence as well as improved performance.

The study findings showed that 60.61% strongly agreed that PBL push learners forward and fostered greater attitudes towards the subject. Learners also reported greater pleasure, curiosity, interest, and cooperation as a result of using PBL study. Furthermore, 50.51% agreed that there was an enhancement in performance when using the method. This was supported by Genc's (2015) research on PBL online performance and found resolution to the problems they investigated using key principles and concepts. Projects are adjustable to different types of learners and learning situations. He asserts that PBL is a way of teaching that can include learners in a social setting therefore helping students to improve their performance by practising their literacy skills. Students are capable in building a project together and explaining the outcomes with other learners and their teachers.

This learning method utilises guide studies or textbooks is concerned on the outdated method and does not productively provide academic requirements and propel learners. It is true, learners who take active roles in learning have been noticed to perform positively by actively getting involved in their own studying methods when compared with learners who are actively involved as a non-participant in the learning process (Hugerat, 2016). The results from the present research emphasised that the students are able to construct knowledge which improves their academic achievement in their subject. These analyses propose that learners learn productively by actively raising their ideas and knowledge through discoveries with peers in good social learning. He further emphasized that project-based learning assists learners improve their academically and gain better attitudes since the association between group members in a social context is essential for learning, as proposed in constructive social concept, and context is vital to understand what happens in the society and to build knowledge on students and the society as whole.

According to respondents, the use of 21<sup>st</sup>-century skills such as critical thinking, communication,

collaboration, and creativity there was 49.1%, with a mean of 3.474. They believed that project-based learning, as one of the authentic methods, is culturally concerned with pedagogy in order to accomplish certain specific objectives and increase performance and motivation. Özdemir et al. (2015) stated that students are typically more motivated to learning when they are allowed to participate in a project in which they have a greater interest. There is evidence that when teachers organise instruction around assignment that demands a higher level of thinking in depth, understanding elaborated communication makes a connection to students' lives beyond school, so students produce more complex works intellectually. These authentic intellectual studies have been found to increase students' engagement and achievement.

Their research has also shown that the attitudes, engagement, and academic performance of students have been negatively affected by their participation in their classroom learning activities. These results mainly arise from a lack of materials, continuous exposure to textbooks, teacher excitement, and teacher-centred instructional methods. Markic et al. (2016) stated that many teachers struggle with a lack of students' interest in content which turns into low motivation to learn. According to them, this situation is especially prevalent in social sciences courses. The study findings revealed similar results that a larger number of students in their project did not get enough time to do research in the library (mean of 2.996). The method could have increased the class performance by motivating the student's and changing their reading habits and attitude. This is because students rarely feel engaged in the learning process and gained important concepts when teachers still embrace traditional pedagogies. This.

In their coverage of the analysis on Project-based learning application in classroom setting, Tseng et al. (2013) contended that shifting teachers' beliefs about their classroom part from that of director to facilitator is a key implementation hurdle for

student-centred instructive approaches like project-based learning. Teachers attempted to integrate learning with the project design approach during classroom lessons, as observed by the research analyst. Kolodner et al. (2014) found that one of the key implementation challenges involved teachers' willingness to change their role in the classroom and alter their conceptions of classroom control. They further found that it was too difficult for some of the teachers who had attempted to implement PBL; these teachers found the method to be too involving for both the teacher and the learners 34.4%. They additionally discovered that some teachers found the application of this context to be unsafe because, furthermore to improving the teachers' role they need teachers to withstand changes to the traditional learning atmosphere like noise level, students association, and the students' programme and impression relaxed with uncertainty and suppleness in classroom monitoring. Having known that teachers face liability pressure coping with alterations and levels of uncertainty can be complicated.

## CONCLUSION AND RECOMMENDATIONS

The study concludes that the project learning technique assists teachers in improving performance in History and Government by encouraging students to participate creatively, process and analytical skills, and gain understanding, critical thinking, and collaboration. Cooperative has a significant influence on the achievements of History and Government. It is important to know that it can be incorporated based on time consumption.

The research recommended that History and Government teachers should integrate more than one learning technique to ensure students' all-around information, knowledge, skills and social understanding of History and Government. It is important for more than teaching techniques to enhance achievement in History and Government.

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