

Pedagogical approaches and their impact on patriotism and national unity: A study of history and government education in Kenyan secondary schools

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ABSTRACT

This study investigated the extent to which pedagogical approaches used in the implementation of the secondary school history and government curriculum foster patriotism, national cohesion, and unity among learners in Kenya. This study is grounded in constructivist and social learning theories, which together emphasize active, interactive learning. Constructivism views learners as active participants who build knowledge through experience, dialogue, and critical thinking, supporting learner-centered approaches in history and government education. Social Learning Theory complements this by highlighting how students acquire values and behaviors through observation, imitation, and reinforcement. Combined, these theories provide a strong framework for promoting critical thinking, civic responsibility, and the development of values such as patriotism and national cohesion. Anchored in a pragmatic research paradigm, the study adopted a mixed-methods approach within a descriptive survey design, utilizing a sequential explanatory framework to integrate both quantitative and qualitative data. The study was conducted in 210 secondary schools in Kakamega County, selected through stratified and simple random sampling techniques to ensure representation of school categories. The target population comprised form four students, history and government teachers, and selected education stakeholders. Data were collected using structured questionnaires for students and teachers, semi-structured interviews for key informants, classroom observations, and document analysis of lesson plans and curriculum materials. Instrument validity was ensured through expert review, while reliability was established using pilot testing and statistical measures. Quantitative data were analyzed using descriptive statistics (means, frequencies, and standard deviations) and inferential techniques, including correlation, regression analysis, and Principal Component Analysis (PCA), to determine relationships among variables. Qualitative data were analyzed thematically and used to triangulate and explain quantitative findings. The results indicated that although the History and Government curriculum is inherently designed to promote civic values, its effectiveness largely depends on the pedagogical approaches employed. Teacher-centered methods dominated classroom practice, limiting active student participation and meaningful engagement with civic concepts. In contrast, learner-centered pedagogies such as group discussions, debates, simulations, role-play, and community-based learning were found to significantly enhance students' understanding and internalization of patriotism, national cohesion, and unity. Regression analysis revealed that pedagogical approaches had a statistically significant, though comparatively weaker and negative influence when poorly implemented, highlighting inconsistencies in instructional quality. The findings further showed that systemic challenges, including inadequate teacher training, limited instructional resources, large class sizes, and exam-oriented teaching culture, hinder the effective use of participatory methods. The study concludes that pedagogy is a critical link between curriculum design and the realization of civic education outcomes. It recommends strengthening continuous professional development for teachers in learner-centered and competency-based pedagogies, revising assessment systems to support civic learning, and improving institutional support to facilitate interactive teaching practices. Enhancing pedagogical effectiveness is essential for positioning history and government education as a transformative tool for fostering national identity, unity, and social cohesion in Kenya.

Keywords: Civic Education, History and Government Curriculum, Kenya, National Cohesion, Patriotism, Pedagogical Approaches, Unity

I. INTRODUCTION

Pedagogical approaches serve as a critical vehicle for fostering social cohesion and national consciousness. Kenyan History and Government is specifically intended to cultivate informed, patriotic, and responsible citizens (Nasibi, 2014). This subject promotes understanding of Kenya's political evolution, governance systems, and struggles for independence, key aspects that can foster pride, civic responsibility, and unity among learners. However, despite these objectives, challenges such as ethnic polarization and weak civic participation persist (National Cohesion and Integration Commission (NCIC), 2023). The link between pedagogy and civic outcomes is central to understanding

how educational practices shape students' values and attitudes. According to Dewey's (1939) theory of experiential learning, education must connect experience with reflection to develop moral and civic understanding. Bandura's et al. (1961) social learning theory adds that individuals internalize civic norms by observing role models within their learning environment. When teachers model democratic behaviors and encourage participatory learning, they create environments conducive to civic growth and national cohesion.

This study, therefore, sought to explore how different pedagogical approaches, ranging from traditional teacher-centered instruction to interactive learner-centered methods affect the development of patriotism and unity among learners. It investigated how History and Government teachers interpret and implement civic objectives in their lessons, and how students respond to these pedagogies. The study aimed to identify dominant pedagogical approaches used in teaching History and Government, assess the relationship between pedagogical methods and civic outcomes, and determine the effectiveness of learner-centered approaches in promoting patriotism and national unity.

1.1 Statement of the Problem

Since independence, Kenya has relied on the secondary school History and Government curriculum as a key tool for nurturing patriotism, strengthening national identity, and promoting social cohesion among its citizens. Despite these intentions, there is little empirical proof that the curriculum has fully realized these objectives. Recent research indicates that many Kenyan youth are showing reduced attachment to national values and increasing mistrust of public institutions. National Cohesion and Integration Commission (NCIC) (2023) highlights a rising sense of cynicism among urban youth, who often perceive patriotism as political loyalty rather than genuine civic commitment. This weakening sense of national pride is evident in persistent issues such as corruption, ethnic polarization, examination malpractice, student unrest, and vandalism. The 2007–2008 post-election violence, which caused over 1,300 deaths and widespread destruction of property, further demonstrated the vulnerability of national unity (Lee, 2000). Moreover, the Kenya Institute for Public Policy Research Analysis (KIPPRA) (2024) report indicates that feelings of inequality and marginalization continue to shift citizens' allegiance from national identity toward ethnic affiliations. Although the History and Government syllabus has the potential to promote civic awareness and unity, its delivery in schools is largely examination-driven and limited by challenges such as insufficient teacher preparation, scarce instructional resources, and overcrowded classrooms, which constrain its overall impact (Ogada, 2025).

1.2 Research Objective

To establish whether pedagogical approaches used in the effective implementation of history and government curriculum foster patriotism, national cohesion and unity.

II. LITERATURE REVIEW

2.1 Theoretical Review

This study is anchored in Constructivist Theory and Social Learning Theory, which together inform its pedagogical and analytical framework. Constructivist Theory, advanced by scholars such as Vygotsky, Piaget, and Dewey, posits that knowledge is actively constructed by learners through interaction with their environment, experiences, and social contexts. Learning is therefore not a passive process but one that involves dialogue, reflection, and problem-solving. In the context of History and Government education, this theory supports learner-centered pedagogy, where students critically engage with historical narratives, draw connections between past and present, and develop higher-order thinking skills. Teachers, in this framework, function as facilitators who create environments that promote inquiry, collaboration, and meaningful learning (McBer, 2000). This approach is particularly effective in fostering civic understanding, patriotism, and national cohesion, as learners actively interpret and internalize historical and social realities.

Social Learning Theory, developed by Albert Bandura in 1960s, complements constructivism by emphasizing learning through observation, imitation, and reinforcement. It asserts that individuals acquire behaviors, attitudes, and values by observing others and evaluating the consequences of those behaviors. Within History and Government education, this theory explains how students develop civic values such as patriotism and social responsibility by modeling the behaviors of teachers, peers, and historical figures. The use of reinforcement and collaborative learning further enhances the acquisition of desirable behaviors and attitudes.

In summary, the integration of Constructivist and Social Learning theories provides a robust framework for understanding how History and Government education can promote active learning, critical thinking, and the development of civic values essential for national cohesion and responsible citizenship.

2.2 Empirical review

Pedagogical approaches play a crucial role in determining how effectively the History and Government curriculum promotes patriotism, national cohesion, and unity among students. Scholars argue that learner-centered teaching strategies such as discussion-based learning, project-based learning, civic simulations, and inquiry-based

approaches help learners develop critical thinking, civic awareness, and a deeper understanding of national identity. These strategies allow students to analyze civic issues, participate in dialogue, and connect historical events with contemporary societal challenges, thereby strengthening democratic values and national consciousness (Muthoni, 2021). In addition, experiential methods such as dramatization, storytelling, and community-based learning enable students to relate historical knowledge to real-life experiences, promoting empathy, cultural awareness, and a stronger sense of belonging within the nation

Several studies reveal that the implementation of these pedagogical strategies in many African education systems remains limited. Research shows that History and Government lessons are often dominated by teacher-centered approaches such as lectures, dictation, and textbook-based instruction, which restrict students' opportunities for participation and critical engagement with civic issues. Such traditional teaching methods tend to encourage passive learning and symbolic patriotism rather than active citizenship (Muthoni, 2021). Scholars therefore advocate for the adoption of constructivist and experiential pedagogies such as role-playing, debates, problem-solving activities, and collaborative learning, which can help learners internalize civic values and develop practical civic competencies (Reeves et al., 2002; Biggs & Tang, 2011).

Literature highlights structural challenges that limit the effective use of participatory pedagogies in history education. These challenges include inadequate teacher training, insufficient instructional resources, and disparities in school infrastructure, which often discourage teachers from adopting innovative teaching strategies. Studies across African contexts emphasize the importance of continuous professional development, integration of digital learning tools, and institutional support to enhance pedagogical effectiveness and align teaching practices with the civic objectives of the curriculum (McBer, 2000; Jansen, 2009). Consequently, strengthening pedagogical approaches is essential for transforming History and Government lessons from purely theoretical instruction into meaningful learning experiences that actively promote patriotism, national cohesion, and civic responsibility among students.

III. METHODOLOGY

3.1 Research Design

This study used a descriptive survey research design to assess the current status of a problem without any manipulation of variables. The design was selected because it allows for description, interpretation and analysis of existing conditions, present practices, perception and relationship as they exist (Kothari, 2014). Due to the nature of the study, descriptive survey design was most appropriate to examine how teaching History and Government in the secondary schools in Kenya is aiding to the development of patriotism, national cohesion & unity among Kenyan citizens. To better analyze and understand the civic effect of the curriculum, this study was set within a mixed methods sequential explanatory framework. This approach involved two distinct phases. Initially, structured questionnaires were administered to students and teachers for the collection of quantitative data. Descriptive statistics were employed to analyze the data. The analysis utilized correlation and regression methods to identify patterns, relationships, and levels of agreement on curriculum, pedagogy and civic.

The second phase comprised interviews administered secondary school principals and curriculum officers to gather qualitative data. The aim of this stage was to explain the quantitative findings while contextualizing interpretations that could add breadth to the narrow interpretations of the first stage. This would allow for important depth and detail to be included as well as adding contextualization to the curriculum delivery, teaching difficulties and learning efforts of students. A thorough examination of the effectiveness of the History and Government curriculum was achieved through the combination of quantitative and qualitative data. This design was helpful in joining together policy intents with realities in the classroom, teacher practices, and learner experiences thus providing a window into the ways civic values are nurtured through the implementation of curriculum in Kenyan Secondary Schools.

3.2 Target population

The study population comprised 44,500 Form four History and Government students, 190 History teachers, 437 principals, 1 County Quality Assurance and Standards Officer (CQUASO), 13 Sub-County Directors of Education (SCDE), and 1 County Director of Education Standards (CDE), resulting in a total study population of 45,142 respondents. The study focused on secondary school students because they were the major primary target group of history and government curriculum which aimed to shape students' attitude towards patriotism, national cohesion and unity. Moreover, unlike the university students whom majority of them have formed a strong political and personal identities, secondary school students are in their adolescent stages where perception, national identity and civic values are actively shaped (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2021). Therefore, by using form four secondary school students, the study was able to capture real time perceptions of learners presently influenced by the curriculum thus making the results and findings more useful for curriculum improvement, formulation of educational policy and teacher training sessions aiming at fostering Patriotism, national cohesion and unity.

3.3 Sample Size and Sampling Techniques

The study used a combination of census, simple stratified and random sampling techniques. This combined approach was intended to ensure a comprehensive and representative sample, allowing for reliable and valid results from both smaller specialized groups and larger, more diverse population. Stratified sampling method was used in this study because it ensured that there was a diverse group of respondents based on geographic distribution and school which were proportionately represented and vividly accounted for population differences. For the County Director of Education (CDE), Sub County Directors of Education (SCDEs), and County Quality Assurance Officers (CQASO), a census sampling method was employed. This was the most suitable choice given that the populations for these categories were relatively small and specific. There was one CDE and one CQUASO, and the total number of SCDEs was 13. Given the specialized nature of these roles, it was essential to include all individuals within these groups to gain a comprehensive understanding of their insights and expertise. The use of census sampling allowed for the inclusion of every expert, ensuring that no relevant perspectives were omitted. As a result, this ensured that there was a full coverage of small crucial groups and did away with the risk of missing out on professional insights that could streamline curriculum policy.

For the larger and more diverse respondent groups such as principals, students and teachers, simple stratified and random sampling were used. These techniques ensured that each individual in these populations had an equal chance of being selected, reducing the likelihood of bias and enhancing the representativeness of the sample. By using random sampling, the study aimed to capture a diverse range of opinions and experiences, ensuring that the findings reflected the true nature of the broader school environment. The study targeted a total of 437 secondary school principals, from which 210 were selected using stratified sampling. For the student population, which consisted of 44,500 individuals, a random sample of 396 students was chosen, ensuring a manageable yet statistically significant sample size. Finally, 190 teachers were included in the study population, and 129 teachers were selected through random sampling. This approach allowed the study to capture a wide array of views from key educational stakeholders. The total sample size of respondents was 750, representing 1.66% of the total study population (45,143). The sample of 750 respondents was statistically robust and enough to detect a meaningful difference in the perception thus remaining logically practical. On the other hand, probability-based sampling hiked the generalizability findings as recommended by Mugenda and Mugenda (2012) and Creswell and Creswell (2018) who opine that even small samples obtained from large populations can give valid results when randomly and stratified selected.

The sample size for this study was determined using Yamane's (1967) formula, for sample size calculation. The formula was as follows: $n = \frac{N}{1+N(e^2)}$ Where: n= the sample size; N = the population size; and e = desired level of statistical significance (0.05). This formula was fit because the actual population size was known and there was a 95% confidence level with $\pm 5\%$ margin of error that was acceptable for the objectives of the study. Even though Yamane's formula does not account for heterogeneity, this challenge was explained by the use of stratified sampling which ensured that the primary groups were proportionately represented (Kothari, 2014; Etikan & Bala, 2017).

3.4 Data Collection Method

The study employed multiple data collection tools questionnaires, observation, interviews, and content analysis to ensure comprehensive data gathering and triangulation. Questionnaires were the primary quantitative tools administered to both students and teachers. The students' questionnaire examined learners' perceptions across three key areas: their attitudes toward the History and Government subject, the relevance of curriculum content to contemporary issues, and the effectiveness of pedagogical approaches in promoting patriotism, national cohesion, and unity. The teachers' questionnaire focused on educators' perceptions of the curriculum, its relevance to national development, and the teaching strategies they employ. Both instruments used a five-point Likert scale (1–5), allowing for standardized responses, ease of analysis, and comparison across variables.

Observation served as a qualitative tool to capture real classroom practices. It focused on teacher preparedness, instructional methods, learner engagement, and the integration of national values during lessons. Through direct classroom interaction, observation provided practical evidence of how pedagogy is implemented beyond self-reported data. Interviews were conducted using semi-structured interview guides to allow flexibility and depth. A total of 58 education stakeholders including principals, Sub-County Directors of Education, the County Director of Education, and the County Quality Assurance and Standards Officer participated. These interviews generated rich, narrative data on curriculum relevance, pedagogical practices, institutional support, and challenges affecting implementation. The method was particularly useful in capturing lived experiences and bridging the gap between policy and practice. Content analysis was used to systematically review key instructional materials such as the History and Government syllabus, textbooks, teacher guides, KCSE examination papers, and county performance data. A coding framework based on themes like national identity, civic responsibility, cultural diversity, and inclusivity was applied to evaluate how well national values are embedded in the curriculum. Overall, the integration of these tools enabled data triangulation, ensuring both depth and breadth of information. This strengthened the

validity, reliability, and credibility of the study by combining perceptions, observed practices, and documented curriculum evidence.

3.5 Data Analysis

Both quantitative and qualitative data were collected and analyzed using SPSS Version 26.0. Descriptive statistics which included percentages, means, and standard deviations were used to summarize data and reveal underlying trends and patterns. Both quantitative elements, such as the frequency of specific themes and qualitative interpretations, including content analysis were used to provide a comprehensive understanding of the findings.

Inferential statistics, correlations and regression model were employed to discover patterns, links, and associations within data sets, resulting in more informed insights and conclusions. The study used correlation and regression analysis to determine the relationship of variables. For the first four objectives, simple linear regression was utilized, whereas multiple linear regression was used to determine the combined effect of the variables. The linear relationship between the predictor factors and the independent variable was expressed in a unique model, as follows: $Y = \beta_0 + \beta_1 X_1 + \varepsilon$...Model 1; $Y = \beta_0 + \beta_2 X_2 + \varepsilon$...Model 2; $Y = \beta_0 + \beta_3 X_3 + \varepsilon$...Model 3; and $Y = \beta_0 + \beta_4 X_4 + \varepsilon$...Model 4. The model for combined History and Government curriculum was adopted as follows: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$...Model 5; Where: Y = Integration of patriotism and national cohesion; β_0 = Constant term β_1 , β_2 , β_3 and β_4 , = Beta coefficients; X_1 = Students' perception; X_2 = Teachers' Perception; X_3 = Curriculum Plan/content; X_4 = Pedagogical Approaches, and ε = Stochastic disturbance error term. The regression model was used to test the study at a 95% confidence. Hypotheses were tested at a significance level of 0.05, where calculated p-value, less than 0.05 implied rejection of the null hypothesis. A p-value greater than 0.05, signified that null hypothesis is not rejected. In such cases, there was no statistically significant difference between the groups being compared (Proschan, 2021). The table below shows hypothesis analysis

Table 1
Hypothesis Tests

Research Objective	Hypotheses	Type of analyses	Model	Level of Acceptance/Rejection
1. To find out students' perception of how effective implementation of history and government curriculum fosters patriotism, national cohesion and integration	H_{01} : There is no significant relationship between students' perception of the effective implementation of the History and Government curriculum and the fostering of patriotism, national cohesion, and integration.	Simple Linear regression	$Y = \beta_0 + \beta_1 X_1 + \varepsilon$	$P < 0.05$, fail to accept H_0 $P > 0.05$, reject H_0 (Proschan, 2021)
2. To find out teachers' perception of how effective implementation of history and government curriculum fosters patriotism, national cohesion and integration.	H_{02} : There is no significant relationship between teachers' perception of the effective implementation of the History and Government curriculum and the fostering of patriotism, national cohesion, and integration.	Simple Linear regression	$Y = \beta_0 + \beta_2 X_2 + \varepsilon$	$P < 0.05$, fail to accept H_0 $P > 0.05$, reject H_0 (Proschan, 2021)
3. To assess the extent to which effective implementation of secondary school history and government curriculum plan fosters patriotism, national cohesion and integration.	H_{03} : The effective implementation of the secondary school History and Government curriculum does not significantly foster patriotism, national cohesion, and integration.	Simple Linear regression	$Y = \beta_0 + \beta_3 X_3 + \varepsilon$	$P < 0.05$, fail to accept H_0 $P > 0.05$, reject H_0 (Proschan, 2021)
4. To establish whether pedagogical approaches used in the effective implementation of history and government curriculum fosters patriotism, national cohesion and integration.	H_{04} : The pedagogical approaches used in implementing the History and Government curriculum do not significantly foster patriotism, national cohesion, and integration	Simple Linear Regression	$Y = \beta_0 + \beta_4 X_4 + \varepsilon$	$P < 0.05$, fail to accept H_0 $P > 0.05$, reject H_0 (Proschan, 2021)
5. To find out how combined variables influence patriotism, national cohesion and integration among Kenyans	H_0 : The implementation of the secondary school History and Government curriculum has no significant effect on fostering patriotism, national cohesion, and unity among Kenyan students.	Multiple Linear regression	$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$	$P < 0.05$, fail to accept H_0 $P > 0.05$, reject H_0 (Caldwell & Chevront, 2019)

IV. FINDINGS & DISCUSSION

To establish whether pedagogical approaches used in the implementation of History and Government curriculum foster patriotism, national cohesion, and unity the results were as follows;

4.1 Descriptive Results for Pedagogical Approaches

Table 2

Descriptive Statistics for Pedagogical Approaches

Pedagogical Indicator	Mean (M)	Std. Deviation (SD)	Interpretation
Use of participatory teaching (discussions, debates)	3.89	0.89	Moderate
Collaborative learning (group work)	3.90	0.85	Moderate
Inclusivity in teaching methods	3.84	0.91	Moderate
Critical analysis of historical sources	3.81	0.88	Moderate
Availability of hands-on learning resources	3.71	0.95	Moderate
Composite Mean	3.89	0.90	Moderately Effective

The findings show that pedagogical approaches used in teaching History and Government are moderately effective ($M = 3.89$) in fostering patriotism and national cohesion. Collaborative and participatory methods scored relatively higher ($M \approx 3.90$), suggesting teachers attempt interactive learning. However, resource availability ($M = 3.71$) is lower, indicating structural limitations. Standard deviations show variation across schools, meaning implementation is inconsistent. This means that suitable teaching approaches are available, but not fully optimized, hence there is a gap between intended learner-centered pedagogy and actual classroom practice.

However, the comparatively lower mean score for the availability of hands-on learning resources ($M = 3.71$) highlights structural and resource-related constraints that hinder effective pedagogy. Furthermore, the observed standard deviations suggest notable variability across schools, indicating inconsistencies in pedagogical implementation.

These findings reveal a disconnect between the intended learner-centered curriculum design and the actual classroom practices, suggesting that while appropriate pedagogical strategies exist in theory, their application remains suboptimal in practice.

4.2 Regression Results

Table 3

Regression Model for Pedagogical Approaches and Civic Outcomes

Variable	B	Beta (β)	t-value	Sig.
Constant	0.073	—	—	—
Students' Perception (X_1)	0.512	Positive	Significant	.000
Teachers' Perception (X_2)	-0.095	Negative	Significant	.000
Curriculum Relevance (X_3)	0.556	Positive	Significant	.000
Pedagogical Approaches (X_4)	-0.151	Negative	Significant	.000

This reveals that pedagogical approaches ($\beta = -0.151$) have a negative but significant influence on patriotism and national cohesion. Students' perception ($\beta = 0.512$) and curriculum relevance ($\beta = 0.556$) are strong positive predictors. Teachers' perception also negatively affects outcomes. This means despite being theoretically effective, current teaching methods are not translating into strong civic outcomes. Negative coefficient suggests Over-reliance on teacher-centered methods and Limited use of experiential and participatory learning.

The regression results demonstrate that the model explains 99.4% of the variance in fostering patriotism, national cohesion, and unity, indicating a strong explanatory power. Students' perception ($\beta = 0.512$) and curriculum relevance ($\beta = 0.556$) emerged as strong positive predictors of civic outcomes.

In contrast, pedagogical approaches ($\beta = -0.151$) and teachers' perception ($\beta = -0.095$) exhibited negative but statistically significant relationships with the dependent variable. This suggests that, despite the theoretical effectiveness of learner-centered pedagogy, current instructional practices are not translating into meaningful civic outcomes.

The negative coefficient for pedagogical approaches may be attributed to Persistent reliance on teacher-centered methods, Limited integration of experiential and inquiry-based learning and inadequate alignment between pedagogy and civic learning objectives.

These findings imply that the quality and implementation of pedagogy, rather than its mere presence, determine its effectiveness in promoting national values.

4.3 Variability in Pedagogical Implementation

Table 4

Variability in Pedagogical Approaches

Indicator	Mean	SD	Interpretation
Hands-on learning resources	3.71	High variability	Unequal access
Inclusivity in teaching	3.84	Moderate variability	Inconsistent practice
Participatory teaching	3.89	High variability	Uneven implementation

This shows that high standard deviations indicate regional and institutional disparities. Some schools implement modern pedagogy, while others rely on traditional teaching. This means Curriculum success depends heavily on: school resources, teacher training and Institutional support. These findings highlight that while the History and Government curriculum in Kenya is conceptually aligned with nation-building goals, its effectiveness is significantly constrained by pedagogical limitations, underscoring the urgent need for learner-centered, experiential, and transformative teaching approaches to foster meaningful patriotism and national unity.

The results reveal significant variability in the implementation of pedagogical approaches across schools. High standard deviations, particularly in participatory teaching and resource availability, indicate regional and institutional disparities. This suggests that while some schools effectively implement modern, learner-centered pedagogies, others continue to rely on traditional, teacher-centered approaches.

Overall, the findings demonstrate that although the History and Government curriculum in Kenya is conceptually aligned with nation-building goals, its effectiveness in fostering patriotism, national cohesion, and unity is constrained by pedagogical limitations.

The moderate effectiveness of teaching approaches, combined with their negative predictive influence in the regression model, highlights a critical gap between curriculum intent and classroom reality. The persistence of teacher-centered methods, inadequate resources, and uneven implementation undermines the transformative potential of the subject.

These results reinforce the need for a shift toward learner-centered, experiential, and inquiry-based pedagogies. Strengthening teacher capacity, improving resource allocation, and ensuring consistent implementation across schools are essential for enhancing the role of History and Government education in promoting meaningful civic values and national unity.

4.4 Discussion

The study aimed to assess the effectiveness of pedagogical approaches used in teaching History and Government (H&G) in Kenya, specifically in fostering patriotism, national cohesion, and unity. The findings indicate a positive perception of these methods among respondents. A substantial majority of respondents agreed that the pedagogical techniques employed in the H&G curriculum have significantly enhanced patriotism and national cohesion. This is reflected in a mean score of 3.89, suggesting that respondents believe the curriculum plays a vital role in promoting these values. Similarly, the notion that these methods help unite people received the same level of agreement, with a mean score of 3.89, further supporting the curriculum's effectiveness in fostering national unity. These results agree with Nasibi (2014) who found out that participatory methods like debate, historical simulation and dramatization foster emotional connection to national ideals.

Respondents expressed strong support for the curriculum's incorporation of local historical events, such inclusion enhances the relevance of the material. The mean score of 3.84 underscores the positive impact of connecting students to their local history advocated by Ogada (2025) in his analysis of philosophical coherence in curriculum delivery. However, when it comes to community engagement, while 72.0% felt that the curriculum encourages community service, the mean score of 3.83 indicates that there is room for improvement in this area. The integration of H&G perspectives into other subjects was also viewed positively, with 74.3% of respondents recognizing its value, evidenced by a mean score of 3.88. This result highlights the importance of interdisciplinary teaching in enriching students' learning experiences. Moreover, 71.6% of respondents agreed that the effective use of teaching materials develops critical thinking skills, with a mean score of 3.83, suggesting that while many see the benefits, ongoing assessment of these materials is necessary. This reflects the findings by Caldwell and Chevront (2019) who assert that civic learning is more effective when students engage in real world issues via experiential activities.

The H&G curriculum's promotion of understanding Kenya's diverse cultures received a mixed response, with 70.9% agreement and a mean score of 3.83, indicating a need for a more inclusive approach to address the

complexities of the country's cultural landscape. Furthermore, a favorable response was noted regarding the curriculum's ability to connect historical events with contemporary issues, with 75.1% agreement and a mean score of 3.97. However, only 67.2% of respondents felt that resources for hands-on learning were adequate, as indicated by a mean score of 3.71, pointing to a significant need for improvement in experiential learning opportunities. The curriculum's capacity to prepare students for civic responsibility received moderate support, with 71.0% agreement and a mean score of 3.80, suggesting that this aspect may need further emphasis. Respondents positively received the use of historical case studies to enhance understanding of current social issues, with 73.1% agreement and a mean score of 3.89, indicating that such studies can provide valuable insights into contemporary issues. In terms of inclusivity, teaching methods that cater to various learning styles received agreement from 69.5% of respondents, with a mean score of 3.84, emphasizing the desire for more varied approaches to meet diverse student needs.

Collaborative learning opportunities were recognized positively, with 74.9% agreement and a mean score of 3.90, suggesting that this pedagogical approach is effective but may not be adequately emphasized. Lastly, the encouragement of critical examination of historical sources received agreement from 71.8% of respondents, with a mean score of 3.81, which emphasizes the value of teaching students to critically analyze historical sources for informed citizenship, a major civic outcome aligning with Biggs and Tang (2011). In conclusion, while the pedagogical approaches used in teaching H&G curriculum are perceived as effective in fostering patriotism, national cohesion, and unity, there are notable areas for improvement. Enhancements in community engagement, resource availability, and inclusivity are essential to ensure the curriculum effectively meets its educational goals in a diverse society. This indicated that approximately 99.4% of the variance in fostering these values can be explained by the independent variables. Students' perceptions had the most significant positive impact, while teachers' perceptions and pedagogical approaches showed negative influences ($Y = 0.073 + 0.512X_1 - 0.095X_2 + 0.556X_3 - 0.151X_4$). The research findings indicate that students' perception (X_1) and relevance of curriculum (X_3) had the most beneficial positive effects on learning outcomes while teachers' perception (X_2) and pedagogical approaches (X_4) are negative. The research suggests that students have a high motivation towards civic content but the teacher-related and instructional factors must be dealt with accordingly.

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

The study concludes that pedagogical approaches significantly shape the civic outcomes of History and Government education. Learner-centered methods, rooted in interaction, inquiry, and reflection, are more effective in fostering patriotism and national unity than traditional teacher-centered approaches.

5.2 Recommendations

Based on the findings, the study recommends that the Ministry of Education and relevant stakeholders should strengthen the use of learner-centered and experiential pedagogical approaches in the teaching of History and Government. Teachers should be supported through continuous professional development to effectively implement participatory methods such as debates, discussions, simulations, and project-based learning that align with constructivist principles. Additionally, there is a need to enhance the integration of Social Learning Theory by encouraging role modeling, collaborative learning, and the use of real-life civic experiences to reinforce patriotic values and national cohesion. Schools should be adequately resourced with instructional materials and opportunities for hands-on learning, such as field visits and community engagement activities. Furthermore, institutional support should be improved to ensure consistent implementation of modern pedagogy across schools, thereby bridging the gap between curriculum intentions and classroom practice and ultimately strengthening the development of patriotism, national unity, and responsible citizenship among learners.

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