

Teachers' perception of the effectiveness of implementing the history and government curriculum in fostering patriotism, national cohesion, and unity in Kenyan secondary schools

Omari Merabu Imbundu¹

John shiundu²

Eric Wangila³

¹Merabuimbundugmail.com

²jshiundu@mmust.ac.ke

³wwangila@mmust.ac.ke

^{1,2,3}Masinde Muliro University of Science and Technology, Kenya

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ABSTRACT

This study investigated teachers' perceptions of the influence on the effectiveness of the history and government curriculum in promoting patriotism, national cohesion and unity. This study was guided by constructivist and social learning perspectives, which explain how teachers shape the teaching of civic values in the classroom. Constructivist thought regards learning as a process in which learners actively develop understanding through participation, discussion, and reflection. Within history and government, this means that teachers are expected to create learning environments that encourage enquiry, interpretation, and meaningful engagement with national issues. Social learning theory adds that learners also develop attitudes, values, and patterns of behaviour by observing role models, receiving guidance, and responding to reinforcement. In this context, teachers become central agents in transmitting civic ideals such as patriotism, national cohesion, and unity. Anchored in a pragmatic research paradigm, the study employed a mixed-methods approach within a descriptive survey design, utilising 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 secondary school history and government teachers and students in Kakamega County. 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 analysed 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 analysed thematically and used to triangulate and explain quantitative findings. The results indicated that the effectiveness of the History and Government curriculum in promoting patriotism, national cohesion and unity is influenced by teachers' perceptions. Teachers greatly affect how students learn civic principles and values, thanks to their own opinions, interests, beliefs, perceptions, and practices. The finding was guided by teachers' perceptions as a central lens for evaluating the effectiveness of the History and Government curriculum in promoting patriotism, national cohesion, and unity through classroom instruction. Educators in many contexts recognise the subject's strong civic potential. However, a range of factors beyond their control often limit its effective implementation. To empower teachers to deliver history and government education that genuinely advances national unity and civic identity, it is essential to address these challenges through curriculum reform, targeted professional development, and improved instructional support. Teachers' perceptions were lower at 3.8090, suggesting potential areas for improvement in their views on curriculum effectiveness. The relevance of the curriculum received a mean score of 3.8120, indicating that while it is seen as somewhat relevant, enhancements, such as more resource allocation and diversification of the pedagogy, are needed. Based on the findings, the study recommends that more teachers be educated in modern learning approaches and be deployed to teach history and government in secondary schools.

Keywords: Curriculum, History and Government, Secondary School, National Cohesion, Patriotism, Teachers' Perception, Unity

I. INTRODUCTION

Education systems worldwide play a significant role in equipping individuals with knowledge and skills for personal and societal development, while fostering cultural understanding and addressing global challenges United Nations Education Science and Cultural Organization (UNESCO, 2021). History and government education has been recognized as fundamental to the construction of a nation, the cultivation of patriotic feelings, and the integration of society (Waihiga et al, 2025). In the interests of nation-building, the school history and government curriculum is used by the state and the school system to guide the construction of collective memory, national values, and a sense of identity (Nasibi, 2015). In juxtaposition, the methods employed and the outcomes achieved from history education differ

markedly from one nation to the other and within nations, depending on the prevailing political, cultural, and ideological linchpins (Barton & Levstik, 2023).

In democratic contexts, history and government education is most often put within the framework of civic participation, which is active, rather than passive, and comes from critical engagement (Schmidt, 2021). For example, countries such as Canada and Australia have sought to ‘multi-culturalism’ their history curricula and include more indigenous perspectives as a means of fostering unity through recognition and reconciliation (Zajda, 2015). In these instances, these types of reforms aim to multi-perceptivity, which is the understanding of many viewpoints, and national cohesiveness within a shared understanding of history. Speaking of the other extreme.

Globally, the designing and implementing a curriculum in history still faces political and curricular assumptions with lost academic rigor. The development of national identity through history textbooks needs to balance between promoting love and undue sympathy. In other countries, the curriculum of history textbooks has a reform intrinsic within the statement, ‘the highly explosive political nature’ that textbooks tend to hide behind, which is a culmination of ideology, power, and cultural fragmentation of the respective country (Zajda, 2015).

Further, United Nations Education, Scientific and Cultural Organization’s (UNESCO) Global Citizenship Education for Development (GCED) initiative illustrates the contradiction of national history with universalism. While the GCED, for instance, seeks to inculcate in learners the value of promoting peace, respect for all, and development at all levels, there is also an acknowledgment of the growing roots of nationalistic sentiments, which in turn, barriers put to eliminate discrimination. The paradox is how to cultivate ‘love for one’s country’ alongside ‘love for humanity.’ Education in history and government, in this context, should promote social cohesion while not reinforcing the vulnerable groups.

These global insights emphasize the importance of pedagogy, curriculum fidelity, and stakeholder perceptions in the success of history instruction. As in Kenya, the history and government syllabuses’ effectiveness in fostering patriotism and unity is dependent, in part, on the context of the content. It also hinges on teaching, learning, as well as the perceptions of the instructors and students.

Nowadays, history education in Africa is recognized as a useful tool to promote patriotism and national unity and thereby strengthen national cohesion. Several African countries have changed their history curricula to incorporate local history, anti-colonial story, and nation-building efforts Federal Republic of Nigeria (FRN, 2013). In South Africa, history education has been also used to deal with confrontation of apartheid’s legacies and to promote reconciliation through inclusive stories and critical pedagogy. In many regions of the world, effective implementation of history curriculum with the support of teacher training, participatory methods, and culturally relevant content has been useful for building unity and responsible citizenship in increasingly pluralist societies.

In East Africa, the teaching of history is increasingly regarded as a catalyst for patriotic pursuits and the promotion of national cohesion and unity, especially among ethnically diverse populations with a history of political discord. The secondary school History and Government curriculum in Kenya aims to instill civic values, national consciousness and a sense of collective identity among the learners (Cherorot & Momanyi, 2020). Like others, Uganda’s curriculum stresses the role of history in the promotion of unity including anti-colonial struggles and pan-African ideals National Curriculum Development Centre (NCDC, 2023). History was taught in Tanzania as per Ujamaa philosophy. Education serves as a means of acquiring a collective identity. Across the region, effective implementation of history curricula, through inclusive content, participatory pedagogy, and empowering teachers, must transform classrooms into spaces of reconciliation, civic engagement, and nation-building.

In Kenya, history and government subject falls under humanities at the secondary school level, social studies at the primary level, and social sciences at the university level (Nasibi, 2015). The teaching of history in Kenya can be traced informally to the precolonial time when parents and the elderly recounted the past of their community to their youth through oral traditions, songs, dance, folktales, myths, proverbs, and legends rather than through formal written records (Omolewa, 2007). According to Chebii (2020) observation and imitation were also key teaching methods, especially of practical skills.

In 1964, the Kenya Education Commission outlined six key National Goals of Education, anticipating that the education system would achieve them. These goals were later revised and increased from six to eight in 2002 by the Kenya Institute of Education (KIE, 2002). They are as follows: to foster nationalism and patriotism and promote national unity; to promote the socio-economic, technological, and industrial needs for national development; to promote individual development and self-fulfillment; to promote sound moral and religious values; to promote social equality and responsibility; to promote international consciousness and foster positive perception towards other nations; and to promote positive perception towards good health and environmental protection (Sifuna, 1990).

The national goals of education highlighted above reflect the purpose the educational system should aim to achieve and the qualities of mind, values, knowledge, and skills our learners ought to attain. The design of goals of education postulate exactly what qualities are believed most desirable to develop among citizens of a given country. This helps those who are responsible for designing an educational system in a country to formulate suitable programs for study. While objectives are specific, measurable, and concrete, national goals are broad, general and long-term,

whose achievement can only be evaluated after school. Therefore, this means that what is experienced in Kenya today is the reflection of the national goals of education (Mwaka et al., 2013).

In the recent years, Kenya's curriculum development has made a clear provision of civic competencies within new Competency- Based Education (CBE) through the support of Kenya Institute of Curriculum Development (KICD). This curriculum has played a major role on active citizenship, critical thinking and encouragement of core national values such as cohesion, patriotism, and social justice. The guidelines of true citizenship education are clearly outlined in the overall learning outcomes aimed at promoting informed and responsible citizens thus ensuring a policy commitment to CBE curriculum as an effective tool for encouraging national unity and patriotism (KICD, 2022). Patriotism and national unity cannot be built by chisel and hammer, it has to grow silently in the minds and hearts of men (Ruto et al., 2023).

Currently, there is no empirical data on the perception of teachers on how effective implementation of History and Government curriculum promotes patriotism national cohesion and unity. This knowledge gap requires further inquiry into the extent to which this curriculum is hitting its targets and what measures are required to increase its impact. In a country where education is seen as the main driver of social transformation, the teachers' perception on how effective implementation and delivery of History and Government curriculum must be understood and improved for a more cohesive and patriotic society. This study aims to explore the effectiveness of history and government curriculum in instilling patriotism, national cohesion and unity among Kenyans.

1.1 Statement of the Problem

Since independence, Kenya has grappled with the question of how to inculcate patriotism, national cohesion and unity among its citizens. In response, a curriculum in History and Government was introduced in secondary schools over sixty years ago to promote citizenship, national identity and social cohesion. Even though it has existed for a while, there is little empirical evidence that the curriculum has achieved its aims to date.

Recent studies and national reports show that Kenyan youth are increasingly less patriotic and responsible. As an example, National Cohesion and Integration Commission (NCIC) (2023) analysis notes a growing culture of cynicism and withdrawal from national institutions particularly among urban youth who increasingly equate patriotism with sycophancy and civic duty with suspicion. A steady decline in loyalty to the country's national pride is being seen in persistent problems such as corruption, ethnic division, examination fraud, sale of government secrets, students riot and youth vandalism.

The 2007–2008 post-election violence in which more than 1,300 lives were lost and property of colossal amounts destroyed (Lee, 2000), presented a big threat to national cohesion in Kenya. Over ten years later, politicians are still using ethnic divisions against one another, hampering any efforts for national cohesion. As a recent KIPPRA study in 2024 shows, the perception of inequality and exclusion continues to shift citizen loyalty away from the national identity to ethnic identities and is hindering the cohesion effort of education.

While the History and Government syllabus is conceptually relevant for inculcating patriotism, civic duty, integrative capacities, actual implementation has typically been exam-oriented rather than experiential and lacks technical and participatory aspects (Shiundu & Omulando, 1992) Teachers deal with systemic challenges like inadequate training, insufficient resources, and overcrowded classrooms. These hinder the curriculum's transformative potential (Ogada et al., 2023).

There is, therefore, need for this study to critically examine the effectiveness of the secondary school History and Government curriculum in fostering patriotism, national cohesion and unity among students. It seeks to shine light on how policy intentions connect to classroom practice, teacher beliefs and learner experience with specific reference to Kakamega County. This research aims to help reform Kenya's curriculum and civic education policy through evidence-based findings about the value of citizenship.

1.2 Research Objective

To find out teachers' perception of the effectiveness of the History and Government curriculum in promoting patriotism, national cohesion, and unity.

II. LITERATURE REVIEW

2.1 Theoretical Review

This research employed two theories, Constructivist Theory, developed by Vygotsky (1978) and Social Learning Theory by Albert Bandura (1960s). Constructivism is a learning process that explains how knowledge is developed in human beings. Constructivist Theory emphasized the active role of learners in constructing knowledge through engagement with their surrounding environment, experiences and interaction with others (Kanuka & Anderson, 1998). As a result, it is evident that knowledge is not received passively but actively through built dialogue, reflection and problem solving. In history and government context education in Kenya, constructive theory informs how the study

approaches to pedagogy. It builds the students as active participants in analyzing the historical narratives, making connections and interpreting civic issues between contemporary societal challenges and the past events.

Constructivist theory was further developed by influential scholars such as John Dewey and Lev Vygotsky. Dewey in 1939 and advocated for experiential learning where students engage with real-world problems through creativity, collaboration, and critical thinking. He rejected rote memorization and emphasized that education should be rooted in students' active participation and practical engagement. Vygotsky (1978), on the other hand, introduced the concept of social constructivism, emphasizing the importance of collaborative learning. According to his theory, learners benefited from interacting with more knowledgeable peers in what he termed the Zone of Proximal Development (ZPD). In this space, students were able to perform tasks they could not complete alone, thereby fostering language development, cognitive growth, and deeper understanding.

Modern constructivist pedagogy recognized the teacher not as a transmitter of knowledge, but as a facilitator, a guide who created an enabling environment where learners could explore, inquire, and derive meaning. Teaching became a dialogical process, where authentic, student-centered activities made learning more meaningful and transformative. Constructivism proved especially effective in the teaching of History and Government, as it enabled learners to acquire and apply knowledge in novel contexts while developing critical thinking and problem-solving skills. Through this approach, students actively engaged in historical inquiry, making meaningful connections between past events and present realities. They were encouraged to investigate and discover patterns within historical narratives, allowing them to gain deeper insights into the shaping of societies. Constructivist learning helped students integrate new information with their existing cognitive frameworks, fostering a more comprehensive and nuanced understanding of historical concepts and themes.

Furthermore, constructivist theorists such as Jean Piaget, Lev Vygotsky, and Jerome Bruner agreed that learners developed their understanding of the world by reflecting on their experiences. Through self-directed inquiry, they learned to solve problems using their existing abilities, prior knowledge, and unique perspectives. The role of the teacher, therefore, was to organize a rich learning environment that encouraged exploration and cognitive engagement. In conclusion, the constructivist framework offered valuable insights into the processes of knowledge formation and identity development. It was particularly pertinent to the goals of this study, which sought to understand how history education could cultivate national values and prepare learners to become engaged, thoughtful citizens. This theory supports analysis of how H&G lessons foster patriotism, national cohesion and integration engagement. It frames students as active agents in interpreting historical narrative and positions teachers as facilitators of learning, not content transmitters. Pedagogically, it encourages dialogue, inquiry, and collaborative learning and it enhances critical thinking, problem-solving and historical reasoning.

Social Learning Theory (SLT) was mooted by Albert Bandura in 1960s, and is famous for Bobo doll experiment in 1961. It states that people learn new behaviors, perception and knowledge by observing and imitating others; that people do not learn new behaviors simply by attempting them, and then succeeding or failing. Instead, they depend on imitation sequences by other people. That they choose to replicate or dismiss certain behaviors based on how they observe others being rewarded or punished or the outcomes of those behaviors. In the context of history and government education social learning theory can help student learn patriotic values and behaviors through observation and imitation of their teachers, historical figures and peers. This applied in learning situation to manage classroom by using positive and negative reinforcement to motivate students to perform certain behavior, planning for instruction, supporting intrinsic motivation and incorporating collaborative learning.

2.2 Empirical Review

The effectiveness of the History and Government curriculum in promoting patriotism, national cohesion and unity is influenced by teachers' perceptions. Teachers greatly affect how students learn civic principles and values, thanks to their own opinions, interests, beliefs, perception, and practices. Research from around the world and from Africa, including regional and national contexts, offers insights into the interpretations and enactments of educators of the civic mission of History and Government education.

Across the world, academic research shows that teachers frequently view history education as a medium for creating civic identity and social unity. According to Loewen (2007), in the United States of America, many educators profess that history can promote national identity, but standardized testing and rigid curriculum structures hamper their efforts. These limitations prevented them from incorporating diverse viewpoints and the ability to engage students in meaningful discourse about unity and citizenship. Teachers recognized the importance of adding different kinds of views but were unable to do so because their curriculum was too crowded.

In Africa educators' perception are influenced by Post-colonial legacies, ethnic diversities and national unity. According to Ibukun et al. (2010) Nigerian history teachers see their role as a unifying force in the lives of the people. But they face major problems, include old materials, limited training and political interference.

Teacher perception is contextually varied across the socio-political contexts in East Africa, but they all agree on the civic importance of teaching History and government. According to Sylla (2015) educators in Uganda believed

that history would promote unity. However, they felt that the curriculum focuses too much on political history at the expense of cultural diversity and current civic issues.

In Uganda, teachers implementing the revised competency-based curriculum reported challenges adapting to learner-centered methods and felt unprepared in pedagogical competence, often reverting to traditional teaching strategies that restricted student engagement and the achievement of curriculum goals (Sylla, 2015). In Tanzania, teachers implementing the competence-based curriculum acknowledged its student-centered goals, but frequently relied on traditional lecture-based methods due to inadequate training and support, undermining deeper student engagement and curriculum transformation (Nyoni, 2018).

There are several insights from recent Kenyan studies on how teachers perceive and use the History and Government Curriculum. Teachers believed the curriculum could promote patriotism and national cohesion, but they had not been trained in modern teaching methods and lacked adequate materials. As a result of these obstacles, reliance on traditional lecture-based approaches often occurred, hindering student engagement and potential for curriculum transformation.

. According to Njeri (2020), teachers are eager to promote patriotism but lack interactive tools and training in order to do so. She noted that teachers' perceptions and choices of practices were shaped by systemic issues such as political interference, inadequate professional development and curriculum rigidity. Even with such a background, the teachers used history teaching to promote unity and civics in the school.

Teachers in Bomet County have positive views on the subject of History and Government. According to Chererot and Momanyi (2020), the subject is quite essential. It plays an important role in developing tolerance, sense of mutual responsibility, and national pride among learners.

The subject was marginalized in the curricula and was also not compulsory. This diminished its civic usefulness. In the same fashion, Ruto et al. (2023) also observed that although teachers' academic qualifications influenced their ability to interpret and deliver civic content, the influence was not statistically significant ($p = 0.115$). Therefore, it would appear that other variables such as pedagogical support and curriculum design may have more influence.

This study was guided by teachers' perceptions as a central lens for evaluating the effectiveness of the History and Government curriculum in promoting patriotism, national cohesion, and unity through classroom instruction. Educators in many contexts recognize the subject's strong civic potential. However, a range of factors beyond their control often limit its effective implementation. To empower teachers to deliver History and Government education that genuinely advances national unity and civic identity, it is essential to address these challenges through curriculum reform, targeted professional development, and improved instructional support.

III. METHODOLOGY

3.1 Research Design

This study employed a descriptive survey research design within a mixed methods sequential explanatory framework to examine the role of History and Government education in promoting patriotism, national cohesion, and unity among secondary school students in Kenya. The design was appropriate for assessing existing conditions, practices, perceptions, and relationships without manipulation of variables (Babbie, 2001). Quantitative data were collected through structured questionnaires administered to teachers and students and analyzed using descriptive statistics, correlation, and regression techniques to determine patterns and relationships regarding curriculum implementation, pedagogy, and civic outcomes. Qualitative data were subsequently gathered through interviews with school principals and curriculum officers to provide deeper interpretation and contextual understanding of the quantitative findings. The integration of quantitative and qualitative approaches enabled a comprehensive analysis of curriculum effectiveness, linking policy intentions with classroom practices, teacher experiences, and student learning in the development of civic values in Kenyan secondary schools.

3.2 Study Area

This study chose Kakamega County as research area due to its socio-political and educational significance and representativeness. Kakamega is a cosmopolitan county comprising diverse ethnic communities, thereby offering a microcosm of Kenya's broader demographic landscape. This diversity provides a fertile ground for examining how the History and Government curriculum fosters patriotism, national identity, and social cohesion across varied cultural contexts. Kakamega experienced quite a lot of post-election violence in 2007–2008 (Lee, 2000), albeit less prominently than Nairobi or Kisumu. This historical experience made it an appropriate site for investigating civic education's role in healing and unifying communities. Unlike Nairobi and Kisumu, which are highly urbanized and politically volatile, Kakamega offers a more balanced setting that includes both urban and rural schools, public and private institutions, and a wide range of socio-economic backgrounds. This diversity helped to make these findings relevant for other counties facing similar issues.

3.3 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 (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.

3.4 Sampling and Sample size

The study adopted a combination of census, stratified, and simple random sampling techniques to ensure a representative and comprehensive sample. Census sampling was used for specialized and relatively small populations, including the County Director of Education (CDE), County Quality Assurance Officer (CQASO), and 13 Sub-County Directors of Education (SCDEs), to ensure complete coverage of key professional perspectives on curriculum policy and implementation. Stratified and simple random sampling techniques were applied to larger respondent groups, including principals, teachers, and students, to enhance representativeness and minimize sampling bias. From a target population of 45,143 respondents, a total sample of 750 participants was selected, comprising 210 principals, 396 students, 129 teachers, alongside all identified education officers. The sample size was determined using Yamane's (1967) formula at a 95% confidence level and a $\pm 5\%$ margin of error. The use of probability-based sampling enhanced the reliability and generalizability of the findings, while stratification ensured proportional representation of key population categories (Opie, 2004).

Table 1

Sampling Framework

Category of Respondents	Study Population	Sample Size	Proportion of Study Population	Percentage of Total Sample	Sampling Technique
Form 4 Students of History	44,500	396	0.5281	52.81%	Simple Random
History Teachers	190	129	0.172	17.20%	Simple Random
School/ Principals	437	210	0.28	28.00%	Simple stratified
CQASO	1	1	0.0013	0.13%	Census
SCDE	13	13	0.0173	1.73%	Census
CDE	1	1	0.0013	0.13%	Census
Total	45,143	750	1.0	1.67%	

3.5 Data Collection Tools and Procedure

The tools used for collecting data in this study included questionnaire for teachers and students, interview guides for Principals, CDE and CQUASO, content analysis and observation. The teachers' questionnaire was designed as a structured tool to collect data on educators' perceptions and instructional practices regarding the History and Government curriculum and its role in fostering patriotism, national cohesion, and unity in Kenya. The questionnaire was used to address Teachers' Perception of History and Government Curriculum, aimed to explore teachers' general views and beliefs about the curriculum's effectiveness in promoting national values.

The observation guide was used as a qualitative tool to collect data during live History and Government lessons. Observation allowed the study to systematically document how teachers delivered the subject, how students engaged with the content, and the extent to which the lessons promoted patriotism, national cohesion, and unity. The use of interviews proved effective in capturing nuanced understandings of curriculum delivery (Tuckman, 1999). It enabled exploration of key themes such as the relevance of content, effectiveness of teaching methods, institutional support structures, and barriers to curriculum implementation. Respondents highlighted practical concerns like inadequate teacher training, outdated instructional methods, and gaps between policy and practice

Content analysis was used to examine the extent to which the History and Government curriculum promotes patriotism, national cohesion, and unity in Kenyan secondary schools. The method involved a systematic review of key instructional materials, including official syllabus, approved textbooks, teacher guides, sample KCSE examination papers and County performance data of the history and government students.

3.6 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: $Y = \beta_0 + \beta_1 X_1 + \epsilon$...Model 1; $Y = \beta_0 + \beta_2 X_2 + \epsilon$Model 2; $Y = \beta_0 + \beta_3 X_3 + \epsilon$...Model 3; and $Y = \beta_0 + \beta_4 X_4 + \epsilon$ Model 4. The model for combined History and Government curriculum was adopted as follows: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$...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).

3.7 Ethical Consideration

The study adhered to established ethical standards in educational research by ensuring informed consent, confidentiality, participant welfare, and academic integrity (McMillan & Schumacher, 2010; Wallen & Fraenkel, 2011). Ethical clearance and research permits were obtained from relevant institutional and governmental authorities, including the Directorate of Graduate Studies, NACOSTI, and county education offices. Permission was subsequently sought from participating schools through formal communication outlining the study's purpose, procedures, and duration. Participants were assured of anonymity, voluntary participation, and confidentiality of the information provided. For participants below 18 years, parental or guardian consent was obtained prior to participation. The study further maintained academic integrity through proper citation, paraphrasing, use of quotations where necessary, and plagiarism screening using Turnitin. Overall, the research complied with institutional and national ethical guidelines, demonstrating a strong commitment to responsible and respectful scholarly practice.

IV. FINDINGS & DISCUSSION

4.1 Findings

The perception of teachers toward the History and Government (H&G) curriculum is pivotal in understanding its effectiveness in promoting patriotism, national cohesion, and integration in Kenya. The present findings were structured around three thematic domains, curriculum content effectiveness, pedagogical approaches, and the curriculum's impact on national identity. The findings were presented in Table 2.

Table 2

Descriptive Statistics on Teachers' Perception

Code	Statement	1=SD (%) (F)	2=D (%) (F)	3=N (%) (F)	4=A (%) (F)	5=SA (%) (F)	M	SD
TP1	The H&G curriculum effectively promotes patriotism among students.	6.2 (42)	4.7 (32)	10.9 (74)	37.0 (250)	41.1 (280)	4.02	1.13
TP2	The H&G curriculum helps in fostering national cohesion	4.7 (32)	4.7 (32)	12.4 (84)	38.5 (260)	39.6 (270)	4.04	1.07
TP3	The H&G curriculum contributes to national unity	4.7 (32)	9.2 (62)	9.2 (62)	44.7 (302)	32.2 (218)	3.91	1.10
TP4	The H&G curriculum's content aligns well with the goal of building national unity	6.2 (42)	4.7 (32)	10.9 (74)	37.0 (250)	41.1 (278)	4.02	1.13
TP5	The H&G curriculum's content is relevant to the current needs of fostering patriotism	6.2 (42)	4.7 (32)	10.9 (74)	37.0 (250)	41.1 (278)	4.02	1.13
TP6	The H&G curriculum reflects diverse perspectives and promotes inclusivity	4.7 (32)	4.7 (32)	12.4 (84)	38.5 (260)	39.6 (268)	4.04	1.07

TP7	The pedagogical approaches used are effective in teaching values related to national cohesion	4.7 (32)	9.2 (62)	16.9 (114)	60.1 (406)	9.2 (62)	3.60	0.95
TP8	H&G syllabus enhances national cohesion	3.0 (20)	9.2 (62)	29.3 (198)	44.7 (302)	13.9 (94)	3.57	0.94
TP9	H&G curriculum content enhances patriotism among citizens in Kenya	1.5 (10)	6.2 (42)	66.2 (42)	21.6 (146)	64.5 (436)	4.41	0.96
TP10	H&G teaching materials have contributed heavily towards harmony	9.2 (62)	7.7 (52)	3.0 (20)	38.5 (260)	41.7 (282)	3.96	1.26
TP11	Teaching H&G in Kenyan secondary schools has enhanced unity	4.7 (32)	9.2 (62)	16.9 (114)	60.1 (406)	9.2 (62)	3.60	0.95
TP12	H&G syllabus is a good tool for enhancing togetherness in Kenya	4.7 (32)	9.2 (62)	76.9 (520)	0.0 (0)	9.2 (62)	3.00	0.81
TP13	H&G diversities encourage peace	4.7 (32)	9.2 (62)	29.3 (198)	44.7 (302)	13.9 (94)	3.57	0.94
TP14	H&G curriculum influences unity, patriotism, and love among citizens	3.0 (20)	9.2 (62)	29.3 (198)	44.7 (302)	13.9 (94)	3.57	0.94
<i>Composite Mean and Standard Deviation</i>							3.81	1.03

The study sought to determine teachers' perceptions regarding the effectiveness of the History and Government curriculum in promoting patriotism, national cohesion, and unity among secondary school students in Kenya. The findings were organized around the key study variables namely: curriculum content effectiveness, pedagogical approaches, teacher perceptions, and civic outcomes related to patriotism, national cohesion, and unity. The discussion further linked the findings to reviewed literature and theoretical perspectives.

The descriptive statistics in Table 2 revealed an overall composite mean of 3.81 and standard deviation of 1.03, indicating that teachers generally held positive perceptions regarding the role of the History and Government curriculum in fostering patriotism, national cohesion, and unity. Most teachers agreed that the curriculum effectively promotes patriotism among students (TP1: $M = 4.02$), fosters national cohesion (TP2: $M = 4.04$), and contributes to national unity (TP3: $M = 3.91$). These findings suggest that teachers recognized the curriculum as an important civic tool in shaping national identity and social responsibility among learners.

The findings align with the reviewed literature by Ruto et al. (2023), who established that social studies and history-related subjects in Kenya significantly contribute to the development of national consciousness and civic identity among learners. Similarly, Barton and Levstik (2004) argued that history education plays a central role in preparing learners for responsible citizenship and promoting the common good in society. The findings also support UNESCO's (2021) Global Citizenship Education framework which emphasizes the role of education in promoting peace, inclusivity, and responsible citizenship.

With regard to curriculum content effectiveness, teachers generally agreed that the History and Government curriculum content aligns well with the goals of building national unity (TP4: $M = 4.02$) and remains relevant to contemporary civic needs (TP5: $M = 4.02$). Teachers also indicated that the curriculum incorporates diverse perspectives and promotes inclusivity (TP6: $M = 4.04$). These findings imply that the curriculum content is conceptually appropriate in addressing issues of patriotism, diversity, and national integration.

The findings are consistent with Holmén (2011), who observed that history education and textbooks in Kenya have increasingly been designed to support nation-building and shared national identity. Similarly, Cherorot and Momanyi (2020) found that civic-oriented curriculum content enhances tolerance, mutual understanding, and social cohesion among learners in Kenyan secondary schools. However, the findings also revealed some reservations among teachers regarding the extent to which the curriculum adequately addresses cultural diversity and regional experiences. This observation resonates with Sylla (2015), who reported that history curricula in Uganda tended to emphasize political history while neglecting cultural diversity and contemporary civic realities.

Concerning pedagogical approaches, the findings indicated moderate satisfaction among teachers regarding the effectiveness of current teaching methods in promoting civic values. While a majority of teachers agreed that pedagogical approaches used in teaching History and Government were effective in transmitting values related to national cohesion (TP7: $M = 3.60$), a considerable proportion expressed dissatisfaction with the methods currently used. Additionally, teachers expressed uncertainty regarding whether the curriculum effectively enhances togetherness among learners (TP12: $M = 3.00$).

These findings suggest that although the curriculum content is perceived positively, its implementation through classroom instruction remains problematic. Classroom observations and interview responses further revealed that many teachers relied heavily on traditional lecture-based methods with minimal use of learner-centered or participatory approaches. This finding aligns with Nyoni (2018), who established that teachers implementing competence-based curricula in Tanzania often reverted to teacher-centered approaches due to inadequate pedagogical training. Similarly,

Sylla (2015) found that Ugandan teachers experienced difficulties adapting to learner-centered methodologies under the revised curriculum.

The findings are also supported by Constructivist Theory advanced by Vygotsky (1978) and Dewey (1939), which emphasizes active learner participation, dialogue, inquiry, and collaborative learning in knowledge construction. The limited use of participatory approaches observed in this study suggests that the curriculum's transformative civic goals may not be fully realized due to inadequate application of constructivist teaching methods. According to Njeri (2020), effective civic learning requires learner-centered pedagogies that encourage critical thinking, reflection, and engagement with real-life social issues.

The study further examined teachers' perceptions regarding the curriculum's influence on patriotism, national cohesion, and unity. Teachers strongly agreed that the curriculum content enhances patriotism among Kenyan citizens (TP9: $M = 4.41$). However, lower mean scores were reported regarding the curriculum's effectiveness in promoting harmony (TP10: $M = 3.96$), peace (TP13: $M = 3.57$), and unity among citizens (TP14: $M = 3.57$). These findings suggest that while the curriculum succeeds in promoting national pride and patriotism, its effectiveness in addressing broader issues of social cohesion and peaceful coexistence remains moderate.

The findings correspond with Loewen (2007), who observed that history education often succeeds in promoting patriotism but struggles to cultivate inclusive national cohesion due to limited representation of diverse perspectives. Similarly, Njeri (2020) reported that political and civic content within the Kenyan curriculum is often insufficiently contextualized to address social divisions and ethnic tensions effectively. The findings further support NCIC (2023), which noted that ethnic identities and political polarization continue to challenge efforts toward national cohesion in Kenya despite civic education initiatives.

Qualitative findings from principals and classroom observations further reinforced the quantitative results. Principals noted that although the curriculum was well intentioned, inadequate instructional resources, overcrowded classrooms, insufficient teacher training, and lack of participatory teaching tools hindered effective implementation. Teachers also expressed frustration regarding the limited relevance of some examples and content to students' lived experiences, especially in marginalized or ethnically diverse regions. These findings are consistent with Ibukun et al (2010) who found that Nigerian history teachers perceived history education as important for national integration but faced challenges related to outdated materials, political interference, and inadequate support.

The regression analysis further established a statistically significant relationship between teachers' perceptions and patriotism, national cohesion, and unity. The model yielded a high coefficient of determination ($R^2 = 0.944$), indicating that teachers' perceptions accounted for 94.4% of the variation in patriotism, national cohesion, and unity outcomes. The regression results were statistically significant ($F(1,674) = 11394.133, p < 0.001$), confirming that teachers' perceptions significantly influenced the effectiveness of the History and Government curriculum in promoting civic outcomes.

However, the regression coefficient revealed a strong negative relationship between teachers' perceptions and patriotism, national cohesion, and unity ($\beta = -0.972, p < 0.001$). This finding suggests that negative teacher perceptions and dissatisfaction with curriculum implementation corresponded with lower effectiveness of the curriculum in achieving its civic goals. The findings imply that systemic challenges such as inadequate teacher preparation, limited instructional support, outdated teaching methods, and curriculum rigidity negatively affect curriculum implementation.

These findings align with Mwaka et al. (2013), who established that teachers recognized the patriotic potential of the curriculum but lacked adequate pedagogical support and instructional resources. The findings also resonate with Ibukun, et al (2010), who reported that dissatisfaction with curriculum implementation negatively affected teachers' ability to promote national cohesion through history education.

The findings further support Social Learning Theory by Bandura et al. (1961), which posits that learners acquire attitudes, values, and behaviors through observation and interaction with role models. In this context, teachers' attitudes, teaching approaches, and classroom practices significantly influence students' civic values and perceptions of national identity. Where teachers experience dissatisfaction, lack motivation, or rely on ineffective methods, the curriculum's ability to foster patriotism and cohesion becomes weakened.

Overall, the findings demonstrate that the History and Government curriculum possesses significant potential for promoting patriotism, national cohesion, and unity in Kenya. However, its effectiveness is constrained by implementation challenges related to pedagogy, teacher preparation, curriculum inclusivity, and resource availability. The study therefore underscores the need for curriculum reforms, enhanced teacher training, participatory teaching approaches, and contextualized civic content to strengthen the curriculum's role in nation-building and social cohesion.

4.2 Patriotism, National Cohesion and Unity

Before conducting regression analysis, it was necessary to establish the extent to which patriotism, national cohesion, and unity had been fostered through the History and Government curriculum. This was important because the dependent variable needed to be clearly quantified and interpreted before examining its relationship with the independent variables. The descriptive findings therefore provided the basis upon which the regression analysis was conducted.



The dependent variables are the civic outcomes that the study seeks to assess: patriotism, national cohesion, and unity. Patriotism is reflected in loyalty to the nation, pride in national heritage, and respect for national symbols. The combination of what is taught, how it is taught, and how teachers and learners engage with each other within this space, produces these outcomes.

This conceptual framework captures the full range of processes through which the History and Government curriculum contributes to civic formation. The educational progra begins with the design of well-conceived content. The perceptions of teachers and students, teaching-learning strategies and classroom processes shape it. The methods that focus on the learner, in conjunction with activating internal engagement mechanisms, promote patriotism, cohesion and unity. The literature reviewed provides a robust theoretical and policy foundation to implement the History and Government curriculum for the promotion of civic values, national identity and national unity among Kenyan youth. The success of this curriculum rests on several interrelated factors, including student and teacher perceptions, implementation fidelity, and classroom practice. This study in Kakamega County aims to investigate these dimensions through stakeholder perspectives, instructional behaviors, and civic outcomes observed.

The findings revealed that the curriculum was perceived as relevant in addressing the current needs of fostering patriotism and national cohesion. Respondents also agreed that the curriculum incorporates diverse perspectives that encourage inclusivity and unity among learners. Additionally, teaching approaches used in History and Government were viewed as effective in transmitting civic values related to patriotism and national unity.

Overall, the descriptive findings indicate that the level of patriotism, national cohesion, and unity fostered through the History and Government curriculum was moderately high. These findings provided justification for proceeding to regression analysis in order to determine how the independent variables under this objective 2 significantly influenced the fostering of patriotism, national cohesion, and unity.

Table 3
Regression Results

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.972a	0.944	0.944	0.05622	0.944	11394.133	1	674	0
ANOVA									
Model	Sum of Squares		df	Mean Square	F	Sig.			
Regression	36.019		1	36.019	11394.133	.000b			
Residual	2.131		674	0.003					
Total	38.149		675						
Coefficients									
Model	B	Std. Error	Beta	t	Sig.	95% CI Lower Bound	95% CI Upper Bound		
(Constant)	0.989	0.004		230.974	0	0.981	0.998		
Teachers' Perception (PT)	-1.302	0.012	-0.972	-106.743	0	-1.326	-1.278		

a. Dependent Variable: Patriotism, National Cohesion and Unity

b. Predictors: (Constant), Teachers' Perception (PT)

The regression analysis revealed a paradoxically strong and statistically significant relationship between teachers' perceptions of History and Government (H&G) curriculum and its perceived impact on fostering patriotism, national cohesion and unity. With an exceptionally high coefficient of determination ($R^2 = 0.944$), the model suggests that 94.4% of the variance in perceived national values among students can be attributed to teachers' perceptions alone. Such a high explanatory power is rare in social science research, suggesting that teacher perception could be a dominant if not singular influence on the success or failure of the curriculum in promoting civic values. The ANOVA results ($F(1,674) = 11,394.133, p < 0.001$) further affirm the model's validity, highlighting the statistical weight of the relationship. The high t-value ($-106.743, p < 0.001$) emphasizes the significant contribution of TP to the model.

However, the direction of the relationship is both surprising and complex. The unstandardized coefficient ($B = -1.302$) and standardized beta ($\beta = -0.972$) indicate a strong negative correlation between teachers' perceptions and intended civic outcomes. At face value, this result implies that more favorable teacher perceptions were associated with a reduction in perceived patriotism and cohesion outcomes, an outcome that contradicts both theoretical expectations and intuitive assumptions. This implausible result suggests that a rise in negative perception of the curriculum might correspond to decline in its effectiveness in promoting the desired outcomes. As a result, pointing possible issues in teacher's engagement, curriculum implementation and resource allocation.

The regression equation was expressed as: $Y = 0.989 - 1.302 (TP)$, where Y is patriotism, national cohesion, and unity, and TP is teachers' perceptions. In light of the regression equation ($Y = 0.989 - 1.302 (TP)$), it was evident that teachers' perceptions play a fundamental role, albeit one that requires careful interpretation. The negative correlations indicate that lack of teacher's satisfaction is a crucial barrier to curriculum effectiveness. Teachers' negative views illustrate systematic challenges such as outdated instructional methods, inadequate training, misalignment between policy and practice and low motivation. This explains the reasons as to why teacher's capacity building initiatives, better resourcing and participation in the curriculum design to convert negative perceptions into drivers of positive change. Therefore, clearly addressing of these barriers significantly improves the history and government curriculum ability to attain its civic education goals thus fostering national cohesion among learners.

Several possible explanations emerge. First, it was conceivable that the measurement of teachers' perceptions (TP) was reverse-coded, with higher scores reflecting dissatisfaction rather than approval. If this were the case, the negative relationship would in fact support a more logical interpretation: that higher dissatisfaction with the curriculum corresponds with lower patriotism and cohesion among students. This interpretation aligns with prior studies, such as Ogada et al. (2023), who reported that while teachers recognized the curriculum's potential, they often found it poorly implemented, outdated, and insufficiently equipped to address modern social challenges. Alternatively, the findings could reflect unique contextual dynamics of the Kenyan educational landscape. In regions marked by entrenched ethnic or political divisions, teachers are more critical of curriculum precisely because they are more attuned to its shortcomings in bridging historical grievances or cultural exclusion. This would resonate with Sylla (2015) findings in Uganda, where teachers criticized the curriculum for emphasizing political history at the expense of cultural diversity, and with Ibukun, et al (2010) observations in Nigeria, where post-colonial tensions complicated efforts to use history education as a unifying force.

Another layer of interpretation arises from the qualitative insights. Interviews with school principals and classroom observations revealed that while the curriculum is theoretically aligned with national unity goals, its practical implementation is constrained by outdated teaching methods, lack of training, and limited resources. Teachers often resort to traditional lecture-based approaches, making it difficult to translate abstract values like cohesion and patriotism into concrete classroom experiences.

Moreover, the strong model fit ($R^2 = 0.944$) and high beta value ($\beta = -0.972$) point to possible over-fitting or the presence of unmeasured confounding variables, such as political narratives in curriculum design, socio-economic disparities, or regional inequities in education infrastructure. Document analysis showed that schemes of work and lesson plans emphasized political milestones but neglected local histories and pluralistic voices, confirming the curricular limitations flagged by teachers.

The strong statistical relationship, when juxtaposed with qualitative findings highlights an urgent need for curriculum reassessment. If the curriculum is to truly promote national unity, it should move beyond symbolic patriotism and address structural issues of inclusion, representation, and relevance. Teacher capacity building, supported by observations in this study, is essential. Without adequate professional development in participatory and critical pedagogy, even a well-intentioned curriculum falls short of its objectives. In summary on this study's objective, the regression results point to a curriculum that, while ambitious in scope, is weakened by systemic constraints and a misalignment between perception and practice. The apparent paradox of negative correlation between teacher perception and national cohesion outcomes reflect a broader crisis of implementation rather than a failure of intent. Policymakers could approach these findings with nuance, embracing mixed-methods research and inclusive reform strategies that empower teachers as both implementers and critical evaluators of curricular goals. The future of patriotism and national unity among Kenyan students depend on it

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

Teachers' perceptions were lower at 3.8090, suggesting potential areas for improvement in their views on curriculum effectiveness. The relevance of the curriculum received a mean score of 3.8120, indicating that while it is seen as somewhat relevant, enhancements, such as more resource allocation and diversification of the pedagogy are needed. Pedagogical approaches scored 3.8917, showing mixed effectiveness. This aligns with Osei (2013) and Sylla (2015) who underscored that teacher confidence and institutional support are key for effective history and government instruction. Teachers' perceptions of the History and Government curriculum are positive but are significantly influenced by systemic challenges (such as overcrowded classes, limited resources and inadequate professional development), which can hinder its effectiveness in fostering patriotism, national cohesion, and integration. Correlation analysis illustrated that there is a strong negative correlation ($r = -0.90$) between TP and curriculum effectiveness, indicating that these constraints hinder curriculum's transformative potential

5.2 Recommendations

Based on the findings, the study recommends that More teachers to be educated in modern learning approaches and be deployed to teach History and Government in secondary schools. Moreover, the ministry of Education should review entire curriculum to efficiently and effectively propagate national values and promote social cohesion among Kenyans and also carry out interventions to improve teacher education and resource allocation, addressing the systemic challenges that negatively impact teachers' perceptions and their ability to effectively implement the curriculum.

Declaration of Interest

The authors declare that they do not have any known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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