Teachers and Students Perceptions on the Utilisation of Educational Media in Teaching and Learning History and Government in Secondary Schools in Kenya

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Abstract: *The purpose of conducting this study was to determine the perception that students and teachers held on the utilisation of educational media in teaching and learning of History and Government subject in public secondary schools in Nandi Central Sub County, Kenya. The study involved participation of 10 secondary schools from the area. The target population for the study involved 48 teachers and 257 form IV students. The data for the research was collected through questionnaires. Research results showed that majority of student rated that educational media was very helpful in learning History and Government. Teachers had more positive perceptions towards the integration of educational media in teaching and learning of History and Government in secondary schools in Nandi Central Sub-County. There was a significant difference on the teachers perception and students perception on the use of educational media in teaching and learning History and Government in secondary schools (p<0.05). The study concluded that teachers and students perceived differently on the effect of utilisation of educational media in teaching and learning History and Government subject in secondary schools in Nandi Central. The study recommends that teachers should go for in-service training to be acquainted with new educational media resources. Teachers should also work closely with students when designing, improvising and utilising educational media resources in teaching and learning in schools.*

Keywords: teachers, students, perceptions, history and government

1. Introduction

In its definition of media education, the Grunwald Declaration (1982) reflects several key emphasis that continues to be shared by the majority of media educators today. Media education is concerned with the full range of media, including moving image media (film, television, video), radio and recorded music, print media (particularly newspapers and magazines), and the new digital communication technologies. Media education is concerned with teaching and learning about the media and media education aims to develop both critical understanding and active participation (Buckingham, 2001).

From the early 1980s onwards, UNESCO had not only identified media's critical role in social improvement, but also outlined concrete policies, programmes, and strategies in engaging and utilizing various media toward development goals in schools. UNESCO is also sensitive to the idea of creating and sustaining spaces of dialogue. In an age where mediated forms of communication have become the primary means of delivering information and knowledge, what is, perhaps, needed is to extend dialogic forms of communication and conversation across cross-cultural boundaries (UNESCO, 2006) and this can be inculcated through teaching and learning of History and Government subjects in schools.

Results of Brush and Saye's (2005) research on using a problem – based multimedia learning environment to teach students about the civil rights movement suggested that students developed greater engagement with the social problem and more empathy for alternative perspectives; they began to change their assumptions about the nature of history and the importance of historic inquiry. Likewise, Flores (2002) writes that, "powerful history instruction involves helping students (a) acquire a meaningful understanding of key historical themes and important people and events from local, state, and national history, (b) build experience-based knowledge of the methods and limitations of history, and (c) confront multiple perspectives including mainstream interpretations of the past.

Kenya National Examination Council (KNEC, 2015) indicates that there has been an increase in History and Government performance nationally over the past three years for high performing schools in Nandi Central Sub-County with a mean of 6.6 points as opposed to low performing schools who had a mean of 4.54 points for the past three years. This shows that disparity exists between high and low performing secondary schools within the study area and it is not known whether utilisation of educational media in teaching and learning the subject could be the cause for this.

Table 1: High and low performing schools KCSE History and Government performance; 203 – 2015

Year	Maximum score	High Performing	Low performing
2013	12.0	6.09	4.37
2014	12.0	6.42	4.96
2015	12.0	7.28	4.27
Average	12.0	6.6	4.54

Source: Nandi South DEO's Office (2015)

Were (1982) research on problems affecting teaching and learning of History in secondary schools where students reported it to be dull and boring. Other studies (Muchilwa, 1998; Mwaniki, 1984; Kiigi, 1983) observe that there was a missing link by teachers on the appropriate teaching methods in secondary schools in Kenya. None of the studies conducted in Kenya has looked whether utilisation of educational media influence student academic achievement from high or low performing schools. From this background information, it is clear that there is inadequate research to determine how educational media resources have impacted on improved performance in Nandi Central History and Government subject in the past three years.

1.1 Statement of the Problem

The application of educational media in teaching and learning History and Government subject has been recommended by government of Kenya (KIE, 2002). This is also recommended by UNESCO (2006) and across other nations of the world as Molebash (2004) argues that history studies need to shift from learning about history to the doing of history. It is not clear whether the adoption and utilisation of educational media resources in teaching and learning History and Government in secondary schools dictates performance between high and low performing schools. Determining the perception that students and teachers possess with regard to the utilisation of educational media in teaching and learning of History and Government subject in secondary schools was important.

1.2 Research Questions

The paper sought to answer the following research questions:
1) What is the students' perception on the use of educational media in teaching and learning History and Government in Nandi Central Sub-County?
2) What is the teachers' perception on the use of educational media in teaching and learning History and Government in secondary schools?
3) Is there any significant difference in the perception of teachers and students on the use of educational media in teaching and learning History and Government in secondary schools in Nandi Central Sub-County?

1.3 Research Hypothesis

The null hypothesis stated that:
H_{01} There is no significant difference between teachers and students perception in the use of educational media resources in teaching and learning History and Government

1.4 Theoretical Framework

The theoretical framework of this study was based on the theory of Walklin (1982) who holds that media resources have the following instructional benefits which can highly increase effectiveness of teaching and learning. Media resources brighten up presentation, they help to attract and maintain attention, they substitute for the real thing which may be unavailable or too large to bring in the classroom, they help to form a focal point, they arouse interest, they

invoke co-operation, they challenge within the limit of learners' ability, they help to explain words, they give an accurate impression of the concept, they illustrate relationships, they stimulate imaginations, they consolidate what has been learned and, they save teaching time. Popp (1995) maintains that media resources have a profound effect on the learning process. He asserted that televisions, films, video and audio presentations, computer programmes, the internet and interactive video develop students' new vocabulary, expand the knowledge of people, places and things and form opinions and attitudes in learners.

2. Literature Review

2.1 Teachers' Perception on the Use of Educational Media

Perception refers the way one thinks about something and ones' idea of what it is like also it is an ability to understand the true nature of a subject especially as it affects our environment. However, both teachers and students perception History and Government classroom learning environment in different ways hence which produces series of changes in behaviour or it is more or less a change in behaviour that result from activities, training or observation. It is a change in behaviour that confirms learning (Adeyemo, 2011).

Taiwo (2009) writing on teacher perception on the use of educational media in Nigerian classrooms asserts that the way teachers view the role of media in classroom teaching will largely determine the level and degree of its usage. Taiwo (2009) stresses that teacher forms an impression, which is favourable, or otherwise, depending on specific traits teacher attribute to media. Teacher perception of media is predicated upon what they feel media can do in teaching-learning process. However, evidence abounds that what teachers said were their reasons for not using media were not true (Zepp, 2005: Scrimshaw, 2004; Sugar, Crawley & Fine, 2004; Cohen, 1996; Hubbord, 1999).

Over the years, many research studies have pointed out various external deterrents for the utilisation of audiovisual media. The major deterrents reported were budget difficulty in obtaining materials, lack of audiovisual classroom facilities and lack of trained audiovisual personnel (Higgins & Moseley, 2001; Richardson, 1996; Windschitl & Sahl, 2002).It must be noted that perception can be influenced by the personality characteristics of the perceiver. The features of the thing/object perceived can also influence it. Unfortunately, in any perception study, one is not sure which has more control over the other (Simonsen & Dick, 1997).

Fabos and Young (1999) reported that a 30 minutes sound film entitled Wisconsin makes its law was made available for a minimal rental fee and in sufficient qualities to selected secondary schools in the United States of America. They later found that more teachers in Wisconsin elementary schools than any other film used it in teaching and learning Social Studies. However, the majority of teachers teaching that topic in Wisconsin did not use it frequently in teaching and learning process. Apparently, they concluded that the

reasons of cost, unavailability or inappropriateness did not apply to be the reason that made teachers not to utilise the educational media in teaching and learning process.

If constraints have lessened, why are media not used more fully? An answer may well lay within the broad topic of how media are "perceived" by the teacher, and how they feature in his thinking and organizational planning (Ross, Hogaboam-Gray & Hanney, 1999). Eichoiz and Rogers (1994) suggested that here are psychological components in teachers' perception of media. Aquino (1994) has found significant personality differences between acceptors and rejecters of new media. Other researchers have noted that some teachers appeared to perceive media as threatening and perhaps in human.

Lewis (1990) tested fifteen questions in efforts to determine teacher perceptions relative to education media. Among his findings were that teachers perceive educational media as being readily available and that they perceive formal training in the area of audiovisual instruction as being unnecessary.

Previous studies employed a variety of methods and perspective to assess in-service teachers' educational media attitude. These methods included Likert-scale questionnaires (Ross, Hogaboam-Gray & Hannay, 1999) case study methodology (Rakes, Flowers, Casey & Santana, 1999). Lavin et al., (2010) (found that teachers who participated in a two-year educational media integration program improved their educational media self-efficacy and their interest in learning more about how educational media could influence the curriculum.

Ross, Hogaboam-Gray and Hannay (1999) reported that access to educational media increased teachers' opportunities for successful teaching experiences, thereby contributing to greater confidence in their instructional ability. In addition, they also noted, teachers who interpret their interactions with computers as indicative of high grow in self-confidence, regardless of their experience. Research also reveals that before teachers use educational media for instruction they must be personally convinced of its benefits and must see the utility of using a particular educational media (Lam, 2000).

Before educational media is used in the classroom teachers focus attention upon their students. They want to know what impact it will have on students' learning outcomes (Higgins & Moseley, 2001). Teachers use educational media because it motivates students and offers a different mode of presentation. Instead of using computers for drill and practice, more confident teachers use educational media as an instructional tool to enhance students' learning (Lam, 2000). Successful educational media adoption in teachers' classrooms is dependent upon school administrators providing an individualized, differentiated process of training and implementation (Gray, 2001).

Glean (1997) commented that often districts rely upon a one size fits all approach that meets the needs of only a few participants. Teachers must see how educational media fits within their localized classroom setting (Stein, Smith, & Silver, 1999).Teachers' educational media beliefs are influenced by their philosophy. Resistance to adopting new technologies stem from teachers' existing teaching beliefs (Scrimshaw, 2004). For educational media, adoption to be successful teachers must be willing to change their role in the classroom (Hardy, 1998). When educational media is used as a tool, the teacher becomes a facilitator and students take a proactive role in learning.

Niederhauser and Stoddart (2001) noted a consistent relationship between teachers' perspectives about the instructional uses of computers and the types of software they used with their students. Often, this change of teaching philosophy and methods focuses on learners-centered teaching and constructivist teaching practices (such as Rakes, Flowers, Casey, & Santana, 1999). Ertner, Gopalakrishnan and Ross (2001) found that exemplary educational media-using teachers exhibit more constructivist teaching practices. Successful integration of educational media into teaching depends on transforming teachers' belief and philosophy concurrently (Windschitl & Sahl, 2002).

Balyage (1995) conducted a study on determinant of student learner performance in State Universities of region III in Philippines and established that instructional materials were significant predictors of knowledge of students' teachers in the subject matter. He maintained that while teachers knowledge on the subject can be determine effectiveness in learning, there is great need for teachers to be availed with sufficient instructional resources of teaching and learning.

Zhao (2007) conducted a qualitative research to investigate the perspectives and experiences of 17 social studies teachers following educational media technology integration training. The research indicated that teachers held a variety of views towards technology integration. These views influenced their use of technology in the classroom. Most teachers were willing to use educational media, expressed positive experiences with educational media integration training, increased their use of technology in the classroom, and used technology more creatively.

Adeyemo (2011) reiterates that despite the numerous constraints to the students' achievement in secondary schools in Nigeria, the teachers' perception of teaching seems to be the most important. The perception of teachers' teaching, largely, determines the level of understanding reached by his students. Most teachers perceive teaching as boring, none interesting and a highly none rewarding profession. In recent years, new research has demonstrated the dramatic effect that teachers can have on the outcomes of students from all academic and social background. In fact, studies have shown that teachers' perception is the most important educational input predicting students' achievement (Adeyemo, 2011).

According to Ajibade (1987) reported in Adeyemo (2011), attitude and interest of teachers can influence the students' performance since the teacher is regarded as someone who imparts or give instructions to students to do something. Then such teachers' attitudes and interest plays a prominent role in establishing good relationship with the students for

educational development. Hence, for a teacher to be able to select appropriate educational media for the teaching of History and Government, the idea of what he wants to teach and how he wants to teach must be topmost on his mind before selecting the media that takes into consideration individual differences of students so as to meet their needs and the interest as some of them may learn better by simple explanation in class while others do better when learning with machines. Abimbade (1997) and Ajelabi (2002) seem to agree that selection of media should be based on students needs.

In addition, Ajibade (1987) stated that students' poor performance in physics is due to many factors which vary from teachers' perception, attitude and interest of teachers' method of teaching etc. Fabos and Young (1999) confirmed that teachers' perception is the most important schooling factor responsible for students' poor achievement in senior secondary school physics. Confirming, the outcomes, it is obvious that teachers' perception plays an important role on students' academic achievement, since the teacher is regarded as someone who impacts or gives instructions to students to do something and also students' perception and teachers' perception of physics classroom learning environment plays a key role in influencing the amount of exposure to physics a students' experience.

2.2 Students' Perception on the Use of Educational Media

The need for educational media to be incorporated into curriculum has been recognized for many years by UNESCO (2001) through Grunwald Declaration. In the United States of America according to Miranda and Russell (2011), "Since the early 1990s, schools, Sub-Countys, and the federal government have invested heavily in instructional technology media use. Teacher and student access to technology in schools has improved dramatically. In United States of America, all public schools are connected to the Internet, with 97% connected via high-speed connection" (Miranda and Russell, 2011). However, shaving available technology is not the primary contributing factor to enhancing student learning; despite these numbers, many educators are still struggling to incorporate the latest technology in their learning environments for many reasons such as lack of classroom time to train students in these skills and their own lack of knowledge and training on the most current programs and software (Noveanu, 2010).

With educational media, technologies becoming such an integral part of students' lives educators are considering incorporating it into projects to promote learning in their classrooms. As one researcher states, "The trend toward media enhanced classrooms has escalated quickly during the past five years as students have become increasingly tech-savvy in Thailand. Classrooms across the nation have become wired and textbook publishers now offer a wide variety of computerized teaching supplements (Lavin, Korte & Davies, 2010).

Research studies conducted in Western countries shows that students are using educational media to connect with different cultures and societies that can broaden their learning experience (Warschauer, 1999) in History and Government across the globe. Wang (2006) reiterates that adoption and use of new educational media resources provides an innovative way to reach and collaborate with students and educators all over the world. However, not only is technology useful in communicating with others, it also provides unique ways to complete assignments. In a research conducted in United States of America, one educator commented about students using educational media stating, Educational media is a learning tool that allows learners to organize, represent and construct knowledge in multiple modalities that include text, audios, graphics, animation and videos (Wang, 2006). Additionally, another middle school teacher stated, "As educators, we know that students learn better and faster when they are actively engaged in their learning. Digital media can be a great vehicle for student engagement with classroom technology…" (Quinones, 2010).

One research study that was conducted on a Midwestern college campus found that not only was technology useful in increasing the student participation but results also suggested that "adding technology to courses where it is not currently used is likely to have a positive impact on student perceptions of the instructor and the course as well as on most aspects of student behaviour (Lavin, Korte & Davies, 2010). Anderson and Maninger (2007) investigated the changes in and factors related to students' educational media technology related abilities, beliefs, and intentions. Statistically significant changes were found in students' perceived abilities, self-efficacy beliefs, value beliefs, and intentions to use software in their future classrooms. Students' self-efficacy, value beliefs, and intentions were moderately correlated with each other. Abilities were correlated with self-efficacy and computer access. The best predictors of intentions were self-efficacy beliefs, gender, and value beliefs.

3. Materials and Methods

The research was conducted in selected public secondary schools in Nandi Central Sub County, Kenya. The study utilised a comparative research design that sought to find out if there existed differences in teachers and students with regard to the use of educational media in teaching and learning of History and Government Subject. The total population of History students in the 24 schools was close to 720 students with teacher population of 48. The population for the study comprised of 48 History and Government teachers and 720 Form 4 students. Census method was used to select teachers who participated in the study while a sample was undertaken for the students. The final sample for the study comprised of: 43 History and Government teachers and 257 Form Four students from 10 secondary schools in Nandi Central Sub-County. The questionnaire was the instrument used to collect data. Data collected was analysed using descriptive and inferential statistics. SPSS facilitated data coding, entry and analysis.

4. Results

The study involved participation of Form IV students and History and Government teachers in the Sub-County.

4.1 Students' demographic profile

The study sought to determine the gender of students; the results of their gender profile are as given in Table 2.

Table 2: Gender of students

Gender	Frequency	Percent
Male	89	49.4
Female	91	50.6
Total	**180**	**100.0**
Performance		
Average	84	46.7
Good	73	40.6
Excellent	21	11.7
Poor	2	1.1
Total	**180**	**100.0**
School performance		
High-performing	100	55.6
Low-performing	80	44.4
Total	**180**	**100.0**

Result show that 89 (49.4%) were male students while 91 (50.6%) were female students. This shows that at least a considerable number of female students prefer History and Government subject as opposed to female students. In addition, it is evident that 84 (46.7%) indicated that their performance has been on average for the past three years, 73 (40.6%) said that their performance has been good, 21 (11.7%) said that their performance has been excellent while 2 (1.1%) said that their performance is below average. This shows that at least half of the student performance in History had been on average and this could be explained by teacher use of instructional media in teaching and learning the subject. High performing schools that participated in the study were 55.6% while low performing schools were 44.4%. This ensured that a comparative picture was to be arrived at in describing the utilisation of various educational media in teaching and learning History and Government subject.

4.2 Teachers' Demographic Characteristics

Teachers' gender was determined. The presentations of findings are presented in Table 3.

Table 3: Teachers' gender

Gender	Frequency	Percent
Male	18	69.2
Female	8	30.8
Total	**26**	**100.0**
Age bracket		
Less than 25 years	8	30.8
26-35 years	10	38.5
36-45 years	6	23.1
46 years and above	2	7.7
Total	**26**	**100.0**
Education Level		
A level	1	3.8
Diploma	8	30.8
Degree	16	61.5
Master's	1	3.8
Total	**26**	**100.0**
Teaching Experience		
Less than 2 years	8	30.8
2-5 years	7	26.9
6-10 years	4	15.4
11-15 years	2	7.7
16 years and above	5	19.2
Total	**26**	**100.0**
School Performance		
High-performing	13	50.0
Low-performing	13	50.0
Total	**26**	**100.0**

The findings shows that 18 (69.2%) of teachers were male teachers while 8 (30.8%) were female teachers. This shows that the proportion of male teaching History and Government is higher as compared to female teachers. This in contrast to studies in other areas where female teachers prefer teaching humanities subjects rather than sciences. On age category, 10 (38.5%) had 26 – 35 years of experience, 8 (30.8%) were aged less than 25 years, 6 (23.1%) were aged between 36 – 45 years while 2 (7.7%) indicated that they were aged 46 years and above. On their educational level, most 16 (61.5%) had undergraduate degrees, 8 (30.8%) had diploma level of education, 1 (3.8%) had masters education level while only 1 (3.8%) said that they had primary level of education. This shows that teachers have prerequisite qualification in teaching History and Government subject in secondary schools. Results on the teaching experience shows that 8 (30.8%) had less than 2 years, 7 (26.9%) 2 – 5 years, 4 (15.4%) had 6 – 10 years experience in teaching, 5 (19.2%) had 16 years and above experience while 2 (7.7%) had 11 – 15 years of teaching. This implies that teachers have adequate number of years in teaching the subject in secondary schools. The teachers came from both high and low performing schools in the Sub-County.

4.3 Analysis by Research Question

Research Question 1: Students' Perceptions use of educational media in teaching and learning History and Government in secondary schools in Nandi Central Sub-County
The students were asked to rate their responses on a Likert scale regarding students perception on the use of educational media in teaching and learning History and Government in secondary schools in Nandi Central Sub-County; the following scale was used; 1 – 1.49 Disagreed, 2 – 2.49 Tend to Disagree, 3 – 3.49 Tend to Agree and 3.5 – 4 Agree.

Table 4: Students' Perceptions use of educational media in teaching and learning History and Government in secondary schools in Nandi Central Sub-County

Statement	N	Mean	Std. Deviation
I accept the importance of educational media in learning History and Government	180	3.2000	.98253
My teacher accepts the importance of educational media in teaching students History and Government	180	3.1167	1.05319
Our history and government teachers have positive opinions on the use of educational media in teaching and learning History and Government	179	2.8268	1.16028
I have a strong understanding of the nature and operation of new educational media resources in learning history	180	2.6000	1.08107
I find the use of educational media in classrooms boring	180	1.8556	1.13906
Perceptions on Utilization of Educational Media	**180**	**2.9786**	**.65723**

Table 5: Teachers' perceptions on the use of educational media in teaching and learning History and Government in secondary schools in Nandi Central Sub-County

Perceptions	N	Mean	Std. Deviation
I accept the importance of educational media in teaching students History and Government	26	3.6923	.67937
My students accept the importance of educational media in learning History and Government	26	3.5000	.58310
My colleagues share my opinions on the use of educational media in teaching and learning students History and Government	26	3.3462	.68948
I have a strong understanding of the nature and operation of new educational media resources in teaching and learning history	26	3.2692	.77757
My students find use of educational media in classrooms boring	26	1.4615	.76057
Perceptions on Utilization Of Educational Media	**26**	**3.4692**	**.46970**

Results show that students were found to agree (M=3.2 and SD=0.98) the importance of educational media in learning history and government. They also tend to agree that their History and Government teacher accepted the importance of educational media in teaching and they had positive opinion towards the use of these media in classroom instruction (M=2.8 and SD=1.16). However, students had divided perceptions on their level of understanding the nature and operation of new educational media resources in learning history (M=2.6 and SD=1.08). This shows that students in some schools had a better understanding on how current educational media as compared to some of them and this has been reflected in findings above that showed inadequate utilisation of electronic media in teaching and learning of the subject in school. On the other hand, students tend to disagree with the statement that they find the use of educational media in classrooms boring (M=1.85 and SD=1.13). This affirms the importance of utilisation of educational media in changing classroom environment by involving active participation of all students and teacher during lesson period. In general, study findings showed that student had positive perceptions (M=2.97 and SD=0.65) towards the integration of educational media in learning History and Government subject in secondary schools in Nandi Central Sub-County. These results are not consistent with Anderson and Maninger (2007) findings that showed that students exhibited different perceptions, abilities, beliefs, and intentions towards the integration of educational media in teaching and learning process.

Teachers' perceptions on the use of educational media in teaching and learning History and Government in secondary schools in Nandi Central Sub-County
History and government teachers bear the responsibility of ensuring that educational media use in classrooms is implemented. Based on this argument, the study sought to find out if teachers had divergent or similar perception towards the utilisation of current educational media in the teaching process. Descriptive statistical analyses were computed and the results are as given in Table 5. 1 – 1.49 Disagreed, 2 – 2.49 Tend to Disagree, 3 – 3.49 Tend to Agree and 3.5 – 4 Agree.

The results show that teachers totally agreed (M=3.69 and SD=0.67) that they accepted the importance of educational media in teaching History and Government in secondary schools. This is reflected by higher means close to the maximum (4) and less standard deviation values which shows that the responses did not move far away from the means. These results agree with the students' responses who said that they accepted the importance of educational media in learning the subject. In addition, the respondents also totally agreed that (M=3.5 and SD=0.58) that their students accepted the importance of incorporation of educational media in learning History and Government in secondary schools. Furthermore, respondents tended to agree that they shared opinions with other teachers on the utilisation of educational media (M=3.34 and SD=0.77) and they also tended to agree that they had strong understanding of the nature and operation of new educational media in teaching and learning History and Government in secondary schools. This result agrees with Balyage (1995) study in Philippine universities that revealed that teachers had good knowledge on the use of instructional media since they had learned the course in the university and colleges.

However, the teachers respondents seemed to totally disagree that their students find the use of media in classrooms as boring (M=1.46 and SD=0.76). This corroborates with students responses made earlier that showed that active learning environment is usually promoted in classrooms when teachers were using educational media in teaching. On average, the results shows that teachers had positive (M=3.46 and SD=0.46) perceptions towards the utilisation of educational media in teaching and learning process in classrooms in Nandi Central Sub-County. The results supports Zhao (2007) results that showed that most of the secondary schools expressed positive experiences with educational media integration in training which influenced their use in classrooms. Use of educational media resources can help deepen students' content knowledge, engage them in constructing their own knowledge, and support the development of complex thinking skills (Kozma, 2005; Kulik, 2003; Webb & Cox, 2004).

Research Question 2: Is there significant difference in the perception of teachers and students on the use of educational media in teaching and learning History and Government in secondary schools in Nandi Central Sub-County?

The study assumed that both students and teachers hold similar views regarding the perception towards the use of educational media in teaching and learning History and Government in secondary schools. To prove the assumption, the study sought to establish if there existed significant difference between teachers and students perception on the utilisation of educational media in teaching and learning History and Government in secondary schools in Nandi Central Sub-County. To produce the result, an independent sample t – test was conducted if there existed difference between teachers and students perception toward use of educational media in classrooms and the perception towards utilisation of educational media in classrooms. The results are presented in Table 6.

Table 6: Test of Difference

	Type of respondent	N	Mean	Std. Deviation	Std. Error Mean
Use of educational media	Students	180	2.3782	.57996	.04323
	Teachers	26	2.7104	.51252	.10051
Perceptions on utilization of educational media	Students	180	2.9786	.65723	.04899
	Teachers	26	3.4692	.46970	.09212

Hypothesis test summary

Null hypothesis	Test	Sig.	Decision
1 The distribution of educational media is the same across categories of type of respondent	Independent samples Mann – Whitney U Test	0.007	Reject the null hypothesis.
2. The distribution of perceptions on utilisation of educational media is the same across categories of type of respondent	Independent samples Mann - Whitney U Test	0.000	Reject the null hypothesis

Asymptotic significance are displayed. The significance level is 0.05.

On the use of educational media in teaching and learning process, results of the analysis shows that teachers had higher score (M=2.71 and SD=0.51) as compared to students (M=2.3 and SD=0.57). This shows that teachers indicate that they often use educational media in teaching and learning as opposed to students. Further, findings on the teachers and students perception regarding the utilisation of education media, teachers also had a higher mean (M=3.46 and SD=0.09) as compared to students (M=2.97 and SD=0.04) leading to the conclusion that teachers have a more positive perception towards the use of educational media as opposed to students. To confirm if there existed significant difference on the two tests, a Mann U Whitney test was conducted and results are presented in Table 6.

The null hypothesis stated that;
Ho1   There is no significant difference between teachers and students perception in the use of educational media resources in teaching and learning History and Government

Based on the statistics above, at 95% confidence interval, the calculated p values (0.007) for use of educational media and p = 0.001 for perception on utilisation of educational media among teachers shows that there exist significant difference leading to the rejection of the null hypothesis and concluding that there is significant difference between teachers and students perception in the use of educational media resources in teaching and learning History and Government in secondary schools in Nandi Central Sub-County (p<0.05). this is also supported with the earlier results that showed that teaches had more positive perception towards the integration of educational media in teaching and learning as opposed to students.

5. Conclusion

Demographic results showed that majority of teachers had degree and diploma level of education. Most of them were also found to have more than 2 years experience in teaching History and Government in secondary schools. The students who participated in the study were Form Four students from 5 high and 5 low performing secondary schools in the Sub-County. The students' performance in History and Government was found to be on average majority of secondary schools in Nandi Central Sub-County.

Results of the study showed that all students had positive perceptions towards the use of educational media in teaching and learning History and Government in Secondary schools (M=2.97). Independent t- test results further revealed that students from low performing schools had more positive perception as opposed to ones from high performing schools.

Teachers were also found to have also positive perception towards the utilisation of educational media in classrooms. Teachers from high performing schools regularly utilised educational media as opposed to teachers who came from low performing schools. This was due to the non – availability of adequate educational materials in low performing schools and this therefore hinder teachers' classroom interaction using the above named media.

There was a significant difference on the teachers perception and students perception on the use of educational media in teaching and learning History and Government in secondary schools (p<0.05). Also the study results showed that there existed significant differences between perception of teachers and students on the utilisation of educational media in classrooms (p<0.05). Teachers were found to have a higher positive perception as opposed to students

6. Recommendations

1) Teachers need to motivate themselves on the significance of media use in classrooms and also to undertake in – services courses on ICT utilisation in teaching and learning History and Government in schools.
2) Schools need to ensure that the educational media purchased for use in teaching and learning should conform to the current curriculum requirements

3) There is need for teachers to regularly involve learners during preparation and usage of educational media in classroom.

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