



# Influence of Subject Content on Student Participation in History and Government in Public Secondary Schools in Maara Sub-County, Tharaka Nithi County, Kenya

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**Abstract:** *The purpose of this study was to examine the influence of subject content on students' participation in History and Government in public secondary schools in Maara Sub-county, Tharaka Nithi County, Kenya. It was necessitated by the need to generate empirical evidence to bridge the existing knowledge gap on how the nature, structure, and presentation of subject content affect learner engagement. Empirical observations in the sub-county, as in many parts of Kenya, indicated that while History and Government addresses important themes, these are often taught in isolation with limited connection to learners' real-life experiences, leading to reduced interest and participation. In such contexts, the manner in which subject content is conceptualized and presented by teachers becomes critical in promoting active engagement. This study therefore sought to establish the extent to which subject content influences student participation and to provide recommendations for improving its delivery. The study targeted Form Three students taking History and Government, History and Government teachers, Heads of Subject (History), and the Sub-County Quality Assurance and Standards Officer. A descriptive survey research design was employed to collect information from 374 participants selected through multistage sampling techniques. Data were collected using questionnaires and interview schedules and analyzed qualitatively and quantitatively based on the study objective. Qualitative data were analyzed thematically, while quantitative data were analyzed descriptively using frequencies and percentages and inferentially using Chi-square tests with the aid of Statistical Package for Social Sciences (SPSS) version 30. Findings indicated that subject content significantly influenced student participation, with the Contingency Coefficient measure of association attributing about one tenth of the total variance in participation to content-related factors. Students reported higher engagement when content was clear, relevant, and practical, and lower participation when it was overly theoretical or disconnected from their daily lives. The study recommends that school administrations, in collaboration with other stakeholders, support teachers in improving the conceptualization and presentation of History and Government content to make it more interesting, relevant, and engaging.*

**Keywords:** *History and Government, subject content, student participation, curriculum relevance, pedagogical factors, Chi-square analysis.*

## 1. INTRODUCTION

Teaching history is a complex and multifaceted process, which requires careful consideration of various factors, including content knowledge, curriculum guidelines, cognitive demands, and assessments among others. Knudsen (2020) points out that subject content taught in classrooms also plays a pivotal role in shaping the overall method of teaching and learning, which refers to the body of knowledge, including theories, themes, and topics, that teachers select for instruction on a specific subject in educational settings. Subject content for history education is largely shaped by the established curriculum guidelines for history education, whereby the syllabus for history is mainly shaped by the broader sociocultural contexts of the students, which significantly influences the instructional strategies adopted to ensure effective student learning (Yulifar & Aman, 2023).

Strogilos, Lim and Buhari (2021) points out that subject content was also a major factor that influences student participation in classroom setting, wherein the relevance, inclusivity, and diversity of the content of instruction directly affect how students engaged with the material. This assertion highlights that history subject content that resonates with students' identities, culture, and experience, such as race,

class, gender, or ethnicity, is likely to enhance student participation by allowing students to actively participate in the overall teaching and learning process in the classroom. In contrast, history content that seemed to detach from the students' lived realities may limit student participation, since the content largely detaches from the actual realities of the student as well as community around them. In Thus, this underpins the need to explore the influence of history subject content on student participation, which will enable teachers to effectively design and plan suitable content that aligns with curriculum standards to foster critical thinking and inclusivity in secondary schools by supporting student participation in in secondary schools.

Several studies have been performed to showcase the connection between subject content and student participation in history among secondary school students around the world. In Britain, Morgan (2023) conducted a study to assess the relevance of the current History curriculum in engaging a diverse student population. The findings revealed that the History content taught in British secondary schools predominantly centered on nationalistic themes, such as the British monarchy, empire, and periods like the Victorians and Tudors. While these themes reflect national heritage and align with Knudsen's (2020) argument that history content often mirrors the learners' sociocultural context, Morgan (2023) found that such a narrow, British-centric focus limited student engagement, particularly among learners from multicultural backgrounds. Although students acknowledged the importance of learning national history, many expressed a desire for a more inclusive and diverse curriculum that would better reflect the realities of a globalized world.

Specifically, students called for greater emphasis on controversial and globally significant topics such as slavery, colonialism, and the world wars, which they viewed as more engaging due to their relevance to current social issues and personal or familial connections. They were particularly critical of the tendency to portray British history through the lens of victories and achievements, often ignoring the broader human and cultural consequences of historical events. For instance, learners requested deeper exploration of the cultural impacts of slavery on African and Caribbean communities, rather than limiting the discussion to Britain's economic gains.

These findings underscore the critical influence of subject content on student participation in History education. A curriculum that prioritizes diverse historical narratives can enhance students' sense of relevance and identity in the learning process, thereby fostering deeper engagement. However, Morgan's study does not explore how curriculum reform efforts are being implemented to address this content imbalance or how teachers navigate curriculum limitations in multicultural settings. This study expands upon these findings by looking at how the structure and relevance of History and Government content in Kenyan public secondary schools affects student engagement. In particular, the study will explore whether learners in Maara Sub-county feel represented in the subject content and how this influences their interest, enrolment, and classroom participation in History and Government.

In the United States, various studies have shown that the nature of subject content and how it is delivered significantly affect student participation in the classroom. Research in STEM education has demonstrated that when subject content is presented through active learning strategies such as discussions, problem-solving, and collaborative tasks students are more likely to engage and perform better academically. Freeman et al. (2014) found that students in active learning environments were significantly less likely to fail and scored higher on assessments compared to those taught through traditional lectures. Studies on online and blended learning environments have revealed that when subject content is aligned with students' interests and delivered clearly using multimedia tools, participation and engagement levels increase (Ingram, 2024). In community college settings, innovative methods like flipped classrooms where students study content before class and participate in structured, guided discussions during lessons have been linked to improved participation and learning outcomes (Van Dusen & Nissen, 2024). These findings suggest that content must not only be relevant and accessible but also taught in a way that invites active engagement. While many of these studies focus on science and technical subjects, they offer important lessons on how thoughtfully designed and well-delivered content can enhance student participation. These principles can be adapted to subjects like History and Government, in Kenyan secondary schools where student engagement is a growing concern.

Elmersjo (2022) in Sweden carried out a study to examine how changes in history subject content affected student participation in secondary schools. The study focused on how the shift toward student-centered learning, which began in the late 1970s, changed how students engaged with history lessons.

The findings showed that Swedish history syllabi moved away from serving national or societal goals and instead focused more on helping individual students manage their own learning and reflect on their personal experiences. This approach aimed to develop students' "historical consciousness" by helping them understand their role in history and prepare for future challenges. Elmersjo (2022) also noted that the new focus encouraged students to think critically and develop a strong sense of identity, rather than just learning history to fit into society. However, while this method aimed to make history more relevant to students, it also brought challenges. It sometimes weakened the shared understanding of national history and created tension between personal learning goals and collective values. Although the study clearly showed that subject content has a strong impact on student engagement, it did not explore how such changes affect participation in Kenyan schools.

A study conducted by Diouani (2020) in Morocco examined the influence of subject content delivery on student participation in English language classrooms at the secondary school level. The research explored the gap between teachers' beliefs in Communicative Language Teaching (CLT) and their actual classroom practices. Although many teachers supported the idea of student-centered learning, the study found that traditional, teacher-dominated instruction remained prevalent. This disconnect was attributed to several factors, including unsuitable textbooks, limited teacher training in CLT strategies, and low student motivation (Diouani, 2020). Student participation in class activities remained low, with learners often remaining passive during lessons. While the study focused on English rather than History, it demonstrates how poorly aligned subject content and instructional methods can hinder classroom engagement. This suggests a broader issue within North African educational systems, where content design and teaching practices may fail to promote active student participation. However, the study did not specifically explore how subject content influences student participation in History and Government classes.

Oppong (2019) in Ghana studied how the content of the history curriculum influenced student participation in senior high schools, especially in promoting national consciousness. The study showed that the syllabus included topics such as national unity, patriotism, and respect for diversity, which were intended to build a sense of national identity among learners. However, Oppong (2019) noted that these ideas were not clearly emphasized in the classroom materials, making it difficult for teachers to fully develop students' understanding of these historical values. The study also found that while the curriculum included content on Ghanaian history and African civilizations from a Pan-African perspective, only a small part of the syllabus focused specifically on Ghana's local history. This imbalance limited the students' deeper connection to their own national identity, even though the curriculum supported broader goals of unity and cultural awareness. The study recommended including more content that directly reflects Ghana's national history to improve students' engagement and participation. However, the research did not explore how subject content influences student participation in Kenya.

In South Africa, Ivala, Gachago, Condy, and Chigona (2014) carried out a study at the Cape Peninsula University of Technology to explore how subject content delivered through digital storytelling influenced student participation. The study involved pre-service teachers and found that students who created and presented digital stories became more active, reflective, and engaged in class. By connecting their personal experiences with academic content, students found the learning process more meaningful. The use of multimedia also helped them understand the subject better and encouraged more interaction with peers during classroom discussions. Although this study was done in a university setting and not in secondary schools, it clearly showed that creatively designed subject content can improve student participation. The study did not, however, focus on secondary-level learners or History and Government subjects in African public schools. This presents a gap that this study addresses by examining how subject content influences student participation in History and Government in public secondary schools in Maara Sub-county, Kenya. Based on Constructivist Learning Theory, students are more likely to take part in class when they can relate the content to their own experiences. Therefore, using engaging and relatable content possibly through storytelling or other creative methods can help improve participation in History and Government lessons.

Mzinga and Onyango (2021) in Tanzania conducted a study to investigate how subject-specific instructional materials influenced student participation in the learning of Geography in selected secondary schools in Busega District. The study found that the use of teaching aids such as maps,

diagrams, models, and visual presentations greatly improved students' understanding and interest in the subject. These materials helped to make abstract concepts easier to understand, encouraged students to ask questions, participate in group work, and engage more actively during lessons. Teachers also noted that these resources improved classroom interaction and increased student motivation. Although the study focused on Geography, it clearly shows that the use of relevant instructional materials plays a key role in supporting active student participation. However, the study did not explore this issue in the context of History and Government or in other regions such as Kenya. This study attempts to close this gap by examining how the accessibility and utilization of instructional resources affect student participation in History and Government in public secondary schools in Maara Sub-county. Based on Constructivist Learning Theory, when students are given concrete learning materials, they are more likely to relate content to their experiences and participate more actively in class.

A study by Sebbowa and Majani (2021) in Uganda examined how the current history subject content in secondary schools affected student participation, with a focus on its ability to promote historical thinking. The study found that the curriculum covered important themes such as colonialism, slavery, and imperialism. However, the researchers observed that these topics were often taught in isolation, using a narrative approach, rather than helping students see how they were connected or relevant to present-day life. Students found it difficult to relate to the content or engage actively during lessons. The study recommended designing a syllabus that helps learners link historical themes to each other and apply them to current social issues. Sebbowa and Majani (2021) also emphasized the importance of including content that supports group discussions and inquiry-based learning to make history more engaging. These findings support Morgan's (2023) view that history education should be connected to students' experiences in order to improve participation and critical thinking. However, the study did not explore how these issues apply in the Kenyan context, particularly in subjects like History and Government.

In Kenya, Shishkina, Dundee, and Issaev (2023) examined how the content of history textbooks influences student engagement and learning outcomes, especially in relation to promoting socio-political stability in the broader East African region. The study revealed that Kenyan history textbooks tend to present biased narratives, particularly in their coverage of the pre-colonial, colonial, and post-colonial periods. The findings showed that while colonial and post-colonial history is given significant attention, the contributions and cultural heritage of indigenous communities especially Muslim and other minority groups are often underrepresented. According to Shishkina et al. (2023), this imbalance not only marginalizes certain historical perspectives but also risks deepening existing socio-political divisions by excluding diverse voices from Kenya's historical narrative. Students may develop a limited or skewed understanding of the nation's past, which can affect their engagement with the subject and their connection to national identity. The researchers recommended revising the curriculum to ensure a more inclusive and balanced representation of Kenya's diverse histories. However, while the study addressed national textbook content, it did not explore how this issue affects student participation at the sub-county level.

## **2. STATEMENT OF THE PROBLEM**

History and Government is an important subject that helps learners develop civic responsibility, historical awareness, and democratic values. However, in Maara Sub-county, Tharaka Nithi County, there has been a noticeable decline in student participation and enrollment in the subject. One possible reason for this is the way subject content is designed and presented. When the content is too theoretical, not linked to real-life situations, or lacks practical examples, students may find it less interesting and less relevant to their lives. This can reduce their motivation to take part in lessons or choose the subject. In this area, there is little research on how the clarity, relevance, and practical application of subject content influence student participation in History and Government. Without this information, curriculum developers, teachers, and policymakers may find it difficult to create content that fully engages students. This study therefore aimed to investigate how aspects of subject content affect student participation in History and Government in public secondary schools in Maara Sub-county.

## **3. RESEARCH HYPOTHESIS**

The study was guided by the following research Hypothesis:

H<sub>01</sub>: Subject content does not significantly influence student participation in History and Government in public secondary schools in Maara Sub-county, Tharaka Nithi County, Kenya.

**4. METHODOLOGY**

The study adopted a descriptive survey research design. Stratified, purposive and simple random sampling was used to select the respondents. The sample size comprised of 1 Quality Assurance and Standards Officer, 11 Heads of Subject (History), 20 History and Government Teachers and 343 form three History students. Data was collected using Questionnaires and interview schedules. A total of 370 respondents including 321 form three students, their 35 teachers of History and Government and 14 Heads of History and Government participated in the study. The study therefore attained a 98.93% response rate. Quantitative data was analyzed using descriptive statistics such as frequencies and percentages and inferential statistics through Chi-square, aided by the Statistical Package for the Social Science (SPSS) version 30. Qualitative data was analyzed thematically based on the study objective.

**5. FINDINGS AND DISCUSSION**

This study sought to establish the influence of subject content on students’ participation in History and Government. An inquiry was made on the perception of teachers and students on aspects of subject content including clarity and simplicity, relevance to real life as well as practicality and engaging and their contribution towards History and Government instructional process. Findings from teachers were as reported in Table 1. Data obtained from students show that a majority (60.4%) believe the topics they learn in History and Government are easy to understand, that their teacher explains History and Government topics in a clear and simple (58.3%), that their teacher explains difficult historical ideas in a simple and clear way (68.5%) and that examples used in class help them understand difficult historical concepts (57.3%). Findings mean that a majority (61.13%) of students sampled for the study believed that History and Government subject content bear aspects of clarity and simplicity significant for student participation in the subject. Results obtained on relevance of the subject content to real life show that most students observed that the topics they cover in History and Government relate to real-life situations. (58.0%), that real-life examples used in class help me understand historical concepts better (61.9%), that they enjoy History and Government more when the topics relate to current events (64.5%) and that teacher often uses examples from real life to explain historical topics (59.8%). This means that a majority of students of History and Government (61.05%) acknowledged that History and Government subject content is relevant to real life significant for student participation in History and Government.

**Table1.** *Subject Content and Student Participation in History and Government (Students)*

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Total</b>
<b>Clarity and simplicity</b>						
The topics we learn in History and Government are easy to understand.	8.1	14.6	16.8	25.2	35.2	100.0
My teacher explains History and Government topics in a clear and simple way.	8.7	17.1	15.9	29.6	28.7	100.0
My teacher explains difficult historical ideas in a simple and clear way.	8.7	9.0	13.7	34.9	33.6	100.0
Examples used in class help me understand difficult historical concepts.	15.0	6.9	20.9	27.1	30.2	100.0
<b>Relevance to real life</b>						
The topics we cover in History and Government relate to real-life situations.	10.9	10.3	20.9	26.5	31.5	100.0
Real-life examples used in class help me understand historical concepts better.	8.4	11.5	19.9	28.6	33.3	100.0
I enjoy History and Government more when the topics relate to current events.	10.9	10.9	13.7	38.3	26.2	100.0
My teacher often uses examples from real life to explain historical topics.	13.1	8.4	18.7	28.0	31.8	100.0
<b>Practical and engaging</b>						
History and Government content includes activities that make learning interesting.	5.3	7.8	15.0	28.7	43.3	100.0
I enjoy History and Government because the content is practical and engaging.	7.5	10.3	13.7	33.3	35.2	100.0
The content in History and Government is practical and helps me apply what I learn in real life.	9.7	12.5	15.6	17.1	45.2	100.0

Information on the aspect History and Government being practical and engaging, a majority of the students (72.0%) observed that History and Government content includes activities that make learning interesting, that they enjoy History and Government because the content is practical and engaging (68.5%) and that the content in History and Government is practical and helps me apply what I learn in real life (62.3%). Findings mean that a majority of the students (67.6%) indicated that History and Government subject content practical and engaging. Results from teachers were as summarized in Table 23.

**Table 2.** *Subject Content and Student Participation in History and Government (Teachers)*

Statement	SD	D	N	A	SA	Total
<b>Clarity and Simplicity</b>						
The History and Government syllabus provides topics that are clear and easy to teach.	25.7	2.9	14.3	28.6	28.6	100.0
Students understand the subject content because it is presented in a simple and organized manner.	2.9	5.7	11.4	54.3	25.7	100.0
Simplifying content enhances students' participation in class activities.	8.6	11.4	8.6	37.1	34.3	100.0
I use examples from local contexts to simplify difficult historical topics.	-	22.9	14.3	17.1	45.7	100.0
<b>Relevance to real life</b>						
The subject content in History and Government relates well to students' real-life experiences.	17.1	17.1	5.7	22.9	37.1	100.0
I use current events to relate History and Government content to students' daily lives.	5.7	25.7	17.1	17.1	34.3	100.0
Students are more engaged when History and Government content is linked to real-life situations.	14.3	11.4	20.0	31.4	22.9	100.0
Real-life application of historical content encourages student participation.	8.6	8.6	11.4	34.3	37.1	100.0
<b>Practical and engaging</b>						
The topics encourage active learning through practical class activities or projects.	17.1	-	28.6	25.7	28.6	100.0
The content allows students to participate through debates, role plays, or case studies.	11.4	14.3	17.1	28.6	28.6	100.0
Practical content in the syllabus stimulates student curiosity and discussion.	5.7	-	31.4	34.3	28.6	100.0

Information obtained from teachers show that a majority (60.4%) believe that History and Government syllabus provides topics that are clear and easy to teach, that students understand the subject content because it is presented in a simple and organized manner (80.0%), that simplifying content enhances students' participation in class activities (71.4%) and that teachers use examples from local contexts to simplify difficult historical topics (62.8%). Findings mean that a majority (68.65%) of teachers sampled for the study believed that History and Government subject content bear aspects of clarity and simplicity significant for student participation in the subject. Results obtained on relevance of the subject content to real life show that a majority of teachers (60.0%) believe that subject content in History and Government relates well to students' real-life experiences, that they use current events to relate History and Government content to students' daily lives (51.4%), that students are more engaged when History and Government content is linked to real-life situations (54.3%) and that real-life application of historical content encourages student participation (71.4%). This means that a majority of teachers of History and Government (59.28%) acknowledged that History and Government subject content is relevant to real life significant for student participation in History and Government. Information on the aspect History and Government being practical and engaging, a majority of the teachers (54.3%) observed that topics encourage active learning through practical class activities or projects, that the content allows students to participate through debates, role plays, or case studies (57.2%) and that practical content in the syllabus stimulates student curiosity and discussion (62.9%). Findings mean that a majority of the teachers (58.13%) indicated that History and Government subject content is practical and engaging.

Descriptive data obtained with regard to subject content thus show that a majority (61.13%) of students sampled for the study believed that History and Government subject content bear aspects of clarity and

simplicity, is relevant to real life (61.05%) and is practical and engaging (67.6%) which is significant for student participation in History and Government. Findings imply that a majority of sampled students (63.26%) believe that History and Government subject content significantly enhances student's participation. This was confirmed by a majority (62.02%) of sampled teachers of History and Government. Strogilos, Lim and Buhari (2021) points out that subject content was also a major factor that influences student participation in classroom setting, wherein the relevance, inclusivity, and diversity of the content of instruction directly affect how students engaged with the material. This assertion highlights that history subject content that resonates with students' identities, culture, and experience, such as race, class, gender, or ethnicity, is likely to enhance student participation by allowing students to actively participate in the overall teaching and learning process in the classroom.

The study thus proceeded to establish the inferential relationship between subject content and History and Government instruction. Cross-tabulation performed on the study variables yielded finding as presented in Table 3.

**Table 3.** *Instructional resources and history and government Instruction (Cross-tabulation)*

		History and Government Instruction		Total	
		Disagree	Agree		
Subject Content		Count	33	46	79
	D	%	9.7	13.3	23.0
		Count	79	185	264
	A	%	23.0	54.0	77.0
		Count	112	231	343
	Total	%	32.7	67.3	100.0

Results from cross-tabulation show that a significant proportion of the respondents (67.3%) had a positive perception on History and Government instruction compared to those with negative perception (32.7%). Of those who reported the positive perception, a majority (54.0%) attributed it to subject content compared to those who did not (13.3%). Table 25 presents the Chi Square interpretation of this finding.

**Table 4.** *Influence of subject content On History and Government Instruction*

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	CC
Pearson Chi-Square	3.881	1	.039			.106
Continuity Correction <sup>b</sup>	3.361	1	.057			
Likelihood Ratio	3.777	1	.042			
Fisher's Exact Test				.046	.035	
Linear-by-Linear Association	3.870	1	.039			

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 25.80

b. Computed only for a 2x2 table

Chi square results  $X^2(1) = 3.881$   $p = 0.039$  showed that subject content significantly influences History and Government instruction. Contingency Coefficient measure of Association (CC) illustrated that 10.6% of the total variance in History and Government instruction could be attributed to subject content. Findings thus illustrated that subject content significantly influences History and Government instruction. Therefore, the fourth null hypothesis  $H0_4$  which stated that there is no significant influence of subject content on History and Government instructional process in public secondary schools in Maara Sub County was rejected. A study conducted by Diouani (2020) in Morocco examined the influence of subject content delivery on student participation in English language classrooms at the secondary school level.

The research explored the gap between teachers' beliefs in Communicative Language Teaching (CLT) and their actual classroom practices. Although many teachers supported the idea of student-centered learning, the study found that traditional, teacher-dominated instruction remained prevalent. This disconnect was attributed to several factors, including unsuitable textbooks, limited teacher training in CLT strategies, and low student motivation. Student participation in class activities remained low, with learners often remaining passive during lessons. While the study focused on English rather than History, it demonstrates how poorly aligned subject content and instructional methods can hinder classroom

engagement. Ivala, Gachago, Condy, and Chigona (2013) carried out a study at the Cape Peninsula University of Technology to explore how subject content delivered through digital storytelling influenced student participation. The study involved pre-service teachers and found that students who created and presented digital stories became more active, reflective, and engaged in class. By connecting their personal experiences with academic content, students found the learning process more meaningful. The use of multimedia also helped them understand the subject better and encouraged more interaction with peers during classroom discussions. Although this study was done in a university setting and not in secondary schools, it clearly showed that creatively designed subject content can improve student participation.

Qualitative data sought from sampled HOS on the influence of subject content on student participation in History and Government indicated divergent opinions from the HOS interviewed. According to most interviewees;

*If content is presented in a clear and simple manner, it greatly influences student participation, if content is related to real situation, it greatly influences participation and when content is made to appear practical and engaging, students participate well.*

Qualitative findings therefore show that subject content could influence student participation in History and Government depending on how it is presented to students.

A study by Sebbowa and Majani (2021) in Uganda examined how the current history subject content in secondary schools affected student participation, with a focus on its ability to promote historical thinking. The study found that the curriculum covered important themes such as colonialism, slavery, and imperialism. However, the researchers observed that these topics were often taught in isolation, using a narrative approach, rather than helping students see how they were connected or relevant to present-day life. Students found it difficult to relate to the content or engage actively during lessons. The study recommended designing a syllabus that helps learners link historical themes to each other and apply them to current social issues.

## **6. CONCLUSION AND RECOMMENDATION**

### **6.1. Conclusion**

This objective sought to establish the influence of subject content on student participation in History and Government. Descriptive findings showed that a majority of the respondents had a positive perception influence of subject content on student participation in History and Government. Inferential analysis based on Chi square showed that subject content significantly influences student participation in History and Government, Contingency Coefficient measure of Association (CC) attributing about one tenth of the total variance in student participation to subject content. It is therefore concluded that subject content significantly influences student participation in History and Government.

### **6.2. Recommendation**

1. The school's administration in collaboration with other stakeholders should put in place strategies to help teachers of History and Government improve their conceptualization and presentation of History and Government concepts to make the subject appear more interesting, relevant and practical and thus enhance student participation.

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**Citation:** Miriti Jackline Makena et al." *Influence of Subject Content on Student Participation in History and Government in Public Secondary Schools in Maara Sub-County, Tharaka Nithi County, Kenya.*" *International Journal of Humanities Social Sciences and Education (IJHSSE)*, vol 12, no. 12, 2025, pp. 99-107. DOI: <https://doi.org/10.20431/2349-0381.1212012>

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