

**INFLUENCE OF CLASSROOM MANAGEMENT ON STUDENT ACADEMIC
PERFORMANCE IN HISTORY AND GOVERNMENT IN PUBLIC SECONDARY
SCHOOLS IN EMBU EAST DISTRICT.**

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DECLARATION

I declare that this Research project report is my original work and has not been presented for any degree in any other University or Institution.

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DEDICATION

I dedicate this work to my parents, Margaret Mwari and Richard Mwaniki who encouraged me to go back to school. My sister, Maureen Murugi and to all my younger cousins whom I would want they follow in my footsteps.

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ABSTRACT

The study sought to investigate the influence of classroom management on the academic performance of History and Government in public secondary schools in Embu East District. The objectives of the study were: To determine the influence of teacher qualifications on the academic performance of History and government in Embu East District; to assess the influence of teacher experience on the academic performance of History and Government in Embu East District; to investigate the relationship between classroom management and academic performance of History and government in Embu East District; to investigate the relationship between instructional methods and academic performance and to examine the influence of methods of assessment on academic performance in History and government in Embu East District.

The scope of the study was limited to Embu East District. The study adopted a descriptive research design. The target population for the study was History and government teachers in secondary schools in Embu East District. The secondary schools in Embu East District are 36 in number however; the research only sampled 10 schools out of the possible thirty six. The sample frame was obtained through stratified random sampling technique.

The study was carried out through two questionnaires which were administered to the respondents. Their responses were analyzed to reach conclusions. Methods of data analysis that were used included frequencies, percentiles tables and Pearson's coefficient correlation.

Finally the researcher included a summary of findings, conclusion, recommendations and suggestions for further studies.

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ABBREVIATIONS

KNEC -	Kenya National Examination Council
KCSE -	Kenya Certificate for Secondary Education
KIE -	Kenya Institute of Education
UK -	United Kingdom
USA-	United States of America

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Internationally History and government subject plays a key role in the development of society since it teaches knowledge of the past which helps to understand the present and plan for the future. Normally, the syllabus of history and government addresses key themes in history such as: morality, responsible citizenship, good governance, national integration, conflict resolution and international cooperation. Thus, through the study of history and government students are able to acquire virtues of honesty and integrity as well as cope with the challenges of the day such as HIV/AIDS, drug abuse and corruption as well as to develop into socially and economically useful members of the society(The UK house of lords 2012). Thus teachers of History and government must master the way learning takes place and discover how to effectively manage classroom lessons so as to maximize learning.

Oliver and Reschly (2007) noted that classroom management is a factor that influences academic performance. Classroom management refers to preventing disruptive behavior so as to improve academic performance. Academic performance refers to the ability of students to study, remember facts and be able to communicate their knowledge verbally or through writing. Also academic performance refers to performance in tests and examinations (Cambridge University Reporter 2003).

There are methods which are used to measure academic performance. These methods include: examinations and continuous assessment tests (CATs). However, different parts of the world have different ways of determining academic performance. For instance at California they measure the level of academic performance through an Academic Performance Index. Tracking of academic performance is important since it allows for curriculum implementers to note areas of achievement as well as areas of failures and at the same time improve the learning process.

Effective classroom management is determined by: teacher qualifications, teacher experience, instructional methods used and the methods of assessment (Oliver and Reschly 2007). Sound behavior management establishes an environment that makes good instruction possible, at the same time effective instructional methods reduces behavior problems through engaging students in meaningful academic tasks (Emmer and Stough, 2007). The inability to effectively manage classroom behavior contributes to low – achievement (Donovan and Cross, 2002). To Emmer and Stough (2007), the inability to manage the classroom behavior is as a result of teacher shortage that allows for less qualified and less experienced teachers to handle classrooms.

In developed countries, behavior problems are noted among the economically disadvantaged students, among students with disabilities and among students with emotional and behavioral disorders (Oliver and Reschly 2007). Wagner, Kutash, Duchnowski, Epstein and Sumi (2005) referred to this group as “at-risk students.” To them, teachers react to their inappropriate behavior by removing the student from instruction making the student who is already at risk of poor performance to receive less instruction and fall further behind. Thus, Oliver and Reschly (2007) emphasize the need for professional development in the area of classroom management and behavioral management, especially for new teachers.

In Ghana effective class management is hindered by shortage of textbooks which makes teachers to dictate notes or write notes on the black board and lack of transport facilities and finances that would enable to take students for field trips. These factors hinder interactive learning in the classroom that would lead to higher performance (Sahir, 2001).

Over a period of time the performance of History and government subject has been wanting in Kenya. This is because majority of its students attain slightly below average grades in Kenya National Examination (KCSE). For instance in Embu district History and Government has persistently acquired a mean ranging from 5.14 to 5.68 that is a Mean grade of C- and C respectively, between the years 2007 and 2009. Students Grade distribution seems to thicken towards the weak grades of performance.

Thus this study aims at studying skills for effective class management so as to improve performance in History and Government in Embu East District. The study is based on the fact that Classroom Management is the collective ability of teachers and students to agree upon and implement a common framework for academic success (McNergney and Herbert 1998).

1.2 Statement of the study

Internationally History and government subject plays a key role in the development of society since it teaches knowledge of the past which helps to understand the present and plan for the future. Normally, the syllabus of history and government addresses key themes in history such as: morality, responsible citizenship, good governance, national integration, conflict resolution and international cooperation.

Emmer and Stough (2001) observes that the ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes. A good classroom environment makes good instruction possible. In addition, Fuller (1986) noted that although there are other moderating factors associated with students' classroom behavior and student's academic performance; teacher qualification, experience of the teacher, discipline, motivation, instructional methods, and evaluation are the key factors that determine the level of academic performance of the students.

Over a period of time the performance of History and government subject has been wanting since majority of its students attain slightly below average grades in Kenya National Examination (KCSE). For instance in Embu district History and Government has persistently acquired a mean ranging from 5.14 to 5.68 that is a Mean grade of C- and C respectively, between the years 2007 and 2009. Students Grade distribution seems to thicken towards the weak grades of performance. Thus this study aimed at studying effective classroom management so as to improve academic performance in History and Government.

1.3 Purpose of the study

The purpose of the study was to investigate how classroom management influences the academic performance of History and Government. The research also intended to examine how learning takes place, how it is measured and how management functions can be applied to achieve the highest academic performance in History and Government.

1.4 Research objectives

The objectives of the study included:

To determine the influence of teacher qualifications on the academic performance of History and government in Embu East District.

To assess the influence of teacher experience on the academic performance of History and Government in Embu East District.

To investigate the relationship between classroom management and academic performance of History and government in Embu East District.

To investigate the relationship between instructional methods and academic performance.

To examine the influence of methods of assessment on academic performance in History and government in Embu East District.

1.5 Research questions

The research aimed at answering the following questions:

Does the level of teacher qualifications influence the academic performance of History and Government?

Does teacher experience influence the academic performance of History and Government?

Does classroom management influence academic performance of History and Government?

Do instructional methods influence the academic performance in History and Government?

Do methods of assessment influence the academic performance of History and Government?

1.6 Significance of the study

The study aimed at providing research and recommendations for classroom management in order to improve performance in History and Government subject. The study was therefore important to the teachers of History and government since it investigated the various classroom management skills that could be used to improve performance in History and Government. At the same time, the study also benefits Quality assurance and standards units in schools as a way of measuring the quality of learning of History and Government.

1.7 Limitations of the study

There are a few challenges that the researcher encountered during the study. They included: Time limitation since the researcher is in full time employment. However the researcher came up with a timetable that assisted to appropriately use the available time. Financial constraints, since the researcher spent funds on traveling and paying for stationery. However, the researcher used personal savings. Large number of secondary schools in Embu East seemed delay data collection. However, the researcher identified a sample that represented the majority of the population. Technical and complex inferential statistical data analysis applying, SPSS. However, this was overcome by learning the new technology and how to conduct data analysis using this package.

1.8 Delimitation of the study

This study was limited to academic performance of History and Government in public secondary schools in Embu East District. Embu East district is within Embu County in Kenya. Embu East district is among the four districts in Embu district.

1.9 Basic assumptions

Among the assumptions of the study included: all the teachers and students would respond to the questions honestly, the data collection instruments would be valid/will answer the desired question, and that the sample would represent the population.

1.10 Organization of the study

The study was organized in five chapters. Chapter one comprises of the Background of the study and purpose of the study. Chapter two is a literature review of the problem under study. Chapter three comprises of the research methodology that the researcher used to select a sample, collect data and analyze data. Chapter four is data analysis, presentation and interpretation. Chapter five will give a summary of the findings, conclusions and recommendations.

1.11 Definition of the significant terms

An assessment refers to the process of determining to which extent the learner has acquired knowledge, skills, attitudes and values after instruction has taken place.

At-risk students refer to students who are unlikely to complete schooling due to their social or economic background.

Average performance refers to achievements of grades B-, C+ and C.

Certification refers to recognition by the state as a teacher for having met minimal standards for competent practice.

Class management refers to the ability of teachers to organize classrooms and manage the behavior of their students.

Cooperative learning is a teaching model that encourages heterogeneous groups of students to work together to achieve a goal.

Evaluation refers to the process of collecting and analyzing data in order to determine whether and to what degree objectives have been achieved.

High performance refers to achievements of grades of A, A-, B+ and B.

Learning refers to change of behavior after exposure to new ideals.

Low performance refers to achievements of grades C-, D+, D, D-and E.

National Assessment of Educational Progress (NAEP) is a congressionally mandated battery of achievement tests operated by the Educational Testing Service to assess the effects of schooling.

Professional development school is a school where university and public school people work together to explore problem of teaching and learning.

Teaching refers to the process of imparting knowledge, skills and attitudes with a view of expecting change towards a desired behavior or outcome.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains the themes that were used to conduct the study. The themes include teacher quality, classroom environment, class discipline, quality of the instructional methods, and assessment. The chapter also shows the conceptual framework, gaps in literature review and operational definition of variables.

2.1 Teacher qualifications

A teacher is a person who possesses specified knowledge and skills from an institution of higher education and have fulfilled requirements for certification (McNergney and Herbert 1998). Teacher qualifications include attaining a post graduate certificate in education (PGCE), Professional Graduate Diploma in Education (PGDE) and Bachelor of Education. Tella (2000), defined teacher qualification as the highest educational certificate possessed by a particular teacher. Whitehurst (2006) views teacher qualification indicators as; teacher's academic ability, teacher certification status, teacher's instructional practice in the classroom, teacher's subject matter expertise and experience.

In America teacher preparation takes the form of undergraduate training with a period of teaching practice designed to provide opportunities to practice in the classroom. During teaching practice, the trainee is required to maintain a record about students' needs and abilities, classroom rules and routines and the flow of instructional activities. At the same time, the trainee is expected to conduct tutoring sessions in the classroom or/and assist the teacher with classroom activities. It is after successful completion of the five year undergraduate course that a teacher is awarded a certificate or licensed if they meet the basic requirements and standards of a particular state. Moreover, the certification is a way of preventing harmful teaching practice. Thus the certified teacher needs to continually attend seminars organized in colleges and university campus to discuss issues of teaching and share ideas about more and less effective teaching strategies.

In a research carried out by Moreau (1987) in South Africa, asserts that extra training of teachers influences pupil learning outcomes positively. Extra training improves teacher performance by sharpening both their technical skills and their instructional competence.

This is confirmed by the fact that many state governments in United States of America have increased the requirements for one to qualify for certification (MacPhail-Wilcox and King 2007). At the same time, it was noted that possession of master's degree or teacher education at graduate level did not have an impact on pupil learning. However, Bidwell and Kasadra (2007) asserted that teacher qualification is closely tied to teaching skills that is the nature of instruction and concluded that teacher retention in the profession was of significant importance in influencing the level of student performance.

Goldhaber and Brewer (2000) noted significant achievement on high school students handled by teachers with standard, probationary or emergency certification as compared to those students handled by teachers who are not certified and those who held private school certification. Similarly, Fetler (1999) found that students of fully certified teachers did better than those of emergency certified teachers.

In India, there are two groups of teachers; teachers with formal Education (TFEs) and subject specialist teachers. The TFEs are teachers with minimum qualification in Bachelor of Education degree or Masters in Education but they are not subject specialists. Specialist teachers include teachers with at least a Masters degree in a particular subject.

In conclusion, teacher training should provide appropriate field experience. The trainees should practice with experienced teachers in their subject field (Emmer and Stough, 2001). They recommend that teacher training programs should provide content and supervised experience related to classroom organization and behavior management.

2.2 Teacher experience

Fetler (1999) found that a positive relationship exists between the number of teaching years and students achievement. The Research affirmed that up to seven years experience the performance of students was continually gaining, however between eight and fourteen years experience the performance negatively reducing.

Wenglinsky (2000) states that teachers with a major or minor in the areas that they teach produce better gains in students' achievement. This was irrespective of teachers' professional development, teacher classroom practices, and class size and student demographics. Confirming the same remarks Hawk, Coble and Swanson (1985) observed

that teachers assigned in-field had greater gains in student achievement as compared to students of teachers' assigned out- of- field. This was an indication of importance of content knowledge irrespective of application of instructional methods.

The major challenge on teacher experience is the fact that experienced teachers are given an opportunity to select the school they want to teach. Normally, they select district school a situation that disadvantages students at risk of educational failure who end up being taught by inexperienced teachers (Tella, 2008). On the other hand, Greenwald, Hedges and Laine (1996) noted that there was no difference in academic performance of students handled by teachers of at least more than five years experience.

To enhance teacher quality after training National Assessment of Educational Progress of America recommended the need for in-service courses for teachers so that they could continually balance methodology with content. The in-service courses in America are also aimed at addressing the rapid changes in the field of History and government. Willingness to think in different ways, to provide students with the newest research in content as well as in methodology, requires additional information for teachers who have been teaching for many years or who have been required by the nature of their assignments to teach out of their field of study. The opportunity to coordinate history training across all levels, particularly where clear feeder patterns exist, and to encourage a mutual updating of knowledge and teaching and assessment techniques should spark additional efforts.

Fawns and Nance (1993) stated that "teacher knowledge," reason and judgment should be emphasized as opposed to teaching behavior. Their research showed that a strong correlation exists between subject knowledge and students academic performance. To Lafayette (1993) a teacher sound subject command gives a teacher a high degree of confidence to meet the requirements of the learners and consequently affecting their academic performance.

2.3 Classroom management

Baker (2005) observes that improved teacher training in classroom management is a critical part in improving academic performance in a particular subject. Factors

contributing to effective classroom management include: teaching methodology, lesson planning and preparation, interpersonal relationships and student motivation (Gaston, Lee and MacArthur 2010).

Paine et al (1983) observed that structuring a classroom so that it supports positive student behavior requires prior planning. The structure of the classroom environment should decrease the likelihood of inappropriate student behavior and increases desirable student interactions and consequently improves academic performance. A classroom environment would enable learners to study in a way that is interesting, enjoyable and purposeful. Among models to restructure a good classroom environment include: use of a variety of teaching methods and involving students to numerous learning activities, physical class arrangement that allows a teacher to access students, efficient use of class time and ensuring that students interact positively during cooperative learning activities (Emmer and Stough,2001).

Kerr and Nelson (2002) assert that the use of rules is a “powerful, preventive component of classroom organization and management plans.” Rules are aimed at establishing the expected behaviors, what to be reinforced and the consequences for inappropriate behavior. Thus emphasis of effective class discipline helps to cut down on discipline problems and leave the classroom with fewer interruptions and disruptions. Wong (2007) believes that student performance is influenced by how well the procedures are laid out and taught to them.

To instill class discipline, teachers should introduce class rules early enough when the year is beginning and make sure they are understood by all. The teacher should be fair and impartial across all the students. In case of disruption within a lesson, the teacher should deal with the interruption with as little distraction as possible. Teachers should consider over planning as a recipe to avoid giving students free-time within the lesson. The teacher should be consistent in that they cannot afford to ignore negative behavior.

Collins (2007) advocates for “cooperative discipline” where the teacher and students work together to make decisions. To him teachers should come up with a code of conduct that shows how students should behave and not how they should not behave. This instills

discipline in a child as they know what is expected of them. Glenn et al (2003) emphasized the need for teachers to hold class meetings severally. Class meetings encourage respect among teacher and students. According to Barbara Coloroso theory of Inner self control, students should be given an opportunity to develop their self control and that classrooms are the ideal places for this opportunities.

Thus class discipline can be identified through the use of lesson plans, learning activities, a code of conduct (rules and routines), communicating to parents and through group works (Collins 2007). Consequently there are strategies that promote good use of routines such as: praising, giving a token and signing behavior contracts with students with behavior problems (Emmer and Stough 2001).

In South Africa: school Act of 1996 encouraged the need for positive disciplinary strategies as opposed to corporal punishment. Mabeba and Prinsobo(2000) asserts that positive discipline builds a learners' self-esteem and enables them to cooperate and participate in the classroom and consequently assume responsibility for what happens.

A research carried out by Nelson(2007) in South Africa shows that teachers who assist students to set high expectations and engage them in self-evaluation of their performance get better grades as compared to student with poor self efficacy.

Kerr and Nelson (2002) encourage the use of humor as a way to engage students and activate their learning. To them, when teachers share a laugh or a smile with students, they help students feel more comfortable and open to learning. Moreover, humor brings enthusiasm, positive feelings, and optimism to the classroom. Teachers are expected to conduct a needs analysis to identify the needs of students so as to capture their attention during learning process.

Students need to be taught respect for self and others so that they can be able to function healthily in the society(Rogers, 2008). In Kenya as a behavior adjustment strategy, guiding and counseling department has been introduced in educational institutions as opposed to corporal punishment used in many African countries. Thus a good classroom environment should promote independent learning (Kireria 2007). Students should be

exposed to numerous learning activities so that they can take pride in their accomplishments and instill a desire for knowledge.

2.4 Instructional methods.

Anderson (1999) asserts that academic performance is enhanced by the instruction that teachers provide and teacher effectiveness. According to American Historical association (1995) teachers should select teaching methods that can capture the attention of every learner. This is in respect to the fact that History subject attracts a large student population. The student population is diverse in terms of gender, language, ethnicity and class. At the same time also some students are likely to be talented and gifted. In that case, the teachers should use a variety of instructional methods that would attract the attention of every learner. In Europe, emphasis is given on the use of computers for research and presentation among the talented and gifted students.

Whitehurst, G. (2006) noted that a teacher's instructional practice in the classroom is significant to students' academic performance. Frequency of use of specified instructional techniques such as: cooperative learning groups, inquiry based activities, student-led discussions and open-ended assessment techniques promote development of cognitive skills and processes and consequently academic achievement (Cohen and Hill 2000). Habiba (2004) recognized seven stages of good teaching. They include: objectives, preparation, presentation, reception, assimilation, assessment and feedback.

Khurshid (2008) observes that effective teaching is necessary for effective learning. Smith (2010) views characteristics of effective instruction as: as display of attitudes that foster learning, knowledge of human behavior and proficiency in the subject matter. Again, students should be involved in their own learning. That active students is the key to high performance Steeves (2001). That though a teacher would prefer a lecture method, students should be pulled into the process of the lecture so that they learn from the teacher and with the teacher. Students should be involved in handling the teaching artifacts so as to stimulate their learning process. Thus learning activities in themselves are motivators for students to continue learning and take interest in their progress.

However though effective instructional methods do not fully eliminate classroom behavior problems, it serves as a behavior reduction strategy (Emmer and Stough, 2001). Instructional methods ensure that proper content is given to learners and that students receive appropriate experience.

In Kenya, Kiiro (2010) noted that teachers of History and Government use several instructional methods; however they rely more on expository methods rather than heuristic methods. Steeves (2001) research also indicates that lecture is not the most effective daily method for the diverse learners in today's schools. At the very least, the lecture method must be combined with active discussion and with exercises that involve the use of historical materials and historical analysis.

The National Report on the Development of Education in Kenya (2001) noted that instructional methods have developed to allow for participation of learners. Among the methods that allow for this included: story telling, news telling, role play, discussion, demonstration, project work and individual assignments. UNESCO –Nairobi 2000 in their quest for Educational for All observed that Kenyans education is driven by the performance in national examinations at the expense of the knowledge, skills and attitudes that the students acquired.

Mwai (2007) stated that most teachers use wrong methodologies, thus failing to deliver goods. To her, students learn in different ways at different rates and for different purposes and therefore a teacher should use a variety of methods that will capture the attention of each learner. Adikinyi (2007) added that teachers should use different methods of instruction to facilitate learning. Instructional Methods that encourage students to perform various tasks and activities and that the methods should include involving students in observation as the teacher demonstrates. Instructional methods are important in achievement of high performance of students. Mwai (2007) pointed out that methods impact on the students' ability to comprehend ideas presented to him/her in the learning process.

However Mwai,(2007) noted that there are various factors that affect the selection of an instructional method such as: the number of students in a class, time to be spent at a

particular lesson, the cognitive level of a student, social climate in which learning takes place and available learning aids. Thus any teacher is limited in their selection of instructional method by the above factors. According to Adikinyi (2007) time is of particular concern when it comes to the selection of an instruction method. To her, adequate time needs to be provided that would allow the use of learner centered instruction method. On the same, Mwai (2007) observed that the more the hours allowed in instruction in a subject the higher the achievement of the student. Teachers should therefore provide opportunities for students to take part in a variety of experiences that relate to the subject matter being taught.

Through the selection of the right instructional method a teacher is able to respond to different needs of the various students during teaching such as gender, special needs, physically handicapped, hearing/visual/mental impaired (Adikinyi 2007). The selection will allow the teacher to equally involve all students in classroom interaction despite their differences. The teacher will ensure that all the learners equally access learning resources like textbooks and equipment. She continues to add that learners with learning difficulties will be adequately catered for through remedial work while fast learners through being given supplementary work.

Quality of instructional methods according to Mwai (2007) is facilitated by preparation and keeping of teaching records. Teaching records include schemes of work, lesson plans, record of work and teachers notes. Adequate preparation of teaching methods helps track the extent of syllabus coverage and at the same time note areas of inadequacies. To enhance quality of instruction methods Kiiro (2003) recommends that teachers should begin lessons promptly, introduce lessons by way of linking the previous content to the current one, involve students in a learning activity and summarize every lesson.

Threats, to quality instructional methods for history and government Mwai (2007) identify them as defective books which do not adequately cover all facts of the subject. Inadequate reference books and learning resources and materials are all threats to quality of instructional methods. Thus Adikinyi (2007) advises that teachers should make creative use of available learning resources and at the same time improvise other learning resources. Similarly, Kiiro (2009) recommends that the ministry of education should trim

the syllabus of History and government to ease the coverage of syllabus into manageable proportions. Glasser (1999) asserts that teachers have a duty to encourage their students to perform since real motivation to learn lies within them.

Finally, through the words of Adikinyi (2007) teachers should make proper organization of classroom resources to facilitate a good atmosphere for learning such as textbooks use, chalk board use and maintain cleanliness and tidiness of the classrooms. Thus good selection of instruction methods leads to high performance. Kireria (2007) asserts that teachers can only be able to achieve this if they are'' adequately equipped with knowledge and skills that enhance their productivity "and consequently improve the quality of learning, precisely that of History and government in secondary schools.

2.5 Methods of assessment

National Assessment of Education Progress (NAEP) and Scholastic Aptitude Test (SAT) found that students scores improve overtime. Better grades are attributed to effective teachers who provide a safe environment in which students achieve academic success(McNergney and Herbert, 1998). Teachers must state what they expect from students clearly so that students perceive their intent. At the same time teachers must provide students with feedback about their work so as to help them judge their progress and to know if they met orexceeded their teacher's expectations (McNergney and Herbert, 1998).

Assessment is conducted in two forms: formative assessment and summative assessment. Formative assessment provides information about students' errors, misunderstanding's and progress. Thus it enables teachers to shape new plans that will improve a student's academic performance (Frieberg and Driscoll, 1996). Formative assessment is conducted inform of quizzes, tests, questionnaires, interviews and observation. Summative assessment is conducted at the end of a lesson, unit or course to allow students to demonstrate what they have learnt. Both forms of assessment enable teachers to plan for instruction which is appropriately challenging, motivate students' performance and assess progress toward affective and cognitive goals. Therefore, to maximize retention of learning, Airasian, 1996 quoted by McNergney and Herbert(1998) suggests

that teachers should frequently assess the academic performance of their students. Also, (Umar-ud-Din, Khan and Mahmood,(2010) asserts that classroom management strategies are based upon achievements gains and mastery of content by students which can only be achieved through assessment.

Measurement and Evaluation are key components in assessment of students' academic performance. Measurement requires that teachers give standardized tests to equalize opportunities for scoring. Evaluation provides for teachers to interpret the students' scores in two ways: norm referenced test and criterion-referenced test. Norm referenced test compares a student score to that of other students while criterion referenced test judges a student's performance against their mastery of content. Grading on the other hand takes the form of A, A-, B+ etc. where A represents a score of between 90 and 100, A- a score of 80 to 89 and so on. Thus teachers use the grades and supplement them with a comment that represents a student's performance (McNergney and Herbert, 1998).

In Kenya, The National Task Force mandated to restructure the education system (2012) noted that quality of education was not clearly spelt out in a way that specific expected competences can be assessed. It recommended the introduction of a system of Competence Assessment Tests that would measure knowledge and skills. The results of cumulative Tests would form part of the formative assessment process. A recommendation also affirmed by Kiiro (2010) who asserts that formative assessment in History and government should be done regularly to determine the extent to which instructional objectives are achieved.

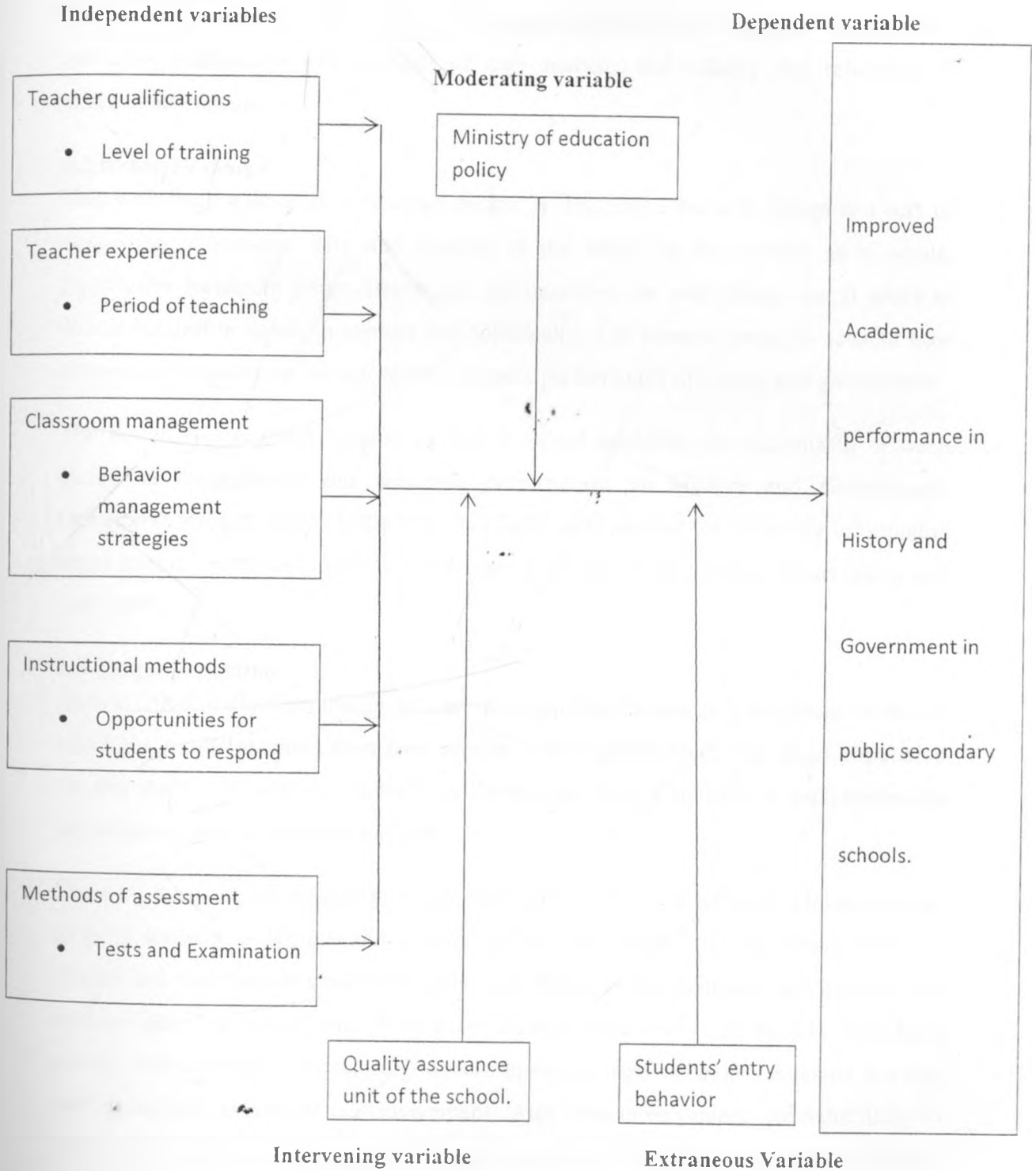
Okulo (2010) argues that teachers of History and government should learn the art of supervising and guiding every assignment left behind. Adikinyi (2007) views assessment as marking exercise books of learners, setting and marking examinations, maintaining a student's progress record, giving assignments to learners frequently and marking them and administering continuous assessment tests (CATs). To her as a method of assessment students should be given time to prepare for examinations since examinations are meant to identify specific problems in mastery of content and not drilling students.

Kaudia and Ihanga (2001) observe that good results in a particular subject are a motivation in itself because in a school where students always do well in a particular subject, even the weaker ones will be motivated to choose it in order to excel like their predecessors. TIQET (1999) noted on one hand that good performance in internal and external examinations in any subject creates an academic discipline, commitment and desire to pursue the subject. On the other hand, average performance is detrimental to students. Therefore teachers should motivate learners so as to arouse the learners' interest and confidence in a subject. Kireria (2007) advances the need of teachers to motivate their students by stating that teachers should continually point out the relationship between what is being taught and its use in occupations such as in the job market.

Kenya National Examination Councils (KNEC) report of 2010 recommends that teachers should set standard tests for revision. To KNEC a standard paper is one which total marks is a hundred. Moreover, history and government is offered in 2 papers. Paper one (311/1), comprises questions on themes of History and government of Kenya. Paper two (311/2), on the other hand comprises themes in World History and governments. Thus, history and government teachers should expose students to knowledge to the topics to be covered by each specific paper. At the same time teachers should guide students through the process of self evaluation of their activities.

2.6 Conceptual Framework

Figure 2.1 is a model identifying the variables under this study and outlining their relationships.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter covers the research design, the target population and sample procedures, data collection instruments and methods of data analysis and validity and reliability of research instruments.

3.2 Research design

This study used a descriptive research design. A descriptive research design is a way of organizing educational data and looking at the object to be studied as a whole. Descriptive Research design determines and describes the way things are. It seeks to describe a unit in detail, in context and holistically. The research seeks to account how classroom management influences the academic performance of history and government.

The design was selected because so that it would establish the relationship between classroom management and academic performance' on History and Government. Descriptive research design is the most frequently used method for collecting information about people's attitudes, opinions, habits and a variety of educational issues (Borg and Gall 1997).

3.3 Target population

Dattalo (2008) defines population as a set of people that the research will focus on and to which the results obtained from their sample will be generalized. The target population for this study was secondary schools in Embu east, form 3 students in each respective school taking history and their teachers.

There are thirty six secondary schools in Embu East District, each school with an average of sixty students of History and government at form three. Thus the total number of History and Government students in Embu east district is two thousand, two hundred and twenty-eight. The reason why form three students were choose is because they have already selected their optional subjects and therefore they are more dedicated towards performing well in History and Government. Also form three students are more likely to have been exposed to more than one teacher and therefore they have multiple learning

experiences. Also, it is from them that we will measure the academic performance in History and Government.

Their teachers will include all the teachers who teach History and Government in the respective Schools in Embu East District. The thirty six secondary schools have between two and three teachers of History and Government, thus making the number of History and Government teachers to add up to ninety one in Embu East District. The teachers are important since they act as classroom managers and therefore they are expected to enhance academic performance of students.

3.4 Sample size and Sampling procedures

Dattalo(2008) defines a sample as a subset of the population. A sampling frame is the list from which the sample will be drawn, which might not be totally inclusive of the study population.

Thus in this study, the sample frame comprised of thirty six secondary schools in Embu East District. Mugenda and Mugenda (2002) assert that 10%-30% is a representative sample of the population. Thus ten schools were sampled from the frame through categorizing the schools into school type to obtain a representative sample. The school categories were: girls only, boys only, boys and girl's day, boys and girls boarding and boys and girls boarding and day.

Random sampling was used to select schools from each category, so that some categories had more schools than others.

3.5 Data collection instrument

Two questionnaires were used to conduct the study. One was administered to the teachers while the other to the learners. The one belonging to the teacher comprised of items about the teacher academic qualification, teaching experience used to stimulate learning, routines that teachers use to allow for effective class management, various instructional and assessment methods used by teachers. The students' questionnaire contains all the activities that they do during and after history and government lessons, factors that

influence them to learn history and the various assessments they do in History subject. Both questionnaires included structured and unstructured questions. Data was collected from primary sources through questionnaires. Secondary data was collected from the internet, brochures, and educational policy documents.

3.5.1 Pilot testing

The research instruments were pre-tested through a pilot study identical to the actual sample to be used for the study. The pre-test was checked for any deficiencies in the research instruments such as: unclear instructions, insufficient spaces to write responses and wrong phrasing of questions. The pre-test involved thirty students of the available sixty students in a class of form three History students and four History and Government teachers, each from a different school of the possible thirty seven schools. The results of the pre-test were used to tell if the research content was valid.

3.5.2 Validity of the instruments

According to Mugenda and Mugenda (2002) validity is 'the degree to which a test measures what is intended to measure. In this study, validity was examined through the ability of the test instruments to measure what they are supposed to measure. During the pre-test the responses of the participants were corresponding to the research questions and the criterion of the objectives.

3.5.3 Reliability of the instrument.

Again, according to Mugenda and Mugenda (2002) reliability is a measure of degree to which a research instrument yields consistent results or data after repeated trials. The test-retest method of assessing reliability of data was used. The instrument was administered

twice to the same pilot group at intervals of one week, keeping the initial conditions constant. Responses from the two pilot tests were obtained and analyzed to establish the extent to which the contexts of the research instruments were administered.

3.6 Data collection procedures

The data collection procedures included sending letters to the respective schools where the study was to be carried out for approval by the principals of those schools. Once approved, the researcher visited the schools and administered the questionnaires. The researcher began by briefing the students and teachers of the purpose of the questionnaires and showed them how to fill them. Also the researcher assured them of confidentiality of the information that they had to give.

3.7 Data Analysis Techniques

The questionnaires were edited to check that all responses were given and indicated accurately. Descriptive statistics was used to analyze data. Descriptive statistics involves computing frequency distributions, mean, mode, percentages and standard deviation. Descriptive statistics allows for narration to be used to interpret relationship between variables. The statistical package for social sciences (SPSS) computer program was used due to enormous quantity of data. Pearson's Moment Product Correlation was used to determine the relationship between variables

Table 3.1: Operational definition of variables

<i>Objective</i>	<i>Variable</i>	<i>Indicator</i>	<i>Measurement</i>	<i>Scale</i>	<i>Approach of analysis</i>	<i>Data collection method</i>
To determine the influence of teacher qualifications on the academic of History and government in Embu East District.	Teacher qualifications	Academic qualifications	Diploma Degree Postgraduate Masters	Ordinal	Descriptive	Questionnaire
To assess the influence of teacher experience on the academic performance of History and Government in Embu East District.	Teacher experience performance	Period of teaching	Number of years of teaching. Number of professional development seminars attended.	Interval	Descriptive	Questionnaire
To investigate the relationship between classroom management and academic performance of History and government in Embu East District.	Class management	Behavior management strategies	Number of classroom rules and routines. Areas of student interaction like group work.	Ratio	Descriptive	Questionnaire
To investigate the relationship between instructional methods and academic performance.	Instructional methods	Opportunities for students to respond to academic tasks	Number of instructional materials available. Number of learning activities that students get involved in.	Ratio	Descriptive	Questionnaire
To examine the influence of methods of assessment on academic performance in History and government in Embu East District.	Methods of assessment	Tests and Examinations	Number of tests and examinations done in a term.	Ordinal	Descriptive	Questionnaire

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

The objective of this chapter is to report the results of the data collected during the study.

The chapter describes the outcomes of the questionnaires that were used to conduct the study. It shows the response rate, demographic information of respondents and findings on the influence of classroom management on the academic performance of History and Government in public secondary schools in Embu East District.

4.1 Questionnaire Return Rate

Table 4.1: Return rate according to type.

	Questionnaire			
	For teachers		For students	
Type of School	Sample	Returned	Sample	Returned
Girls only boarding	5	4	40	40
Boys only boarding	8	5	40	38
Mixed day	3	3	40	40
Mixed boarding	4	4	40	40
Mixed boarding and day	4	3	40	38
Total	24	19	200	196

Two types of questionnaires were used to collect data such as; for teachers and for students. Two hundred questionnaires for students and twenty four questionnaires for teachers were distributed by the researcher. Out of the two hundred questionnaires for students, a hundred and ninety six questionnaires were returned. Out of the twenty four questionnaires for teachers nineteen were returned as shown by table 4.1.

This represents a response rate of 98% for students and 79% for teachers. This response is significant enough to provide a basis for valid and reliable conclusions according to Babbie (2007).

4.2 Demographic characteristic of the respondents.

The researcher sought to determine the demographic characteristic of the population under study in terms of gender.

The findings are as shown by table 4.2

Table 4.2 Gender of the Respondents.

Gender	Teachers		Students	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Male	7	36.84	99	50.51
Female	12	63.16	97	49.49
Total	19	100.0	196	100.0

From this table, it is evident that as many female students choose to do History and Government just as their male counterparts. However in career choices Female take the lead by at least 63.16% opting for higher education in the subject.

4.3 Data for determining the influence of teacher qualifications on the academic performance of History and government in Embu East district.

The researcher sought to find the History and Government teachers' qualification in the District. The findings were as shown by Table 4.3.

Table 4.3 Teacher qualifications in Embu East District

Highest Academic Qualification	Frequency	Percent (%)
Masters/ PGDE	1	5.27
Degree	15	78.94
Diploma	1	5.27
KCSE	2	10.52
Total	19	100.0

From table 4.3 it is evident that majority (78.94%) of History and government teachers in Embu East District have a Degree as the highest qualification. Minority teachers are those with Diploma qualification at 5.27%.

Table 4.4 academic performance by teachers with various qualifications

Academic performance	Highest teaching qualification	Frequency	Percentage
Above average	Masters	1	5.26
	Degree	4	21.05
Average	Degree	9	47.37
Below average	Degree	2	10.53
	Diploma	1	5.26
	KCSE	2	10.53
Total		19	100.0

Table 4.4 shows that the teacher qualification influences academic performance of students; in that, above average and average grades are made by degree holders' teachers at 21.05% and 47.37% respectively. However, 10.53% of degree holding teachers make

below average grades. This indicates that as much as teacher qualifications boost performance, there are other factors also that influence the quality of teacher qualification such as professional development courses that would influence academic performance of their students.

Table 4.5 Professional development

Number of professional development courses attended in a year.	Frequency	Percentage (%)
Rarely	14	73.68
Annually	5	26.32
Total	19	100.0

This shows that 73.68% of teachers rarely attend professional development courses. It is only 26.32% of the teachers who attend the courses.

4.4 Data for assessing the influence of teacher experience on the academic performance of History and Government in Embu East District.

The participants had teaching experience ranging between: less than one year and more than 10 years. The report is as indicated by Table 4.6

Table 4.6 Teacher Experience

Number of teaching years.	Frequency	Percentage (%)
Over 10 years	10	52.63
6-10 years	1	5.26
3-5 years	2	10.53
1-2 years	1	5.26
Less than one year	5	26.32
Total	19	100.0

Teachers with the experience of over 10 years who were the majority (52.63%) seemed to have recorded mean grades of B- and above in national examinations. Similarly teachers with three to five years experienced had their schools registering mean scores of at least a C+. However, teachers in day secondary schools had high turn over of teachers and previous national examination results shown that they had a mean grade ranging between C- and D+; these schools have history and government teachers who have less than one year experience (26.32%).

4.4.1 Academic performance as compared to teacher experience.

The study revealed that teachers with longer teaching experiences produced better students' grades as compared to teachers with less teaching experience. The findings are as shown by the table 4.7 below:

Table 4.7 academic performance by teachers with various qualifications

Academic performance	Years of teaching	Frequency	Percentage (%)
Above Average grades	10	10	52.63
Average grades	3-6	3	15.79
Below average grades	2 and less	6	31.58
Total		19	100.0

4.5 Data for investigating the relationship between classroom management and academic performance of History and government in Embu East District.

Class management is about preventing disruptive behavior so as to maximize learning and influence academic performance positively. The researcher identified some disruptive behavior experienced by teachers and some of the measures they take to prevent the disruptive behavior.

Table 4.8 Disruptions experienced by teachers in classrooms.

Disruptive behavior	Frequency of occurrence	Percentage (%)
Noise making/ Murmuring	6	31.58
Dozing	11	57.89
Passing notes in class	2	10.53
Peeping outside	5	26.32
Poor listening skills	2	10.53
Copying assignments	7	36.84
Not handing in homework	2	10.53
Lateness in class	2	10.53
Leaving the class during the lesson	10	52.63
None	0	0
Out of	19	100.0

From the table, all teachers experience multiple discipline disorders during classroom lessons. The indiscipline with the highest preference is dozing during classroom time and leaving the classroom during the lesson both with a percentage of 57.68% and 52.63% respectively. The researcher sought to find out methods that teachers use to counteract disruptive behaviors. They are shown by Table 4.8

Table 4.9 strategies used by teachers to limit disruptive behaviors

Strategy	Frequency	Percentage (%)
Caning	150	76.53
Punishment	124	63.27
Sending student out of class	101	51.53
Forgiving/ Ignoring the disruptive behavior	80	40.82
Guiding and counseling	62	31.63
Giving special/extra assignment to a student /remedial work	42	21.43
Threats	21	10.71
Forcing students to drop subject	18	9.18
Out of	196	100.0

Table 4.9 shows that History and government teachers use disciplining strategies that are corporal in nature such as: canning 76.53%, punishment at 63.27% and sending students out of class at 51.53%. Methods of punishment included kneeling outside the classroom, cleaning verandas, corridors and dining halls or even running round the field during lesson time. Thus the disruptive behavior may not be repeated by that particular student, but it keeps the student away from instruction which is likely to reflect on their academic performance.

4.5.3 How classroom management influences academic performance.

The researcher sought to find if a relationship exists between classroom management and academic performance. To establish the relationship, the researcher used Pearson's moment product correlation.

The result was a strong negative correlation between the two variables. This meant that an increase in disruptive behavior in classrooms leads to a decrease in academic performance among students. Thus, there is need for teachers to effectively manage classrooms so as to eliminate multiple indiscipline cases and consequently improve academic performance.

4.6 Data for investigating the relationship between instructional methods and academic performance.

Table 4.10 below shows the instruction methods as preferred and used by the teachers in Embu East District.

Table 4.10 most preferred instructional methods in Embu East District.

Instructional Methods	Rank	Percentage (%)
Discussions	1	26.32
Class reading	2	21.05
Story telling	3	15.78
Dictation	4	15.78
Lecture	5	21.05

This implies that majority (26.32%) of History and Government teachers in Embu East use discussions as the main methods of teaching. Majority teachers often engage students

to make their own notes, do peer teaching and to participate in class presentations and group discussions. Also, all teachers have shown a strong affinity in engaging students in asking and answering questions during classroom lessons. Among learning activities rarely done included taking students for field trips. This shows that the learning of History and Government is still very theoretical than practical. Thus, involving students in multiple instructional methods inspires students to be reasonable and compassionate about the subject and similarly increases retention of knowledge.

4.6.1 How instructional methods influence academic performance.

The researcher used Pearson's moment product correlation to establish how instructional methods influence academic performance. The results indicated a strong positive correlation between the two variables which are instructional methods and academic performance. This implies that students who are exposed to multiple instructional methods and materials perform better in examinations than those exposed to few.

4.7 Data for examining the influence of methods of assessment on academic performance in History and government in Embu East District.

The researcher sought to find out how methods of assessment influence academic performance in History and government. The findings are as follows:

4.7.1 Number of examinations done by students per term.

The schools under study shown that teachers assess students' between two and four times in a term as shown by the table 4.11

Table 4.11 Number of examinations done (per term) by secondary school students in Embu East District.

Students mean grade	Number of examinations (per term)	Frequency of schools	Percentage (%)
Above A-	4	1	10
B+ and B	4	2	20
B- and C+	4	2	20
C+ and C	2	2	20
C- and below	2	3	30
Total		10	100

From the table 4.11 majority (50%) of History and government teachers give only two examinations in a term. 30% of the schools that give two assessments in a term contribute to the lowest academic grades which are C- and below. At the same time schools that give at least four exams in a term produce above average grades such as C+ and above.

Asked if their teachers promptly give feedback of their performance 67% of students said YES while the latter 33% of students said NO.

4.7.2 Revision Methods

At least 98% of teachers give adequate revision time for end-term exam and mid-term, however for teachers who give opener exams and quizzes they post the timetables early to students so as to keep them reading their notes.

Table 4.12 Examinations revision methods

Method	Frequency	Percentage (%)
Teacher guided revision	50	25
Group discussions	24	12.5
Reading notes and students' own methods of revision	98	50
Class discussions and presentations	24	12.5
Total	196	100.0

The data implies that at least 50% of History and government students do not receive teacher guidance during revision for examinations. Also, it is only 25% of History and government teachers who get revision guidance from teachers.

These methods of revision leads the students at average and below average mean grades as shown by table 4.13 below.

Table 4.13 Academic Performance in History and Government for Form 3 Students in Embu East District.

Mean grade	Frequency	Percentage (%)
A	3	1.53
A-	7	3.57
B+	8	4.08
B	9	4.59
B-	9	4.59
C+	48	24.49
C	47	23.98
C-	49	25
D+	12	6.12
D and below	4	2.04
Total	196	100.0

4.7.3 Students progress record.

At least all teachers in Embu east keep a progress record for their students. However, they use it for different purposes as shown by table 4.15

Table 4.14 uses of progress record in Embu East District.

Use	Frequency	Percentage (%)
To monitor students performance	5	26.32
To identify students who require remedial classes	2	10.53
To determine students performance	4	21.05
For ranking students	6	31.58
To arrange group work	2	10.53
Total	19	100.0

From this table, majority (31.58%) of history and government teachers use the students' progress record to rank students according to their performance in a test. Perhaps, ranking students and monitoring who sits for examination or does not is not enough. Thus the teachers should take a step further to use the Record to give remedial work to poorly performing students.

CHAPTER 5

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter will give a summary of findings, conclusion, recommendations and suggestions for further studies.

5.1 Summary of the findings

From the study, the results have revealed that teacher qualifications influence academic performance. It emerged that 78.94% of history and government teachers have a degree as the highest academic qualification. Among the 78.94% of degree holding teachers, 21.05% have students attaining above average mean grades while 47.37% have students attaining average grades.

However, it also emerged that teachers with higher qualifications can also produce below average. This calls for more professional development workshops and seminars in classroom management to be organized. Professional development allows for sharpening instructional methods skills and also handles curriculum changes in the syllabus. According to the study it is only 26.32% of history and government teachers that annually attend professional development workshops. 78.68% of them have not attended any professional development workshop.

Teacher experience also plays a positive role in academic performance. History and Government teachers in Embu East District with an experience of at least 10 years (52.63%) produce above average grades in examinations. However these teachers are found in boarding schools that have enough teaching and learning resources. Teachers with between 6 and 10 years experience fall at 5.26% and those with 3 and five years

experience make 10.53% of history and government population in Embu East District. This shows that there is low retention of teachers after their first years in the profession.

The researcher also sought to assess if there existed a relationship between classroom management and academic performance. The study findings shown that; there exists a strong negative correlation index showing that there is a relationship between the two variables. The study revealed that an increase in disruptive behavior leads to negative academic performance. At least all teachers experienced multiple disruptive behaviors ranging from dozing in class at 57.89% and lateness in class and handing in assignments at 10.53%. Teachers used different methods to manage this indiscipline cases ranging from canning at 76.53% and guiding and counseling at 31.63%. It's only 21.43% of the students who are discipline through being given more curriculum assignments. 9.05% students who show indiscipline are advised to drop the subject.

The research findings also indicated that a positive correlation index between instructional methods and academic performance. The research revealed that the more teaching methods and resources that a teacher uses the higher the academic performance. 26.32% of teachers prefer discussions methods and it was ranked one. Number 2 in the rank was lecture method at 21.05%. The least preferred method was dictation of notes at 15.78%.

Methods of assessment were also put under study to determine if they influence academic performance. The findings were that methods of assessment influence academic performance. The study shows that students who sit for 4 examinations in a term perform better than those who sat for only two. At least 25% of students said that their teachers

guide them in preparing for examinations, 50% use personal initiatives to prepare for exam while 12.5% use class and group discussions to prepare for examinations. All teachers keep a progress record book, however individual teachers use the record for different purposes as follows: 31.58% use it for ranking students, 26.32% use it to monitor students performance while 10.53% use it to assign remedial classes for students.

5.2 Conclusion of the study

Effective classes are managed by effective teachers. Teachers who provide leadership, a secure environment in which students can achieve academic success. The study has revealed that teacher qualifications need to be supplemented with frequent professional development workshops and seminars for teachers. This is because it is a teacher's ability to effectively manage a classroom that contributes to academic performance rather than a teacher's highest qualification. This explains why more experienced teachers have students performing better in academics than of less experienced teachers; certainly because with time they have effected classroom management.

Teachers rely more on corporal punishment of instilling discipline in classroom. Thus there is need to expose students to disciplinary methods that eliminate the root causes of disruptive behavior like guiding and counselling. In cases where dozing in the classroom is high and leaving classroom during is quite often, teachers should take their own initiative to engage students more in the process of learning so as to eliminate boredom during classroom lessons.

Teachers should consider using cooperative learning and grouping students around curricular themes, so as to attract the attention of every student. Teachers should use multiple instructional methods in classrooms. This ensures that the attention of different

learners is captured. Consequently, multiple uses of instructional methods ensure students retention of knowledge leading to high academic performance. However in selection of these methods, teachers are influenced by available learning resources and materials in schools and students entry behavior.

Finally, students should be exposed to numerous assessments in a single term so as to measure and evaluate there level of achievement in different topics in the History and Government syllabus. This way, areas of inadequacies in retention of knowledge would be noted and addressed before summative examinations are given.

5.3 Recommendations for policy action

There is need for teacher retention in the profession. This is because; the study revealed that the number of experienced teachers diminishes with years. This leads the subject of History and Government to be taught by less experienced staff.

Schools should be equipped with multiple learning resources and materials besides textbooks. This would incline students towards learning and reading culture. At the same time the multiple materials would engage students and therefore eliminate disruptive behaviors. Moreover, teachers should use students' progress record to give remedial classes to students with weaker grades and not just to rank and monitor their students' performance.

5.4 Suggestions for further studies

Since the study was limited to Embu East district; more studies can be done in other districts or at a larger geographical area. Also, further studies can be carried out to: Determine if entry behavior of students affect their academic performance.

Find out whether students' intellectual ability influence teaching.

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APPENDICES

Appendix 1

LETTER OF TRANSMITTAL

University of Nairobi,
School of continuing and distance
education,
P. o. box 30197,
Nairobi.

The principal,

p. o. box _____

Dear Sir/madam,


RE: RESEARCH ON PERFORMANCE OF HISTORY AND GOVERNMENT.

I am a post graduate student at University of Nairobi undertaking research in the topic "influence of classroom management on the academic performance of History and Government in public secondary schools in Embu East District." Your institution has been selected randomly for this study. I would therefore highly appreciate if you could allow me to engage your form three students of History and their teachers of History and Government to provide me with the information on the questionnaires.

The information provided will be treated with confidentiality and will be used for research purposes only.

Kindly accept my request.

Yours faithfully,


Fridah Mwaniki

Appendix II

DATA COLLECTION INSTRUMENTS

Questionnaire for Teachers

Answer on appropriate spaces: *answer truthfully as your responses are confidential and will be used for research purposes only.*

SECTION A: TEACHER QUALIFICATIONS

1. Indicate your sex

Male ()

female ()

2. Highlight your highest academic qualification:

a. Masters/ PGDE ()

b. Degree ()

c. Diploma ()

d. Waiting to join university (KCSE) ()

3. How many years have you taught history and government?

a. Less than one year ()

b. 1-2 years ()

c. 3-5 years ()

d. 6-10 years ()

e. Over 10years ()

4. How often do you attend seminars/workshops organized for History and government subject?

What is covered?

a. Syllabus coverage ()

b. Preparing students for KCSE ()

c. Classroom management strategies ()

5. What was the mean score of history and government in the previous 5 years in KCSE in the school you are teaching currently?

2011 _____ 2010 _____ 2009 _____ 2008 _____ 2007 _____

SECTION B: CLASSROOM MANAGEMENT

6. How many History and Government students are there in each class?

Form 1 ()

Form 2 ()

Form 3 ()

Form 4 ()

7. Among the listed instructional methods, rank them in order of priority?

a. Lecture ()

b. Dictation ()

c. Discussions ()

d. Story telling ()

e. Class reading ()

8. Which learning activities do you engage your students in?

Learning Activity	Frequency of use			
	Very often	Often	Rarely	Never
Students making their own notes				
Students writing notes through dictation				
Reading texts in class				
Asking and answering questions				
Field trips				
Report writing				
Peer teaching				
Group discussions				
class presentations				
Other (specify)				

9. From the list below, highlight some of the disruptive behaviors that students show during lesson time :

Disruptive behavior	Frequency of the behavior			
	Very often	Often	Rarely	Never
Sleeping/dosing off				
Leaning on the desk				
Copying assignments				
Murmuring				
Not handing in homework				
Lateness in class				
Leaving the class during the lesson				
Other (specify)				

10. Which strategies do you use to eliminate bad behavior and disruptions in class?

9. Which learning resources/materials do you use to enhance learning?

SECTION C: METHODS OF ASSESSMENT

10. How many history and government tests do you give students in a term?

11. Do you keep a students progress record?

Yes ()

No ()

12. What do you use the students record for:

13. Which ways do you use to prepare students for examinations:

a. Allowing time for revision before the examination/test

- For end-term exam only

()

- For Both End-term and continuous assessment tests(CATs)

()

- Other ()

Specify _____

b. Giving revision questions/topics to be answered/discussed through:

	Most preferred	Sometimes	Rarely
Group discussions			
Individually			
Class presentations			
Leaving students to determine for themselves what to read for			
Other (specify)			

14. Which grade is attained by majority of history and government students at KCSE?

a. Above A- ()

b. B+ and B ()

c. B- and C+ ()

d. C+ and C ()

e. C-and below ()

15. Which are some of the challenges that you face in handling History and Government subject?

THANK YOU FOR PARTICIPATING

Questionnaire for Students

Answer on appropriate spaces: *answer truthfully on the provided spaces as your responses are confidential and will be used for research purposes only.*

1. Show your sex

Male ()

Female ()

2. Indicate the method of teaching from among the ones listed below that your history and government teacher uses?

Method of teaching	Frequency of use			
	Very often	Often	Rarely	Never
Teacher dictates notes				
Teacher talking through out				
Teacher talking and allowing students questions to ask or comment				
Teacher giving students practice exercise.				
Discussion by students				
Teacher allowing students to practice writing own notes				

3. Which reading materials do you have for History and Government in your class?

a. Text book _____

b. Supplementary books i) _____

ii) _____

iii) _____

c. Revision books/materials i) _____

ii) _____

iii) _____

4. Which are some of the learning activities that you engage in during and after History and government Lessons?

Learning activities	Frequency of use			
	Very often	Often	Rarely	Never
Finding previous questions of a topic you just completed				
Going for field trips				
Asking the teacher a history and government question				
Doing a class/group presentation of a topic you liked				
Writing reports on a trip you made or of a resource person you visited/ came to the school				
Reading parts of newspapers that give historical facts/ governance issues/ historical documentaries				
Making notes				

5. Which rules govern your History and government Lessons? Indicate what happens if you fall victim of any of this categories:

a) When you fail to sit an exam/CAT _____

b) When you fail to submit assignment _____

c) When a student shows an inappropriate behavior while the teacher is still teaching _____

d) When a student skips several lessons _____

6. How many examination/ CATs do you sit for in a term?

- Examination ()
- CATs ()
- Other (specify) _____

7. Are you given adequate time to prepare for Exams and CATs by your History and government teacher?

	Yes	No
Examinations		
CATs		
Other (specify)		

8. Indicate the methods that you use to prepare for History and government Examinations:

Exam preparation method	Intensity of use			
	More often	Often	Rarely	Never
Reading own notes				
Teacher guides revision				
Group discussion				
Class discussions				
Other (specify)				

9. Does your history and government teacher mark and return your exam papers as first as you would wish?

10. What was your grade in the previous History and Government end term exam?

11. What improvements do you think can be done to improve your performance in History _____ and _____ Government?

THANK YOU FOR PARTICIPATING

Appendix III

PERFORMANCE OF HISTORY AND GOVERNMENT IN THE KENYA CERTIFICATE OF SECONDARY EXAMINATION (KCSE) BETWEEN 2007 AND 2010

Year	Paper	Mean score	Mean grade
2010	1	52.20	C+
	2	39.55	C-
2009	1	49.56	C
	2	42.20	C-
2008	1	36.20	C-
	2	45.75	C
2007	1	48.04	C
	2	53.82	C+

Source: Kenya National Examination Council report of 2010

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Appendix iv

PUBLIC SECONDARY SCHOOLS IN EMBU EAST DISTRICT.

1. Moi Mbiruri High School
2. Kyeni Girls High School
3. MufuSecondary School
4. Nthagaiya Girls Secondary School
5. A.C.K. Kagaari
6. S.A. Kyeni Girls Secondary School
7. KathandeSecondary
8. Kegonge Boys
9. Ena Day Secondary
10. GitareSecondary
11. KinthitheSecondary
12. St. Barnabas KathariSecondary
13. GikuuriSecondary
14. St. Thomas Aquinas
15. Macumo Day
16. CiamandaSecondary
17. KiangungiSecondary
18. UgweriSecondary
19. GichicheSecondary
20. St. Agnes Kiaganari
21. St. Johns Kathunguri
22. NdumariSecondary
23. St. Mary's Kigaa
24. Thigingi Girls
25. KithunguthiaSecondary
26. St. Mary Goretti
27. St. Jude Karurumo
28. S.A. Nduuri
29. MuragariSecondary
30. MbuiNjeru Secondary
31. KanjaSecondary.
32. MukuriaSecondaryschool
33. MuguiSecondary.
34. KivuriaSecondary.
35. E.A.P.C Kariru
36. A.C.K Nyagari

Source: District Education office