INFLUENCE OF CLASSROOM MANAGEMENT PRACTICES ON STUDENTS ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN THARAKANITHI COUNTY; KENYA

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A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION, DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES IN PARTIAL FULLFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION ADMINISTRATION DEGREE OF KENYATTA UNIVERSITY

APRIL, 2017
DECLARATION

I declare that this is my original work and has not been presented in any other university/institution for consideration. This has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance in line with anti-plagiarism regulations.

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DEDICATION

This work is dedicated to my God- mother for her support and encouragement, my friends victor, Newton and Jolly for their silent motivation especially in constantly reminding me that they are waiting for my graduation ceremony and to my spiritual mentors for providing the foundation without which this far I could not have accomplished. Above all to my God who stood by me and ensured I did not lack fees for my studies I say a big thank you.
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ABBREVIATIONS AND ACRONYMS

**DQASO:** District Quality Assurance and Standards Officer

**MOE:** Ministry of Education

**SPSS:** Statistical Packages for Social Sciences

**TPB:** Theory of Planned Behaviour
ABSTRACT

The performance of learners in public secondary schools in Tharaka-Nithi County has consistently been low for a long time. There are many factors that may have contributed to the low performance in this County. However, the influence of classroom management practices on the academic performance is a matter that has not been given attention. The study sought to assess the influence of the classroom management practices on the learners’ academic achievements in public secondary schools in Meru South Sub-County. The specific objectives for the study were; to assess the influence of classroom discipline management on students’ academic achievement; to find out how instructional supervision affects students’ academic achievement; to evaluate the influence of classroom instructional methodologies on students’ academic achievement; and to determine the influence of supportive feedback on students’ academic achievement. This study was based on two theories: The Theory of Planned Behaviour and Theory of Reasoned Action. The descriptive survey design was used to carry out this study. The target population for the study was 55 principals, 102 teachers and 3150 students. Out of these 355 subjects were sampled using stratified random sampling and purposive sampling methods. To ensure the validity of the instruments, both face and content validity was used. A reliability of 0.67 and 0.69 was obtained with the teachers and students’ questionnaires. Frankel and Wallen (2000) recommend a reliability of at least 0.70. Based on this, the instruments were considered acceptable. Data was collected by use of structured questionnaires and interview schedule. Data was grouped, coded, cleaned and analyzed using SPSS version 21. Both content and descriptive analysis was used. Content analysis was used to analyze the interview responses while descriptive analysis was used to analyze the students’ and teachers’ questionnaires. The study established that classroom discipline management practices had an impact on learners’ achievement; teaching methodologies however, were not effective and therefore leading to little impact on the learners’ achievement. Instructional supervision done by principals had a positive impact towards learners’ achievement as this made sure teachers were able to complete the class syllabus. Most of the principals did not employ walking in class method during lessons to ascertain whether what was in the schemes was what was taught in class. Supportive feedback through encouragement of learners by teachers played a crucial role towards ensuring that learners were motivated hence improving learners’ achievement. This study recommends that classroom discipline management practices should be enhanced in order to realize better results, principals should go beyond just the normal checking of schemes, attendance register and do impromptu visits in classes to ensure that, what is in the schemes is being followed to the letter. The study also recommends that principals should do bench marking with counties that have been found performing well particularly in teaching methodologies. It also goes further to recommend that supportive feedback should be encouraged in order to boost students morale and hence improving their achievement in academic. In conclusion the findings of the study are expected to help education policy makers, head teachers, teachers and other stakeholders to emphasize the incorporation of varied instructional strategies to improve learners academic achievement.
CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Classroom management has proved to be a plaguing aspect of the teaching and learning process over the recent past. This single skill has heavily contributed to the teacher stress and burnout, overall teacher self-efficacy student achievement and teacher performance in the classroom. (Edwards, Green and Lyons, 2002; Gordon, 2002; Jepson and Forrest 2006)

There is a growing body of literature from researchers and educationists which have made an attempt to examine the relationship between education management and students academic performance (Orodho, 2014; United Nations, 2013; Waweru and Orodho, 2014). Classroom management has been defined broadly as any action a teacher takes to create an environment that supports and facilitates both academic and social-emotional learning (Evertson and Weinstein, 2006). Procedures that structure the classroom environment, encourage appropriate behaviour, and reduce the occurrence of inappropriate behaviour are necessary for strong classroom management (Evertson, Emmer, Sanford, and Clements, 1983). Classroom management is seen as the process of enhancing the learning environment, physical interaction between teachers and students, student to student, parents and others, stimulating and motivating children to learn to learning objectives, control and supervision throughout the school to facilitate and encourage co-operation in teaching and learning activities in the classroom smoothly, will as a result, improve the quality of students performance (Wisetrinthong, Sirisuthi and Weangsamoot, 2012).
School administrators report classroom management is their greatest concern regarding new and struggling teachers (Nixon, Packard, and Douvanis, 2010). Particularly in the middle school years (ages 12-14), classroom management should balance the needs of teachers and their adolescent learners, enabling students to take personal responsibilities that lead to self-discipline and improved well-being (Chafouleas, Hagermoser Sanetti, Jaffery, and Fallon, 2012). Classroom management by teachers is accorded a lot of significance in America. However, although most teacher education programs now require some form of training in classroom management, there are some states that do not require any instruction in classroom management (Clement, 2010; Windshcitl, 2005). School districts across the country have also noticed the problem and have implemented mentoring programs for new teachers (Barrera, Braley and Slate, 2010). Beginning teachers cite classroom management as one of their most serious challenges. School administrators indicate poor classroom management as a major reason for low academic achievements (Savage and Savage, 2009).

Teachers must “establish order, engage students, or elicit their cooperation” in order to create a classroom environment in which students learn, and which the teacher can manage. The importance of classroom management is widely documented, indicating that teachers' effective managing of students' behaviour and learning is critical to achieving positive educational outcomes (Evertson and Weinstein, 2006). Researchers in America reveal that teachers' classroom management practices can have a significant effect on students' concentration and self-regulated learning, autonomy and responsibility, moral and social development as well as students'
Effective classroom management requires more than actions taken to create and maintain a learning environment conducive to successful instruction. Because it is a complex social, psychological, and emotional process, involving interactions and relationships between teachers and students (Pianta, 2006), classroom management also includes establishing personal relationships with students and working within them (Brophy, 2006). A major theme of classroom management research is that teachers who are effective classroom managers demonstrate an ethos of warm demander that is teachers signify to all that they care for their students and simultaneously hold high expectations for their academic, social, and overall continued success (Pool and Everston, 2013). A number of studies conducted in Israel, China, and Australia, have addressed the effectiveness of a range of classroom management techniques and their impact on levels of misbehaviour. The results indicate the productive effect of recognizing responsible behaviour, and discussing the impact of misbehaviour on other students with the student who misbehaved. Students who had experienced recognition and discussion became more responsible, less distracted, and more positive toward teachers and schoolwork. Consequently, teacher aggression, manifested in group punishment, humiliating students, and yelling in anger, appears to be associated with more student misbehaviour and higher levels of negative student attitudes toward learning (Romi, Lewis, and Katz, 2009).

Discipline is an area that needs to be taken care of within the classroom. According to DiBara, (2007), successful teaching requires more than controlling student
behaviour. According to Marzano and Marzano (2003) effective teaching and learning cannot take place in a poorly managed classroom. Emmer and Stough (2001) argued that the ability of teachers to organize classrooms and manage the behaviour of their students is critical to achieving positive educational outcomes. Pederson-Seelye (2011) argued that effective classroom management procedures promote independent learning and success for all students in classrooms which are productive, orderly and pleasant.

Doyle (2011) in their study observed that the underlying assumption is that classroom order encourages student engagement which supports learning. Without order, a teacher is hard pressed to promote student learning. He therefore, saw classroom management as the progression of methodologies that teachers utilize to promote order and student engagement and learning. Mestry et al (2007) revealed that students who display disruptive behaviour are academically weak and often performs at their worst when they had to demonstrate learning output. In cases like these a zero tolerance approach to managing discipline is suggested. A non-threatening learning environment develops a sense of belonging among students (Freeman, Anderman, and Jensen, 2007), makes them self-initiated and self-confident and thus increases their desire for learning. Consequently, if teachers act coercively by adopting punitive discipline methodologies, learning is negatively affected (Banfield, Richmond, and McCroskey, 2006) and more psychological and somatic complaints are heard in the classroom (Sava, 2002).

South Africa educational reports indicate that majority of teachers have not been sufficiently equipped to meet the education needs of the growing nation in the 21st century global environment. For instance, (DeClercq 2008) states that a general
consensus exists which holds that teachers need competencies such as subject matter, pedagogical and societal knowledge to enable them to understand their learners, learning and the environment. Considering recent studies in Kenya, factors contributing to poor academic performance include inadequate learning resources, inadequate monitoring by principals, understaffing, high teacher turnover rate, inadequate prior preparation, low motivation for teachers, large workload, absenteeism by both teachers and learners, learners lateness and lack of support from parents (Kurgat, 2008). Ngando (2011) studied time management behaviour among secondary school personnel in Kinango District, Coast Province. The study found that majority of teachers and students do not report to school on the first day of opening. The study further established that most teachers write their schemes of work when schools are opened; went to class without lesson plans, assemblies took longer and consumed classroom time. Kimeu (2010) asserts that overall high performance would be realized in schools if principles carry out their instructional supervisory roles. According to Ohba (2009); Nzoka and Orodho (2014) shortage of teachers, inadequate basic facilities, poor teaching methodologies and administrative related factors such as poor management of school resources have led to poor performances in the national examinations. Also, the failing standard of education in public schools is supposedly due to lack of positive feedback (Cherop, 2010). Statistics add that students in public schools need ample time, opportunity to learn and encouragement. Furthermore, reinforcement approaches if well applied, would stir up interest in the students to learn and engage them fully in academic activities (MOE, 2013). It is clear that various intertwined factors could be responsible for poor performance among the secondary school students. Therefore, these underlying issues prompted the undertaking of this research. The relevancy
and applicability of related research to the context of secondary schools in Meru South Sub-County in Tharaka Nithi County has not been established. Hence, this study seeks, to access the influence of classroom management practices on students’ academic achievement in public secondary schools of Tharaka Nithi County.

1.2 Statement of the Problem

Across the globe, practitioners, educational researchers as well as parents and other education stakeholders have articulated growing concern about the student’s academic achievement in secondary schools. Teachers play a vital role in the performance of the students, that is to say variables affecting teachers in the performance of their duties affect the outcomes of the students. Despite the recent trends of teacher education programs to increase training in the area of classroom management and of school to correct teachers’ deficiencies in classroom management skills, teachers continue to struggle with the reality of classroom management issues. However, more concern is the fact that both novice and experienced teachers still struggle in raising learners’ grades in public secondary schools. In the last two decades, studies (Ngando (2011); Kimeu (2010) Ohba (2009); Nzoka and Orodho (2014)) of the correlates of educational achievement have been a major concern in most developing countries. Low academic standards constitute a problem that demands attention. In Kenya, the excellence of education at public secondary level is still a major problem in some sub counties especially those in pockets of poverty. Public concern is high over the dismal performance of students’ especially in rural marginalized areas.

The poor achievement of learners in national exams is a clear example that there are deficiencies with respect to classroom management practices within public
secondary schools in Kenya and more so in Meru South Sub-County. The underperformance of learners in this region has therefore led the researcher to ask whether classroom management practices can be the main reason for the said underachievement. This is based on the fact that no study has addressed this issue in the sub-county and or few studies have been done on the influence of classroom management practices on learners’ achievement in public secondary schools. This study sought to address this by assessing the influence of classroom management practices on learners’ academic achievements in public secondary school in Meru South Sub-County.

1.3 Purpose of the Study

The purpose of this study was to determine the influence of classroom management practices on learners’ academic achievements in public secondary school in Meru South Sub-County.

1.4 Objectives of the Study

The specific objectives of this study were to:

1. To assess the influence of classroom discipline management on students academic achievement.
2. To find out how instructional supervision affects students academic achievement
3. To evaluate the influence of classroom instructional methodologies on students academic achievement.
4. To determine the influence of supportive feedback on students academic achievement.
1.5 Study Questions

The study sought to answer the following questions:

1. How does classroom discipline management affect students academic achievement?

2. In what ways does instructional supervision affect students academic achievement?

3. How do classroom instructional methodologies affect students’ academic achievement?

4. What is the influence of supportive feedback on students academic achievement?

1.6 Significance of the Study

The findings enlightened the head teachers and other teachers of schools in Tharaka Nithi County on classroom management skills that would lead to improvement of pupil’s academic performance. This is because the factors affecting classroom management were reviewed and their effects were brought to light.

The ministry of education (MOE) will also benefit from the findings of this study in that the results obtained revealed the situation on the ground on the matters pertaining to classroom management were brought to light. This information will be useful in the formulation of policies and the improvement of the already set policies, towards the improvement of learning and the betterment of the Kenyan education system at large.

Besides, the findings would also enlighten school head teachers on matters pertaining classroom management skills in order to address the problem of how to improve learners’ achievement in national examinations. This was an important step
towards the improvement of the general academic performance and the overall educational outcome.

1.7 Limitations of the Study

Several limitations were expected during this study. First, the nature of the study placed the researcher in collision with the teachers and school administrators. Some of these groups refused to participate in the study fearing that it may be an evaluation of their classroom management capabilities. However, where else the teachers agreed to participate, some of them provided false information in order to prove that their classroom management capabilities were not having any negative influence on learners’ academic performance. Thirdly, accessibility of some research participants was a challenge as they were not on the ground when the researcher visited. Lastly, ranking was abolished in the years 2014 and 2015 by the Ministry of Education. Therefore, both MOE officials in the county and school administrators had a feeling that disclosing some pertinent information concerning result analysis would affect their jobs. Moreover, they are supposed to adhere to the rules and regulation set by the MOE.

1.8 Scope and Delimitation of the Study

This study was carried out in public secondary schools in Meru south sub-county, Tharaka Nithi County. Other levels of education such as pre schools, primary schools and post-secondary schools were not included in the research. Also private secondary schools were excluded from the study. The study focused on selected classroom management practices and how they influence academic performance of learners in Tharaka Nithi County. The study was guided by the stated objectives and no other related variable were to be addressed. The findings of the study only
applied to public secondary schools in Meru South Sub-County, Tharaka Nithi County; Kenya and not any other sub-county or county in Kenya.

1.9 Theoretical Framework

Two theories were used to guide this study, these are, the Theory of Planned Behaviour and Theory of Reasoned Action. The theory of planned behaviour (TPB) is one of a closely inter-related family of theories which adopt a cognitive approach to explaining behaviour which centres on individuals’ attitudes and beliefs. The TPB (Ajzen 1991) evolved from the theory of reasoned action (Fishbein and Ajzen 1975) which posited intention to act as the best predictor of behaviour. Intention is itself an outcome of the combination of attitudes towards behaviour. That is the positive or negative evaluation of the behaviour and its expected outcomes, and subjective norms, which are the social pressures exerted on an individual resulting from their perceptions of what others think they should do and their inclination to comply with these. The TPB added a third set of factors as affecting intention (and behaviour); perceived behavioural control. This is the perceived ease or difficulty with which the individual will be able to perform or carry out the behaviour, and is very similar to notions of self-efficacy (Bandura, 1997).

The adoption of this theory to the current research was based on the fact that it recognizes that intention to act is the best predictor of behaviour. Therefore, teachers’ intention to appropriately manage their classes’ can affect their teaching efficacy and eventual academic achievement of their students in public secondary schools. For this reason, the researcher felt that this was the best theory for guiding the current study.
1.10 Conceptual Framework

The researcher conceptualizes that various variables within classrooms can be used by educators and school principals to improve learners academic achievement. The independent variables of this study included: classroom discipline management practices, classroom instructional methodologies, instructional supervision and supportive feedback while the dependent variable was leaners’ academic achievement. The researcher believes that when these independent variables are employed in a classroom they are capable of influencing the dependent variable of the study which is academic achievement of learners either positively or negatively.

The figure 1.1 below shows the relationship between the independent and dependent

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Dependent Variables</th>
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<tr>
<td>Classroom Management Practices</td>
<td>Academic achievement of learners</td>
<td>Professional development for teachers</td>
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<td>Classroom discipline</td>
<td>Positive or negative outcomes</td>
<td>Improved supervision by DQASO</td>
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<td>Time keeping</td>
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<td>Employment of qualified teachers</td>
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Source: Researcher

Figure 1.1: Conceptual Framework
1.11 Operational Definition of Terms

**Academic performance/achievement:** These are test scores that learners get after sitting for an exam

**Classroom Discipline:** These prescribe the standard of behaviour expected of the teachers and students in the classroom setting

**Classroom Environment:** is the condition within the classroom that influences the learning situation.

**Classroom Instruction:** This refers to the methods or practices employed by the teacher in the classroom during the process of teaching and learning in order to achieve the intended goals.

**Classroom Management:** Classroom management refers to a teacher’s “efforts to oversee the activities of a classroom, including learning, social interaction, and student behaviour” (Martin, Yin, & Baldwin, 1998).

**Instructional Supervision:** These are procedures principals employ in order to evaluate how teachers work in classrooms and whether they are achieving the set targets.

**Positive Feedback:** This is a way of communication by teachers meant to boost learners’ confidence and academic engagement in class.

**Teaching Style:** Is the methods and methodologies used during instruction.

**Supportive Feedback:** This is corrective feedback which provides students and teachers with an explanation of what they are doing that is correct and what they are doing and is not correct.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section presents a review of works of different authors around the world on various areas of interest for the study based on and guided by the stated objectives to be investigated by the current study. The review began with classroom discipline management and learners academic achievement, instructional supervision and learners academic achievement, classroom instruction methodologies and learners academic achievement, and ended with a review of studies on supportive feedback and learners academic achievement. However, the chapter also presents a summary of literature review.

2.2 Classroom Discipline Management and Learners Academic Achievement

The term ‘discipline’ comes from the word ‘discipulus’ in Latin which means teaching and learning. The term has the essence of control in it and means “to teach someone to obey rules and control their behaviour or to punish someone in order to keep order and control” (Longman Dictionary of Contemporary English, 2005); and thus it is mostly connotated with punishment in case of disobedience. Punitive methodologies such as detention are used in schools based on “the premise that isolation gives the perpetrator time to reflect on what happened, realize the error of his or her ways, and return to the same situation but with a change of behaviour and attitude” (Pane, 2010).
There has been strong indication from research that classroom environment play a facilitative role among students by providing conducive learning contexts (Suleiman, 2009). Numerous studies have shown that the quality, stability and efficacy of personal and social interactions among learners influence their academic and social development Baker, (2005). Scholars have written more on indiscipline among learners and its effects on learning outcome and their progress in schools (Chen, 2008; Schoonover, 2009). Jones, (2006), and Hernandez and Seem, (2004), argued that effective schools demonstrate sound inclusive practices which include emphasizing school discipline and collaborative leadership. The school discipline therefore prescribes the standard of behaviour expected of the teachers and the students.

Docking, (2000) argues that, a law abiding student is the one expected to arrive on time for lectures and wait for the teacher, while law abiding teacher is expected to respect all the time allocated to him or her on the timetable. Kelly, (2004) argues that efficient use of time on the part of the students and teachers is directly associated with increased academic performance. Brint, Cantwell and Hanneman, (2008) also concur and further explain that extra time study has a strong influence on academic attainment. Eilam and Aharon, (2003) stress that time management can be view as a way of monitoring and regulating oneself with regards to the performance of multiple tasks within a certain time period. Therefore, to improve academic performance, both the student and staff self attitude and participation is required as a principle of time management practice.

Dillala and Mullineax (2008), in their study, found that there is a relationship between positive classroom climate and the social behaviour of learners, viz.,
reduced bullying and conflict, together with greater cooperation and achievement. At the same time, Bishop and Glynn (2003) have noted that teachers become more effective with a diverse range of students who differ in their ability, learning style and culture when classroom environment is positive. A study carried out among Hong Kong University students by Phan (2009) revealed that perceptions of an enjoyable classroom led to better mathematic achievement by students. The study also found that students engage in self reflective thinking and learning when their classroom environment was positive with no disruptions. Correlates of positive classroom climate revealed by other researchers include: Lower dropout rates, higher attendance records, increased engagement, deep rather than surface learning, improved grades and motivation to learn, (Lau & Lee, 2008; Tapola and Niemvirta, 2008). Effective teaching research also shows that a sufficient degree of classroom discipline is needed to create an atmosphere conducive to student learning as students’ misbehaviour distracts the process of learning and teaching and ruins the effectiveness of even the most carefully planned lessons.

Recent research on the issue of discipline methodologies, however, has revealed that punitive methodologies appear to be of limited usefulness in promoting responsible student behaviour and academic outcomes (Lewis, 2001) and should be replaced by proactive and interactive discipline practices (Pane, 2010). In this framework, discipline is viewed to be associated with the act of teaching students self-control based on a contract that binds a teacher and a group of students together so that learning can be more effective. Thus, emphasis is put on student self-regulation by negotiating, discussing, and contracting between teachers and students (Vitto, 2003)
to let the group take responsibility for ensuring the appropriateness of the behaviour of all its members (Johnson and Johnson, 2006).

Effective classroom management is obviously linked to teachers’ ability to set an appropriate tone and gain learner respect and cooperation in class. As observable instructional behaviour of teachers in the classroom is indicative of their teaching effectiveness (Kyriakides, Creemers, & Antoniou, 2009), the way teachers discipline their classes has a profound impact on the way they project themselves as effective teachers. It is evident that more caring teachers choose relationship-based discipline methodologies (e.g., discussing with students about their misbehaviour) over coercive ones (e.g., aggression and punishment) in an attempt to prevent discipline problems (Noddings, 2007). More caring teachers and those who use relationship-based discipline methodologies are perceived to be more effective teachers by their students which improve classroom discipline and learners academic outcomes.

When teachers involve students in decision makings or recognize their good behaviour, they act more responsibly in class (Lewis, 2001), show more positive affect to their teachers, and express a greater belief that the intervention was necessary (Lewis, Romi, Katz, and Qui, 2008). Teachers’ appropriate discipline methodologies also help students to learn better as class discipline protects students from disruption and thus emotional and cognitive threat (Lewis, 2001). Research shows that teacher management styles maximize students’ academic performance and keep them on task, engage students in learning, and influence their motivation and achievement (Altinel, 2006; Everston and Weinstein, 2006). In this cycle, “the more those students perceive their teacher cares about them, the more the students
will care about the class, and the more likely they will pay attention in class and consequently learn more course material”.

In a pioneering empirical study on investigating classroom discipline, Lewis (2001) examined the role of classroom discipline in promoting student responsibility for learning in the classroom in Australia. The results showed that teachers’ coercive discipline is perceived by students to be one key factor that inhibits the development of responsibility in students and distracts them from their schoolwork. In another study, Lewis et al. (2005) did a cross-cultural comparison of discipline methodologies teachers of different nationalities use. They reported that Chinese teachers use less punitive methodologies in their classes in comparison to their Australian colleagues as Chinese students normally listen to their teachers and misbehaviour does not happen very often in their classes. In a follow up study, Lewis et al. (2008) investigated the extent to which students of different nationalities perceive their teachers’ discipline methodologies to be key players in forming their attitudes towards the teacher and the schoolwork. Regardless of their nationality, all students perceived punitive discipline methodologies to be related to distraction from schoolwork and shaping their feeling towards their teachers. The use of recognition of responsible behaviour method and discussing it with the students were also found to be related to less distraction of schoolwork. Nie and Lao (2009) examined how two classroom management practices, care and behavioural control, were related to students’ engagement, misbehaviour, and satisfaction with school in Singapore. Results of the study showed that both care and behavioural control were positively related to student engagement. Behavioural control was found to be a
hindrance to classroom misbehaviour while care was a facilitator of students’ satisfaction with school.

In Africa, Elbla (2012) investigated the issue of corporal and verbal punishment as means of disciplining students’ behaviour in schools of Sudan. The findings revealed that teachers use punitive methodologies as a result of the stress and frustration they themselves experience at school due to the fact that the school environment is poor and lacking facilities. The author however, does not relate discipline measures and learners achievement. Nakubugo et al. (2007) asserts that class control, management difficulties, and indiscipline has been associated with large classes in secondary schools and that in crowded classrooms, teachers provide fewer exercises and practice so as to reduce the amount of marking to do. There is also limited spare time to conduct group work that would enhance effective coverage of content. Etsy (2005) conducted a study in Ghana; found that the teacher factors that significantly contributed to low academic achievement were incidences of lateness to school, incidences of absenteeism, and inability to complete the syllabi.

Though the reviewed studies acknowledge that classroom discipline is a significant factor influencing academic achievement of learners, they fail to show which classroom discipline methodologies yield positive results and which ones yield negative performance among learners. The current study therefore seeks to assess specific classroom disciplinary measures and how they influence learner’s academic achievement in public secondary schools.
2.3 Instructional Supervision and Learners Academic Achievement

Principals are tasked with the responsibility of ensuring that instructions are being effectively delivered in classrooms. Therefore, for effective classroom management to exist within secondary schools, principals must ensure that they carry out their supervisory roles effectively. Record keeping is an important component in learning. Teachers are required to make and retain records i.e. schemes of work, lesson plan, records of work, mark book, progress record book and attendant register (Ficsher, 2011).

The principals are also responsible for instructional supervision in classrooms. Supervision at work in education institutions is thus a dynamic process where an individual is not only responsible for the group’s tasks, but also actively seeks members in achieving group’s goals in a particular context (Cole, 2002). Instruction supervision in that context pursues effective performance in schools because it does not only examine roles to be accomplished or who executes them, but also seeks to include greater reinforcement characteristics like appreciation and recognition, conditions of service and morale building, coercion and remuneration (Balunywa, 2000).

Through inefficiency in instructional supervision much learning time is lost in many African education systems. 25% or more of school time may be lost each year in poorly managed schools (Lewin and Caillords, 2001). Moswela (2010) carried out a study on evaluations of instructional supervision in Botswana secondary schools to determine how instructional supervision was carried out in schools. The findings of the study suggested that the environment in which instruction supervision takes place in schools is hostile and intimidating to teachers. Instructional supervisors’
effectiveness is constrained by the much expanded secondary education system that has seen a massive increase in learners in a relatively short time. Ike-Obiona (2007) revealed that most secondary school administrators have little or nothing in their background to prepare them as instructional supervisors. Learners’ exercise books and lesson notes reflect the work load covered in class by teachers. It is the principals role to regularly inspect on the students exercise book/lesson notes to ensure that the school syllabus is covered appropriately and assignments are marked.

In a study conducted by Alimi, Olatunji and Akinfolarin (2012), on the impact of instructional supervision on students’ academic performance in senior secondary schools in Ondo State, Nigeria. Their study found out that there is significant impact on checking learners’ notes on academic performance in English language.

In Kenya, Principals should supervise teachers’ work by inspecting records such as schemes of work lesson books, record of work covered and the attendance registers.

In the schools where performance is good the principal does a lot of supervision (Musungu and Nasongo, 2008). Musungu and Nasongo (2008) carried out a study in Vihiga district in western Kenya investigating instructional role of the principal in the academic achievement in KCSE. They found out that 8% of the principals in high performing schools checked lesson books, schemes of work and registers of class and school attendance.

According to Kimeu (2010), the principal should visit the classroom frequently to encourage teachers. Kimeu (2010) asserts that overall high performance would be realized in schools if principals carry out their instructional supervision role. Among this should be included checking of learners’ books to ascertain that lesson notes are taken and checking is done by subject teachers’, assignment given are marked and
corrected, and class attendance by the teacher is evident. The principal should regularly and randomly interact with learners and call for their exercise books to ascertain that they are regularly given tasks by their subject teachers and their books are checked, marked and corrected.

Physical observation of lesson presentation is the only way a principal can gain an insight into the quality of teaching and learning in the school (Kitavi 2005). Instructional supervisor can only be able to access the potential for excellent through watching the teacher present a lesson which he/she has prepared. Gachoya (2008) observed that through this visit the supervisor can have an insight into quality benchmarks and performance. Supervision of instruction through classroom visits includes walk-through and informal classrooms observations. A walk-through is an observation interlude lasting a minute or two which provides a quick look at teacher performance and environmental factors in the classroom. This is a more appropriate method since it is impromptu unlike the formal and informal which are planned and scheduled for by the supervisor and the teacher (Fisher, 2011).

Based on the reviewed studies, principals also play a role on classroom management and academic achievement of learners in schools. However, the reviewed studies are general in nature as most of them do not ground their findings to a particular group of learners. Some of the studies evaluate the influence of principals’ instructional supervision at secondary and post secondary school on learners’ achievement while the current study is interested in secondary schools only. The studies also do not provide clearly how instructional supervision influences academic performance among learners, hence the need for the current study.
2.4 Classroom Instruction Methodologies and Learners Academic Achievement

Effective teaching and mentoring helps students to explore their world with a sense of trust and autonomy towards the ultimate goal of fully intrinsic self regulation and improved academic achievement and success. Classroom management methodologies are a crucial part of teachers success in creating a safe and effective learning environment for students quality secondary education. Therefore, teachers should know how to use and apply methodologies that will allow and also help students to learn (Zuckerman, 2007). Best practice recommends differentiating instruction so learners can be reached through a variety of methods and activities. Effective teachers differentiate instruction according to student needs (Tomlinson, 2000). How best to differentiate and individualize for the range of student needs and abilities in a common classroom is an ongoing challenge (Stronge, 2002).

As defined by Tomlinson and Eidson (2003), differentiated instruction refers to a systematic approach to planning curriculum and instruction for academically diverse learners. It is a way of thinking about the classroom with the dual goals of honoring each students learning needs and maximizing each students learning capacity. Differentiated instruction is a way of thinking about teaching and learning that values the individual and can be translated into classroom practice in many ways. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher varies teaching in order to create the best learning experience possible, that teacher is differentiating instruction. According to Tomlinson (2000), teachers can typically differentiate four classroom elements based on student readiness, interest, or learning profile: (a)
content--what the student needs to learn or how the student will get access to the information; (b) process--activities in which the student engages in order to make sense of or master the content; (c) products--culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (d) learning environment--the way the classroom works and feels.

Research has shown that students are more successful when they are taught based on their own readiness levels, interests, and learning profiles (Tomlinson, 2000). Keller (2002) suggests that when students are disinterested in something this can often result in lower achievement over students with interest. Students with high interest often see their achievement levels improve. For teachers to be effective they must be aware of difference between children and must take a personal interest in each student (Marzano, 2003). Teachers must determine what students are ready for and to what degree. Learning activities that are too hard or too easy can hinder student learning. Those that are too hard require excessive time and do not increase achievement while those that are too easy are a waste of time (Sornson, 2001; Stronge, 2002). Engaged students are clearly more likely to perform better academically than students who are not actively engaged. Therefore, teachers need a large inventory of instructional methodologies to engage a variety of students (Garcia-Reid et al., 2005).

Cornelius-Whites (2007) meta-analysis reports person-centered educational environments correlate with positive academic outcomes, with the highest correlations being critical thinking ($r = 0.45$), and math achievement ($r = 0.36$). The teachers' use of classroom accommodation/modification/adaptation such as modified instructional techniques to provide differentiated instruction and materials to meet
students’ individual need; assign peer buddies, peer tutors or cross-age tutors; provide alternative ways of completing assignments; adapt how the student can respond to instruction so that instead of answering questions in writing, allowing a verbal response; help limit unnecessary classroom disruptions and increase learners’ classroom participation and performance (Levin and James 2001). Rahimi and Sadighpour (2011) investigated Iranian technical and vocational students’ demotivating factors in learning English as a foreign language. The participants reported that teachers and their teaching quality were among the factors that demotivate them to learn English as a school subject.

Akbari (2007) observed that teaching methodologies employed by teachers in classrooms can have either positive or negative impacts on learners’ academic achievement. Similar findings were obtained by Alanis (2000) among fifth-grade Mexican students which showed that the learners in classrooms taught using these approaches achieved either better or the same academically as their control group counterparts. According to Hattie, (2009) revealed that systematic, explicit phonics teaching approaches are significantly more effective than nonsystematic approaches for children with and without reading difficulties. There is a very strong body of scientific evidence that children will be greatly assisted in learning to read if their reading tuition includes systematic, explicit direct instruction in how to read aloud a word that has never been seen before by using knowledge of the relationship between letters and sounds.

Other studies have focused of cooperative teaching and learning approaches as means of improving reading skills and achievement among learners with reading disabilities. In cooperative learning, teachers plan for students to work in small
groups to help one another learn. Cooperative learning offers a wide variety of approaches, but the most effective are those in which students work in mixed-ability groups of four, have regular opportunities to teach each other after the teacher has introduced a lesson, and are recognized based on the learning of all members of the group (Stuart, 2008). Cooperative learning has been found effective for elementary and secondary students across a broad range of subjects, and it is especially so for English learners who are learning to effectively read in English. The cooperative activities give them regular opportunities to discuss the content and to use the language of the school in a safe context.

Structured teaching has also been proposed as an effective methodology of teaching reading among learners with reading disabilities in English. Brooks, (2007) and Singleton, (2009) mentioned that structured specialised tuition for failing readers is more effective than eclectic approaches. Singleton (2009) emphasizes the need for ‘instruction that is systematic and intensive’. Direct instruction encompasses important principles of effective instruction in order to assist learners with reading disabilities improve academically. One type of instruction that works well within the culturally responsive pedagogy model is interactive teaching (Orosco and O’Connor, 2013). Interactive teaching uses instructional techniques that are student-centered and involve interactions between the students and the teacher (Gersten, Baker, Haager, & Graves, 2005). Gersten, et al. (2005), in their study of instructional practices for teaching academic content to 229 ELs in 20 first-grade classrooms, found a moderate correlation ($r = .57$) between interactive teaching and growth in reading scores. When teachers are present, learning occurs when teachers engage students in instructional activities, rather than attending to administrative or other
non-instructional processes (Waweru and Orodho, 2014). Many international studies have shown the opportunity to learn and the time on task to be critical for educational quality. The quality of a school and the quality of teaching of the individual teacher is higher in schools that are able and willing to make efficient use of the available time of its teachers and learners.

According to the reviewed works, various authors agree that instructional methodologies can affect the performance of learners. However, few of them looked at specific instructional methods that yield the said outcomes on learners’ performance. They also do not focus on classroom instructional methodologies as classroom management measures. The current study therefore intends to evaluate how classroom instructional method as a method of classroom management by teachers influences their learners’ academic outcomes in public secondary schools.

2.5 Supportive Feedback and Students Academic Achievement

A growing body of research suggests that strong student-teacher relationship, characterized by caring and high expectations for students’ success, may be promotive of universal benefits, such as academic achievement and progress in students (Weiss et al., 2005). Croninger and Lee (2001) reported that the degree of teacher caring and interaction with students reported by both parents and teachers has a significant impact on performance. Klem and Connel (2004) carried out a longitudinal study to investigate teacher support to students’ engagement and achievement. Numerous studies have indicated that positive teacher student relationship lead to increased academic performance of the students, whereas negative teacher student relationship result in decreased motivation, self regulation, and autonomy ultimately lower performance.
Lee (2006); Burnett (2003) argue that effective feedback helps learners to know how to move forward with their learning by focusing on what needs to be done to improve and specific details about how to improve. Effective teachers tell students what they are doing right and why and what needs improvement and how to improve. Brookhart (2008) explains that effective feedback is a ‘double barreled approach’ as it addresses both motivational and cognitive factors. The cognitive benefit is the information students need to understand the level of their learning and what to do to increase that learning. The motivation comes from developing the feeling that they have control over their own learning.

Teacher evaluation process should incorporate constructive feedback to the person being observed. Marzano, Waters, and McNulty (2004) suggest creating a system that provides feedback as the core of the responsibility for monitoring and evaluating. A discussion should also occur between evaluator and evaluatee about what was witnessed in regards to the schools expectation (Zimmerman and Deckert-Pelton, 2003). Subjective evaluations by trained professionals and objective performance data have been identified by Rockoff and Speroni (2010) to play an important role when designing evaluation systems for teachers. This was determined with a quantitative study measuring the impact new teachers in New York City have on student achievement. The study found that teachers who receive higher subjective evaluations in their first year of teaching or in a mentor program prior to hire produce higher gains in student achievement (Grant, Stronge and Ward, 2011).

Black and William (2009) observe that research classroom assessments that provide accurate, descriptive feedback to learners and involve them in the assessment process can improve learning. Classroom assessment that involves learners in the
process and focuses on increasing learning can motivate rather than merely measure learners’ performance. At the same time, both the teacher and pupil use classroom assessment information to modify teaching and learning activities. Lee (2006) suggests there are three criteria the learner must know for feedback to be effective: (a) the learning objectives and success criteria for the task; (b) the extent to which they have achieved the learning objectives/success criteria; and (c) how to move closer to achieving the learning objectives or how to close the gap between what they have done and what they could do. Immediate student awareness of progress usually serves as an incentive for increased effort. Schweinle, Meyer, and Turner (2006) revealed that providing substantive feedback about competence and goal progress increases self-efficacy, enhances interest and persistence, and increases intrinsic motivation”. Conversely, non-constructive performance feedback can decrease motivation. Students who receive positive feedback are more likely to engage in learning activities and initiate positive with the teacher interactions than those who receive negative feedback.

While in the past, teachers seemed to believe that students were motivated by the fear of failure, research now supports that using fear of failure only reinforces poor self-concept (Danielson, 2002). Feedback that is corrective in nature must provide students with an explanation of what they are doing that is correct and what they are doing that is not correct (Marzano et al., 2001). When corrective feedback is done properly, it will always be supportive. Praise has been shown to both increased appropriate behaviour of disruptive students and increase academic engagement of students in general education Akbari (2007) observed that various aspects of the classroom learning environment, viz., instructional effectiveness, teacher-student
interaction, and students’ collaboration, all predicted effective learning. Likewise, a study reported by Phan (2008), involving university students, revealed that an environment filled with supportive feedback and clear set goals increased students’ use of self regulated methodologies. Burnett, (2002) investigated the students’ perceptions of the frequency of teacher feedback and praise as reinforcement methodologies in New South Wales and found that, effort feedback impacted directly on students’ relationships with their teachers.

In Nigeria, Oliver, (2006) observed that when students are motivated to learn by their teachers, it may increase their anxiety, as they want to satisfy the person motivating them, they tend to have high expectation in the test; they concentrate on thinking about the consequences of not meeting the expectation. It amounts to disappointing the person motivating them, the thought of consequence of failure may increase test anxiety and fear of negative evaluation among school children. Wafula, Wakhungu and Kafu, (2011) in their study, presupposed that reinforcement in the secondary school classroom in Kenya aims at encouraging students positive academic achievement, teacher efficacy and in a nutshell effective teaching and learning. The findings revealed that positive reinforcement was more elaborate and often used by the teachers in the classroom management. Another study by Dillion and Wanjiru, (2013) investigated the reinforcement methodologies for teachers and learners of English in an urban secondary school in Kenya. The findings indicated that positive reinforcement was more impactful and elaborate often used by the teachers in the classroom management.

The current study intended to build on the findings of the reviewed studies on how supportive feedback influences learners academic achievement. However,
generalizability of the findings of the reviewed studies to the current study location was not possible as they are constrained by research design, target population and even sample sizes. In Kenya, it is also unclear whether teachers employ positive feedback as a classroom management method and to what extent. The researcher therefore tried to assess how teacher positive feedback to learners in class affects their achievement in examinations within public secondary schools.

2.6 Summary of Literature Review

While reviewing studies on classroom discipline and learners achievement, works of Pane, (2010), Chen, (2008) as well as Lewis et al. (2008) were taken into consideration. Through the review, all the authors acknowledged that discipline is an important predictor of learners’ achievement. However, they failed to show which classroom discipline methodologies yield positive results and which ones yield negative performance among learners. With respect to the influence of instructional supervision on learners achievement, a review of Ike-Obiona (2007) and Alimi, Olutanji and Akinfolarin (2012) works along other authors was carried out.

Each of the reviewed works revealed that instructional supervision by principals influence learners academic outcomes. However, the reviewed studies are general in nature as most of them do not ground their findings to a particular group of learners. The studies also do not provide clearly how each instructional supervision method influences academic performance among learners.

Another area where a review of literature was done is on classroom instructional methodologies and learners achievement. According to the reviewed studies Tomlinson and Eidson (2003); Cornelius-Whites (2007) and Waweru and Orodho,
(2014), instructional methods employed influence learners academic achievement. However, few of them looked at specific instructional methods that yield the said outcomes on learners’ performance. They also do not focus on classroom instructional methodologies as classroom management measures.

Lastly, the researcher reviewed studies which showed how supportive feedback by teachers in classrooms influence learners academic achievement. Works of Weiss et al., (2005) and Wafula, Wakhungu and Kafu, (2011) are amongst those reviewed. However, despite them showing that positive feedbacks influence learners’ achievement, generalizability of their findings is impossible as they are constrained by geographic location and sample sizes.

The most significant gap in the review was fewer studies done in Kenya in relation to research objectives. The current study therefore intended to address all the identified gaps within the reviewed studies.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter highlights the research design, study population, sampling techniques and sample size, research instruments, pilot study, validity and reliability of the instruments, data collection procedures, data analysis procedures and ethical considerations.

3.2 Research Design
The design used by the researcher in this study was the descriptive survey. The study design is concerned primarily with studying a phenomenon as it is (Kothari 2004). Surveys are excellent vehicles for collecting original data for the purpose of studying the predictors of a phenomenon in a very large population. Using this design, a large population was studied with only a portion of the population being used to provide the required data. Therefore, through this design, the researcher was able to assess how classroom management is affecting learners’ academic achievement in the public secondary schools in Meru south sub-county, Tharaka Nithi County.

3.3 Study Location
The study was conducted in public secondary schools in Meru south sub-county, Tharaka Nithi County, Kenya. Singleton (1993) points that an ideal reason for the setting for any study should be the existence of a problem that the study hopes to generate solutions for. The study location was chosen because it was established that there exists low level of academic achievement of learners in the national
examinations in the county for the past few years. Also, no known similar study to the best knowledge of the researcher had been undertaken in the county.

3.4 Study Population

According to Frankel and Wallen (2000) the target population is the larger group to which the researcher hopes to generalize the findings. The target population for this study was 55 principals of the 55 public secondary schools, 102 teachers and 3150 students in Meru south sub-county, Tharaka Nithi County. These groups were selected because they are more experienced with the subject matter under study. According to (Mugenda and Mugenda, 2003) the pretest sample is between 1% and 10% depending on the sample size.

3.5 Study Sample and Sampling Technique

3.5.1 Sampling Technique

According to Wadsworth (2005), proportionate sampling begins by dividing the population into relevant sub-groups and then random sampling from each sub group. In this study therefore, the researcher divided public secondary schools into four sub groups according to zones. According to Meru South Sub-County education office (2016) there are 55 principals, 102 teachers and 3150 students in 55 public secondary schools. Each sub-group formed a stratum from which a proportionate sample of teachers and students was drawn. From a population of 55 public secondary schools the researcher selected 14 principals, 26 teachers and 315 students. The researcher used the list of all schools in each sub-group as the sampling frame to randomly sample the required number of schools in each sub-group to participate in the study. All the principals in the 14 schools were purposively selected to participate in the study. Proportions of teachers from each
stratum were obtained by dividing the number of teachers in the sub-group with the total teacher population and multiplying with the computed sample size of 26 teachers. A list of teachers in the selected schools in each stratum was used as a sampling frame.

Teachers were assigned numbers. The researcher wrote numbers on small pieces of paper folded them and shuffle them in a container. The researcher then randomly picked the papers. The teachers whose names coincided with the numbers obtained were used in the study. To obtain the students to participate in the study, a list of students in the selected schools in each stratum formed a sampling frame from which students to participate in the study were randomly sampled. The sample size for the study was 355 subjects.

### 3.5.2 Sample Size Determination

Mugenda and Mugenda (1999) recommend a representative sample of 10-30% for descriptive survey research. Therefore, the sample size of the study will be calculated as shown in table 3.1 below.

<table>
<thead>
<tr>
<th>Category of population</th>
<th>Total population</th>
<th>Percentage (%)</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>55</td>
<td>26%</td>
<td>14</td>
</tr>
<tr>
<td>Teachers</td>
<td>102</td>
<td>25%</td>
<td>26</td>
</tr>
<tr>
<td>Learners</td>
<td>3150</td>
<td>10%</td>
<td>315</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3307</strong></td>
<td></td>
<td><strong>355</strong></td>
</tr>
</tbody>
</table>

The total sample size for the study will therefore be $14 + 26 + 315 = 355$ participants.
3.6 Study Instruments

Robert (2013) provides that the research instruments to be used are supposed to remove any subjectivity that may be introduced by the researcher. The following research instruments were used to collect information from respondents.

3.6.1 Questionnaires

Adequate time in research is a vital element as it determines the quality of information gathered from the field. Shiundu and Orodho, (2007) Therefore, the researcher developed teachers’ and students’ questionnaires respectively. These instruments were used to collect both qualitative and quantitative data as it had both open ended and closed ended questions. With open-ended questions, no pre-coded answers, that is response categories were provided to respondents. In closed ended questions, response categories were provided and respondents only needed to select a particular answer or answers. The use of this instrument was necessary as the open ended questions helped in supporting the respondents’ choices in closed ended questions. The questions in the instruments addressed each study objective in separate sections.

3.6.2 Interview Schedule

This was used to collect data from the principals. The instrument mainly contained open ended questions. It was divided into subsections with questions in each subsection addressing specific study objectives. Both face to face and telephone interviews were carried out. However, flexibility was a key consideration on the side of responses from the field.
3.7 **Piloting**

According to Galloway (1997), it is difficult to give the exact number of the pilot group, but as rule of thumb, it is recommended that researchers pilot 5-10% of the final sample. Before the actual data collection begins, the research instruments were piloted on a selected sample of participants from two public secondary School in the neighbouring Maara sub-County similar to the actual sample that took part in the actual study. Participants in the actual sample were not be used in the pretest. This enabled the researcher to make meaningful modifications to the research instruments. Pre-testing in this study was helpful for it enhanced reliability and validity of the research instrument as a consistent measure of the concept to be measured.

3.7.1 **Validity of the Instrument**

Validity is the degree to which a test measures what it purports to measure. Validation involves collecting and analyzing data to assess the accuracy of an instrument (Sharma 2010). To validate the research instrument, the questionnaire was tested in two pilot schools that were not included in the study in the neighbouring sub-county. Content validity is the amount to which information collected using a particular instrument represents a specific domain or content of a particular consent. To assess content validity supervisors who are experts in the profession and the field gave their instructions. The pilot study assisted in discovering the difficulties that respondents came across in the answering the questionnaires. Ambiguous items from the questionnaires were modified as per the supervisors’ advice.
3.7.2 **Reliability of the Instruments**

Reliability of an instrument is a measure of the degree to which it yields consistent results or data after repeated trial (Kothari, 2004). With the assistance of the university supervisors, the researcher assessed the consistency of the responses on the pilot instruments to make a judgement on their reliability. Research instruments were also evaluated for appropriateness of items so as to identify any errors. These errors were amended to ensure that the respondents clearly understand the questions. From the piloting results, reliability coefficient was determined using Chi-square statistical tool. If a reliability coefficient value obtained was $r > 0.5$ and above, then this indicated high internal reliability. However if the $r$ value is lower than 0.5 then the instruments will be reconstructed and tested again until the required $r$ value of 0.5 is obtained.

A reliability of 0.67 and 0.69 was obtained with the teachers and students’ questionnaires. Frankel and Wallen (2000) recommend a reliability of at least 0.70. Based on this, the instruments were considered acceptable.

3.8 **Data Collection Procedure**

The process lasted a period of two weeks. The researcher used data collectors with experience in data collection prior to the study, the researcher also participated in the field work. Three days training was offered to the data collectors in Ndagani Mixed Secondary school where sampling of respondents and issuing of questionnaires by field assistants was practiced in actual field situation on at least four respondents by each data collector. This was followed by discussions on the experiences gained from the practice. After the training, field work began where instruments were issued by the assistants to all the respondents starting with the teachers followed by
the learners. While teachers and learners were filling their questionnaires, the researcher and field assistants engaged the principals on one on one interview sessions either through face to face or telephone interviews. The issued questionnaires were then collected in a period of two week and prepared for data analysis.

3.9 Data Analysis and Presentation

Kerlinger (1986) defines data analysis as categorizing, manipulating and summarizing of data in order to obtain answers to research questions. This study employed descriptive and inferential statistics to analyze the collected data. Data from the field was collected, cleaned, coded and recorded. Data collected by use of the questionnaire, was coded, and analyzed, using Statistical Package for Social Scientists (SPSS 21). Content analysis was used to analyze the qualitative data collected through interview guide. Descriptive statistics was used to analyze quantitative data obtained through students and teachers questionnaires. These findings were presented in percentages and frequency counts. The analyzed data was represented in tables generated using STATA software. For Inferential statistics, chi-square test was used to test for significance at 95% confidence level. Qualitative data was analyzed thematically by organizing them into similar themes based on research objectives and tallying similar responses.

3.10 Ethical Considerations

The researcher got an introduction letter from Kenyatta University after which she sought and obtained permission from the National Council for Science, Technology and Innovations, and County Commissioner to conduct the research within the Tharaka Nithi County. The researcher also sought permission to carry out the study
from Meru south sub-county education office and school principals. The researcher focused on some ethical issues, which were considered during the data collection phase. The ethical issues considered in this study were confidentiality and privacy of the information collected and anonymity of the participants.

In the area of informed consent, the respondents were informed on the purpose of the study, and what data collected would be used for. During the study no ethical and logical consideration issues were violated.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction
This chapter covers analysis of data and presentation of results for the study and discussions. The data presented covers respondent’s demographic data that includes gender, age, academic qualification, and the number of years’ teachers have served. The study respondents included the head teachers, teachers and secondary school students. The findings, interpretation and discussions were analyzed according to the objectives and research questions. The results from the field were organized in frequency distribution tables in order to bring out a more logical and meaningful picture from the data gathered by the researcher.

The study sought to answer the following research questions based on the objectives of the study.

1. How does classroom discipline management affect students academic achievement?
2. In what ways does instructional supervision affect students academic achievement?
3. How do classroom instructional methodologies affect students academic achievement?
4. What is the influence of supportive feedback on students academic achievement?
4.2 Demographic Data

The researcher sought to investigate the demographic information of the respondents. The results were presented on the tables below.

4.2.1 Response from Teachers

The sampling size of teachers who were to be interviewed were 26 in number. However, only 19 teachers returned the questionnaires while 7 teachers never responded. This represents 73.08% response rate. According to Kothari (2006), a response rate of above 70% is adequate to represent the sample.

4.2.2 Demographic Variables

The demographic profile provides information about the population structure this helps the researcher to create a mental picture of the sub-groups that exist in the overall population. Researchers get demographic information from the subjects of study in order to understand sample characteristics and to determine if samples are representative of population of interest. (Kirton 2000) Although demographic variables cannot be manipulated, researchers can explain relationships between them and the dependent variables.

4.2.2.1 Gender Distribution of the Teachers

The researcher sought to investigate the Gender Distribution of the Teachers of the respondent. The results are presented on the table below.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>8</td>
<td>42.11</td>
</tr>
<tr>
<td>Male</td>
<td>11</td>
<td>57.89</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Survey Findings
From the table above, 42.11% of the teachers who were interviewed were female while 57.89% of the teachers interviewed were male. This shows a fair representation of all gender in the sampling.

### 4.2.2.2 Age Distribution of the Teachers

**Table 4.2: Age Distribution of the Teachers**

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 24</td>
<td>1</td>
<td>5.3</td>
</tr>
<tr>
<td>25-30</td>
<td>12</td>
<td>63.2</td>
</tr>
<tr>
<td>30-40</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td>40-50</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td>Above 50</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Survey Findings*

The demographic attribute of age has importance through linkage with personal experiences. Age may influence attitudes and perceptions which can substantially be different across cohorts of age dissimilarity. The table above shows the age distribution of the teachers.

### 4.2.2.3 Teachers Academic Qualification

**Table 4.3: Teachers Academic Qualification**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>1</td>
<td>5.26</td>
<td>5.26</td>
</tr>
<tr>
<td>Degree</td>
<td>18</td>
<td>89.48</td>
<td>94.74</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
<td>5.26</td>
<td>100.00</td>
</tr>
<tr>
<td>PhD/Doctorate</td>
<td>0</td>
<td>0</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td><strong>100</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
The study sought to establish the academic qualifications of the teachers with the aim of determining their levels of teaching competency efficacy. Teachers with diploma and masters were at 5.26% respectively, while those with degree were at 89.48%. The high number of teachers at degree is as a result of the minimum requirement by Teachers Service Commission (TSC) who is the major employer of secondary school teachers. The table above represents the findings. From the findings majority of the teachers had degrees and that was good enough in the part of teaching competency and therefore the researcher concluded that the quality of education could not be affected.

### 4.2.2.4 Number of Years Worked in the Sub county

**Table 4.4: Number of Years Worked in the Sub County**

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>.Percentage</th>
<th>.Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than a year</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2-4 years</td>
<td>5</td>
<td>26.32</td>
<td>26.32</td>
</tr>
<tr>
<td>5-7 years</td>
<td>8</td>
<td>42.11</td>
<td>68.43</td>
</tr>
<tr>
<td>Over 8years</td>
<td>6</td>
<td>31.57</td>
<td>100.00</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>100</td>
<td>100.00</td>
</tr>
</tbody>
</table>

**Source: Survey Findings**

The length of time spent in an institution leads to the development of understanding and experiences. This study sought to establish the length of service teachers with the aim of establishing variances in classroom management practices on students’ academic achievement in secondary schools in Tharaka Nithi County. According to the findings there were no teachers who had worked in less than a year, 26.32% had worked for a period ranging 2-4 years while 42.11% had worked for a period ranging 5-7 years. Those who have worked over 8 years were at 31.57%. This
implies that the teachers who were interviewed were experienced and can be relied on to make accurate conclusions about the influence of classroom management practices on students’ academic achievement in public secondary schools in Tharaka Nithi County.

4.3 Response from Students

4.3.1 Response Rate

The total number of students who responded was 315 out of the 315 students that were administered with the questionnaires. This represented 100% response rate. This was made possible by the fact that questionnaires were administered in a controlled environment. Since the rate is above 70% as suggested by Kothari (2004), the size was relied on in making conclusions.

4.3.2 Gender of the Students

Table 4.5: Gender of the Students

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>207</td>
<td>65.71</td>
</tr>
<tr>
<td>Male</td>
<td>108</td>
<td>34.29</td>
</tr>
<tr>
<td></td>
<td>315</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Survey Findings.

The total number of students who responded was 315 students 65.71% of these respondents were female while 34.29% of these respondents were male. Gender disparity in favour of female students can be attributed to the fact that the girl-child education has be re-emphasized over the years leading to reduction of cultural norms such as early marriages and female genital mutilation (FGM). This gender disparity calls for an affirmative action to ensure that the welfare of both genders is looked
upon with the same strength. More so, if this not done the male gender will become inferior with time to the female gender.

4.3.3 Level of Class

<table>
<thead>
<tr>
<th>Level of Class</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form One</td>
<td>5</td>
<td>1.56</td>
</tr>
<tr>
<td>Form Two</td>
<td>7</td>
<td>2.22</td>
</tr>
<tr>
<td>From Three</td>
<td>94</td>
<td>29.84</td>
</tr>
<tr>
<td>Form Four</td>
<td>209</td>
<td>66.38</td>
</tr>
<tr>
<td>Total</td>
<td>315</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Survey Findings

Most respondents were form four students with a rate of 66.38%, followed by form three students with a rate of 29.84% while form two and form one students are at 2.22% and 1.56%. respectively. The higher number of form fours was important since it helped a lot in the findings of the study, form fours had the experience of how their academic achievement improved due to classroom management practices, this is so because they had interacted with teachers for a period of more than three years.

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above average</td>
<td>61</td>
<td>19.36</td>
</tr>
<tr>
<td>Average</td>
<td>163</td>
<td>51.75</td>
</tr>
<tr>
<td>Good</td>
<td>81</td>
<td>25.72</td>
</tr>
<tr>
<td>Poor</td>
<td>10</td>
<td>3.17</td>
</tr>
<tr>
<td>Very poor</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Survey Findings.
Students who were average were the majority with the rate of 51.75%. Good students were at 25.72% while 19.36% of the students revealed that they are above average in academic achievement. These findings were to help out in identifying whether classroom management practices improved their academic achievement in class.

4.4 Classroom Management Practices

4.4.1 Classroom Discipline Management Employed by Teachers

One of the objectives of the study was to determine how classroom discipline management contributed to academic achievement in secondary schools in Tharaka Nithi County. Teachers were required to provide their opinion regarding what they felt were issues contributing to classroom management towards discipline. A total of 19 teachers and 14 principals participated in the study. The table below represents the teachers’ response rate to various factors that contributes to classroom management.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension 3</td>
<td>15.79</td>
</tr>
<tr>
<td>Canning 0</td>
<td>0</td>
</tr>
<tr>
<td>Standing outside during Lessons 1</td>
<td>5.26</td>
</tr>
<tr>
<td>Separating deviant learners in class 1</td>
<td>5.26</td>
</tr>
<tr>
<td>Employing different instructional methods 11</td>
<td>73.69</td>
</tr>
<tr>
<td>Total 100</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Survey Findings
Teachers with a percentage of 15.79% employed suspension as a form of class discipline management in schools. Teachers revealed further that this method was employed on notorious students who never listened to counseling from teachers. Teachers never used canning as a form of class discipline. This is as a result of the current Ministry of Education guidelines that outlaw corporal punishment in school. Further analysis however showed that this guideline makes students often at time misbehave in classroom as there are no serious punishments that can affect them physically. It was revealed that students feared canning and always colluded with parents to intimidate teachers who could attempt to cane students. According to DiBara (2007), Successful teaching requires more than controlling students behaviour. Teachers who preferred making students stand outside and separate deviant learners in class were at a rate of 5.26% each while 73.69% of the teachers were of the view that employing different instructional methods worked in managing discipline in class. Effective teaching and learning cannot take place in a poorly managed classroom Marzano and Marzano (2003).
4.4.2 Classroom Discipline Management Employed by Teachers (Response by Students)

Table 4.9: Classroom Discipline Management Employed by Teachers (Response by Students)

<table>
<thead>
<tr>
<th>Method</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension</td>
<td>105</td>
<td>33.33</td>
<td>33.33</td>
</tr>
<tr>
<td>Canning</td>
<td>67</td>
<td>21.27</td>
<td>54.6</td>
</tr>
<tr>
<td>Standing outside during lessons</td>
<td>59</td>
<td>18.73</td>
<td>73.33</td>
</tr>
<tr>
<td>Separating deviant learners in class</td>
<td>13</td>
<td>4.13</td>
<td>77.46</td>
</tr>
<tr>
<td>Employing different instructional methods</td>
<td>44</td>
<td>13.97</td>
<td>91.43</td>
</tr>
<tr>
<td>Any other please</td>
<td>27</td>
<td>8.57</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>315</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Survey Findings

Majority of students revealed that teachers commonly used suspension and canning as the method of instilling discipline in learners with a percent of 33.33% and 21.27% respectively. Any other classroom discipline management was counseling, of which most of the students felt that the teachers didn’t provide confidentiality when it came to disclosing personal issues.
4.4.3 Teachers influence on Classroom Discipline Management on Learners Achievement in School (Teachers)

Table 4.10: Teachers influence of Classroom Management on Learners Achievement

<table>
<thead>
<tr>
<th>Research Items</th>
<th>SA (31.58%)</th>
<th>A (36.84%)</th>
<th>N (10.53%)</th>
<th>D (10.53%)</th>
<th>SD (10.53%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canning of learners greatly improves their commitment in class which improves their academic achievement</td>
<td>6</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Suspending deviant learners improves learners academic achievement by eliminating sources of lesson distraction for other learners</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Removing learners who interrupt lesson and making them stand outside the class improves silence and learning which translates into better academic achievement</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Ensuring that deviant learners do not sit in the same place in class eliminates avenues of interruption, improving their concentration and participation during lessons hence improving their achievement</td>
<td>12</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Using different instructional methods during lessons assists in enhancing learning and academic achievement of learners</td>
<td>14</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Appointing a prefect helps in controlling deviant behaviours in case of teachers absence increases notes revision among learners which eventually improves their academic achievement</td>
<td>13</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
From table 4.10, it can be revealed that majority of teachers at 78.42% strongly agree (SA) and agree (A) that canning of learners greatly improves their commitment in class which improves their academic achievement. The teachers were of the view that the introduction of the policy guidelines by the Ministry of Education impacted negatively on discipline of students in class. A smaller number of teachers were partly neutral, disagreed and strongly disagreed that canning can instill discipline. This is at the rate of 10.53% each. Majority of teachers disagreed that suspending deviant learners improves learner’s academic achievement by eliminating sources of lesson distraction for other learners. This was at the rate of 52.64%. The high number of teachers who disagreed may be as a result of feeling that suspending students wasted their time of study and made significant loopholes in creating bad relationship among teachers and students. However, 36.84% of teachers strongly agree and agree that suspension could instill discipline. This contradicts the above feeling on teachers as the percentage that agreed is relatively higher. However, 10.53% were neutral. On Removing learners who interrupt lesson and making them stand outside the class to instill discipline produced 42.11% of those teachers who strongly agree and agree, nevertheless, 52.63% of teachers strongly disagree and disagree whereas 5.26% were neutral. On Ensuring that deviant learners do not sit in the same place in class to instill discipline reveals that 78.95% strongly agree and agree, while 21.05% disagreed. On using different instructional methods during lessons to assist in enhancing learning and academic achievement of learners revealed that, 94.73% strongly agree and agree, 0% disagreed and 5.26% was neutral. On appointing a prefect to help in controlling deviant behaviours in case of teachers absence revealed that, 94.74% agreed, 5.26% were neutral and, 0% disagreed.
Table 4.11: Chi-square Tests on Teachers influence of Classroom Discipline Management on Learners Achievement

| Chi-Square | .000a |
| Df         | 14   |
| Asymp. Sig.| 1.000 |
| Sig.       | 1.000b |
| Monte Carlo 95% Confidence Interval | Lower Bound 1.000 Upper Bound 1.000 |

The chi-square test shows a p value of 0.000 <0.05 indicating that there exist a relationship between classroom discipline management by teachers on learners’ achievement in school. Hence the null hypothesis that classroom discipline management does not influence students’ academic achievement is thus rejected. It is noted that, canning of learners greatly improves their commitment in class which improves their academic achievement, Suspending deviant learners improves learners academic achievement by eliminating sources of lesson distraction, Removing learners who interrupt lesson and making them stand outside the class improves silence and learning which translates into better academic achievement, Ensuring that deviant learners do not sit in the same place in class eliminates avenues of interruption, improving their concentration and participation during lessons hence improving their achievement, Emmer and Stough (2001) argued that the ability of teachers to organize classrooms and manage the behaviour of the students is critical to achieving positive educational outcomes. Using different instructional methods during lessons assists in enhancing learning and academic achievement of learners and appointing a prefect helps in controlling deviant behaviours in case of teachers absence increases, notes revision among learners which eventually improves their academic achievement. This concurs with Dibara (2007) who has it that successful teaching and learning requires more than controlling students’ behaviour. In conclusion, classroom order encourages student engagement which supports learning, without order a teacher is hard pressed to promote students learning. Doyle (2011).
4.5 Instructional Supervision

4.5.1 Principals Carryout Instructional Supervision

Table 4.12: How Regularly Principals Carryout Instructional Supervision (responses by teachers)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>5</td>
<td>26.32</td>
</tr>
<tr>
<td>Often</td>
<td>12</td>
<td>63.16</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>10.52</td>
</tr>
<tr>
<td>Very Rarely</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Source: Survey Findings

It was revealed that most of the principals very often and often carried out instructional supervision in schools with a rate 89.48%. However, a small rate of 10.53% indicated that principals rarely carried out instructional supervision. The study sought out to find the relation of instructional supervision.

4.5.2 Students Response on Instructional supervision and Student Academic Achievement

Table 4.13: Students Responses on How Regularly Principals Carry out Instructional supervision

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>72</td>
</tr>
<tr>
<td>Often</td>
<td>130</td>
</tr>
<tr>
<td>Rarely</td>
<td>67</td>
</tr>
<tr>
<td>Very Rarely</td>
<td>2 7</td>
</tr>
<tr>
<td>Never</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>315</td>
</tr>
</tbody>
</table>
From the table above, very often and often takes a larger percent of 64.13%. Nevertheless the findings also indicated that some principals rarely, very rarely and never got involved in instructional supervision with the rate of 35.87%. These findings are supported by Ike-Obiona, (2007) who revealed that most secondary school administrators have little or nothing in their background to prepare them as instructional supervisors. Through inefficiency in instructional supervision much learning time I lost in many African education systems. 25% or more of schools may be lost each year in poorly managed schools Lewin and Caillords. (2001)

4.5.3 Forms of Instructional Supervision

<table>
<thead>
<tr>
<th>Table 4.14: Forms of Instructional Supervision (responses by teachers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>Walk in during lessons</td>
</tr>
<tr>
<td>Reviewing teachers’ Professional documents</td>
</tr>
<tr>
<td>Reviewing learners’ notes</td>
</tr>
<tr>
<td>Reviewing teacher/ learner class attendance register</td>
</tr>
<tr>
<td>Reviewing teachers and learners school attendance</td>
</tr>
<tr>
<td>Watching the teacher during lessons</td>
</tr>
</tbody>
</table>

It was revealed that most principals Reviewed learners notes, Reviewed teachers professional documents and walked in as an instructional method with a rate of 57.89, 31.58 and 10.53 percent. None of the principals reviewed teachers’ class attendance register and teachers’ school attendance. Musungu and Nasongo (2008) carried out a study in Vihiga district in Western Kenya investigating the principal’s instructional role in the academic achievement in KCSE. They found out that 8% of
the principals in high performing schools checked; lesson books, class registers and school attendance.

4.5.4 Instructional Supervision and Students Academic Achievement in Public Secondary Schools (Response by Teachers)

Table 4.15: Instructional Supervision and Students Academic Achievement in Public Secondary Schools (Response by Teachers)

<table>
<thead>
<tr>
<th>Activity</th>
<th>SA (%)</th>
<th>A(%)</th>
<th>N(%)</th>
<th>D(%)</th>
<th>SD(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk in during lessons by the principals ensures that teachers are always present in classes during lessons which improve learners achievement in exams</td>
<td>1(5.26)</td>
<td>5(26.32)</td>
<td>5(26.32)</td>
<td>5(26.32)</td>
<td>3(15.79)</td>
</tr>
<tr>
<td>Reviewing teachers working schemes by principals ensures that they cover entire syllabus hence learners are able to gain all the needed information, hence pass their exams</td>
<td>7(36.84)</td>
<td>7(36.84)</td>
<td>3(15.79)</td>
<td>1(5.26)</td>
<td>1(5.26)</td>
</tr>
<tr>
<td>Reviewing learners notes enables principals to assess the quality of teaching and information they receive which enhances their ability to put in place measures that enhances teachers lesson delivery and eventual improved academic achievement of learners</td>
<td>8(42.11)</td>
<td>5(26.32)</td>
<td>4(21.05)</td>
<td>2(10.53)</td>
<td>0(0)</td>
</tr>
<tr>
<td>Reviewing teacher/learner class attendance register enables the principal to ensure all teachers and learners are present in class during lessons which improves learning and academic achievement among learners</td>
<td>11(57.89)</td>
<td>6(31.58)</td>
<td>2(10.53)</td>
<td>0(0)</td>
<td>0(0)</td>
</tr>
<tr>
<td>Reviewing teachers and learners school attendance allows the principals to curtail absenteeism, hence ensuring that everyone is always in school and ready to teach and learn which improves learners academic achievement</td>
<td>15(78.95)</td>
<td>4(21.05)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
</tr>
<tr>
<td>Watching the teacher during lessons encourages teachers to use the most effective instructional methodologies which improves learning and academic achievement</td>
<td>4(21.05)</td>
<td>7(36.84)</td>
<td>3(15.79)</td>
<td>1(5.26)</td>
<td>4(21.05)</td>
</tr>
</tbody>
</table>
From the table above, it can be revealed that teachers who say that walking in during lessons by the principals ensures that teachers are always present in classes during lessons which improve learners’ achievement in exams are at 31.58% while those who disagreed are at the rate of 42.11%. However, 26.32% were undecided. These findings contradicts Kitavi (2005) who asserts that physical observation of a lesson presentation is the only way a principal can gain insight into quality of teaching and learning. Generally, majority of respondents strongly agree that instructional supervision methods by principals in schools are used in schools in ensuring learners achieve academically.

4.5.5 Students Response on Forms of Instructional Supervision and Student Academic Achievement

Table 4.16: Students Response on Forms of Instructional Supervision and Student Academic Achievement

<table>
<thead>
<tr>
<th>Form of Instructional Supervision</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk in during lessons</td>
<td>30</td>
<td>9.52</td>
</tr>
<tr>
<td>Reviewing learners notes</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Reviewing teacher/learner class attendance register</td>
<td>158</td>
<td>50.16</td>
</tr>
<tr>
<td>Reviewing teachers and learners school attendance</td>
<td>91</td>
<td>28.89</td>
</tr>
<tr>
<td>Watching the teacher during lessons</td>
<td>9</td>
<td>2.86</td>
</tr>
<tr>
<td>Any other please</td>
<td>13</td>
<td>4.44</td>
</tr>
</tbody>
</table>

From the table above, 50.16% and 28.89% of the respondents respond that reviewing of teacher/learner class attendance register and reviewing teachers and learners’ school attendance respectively are the main form of instructional supervision normally used.
<table>
<thead>
<tr>
<th>Research Items</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk in during lessons by the principals ensures that teachers are always present in classes during lessons which improve learners achievement in exams</td>
<td>68(21.59)</td>
<td>68(21.59)</td>
<td>60(19.05)</td>
<td>75(23.81)</td>
<td>44(13.97)</td>
</tr>
<tr>
<td>Reviewing learners notes enables principals to assess the quality of teaching and information they receive which enhances their ability to put in place measures that enhances teachers lesson delivery and eventual improved academic achievement of learners</td>
<td>65(20.63)</td>
<td>86(27.30)</td>
<td>74(23.49)</td>
<td>50(15.87)</td>
<td>40(12.70)</td>
</tr>
<tr>
<td>Reviewing teacher/learner class attendance register enables the principal to ensure all teachers and learners are present in class during lessons which improves learning and academic achievement among learners</td>
<td>140(44.4)</td>
<td>110(34.9)</td>
<td>35(11.11)</td>
<td>19(6.03)</td>
<td>11(3.49)</td>
</tr>
<tr>
<td>Reviewing teachers and learners school attendance allows the principals to curtail absenteeism, hence ensuring that everyone is always in school and ready to teach and learn which improves learners academic achievement</td>
<td>90(28.57)</td>
<td>111(35.2)</td>
<td>66(20.65)</td>
<td>27(8.57)</td>
<td>21(6.67)</td>
</tr>
<tr>
<td>Watching the teacher during lessons encourages teachers to use the most effective instructional methodologies which improves learning and academic achievement</td>
<td>63(20.00)</td>
<td>76(24.13)</td>
<td>55(17.46)</td>
<td>47(14.92)</td>
<td>74(23.49)</td>
</tr>
</tbody>
</table>
From the table above, majority of the respondents strongly agree and agree that instructional supervision by principals influence learners achievement. Majority (43.18%) of the respondents agree and strongly agree that a ‘Walk in’ during lessons by the principals ensures that teachers are always present in classes during lessons which improve learners achievement in exams, 47.93% of the respondents believe that reviewing learners notes enables principals to assess the quality of teaching and information they receive which enhances their ability to put in place measures that enhances teachers lesson delivery and eventual improved academic achievement of learners, 79.34% of the respondents believe that reviewing teacher/learner class attendance register enables the principal to ensure all teachers and learners are present in class during lessons which improves learning and academic achievement among learners, 63.77% of the respondents indicate that reviewing teachers and learners school attendance allows the principals to curtail absenteeism, hence ensuring that everyone is always in school and ready to teach and learn which improves learners academic achievement and 44.13% of the respondents indicate that watching the teacher during lessons encourages teachers to use the most effective instructional methodologies which improves learning and academic achievement. These findings are in tandem with Musungu and Nasongo (2008) who carried out a study in Vihiga district in western Kenya investigating instructional role of the principal academic achievement in KCSE. They found out that 8% in the principals in high performing schools checked lesson books, schemes of work and registers of class and school attendance.
The p values above indicate that the null hypothesis that instructional supervision does not affect student performance will be accepted. Thus results indicate that instructional supervision significantly influences achievement of learners.

4.6 Instructional Methodologies

4.6.1 Most Used Instructional Methodologies. (Responses by Teachers)

Table 4.19: Most Used Instructional Methodologies

<table>
<thead>
<tr>
<th>Method</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Instructional Methods</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lecture Instructional Methods</td>
<td>1</td>
<td>5.26</td>
</tr>
<tr>
<td>Discussion instructional methods</td>
<td>3</td>
<td>15.79</td>
</tr>
<tr>
<td>Differentiated instructional methods</td>
<td>5</td>
<td>26.32</td>
</tr>
<tr>
<td>Cooperative instructional methods</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Structured instructional methods</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Interactive instructional methods</td>
<td>10</td>
<td>52.63</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
Majority of the respondents views that interactive instructional methods is the most used instructional method with a rate of 52.63% followed by Differentiated instructional methods at 26.32%, Discussion instructional methods at 15.79% and lecture Instructional Methods at 5.26%.

4.6.2 Most Used Instructional Methodologies (responses by students)

Table 4.20: Most Used Instructional Methodologies

<table>
<thead>
<tr>
<th>Methodologies</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Instructional methods</td>
<td>40</td>
<td>12.70</td>
</tr>
<tr>
<td>Lecture instructional notes</td>
<td>80</td>
<td>25.40</td>
</tr>
<tr>
<td>Discussion instructional methods</td>
<td>88</td>
<td>27.94</td>
</tr>
<tr>
<td>Differentiated instructional methods</td>
<td>16</td>
<td>5.08</td>
</tr>
<tr>
<td>Cooperative instructional methods</td>
<td>37</td>
<td>11.75</td>
</tr>
<tr>
<td>Structured instructional methods</td>
<td>5</td>
<td>1.59</td>
</tr>
<tr>
<td>Interactive instructional methods</td>
<td>49</td>
<td>15.56</td>
</tr>
</tbody>
</table>

From the table 4.20, the results from respondents implied that the most used classroom instructional methodologies by teachers in schools is discussion instructional methods (27.94%) and lecturer instructional notes (25.4%). The results also indicate that the least used classroom instructional strategy is the structured instructional methods (1.59%). Akbari (2007) teaching methodologies employed by teachers in classrooms can have either positive or negative impacts on learners.
### 4.6.3 Teachers Responses on Instructional Methodologies

**Table 4.21: Teachers Responses on Instructional Methodologies**

<table>
<thead>
<tr>
<th>Research Items</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional instructional methods greatly improves learners academic achievement in this school</td>
<td>1(5.26)</td>
<td>2(10.53)</td>
<td>9(47.37)</td>
<td>5(26.32)</td>
<td>2(10.53)</td>
</tr>
<tr>
<td>Lecture instructional methods greatly improves learners academic achievement in this school</td>
<td>1(5.26)</td>
<td>6(31.58)</td>
<td>6(31.58)</td>
<td>4(21.05)</td>
<td>2(10.53)</td>
</tr>
<tr>
<td>Discussion instructional methods greatly improves learners academic achievement in this school</td>
<td>7(36.84)</td>
<td>8(42.11)</td>
<td>3(15.79)</td>
<td>1(5.26)</td>
<td>0(0)</td>
</tr>
<tr>
<td>Differentiated instructional methods greatly improves learners academic achievement in this school</td>
<td>5(26.32)</td>
<td>9(47.37)</td>
<td>5(26.32)</td>
<td>0(0)</td>
<td>0(0)</td>
</tr>
<tr>
<td>Cooperative instructional methods greatly improves learners academic achievement in this school</td>
<td>5(26.32)</td>
<td>11(57.89)</td>
<td>3(15.79)</td>
<td>0(0)</td>
<td>0(0)</td>
</tr>
<tr>
<td>Structured instructional methods greatly improves learners academic achievement in this school</td>
<td>4(21.05)</td>
<td>12(63.16)</td>
<td>3(15.79)</td>
<td>0(0)</td>
<td>0(0)</td>
</tr>
<tr>
<td>Interactive instructional methods greatly improves learners academic achievement in this school</td>
<td>8(42.11)</td>
<td>9(47.37)</td>
<td>2(10.53)</td>
<td>0(0)</td>
<td>0(0)</td>
</tr>
</tbody>
</table>
From the table above, it can be revealed that majority of the respondents believe that classroom instructional methods influences academic achievement in public secondary schools with most choosing strongly agree and agree options.

### 4.6.4 Students Responses on Classroom Instructional Methodologies

**Table 4.22: Students Responses on Classroom Instructional Methodologies**

<table>
<thead>
<tr>
<th>Research Items</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional instructional methods greatly improves learners academic achievement in this school</td>
<td>39(12.38)</td>
<td>47(14.92)</td>
<td>88(27.94)</td>
<td>67(21.27)</td>
<td>74(23.49)</td>
</tr>
<tr>
<td>Lecture instructional methods greatly improves learners academic achievement in this school</td>
<td>29(9.21)</td>
<td>38(12.06)</td>
<td>69(21.90)</td>
<td>91(28.89)</td>
<td>88(27.94)</td>
</tr>
<tr>
<td>Discussion instructional methods greatly improves learners academic achievement in this school</td>
<td>136(43.17)</td>
<td>114(36.19)</td>
<td>43(13.65)</td>
<td>17(5.40)</td>
<td>5(1.59)</td>
</tr>
<tr>
<td>Differentiated instructional methods greatly improves learners academic achievement in this school</td>
<td>54(17.14)</td>
<td>67(21.27)</td>
<td>109(34.60)</td>
<td>47(14.92)</td>
<td>38(12.06)</td>
</tr>
<tr>
<td>Cooperative instructional methods greatly improves learners academic achievement in this school</td>
<td>95(30.16)</td>
<td>106(33.65)</td>
<td>72(22.86)</td>
<td>27(8.57)</td>
<td>15(4.76)</td>
</tr>
<tr>
<td>Structured instructional methods greatly improves learners academic achievement in this school</td>
<td>36(11.43)</td>
<td>86(27.30)</td>
<td>130(41.27)</td>
<td>30(9.52)</td>
<td>33(10.48)</td>
</tr>
<tr>
<td>Interactive instructional methods greatly improves learners academic achievement in this school</td>
<td>100(31.75)</td>
<td>116(36.83)</td>
<td>55(17.46)</td>
<td>20(6.35)</td>
<td>24(7.62)</td>
</tr>
</tbody>
</table>
From table 4.22, majority of the respondents disagreed that traditional instructional methods greatly improves learners academic achievement in this school and Lecture instructional methods greatly improves learners academic achievement in the school. However, majority of the respondents agreed that Discussion instructional methods greatly improves learners academic achievement in this school, Cooperative instructional methods greatly improves learners academic achievement in the school and Interactive instructional methods greatly improves learners academic achievement in the school. However, 41.27% of the respondents were not sure whether structured instructional methods greatly improved learners academic achievement in the school. Stronge (2002). Observed that how best to differentiate and individualize for the range of students needs and abilities in a common classroom is an ongoing challenge.

Table 4.23: Chi-square tests on Students Responses on Instructional Methodologies and learners Achievement

<table>
<thead>
<tr>
<th>Test Statistics</th>
<th>Chi-Square</th>
<th>Df</th>
<th>Asymp. Sig.</th>
<th>Sig.</th>
<th>Monte Carlo Sig. 95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower Bound</td>
</tr>
<tr>
<td>Chi-Square</td>
<td>.003</td>
<td>.003</td>
<td>.003</td>
<td>.003</td>
<td>.003</td>
</tr>
<tr>
<td>Df</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Asymp. Sig.</td>
<td>1.000</td>
<td>1.000</td>
<td>1.000</td>
<td>1.000</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig.</td>
<td>1.000</td>
<td>1.000</td>
<td>.831</td>
<td>.387</td>
<td>.451</td>
</tr>
</tbody>
</table>

Results indicate that the null hypothesis that classroom instructional methodologies does not affect students’ academic achievement is rejected since the p value is 0.003<0.05.


4.7 Supportive Feedback

4.7.1 Types of Supportive Feedback on Students Academic Achievement

Table 4.24: Teachers Response on supportive Feedback and Student Academic Achievement

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rewarding good behaviour</td>
<td>9</td>
<td>47.37</td>
</tr>
<tr>
<td>Caring for the learners</td>
<td>1</td>
<td>5.26</td>
</tr>
<tr>
<td>Positive interaction between teachers and learners</td>
<td>7</td>
<td>36.85</td>
</tr>
<tr>
<td>Constructive evaluation</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Accurate assessment</td>
<td>1</td>
<td>5.26</td>
</tr>
<tr>
<td>Praising learners for good performance</td>
<td>1</td>
<td>5.26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Majority of the respondents responded that rewarding good behaviour and positive interaction between teachers and learners influences academic achievement with a rate of 47.37% and 36.85% respectively. Croninger and Lee (2001) asserts that the degree of teacher caring and interaction with students reported by both parents and teachers has a significant impact on performance.

Table 4.25: Students Responses on Types of Supportive Feedback on Students Academic Achievement

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rewarding Good behaviour</td>
<td>85</td>
<td>26.98</td>
</tr>
<tr>
<td>Caring for learners</td>
<td>18</td>
<td>5.71</td>
</tr>
<tr>
<td>Positive interaction between teachers and learners</td>
<td>141</td>
<td>44.77</td>
</tr>
<tr>
<td>Constructive evaluation</td>
<td>15</td>
<td>4.76</td>
</tr>
<tr>
<td>Accurate assessment</td>
<td>12</td>
<td>3.81</td>
</tr>
<tr>
<td>Praising learners for good performance</td>
<td>40</td>
<td>12.70</td>
</tr>
<tr>
<td>Any other</td>
<td>4</td>
<td>1.27</td>
</tr>
</tbody>
</table>
According to the findings in the table above, the supportive feedbacks that are commonly used in classroom management by teachers is the positive interaction between teachers (44.77%) and learners and rewarding good behaviour (26.98%). The respondents however indicated that accurate assessment is one of the least used supportive feedback in classroom management by teachers.

4.7.2 Responses on Supportive Feedback and Student Academic Achievement

Table 4.26: Teachers Responses on Supportive Feedback and Student Academic Achievement

<table>
<thead>
<tr>
<th>Research Items</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rewarding good behaviours in class greatly improves learners achievement in this school</td>
<td>12(63.16)</td>
<td>4(21.05)</td>
<td>3(15.79)</td>
<td>0(0)</td>
<td>0(0)</td>
</tr>
<tr>
<td>Caring for learners by teachers improves learners achievement in this school</td>
<td>5(26.32)</td>
<td>6(31.58)</td>
<td>7(36.84)</td>
<td>1(5.26)</td>
<td>0(0)</td>
</tr>
<tr>
<td>Positive interaction between teachers and learners improves learners achievement in this school</td>
<td>13(68.42)</td>
<td>5(26.32)</td>
<td>1(5.26)</td>
<td>0(0)</td>
<td>0(0)</td>
</tr>
<tr>
<td>Constructive evaluation improves learners achievement in this school</td>
<td>10(52.63)</td>
<td>9(47.37)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
</tr>
<tr>
<td>Accurate assessment improves learners achievement in this school</td>
<td>10(52.63)</td>
<td>8(42.11)</td>
<td>1(5.26)</td>
<td>0(0)</td>
<td>0(0)</td>
</tr>
<tr>
<td>Praising learners for good performance improves learners achievement in this school</td>
<td>9(47.37)</td>
<td>9(47.37)</td>
<td>0(0)</td>
<td>1(5.26)</td>
<td>0(0)</td>
</tr>
</tbody>
</table>

From the table above, it can be revealed that majority of respondents strongly agree and agree that supportive feedback influences on students academic achievement in schools.
Table 4.27: Chi-square tests on Students Response on Supportive Feedback and Student Academic Achievement

<table>
<thead>
<tr>
<th></th>
<th>Chi-Square</th>
<th>Df</th>
<th>Asymp. Sig.</th>
<th>Monte Carlo Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower Bound</td>
</tr>
<tr>
<td></td>
<td>0.000</td>
<td>12</td>
<td>1.000a</td>
<td>1.000b</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Upper Bound</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.000</td>
<td>1.000</td>
</tr>
</tbody>
</table>

The null hypothesis that supportive feedback does not affect student academic performance is thus rejected since the p value <0.05.

### 4.7.3 Students Responses on Supportive Feedback on Academic Achievement

Table 4.28: Students Responses on Supportive Feedback on Academic Achievement

<table>
<thead>
<tr>
<th>Research Items</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rewarding good behaviours in class greatly improves learners’ achievement in this school</td>
<td>147(46.67)</td>
<td>105(33.33)</td>
<td>37(11.75)</td>
<td>8(2.54)</td>
<td>18(5.71)</td>
</tr>
<tr>
<td>Caring for learners by teachers improves learners achievement in this school</td>
<td>91(28.89)</td>
<td>127(40.32)</td>
<td>55(17.46)</td>
<td>23(7.30)</td>
<td>19(6.03)</td>
</tr>
<tr>
<td>Positive interaction between teachers and learners improves learners achievement in this school</td>
<td>158(50.016)</td>
<td>88(27.394)</td>
<td>47(14.92)</td>
<td>10(3.17)</td>
<td>11(3.49)</td>
</tr>
<tr>
<td>Constructive evaluation improves learners achievement in this school</td>
<td>66(20.95)</td>
<td>116(36.83)</td>
<td>96(30.48)</td>
<td>27(8.57)</td>
<td>10(3.17)</td>
</tr>
<tr>
<td>Accurate assessment improves learners achievement in this school</td>
<td>73(23.17)</td>
<td>108(34.29)</td>
<td>93(29.52)</td>
<td>19(6.03)</td>
<td>22(6.98)</td>
</tr>
<tr>
<td>Praising learners for good performance improves learners achievement in this school</td>
<td>83(26.35)</td>
<td>57(18.10)</td>
<td>73(23.17)</td>
<td>43(13.65)</td>
<td>59(18.73)</td>
</tr>
</tbody>
</table>
From the table above, majority of the respondents (80%) strongly agree and agree that Rewarding good behaviours in class greatly improves learners achievement in the school, majority (69.21%) of the respondents strongly agree and agree that Caring for learners by teachers improves learners achievement in the school, majority (77.4%) strongly agree and agree that Positive interaction between teachers and learners improves learners achievement in the school, majority (57.78%) agree that Constructive evaluation improves learners achievement in the school, 57.46% strongly agree and agree that Accurate assessment improves learners achievement in the school and also majority strongly agree that Praising learners for good performance improves learners achievement in the school. According to Croninger and Lee (2001), Weiss et al. (2005) the degree of teacher caring and interaction with students reported by both teachers and parents has a significant impact on performance. In conclusion, Scheweinle, Meyer, and Turner (2006) revealed that providing substantive feedback about competence and goal progress increases self-efficacy, enhances interest and persistence and increases intrinsic motivation.
CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

The main purpose of this study was to investigate the influence of classroom management practices on students’ academic achievement in public secondary schools in Tharaka Nithi County; Kenya. Two sets of questionnaires were utilized to gather the required data from the students and teacher’ in the secondary schools. This chapter outlines the study’s summary, conclusions, recommendations and suggestions on related areas for further studies.

5.2 Summary

Based on the results of study, the following were the major findings

5.2.1 Classroom Discipline Management and Learners Academic Achievement

It was noted that, discipline measures in classroom put in place learners greatly improved their commitment in class which improved their academic achievement, Suspending deviant learners improved learners academic achievement by eliminating sources of lesson distraction, Removing learners who interrupted lesson and making them stand outside the class improved silence and learning which translated into better academic achievement, Ensuring that deviant learners did not sit on the same place in class eliminated avenues of interruption, improving their concentration and participation during lessons hence improving their academic achievement
5.2.2 Instructional Supervision and Learners Academic Achievement

The study also noted that using different instructional methods during lessons assisted in enhancing learning and academic achievement of learners and appointing a prefect helped in controlling deviant behaviours in case of teachers absence increases, notes revision among learners which eventually improved their academic achievement.

It was revealed that most of the principals very often and often carried out instructional supervision in schools with a rate of 89.48%. The findings also revealed that 10.53% rarely carried out the instructional supervision. The study had sought out to find the relation of instructional supervision to the learners achievement.

5.2.3 Classroom Instruction Methodologies and Learners Academic Achievement

The study revealed that most principals reviewed learners notes, reviewed teachers working schemes and walked in as an instructional method with a rate of 57.89, 31.58 and 10.53 percent respectively. From the findings, none of the principals reviewed teachers’ class attendance register and teachers’ school attendance, maybe it was assumed that it was obvious for teacher to be in school unless with prior permission from the administration. However, most of the respondents agreed that instructional supervision played a crucial role in ensuring that learners achievement was attained, majority of the principals agreed that by them taking a front role in ensuring that they do instructional supervision they played a significant in ensuring that the school syllabus was completed in time and hence the learners were well prepared for their exams and hence improvement in performance. This is in tandem
with Kimeu (2010) who asserts that overall high performance is realized if principals carry out their instructional supervision roles.

5.2.4 Supportive Feedback and Students Academic Achievement

Supportive feedbacks that were commonly used in classroom management by teachers was positive interaction between teachers and learners and rewarding good behaviour. The respondents however in the research indicated that accurate assessment is one of the least used supportive feedback in classroom management by teachers. Rewarding good behaviours in class greatly improved learners’ achievement in the school, with majority of the respondents strongly agreeing that caring for learners by teachers improved learners’ achievement in the school. Also the respondents strongly agreed that Positive interaction and Constructive evaluation between teachers and learners improved learners’ achievement in the school. Accurate assessment and Praising of learners also improved learners achievement in the school.

5.3 Conclusion

This study aimed at investigating the influence of classroom management practices on students’ academic achievement in public secondary schools in Tharaka Nithi County;

Kenya. Inappropriate classroom management practices have led to poor academic performance which is as a result of inadequate classroom discipline management practices, inadequate monitoring by principals, understaffing, high teacher turnover rate, inadequate prior preparation, low motivation for teachers, large workload,
absenteeism by both teachers and learners, learners’ lateness and lack of support from parents.

i) The findings of this study indicated that proper classroom discipline management had a positive impact on learner’s achievement.

ii) The findings also indicated that teaching methodologies were not effective and thus had little impact on the learner’s achievement.

iii) The research also indicated that instructional supervision done by head teachers had a positive impact towards learners achievement as this made sure teachers were able to complete the class syllabus hence preparing the students achieve academic excellence, however most of the head teachers did not employ walking in class method during lessons to ascertain whether what was in the schemes was what was taught in class.

iv) The findings also showed that supportive feedback through encouragement of learners played a crucial role towards ensuring that learners are motivated hence improving learner’s achievement.

5.4 Recommendations

The following recommendations originate from the findings of this study:

5.4.1 Classroom Discipline Management and Learners Academic Achievement

In relation to objective one the researcher recommends that in order to ensure classroom management is at par with other counties, similar studies should be done so as to ascertain whether the same management techniques has a positive or negative impact towards learners’ academic achievement. All stakeholders should be involved in revising the policies that govern the discipline management of the
students in secondary schools. The school administration should also try to interpret rules and regulations to students so that they may understand their implications.

5.4.2 Instructional Supervision and Learners Academic Achievement

In objective two the researcher recommends that head teachers should go beyond just the normal checking of schemes, attendance register and do impromptu visits in classes to ensure that what are the schemes is being followed to the letter. The ministry of education should ensure that the principals as well as deputy principals should undertake professional development and capacity building courses on instructional supervision.

5.4.3 Classroom Instruction Methodologies and Learners Academic Achievement

In objective three Head teachers should do bench marking with counties that have been found performing well particularly in teaching methodologies. Kenya institute of curriculum development and other educational stakeholders should revise the current teaching methodologies and come up with workable and up to date teaching methods which are in tandem with current educations trends. Teachers should also undertake in-service training to ensure that they are well equipped with the required pedagogical skills.

5.4.4 Supportive Feedback and Students Academic Achievement

On objective four, the researcher recommends that supportive feedback should be encouraged as this plays a crucial role in encouraging learner’s academic achievement. The school management should facilitate the student’s involvement in decision making on important matters affecting their learning affairs. They should
also provide open channels of communication to all key players. Finally the school administration should have frequent barazas with students for them to vent out their frustrations, fears and dissatisfactions. This will help reduce chaos within the school hence improving academic achievement.

5.5 Suggestions for Further Studies

Based on the findings of this study, further research may be conducted in the following related areas:

i) Effectiveness of instructional methodologies on performance of teachers

ii) Determinants of guidance and counseling in improving learners achievement.
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Iranian Journal of Language Teaching Research 3(1), (Jan., 2015)


APPENDICES

APPENDIX I: RESEARCH QUESTIONNAIRE FOR TEACHERS

This questionnaire is aimed at collecting data on the influence of classroom management practices on students academic achievement in public secondary schools in Tharaka Nithi county; Kenya for a master project. The data will be used for academic purpose only and will be treated with strict confidence. You are requested to participate in the study by providing answers to the items in the sections as indicated.

General Instruction: Please tick against your most appropriate answer and fill the spaces provided.

SECTION ONE:

Demographic Information

1. What is your gender?
   Male [ ] Female [ ]

2. What is your age?
   Below 24 [ ] 25-30 [ ] 30-40 [ ]
   40-50 [ ] Above 50 [ ]

3. What is the highest academic qualification you have ever attained?
   Diploma [ ] Degree [ ] Master [ ]
   PhD/Doctorate [ ]

4. How long have you worked as a teacher in this sub-county?
   Less than a year [ ] 2-4 years [ ] 5-7 years [ ]
   over 8 years [ ]
SECTION TWO:
Classroom Discipline Management and Students Academic Achievement in Public Secondary School

5. Which is the main classroom discipline management commonly employed by teachers in this school?
   Suspension [ ]
   Canning [ ]
   Standing outside during lessons [ ]
   Separating deviant learners in class [ ]
   Employing different instructional methods [ ]
   Any other please state ........................................................................................................

6. Kindly respond to the following statements as strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree based on your views on the influence of classroom management by teachers on learners' achievement in this school.

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<th>Research Items</th>
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SECTION THREE:

Instructional Supervision and Students’ Academic Achievement in Public Secondary School

7. How often do principals carry out instructional supervision in this school?
   - Very often [ ]
   - Often [ ]
   - Rarely [ ]
   - Very rarely [ ]
   - Never [ ]

8. If instructional supervision is normally carried out, which is the main form of instructional supervision normally used?
   a. Walk in during lessons [ ]
   b. Reviewing teachers working schemes [ ]
   c. Reviewing learners notes [ ]
   d. Reviewing teacher/learner class attendance register [ ]
   e. Reviewing teachers and learners school attendance [ ]
   f. Watching the teacher during lessons [ ]
   g. Any other please state .................................................................
9. Kindly respond to the following statements as strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree based on your views on the influence of instructional supervision by principals on learners achievement in this school.

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<td>Walk in during lessons by the principals ensures that teachers are always present in classes during lessons which improve learner’s achievement in exams</td>
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<td>Reviewing teachers working schemes by principals ensures that they cover entire syllabus hence learners are able to gain all the needed information, hence pass their exams</td>
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<td>Reviewing learners notes enables principals to assess the quality of teaching and information they receive which enhances their ability to put in place measures that enhances teachers lesson delivery and eventual improved academic achievement of learners</td>
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SECTION FOUR:

Classroom Instruction and Students Academic Achievement in Public Secondary School

10. Which of the following is the most used classroom instructional method by teachers in this school?
   a. Traditional instructional methods [ ]
   b. Lecture instructional methods [ ]
   c. Discussion instructional methods [ ]
   d. Differentiated instructional methods [ ]
   e. Cooperative instructional methods [ ]
   f. Structured instructional methods [ ]
   g. Interactive instructional methods [ ]
   h. Any other please note ........................................................................................................

11. Kindly respond to the following statements as strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree based on your views on the influence of instructional methods by teachers on learners achievement in this school.

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<td>Lecture instructional methods greatly improves learners academic achievement in this school</td>
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SECTION FIVE:

Supportive Feedback and Students Academic Achievement in Public Secondary School

12. Which supportive feedback is commonly used in classroom management in this school by teachers?
   a. Rewarding good behaviour [    ]
   b. Caring for learners [    ]
   c. Positive interaction between teachers and learners [    ]
   d. Constructive evaluation [    ]
   e. Accurate assessment [    ]
   f. Praising learners for good performance [    ]
   g. Any other please state …………………………………………………………………………………

13. Kindly respond to the following statements as strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree based on your views on the influence of supportive feedback by teachers on learners achievement in this school.

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General Instruction: Please tick against your most appropriate answer and fill the spaces provided.

SECTION ONE:

Demographic Information

1. What is your gender?
   Male [    ] Female [    ]

2. What is your class?
   Form one [    ] Form two [    ]
   Form three [    ] Form four [    ]

3. How can you rate your academic achievement?
   Above average [    ] Average [    ]
   Good [    ] Poor [    ]
   Very poor [    ]

SECTION TWO:

Classroom Discipline Management and Students Academic Achievement in Public Secondary School

4. Which is the main classroom discipline management mainly employed by teachers in this school?
   Suspension [    ]
   Canning [    ]
   Standing outside during lessons [    ]
   Separating deviant learners in class [    ]
   Employing different instructional methods [    ]
   Any other please state ..................................................................................................................................................
5. Kindly respond to the following statements as strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree based on your views on the influence of classroom management by teachers on learners achievement in this school.

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SECTION THREE:

Instructional Supervision and Students’ Academic Achievement in Public Secondary School

6. How often do principals carryout instructional supervision in this school?
   - Very often [ ]
   - Often [ ]
   - Rarely [ ]
   - Very rarely [ ]
   - Never [ ]
7. If instructional supervision is normally carried out, which is the main form of instructional supervision normally used?

- Walk in during lessons [ ]
- Reviewing learners notes [ ]
- Reviewing teacher/learner class attendance register [ ]
- Reviewing teachers and learners school attendance [ ]
- Watching the teacher during lessons [ ]
- Any other please state .................................................................

8. Kindly respond to the following statements as strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree based on your views on the influence of instructional supervision by principals on learners achievement in this school.

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SECTION FOUR:
Classroom Instructional methodologies and Students Academic Achievement in Public Secondary School

9. Which of the following is the most used classroom instructional method by teachers in this school?

Traditional instructional methods [    ]
Lecture instructional methods [    ]
Discussion instructional methods [    ]
Differentiated instructional methods [    ]
Cooperative instructional methods [    ]
Structured instructional methods [    ]
Interactive instructional methods [    ]
Any other please note ........................................................................................................................................

10. Kindly respond to the following statements as strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree based on your views on the influence of instructional methods by teachers on learners achievement in this school.

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SECTION FIVE:
Supportive Feedback and Students Academic Achievement in Public Secondary School

11. Which supportive feedback is commonly used in classroom management in this school by teachers?

- Rewarding good behaviour
- Caring for learners
- Positive interaction between teachers and learners
- Constructive evaluation
- Accurate assessment
- Praising learners for good performance
- Any other please state

12. Kindly respond to the following statements as strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree based on your views on the influence of supportive feedback by teachers on learners achievement in this school.

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</table>

Thank you
APPENDIX III: INTERVIEW SCHEDULE FOR PRINCIPALS

This interview is aimed at collecting data on the influence of classroom management practices on students academic achievement in public secondary schools in Tharaka Nithi county; Kenya for a master project. The data will be used for academic purpose only and will be treated with strict confidence. You are requested to participate in the study by providing answers to the items in the sections as indicated.

General Instruction: Your responses will be recorded by the researcher, kindly respond to questions appropriately.

SECTION ONE:
Classroom Discipline Management and Students Academic Achievement in Public Secondary School
1. Kindly state the main classroom discipline management practice commonly employed by teachers in this school?
2. How do classroom discipline management methodologies affect learners’ academic achievement in this school generally? (Kindly state)

SECTION TWO:
Instructional Supervision and Students’ Academic Achievement in Public Secondary School
3. How often do you carryout instructional supervision?
4. Which is the main instructional supervision that you normally employ? (State one)
5. How has instructional supervision carried out by you influenced learners’ achievement in this school

SECTION THREE:
Classroom Instruction and Students academic Achievement in Public Secondary School
6. Which is the main classroom instructional method employed by teachers in this school during lessons? (State one)
7. What is the influence of instructional methods used by teachers during on learners’ achievement in this school? (State one)
SECTION FOUR:
Supportive Feedback and Students Academic Achievement in Public Secondary School

8. Which is the most commonly used supportive feedback in classroom management in this school by teachers? (State)

9. What is the influence of supportive feedback by teachers on learners’ achievement in this school? (Kindly state the main one)

Thank you
## APPENDIX IV: WORK PLAN

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# APPENDIX V: BUDGET

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<td><strong>Total cost</strong></td>
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APPENDIX VI: RESEARCH AUTHORIZATION FROM
KENYATTA UNIVERSITY

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/CE/24309/2012

DATE: 22nd July, 2016

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR NJERU PAMELA GACHERI – REG. NO.
E55/CE/24309/2012

I write to introduce Ms. Njeru Pamela Gacheri who is a Postgraduate Student of this University.
She is registered for M.Ed degree programme in the Department of Educational Management
Policy and Curriculum Studies.

Ms. Gacheri intends to conduct research for a M.Ed Project Proposal entitled, “Influence of
Classroom Management Practices on Students Academic Achievement in Public Secondary Schools in
Tharaka Nithi County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

EO/rwm
APPENDIX VII: RESEARCH AUTHORIZATION FROM

NACOSTI

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

Ref. No. NACOSTI/P/16/13596/12821

30th August, 2016

Pamela Gacheri Njeru
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of classroom management practices on students academic achievement in public secondary schools in Tharaka Nithi County; Kenya,” I am pleased to inform you that you have been authorized to undertake research in Tharaka Nithi County for the period ending 26th August, 2017.

You are advised to report to the County Commissioner and the County Director of Education, Tharaka Nithi County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

Boniface Wanyama
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Tharaka Nithi County.

The County Director of Education
Tharaka Nithi County.
APPENDIX VIII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. PAMELA GACHERI NJERU
of KENYATTA UNIVERSITY, 87-604000
CHUKA, has been permitted to conduct research in Tharaka-Nithi County on the topic: INFLUENCE OF CLASSROOM MANAGEMENT PRACTICES ON STUDENTS ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN THARAKA NITHI COUNTY; KENYA for the period ending: 26th August, 2017.

Applicant’s Signature:

DIRECTOR GENERAL
National Commission for Science, Technology & Innovation

CONDITIONS
1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

RESEARCH CLEARSANCE PERMIT

Serial No. A1880

CONDITIONS: see back page
APPENDIX IX: RESEARCH AUTHORIZATION LETTER

FROM COUNTY DIRECTOR OF EDUCATION

29TH September, 2016

Pamela Gaceri Njeru
Kenyatta University
NAIROBI

RE: RESEARCH AUTHORIZATION

Your Ref. No. NACOSTI/P/16/13596/12821 dated 30th August 2016, refers.

Your request to carry out research on “Influence of classroom management practices on students academic achievement in public secondary schools in Tharaka Nithi County; Kenya,” is hereby granted for the period ending 26th August, 2017.

Upon completion of the same, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

Best wishes.

[Signature]

Robert Kithinji
For: County Director of Education
THARAKA NITHI
APPENDIX X:

RESEARCH AUTHORIZATION FROM COUNTY COMMISSIONER

THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT
Telegram: "DISTRICTER", Chuka
Telephone: Chuka 630005
Fax No. 630356
Email: cc.tharakanithi@gmail.com

While replying please quote:
TNC/ED/1/VOL.1/69

6th October, 2016

Pamela Gacheri Njeru

RE: RESEARCH AUTHORIZATION

Reference is made to a letter NACOSTI/P/16/13596/12821 dated 30th August, 2016 on the above subject matter.

This office has no objection to the research in Tharaka Nithi County for a period ending 26th August, 2017.

FLORENCE AMOIT
COUNTY COMMISSIONER
THARAKA NITHI COUNTY