

**DYNAMICS OF CLASSROOM PEDAGOGY IN KENYAN SCHOOLS AND THEIR
SUCCESS IN GENERAL PERFORMANCE OF THE STUDENTS –MUKURWE-INI
NYERI COUNTY**

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**RESEARCH PROPOSAL SUBMITTED TO DEPARTMENT OF CURRICULUM AND
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ABSTRACT

The title of the project the dynamics of classroom pedagogy in Kenyan school and their effects in general performance or the student has been suggested at a glance one sees many secondary students thronging into varies school but later find out only a few manage an aggregate grade of C+ thereby not securing chance to join a University in Kenya. The researcher wants to find out why the scenario is equipped with research questions and questionnaires to help find out various teaching methods and approaches and their success general performance of the students. The cardinal objectives are which approach is best for teaching certain content matter? Which methods and approaches are used in the best performing schools? Does the method or approach used in teaching affect the performance of the students? The study will seek to find out what the teachers and the stakeholders are doing to alleviate the problem. The general goals of education may not be achievable if the remains unchecked thereby hampering the achievement of vision 2030 While the research differed, some generalizations may be made from the findings, whether it is used for individual or group instruction, is at least as effective as traditional instruction (lecture and lecture-discussion) in promoting cognitive learning, retention of knowledge, and performance. While learner attitudes toward mediated instruction is positive. Research is needed on experimental teaching methods, strategies for teaching problem solving and clinical judgment, and ways of improving the traditional lecture and discussion. Limited research in these areas makes generalizations impossible, to teach students the diagnostic reasoning process and encourage critical thinking, both in terms of appropriate teaching methods and the way in which those strategies should be used. There are various factors promoting concept learning, understanding theories, transfer of knowledge, and development of cognitive skills. The study did not focus on the relationship of different learner characteristics, attributes of the teaching method, and learning outcomes. In addition, initial learning, retention, transfer to practice, and instructional time should be studied. Characteristics of the teacher and setting and relationship to the methodologies used and outcomes of instruction need investigation. Research should attempt to identify optimal conditions for learning and ways in which methods should be used for particular students, subject matter, and points in the nursing curriculum.

Research design includes interviews and filling of questionnaires to ensure reliability and validity apart from considering ethical issues. Research instruments such as data collection techniques and analysis procedure will be used for clarity and honesty.

Results of the conclusion will be available to relevant persons for action and appendix including budget work, plan a questionnaires will appear at the end.