INFLUENCE OF CLASSROOM DYNAMICS ON STUDENT ACADEMIC PERFORMANCE IN DAY SECONDARY SCHOOLS IN MWINGI EAST SUB COUNTY, KITUI COUNTY,KENYA

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DECLARATION AND APPROVAL

Declaration by the Student

This project report is my original work and has not been presented for a degree in any other University or for any other award.

Signature: Date:14/8/2024

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Declaration by the Supervisor

I confirm that the work reported in this project report was carried out by the candidate with my supervision

Signature: .... Date: 14.8.2024

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DEDICATION

This project is dedicated to my beloved wife Phelistas Muthakye, my daughters Joy, Patience and blessings and generally to all my family members.

ACKNOWLEDGEMENT

First, I take this opportunity to thank the almighty God for good health and provision of resources that has helped me implement this project. I also wish to thank Mount Kenya University for offering me an opportunity to pursue my Masters studies. I extend special gratitude to my supervisor Dr. Beth Mutilu Mwelu for her guidance, encouragement and patience in reading, correcting and proof-reading this work. To my fellow classmates; thanks for your inspiration. Lastly, I wish to thank my family, my mum Dorcus Muli, my beloved wife Phelistas Muthakye, daughters; Joy, Patience and Blessings for the support and patience during this study. Your shared love, care, attention and offered support that gave me enthusiasm to complete the studies.

ABSTRACT

The study aimed at investigating the influence of classroom dynamics on student academic performance in day secondary schools in Mwangi East Sub-County, Kitui County, Kenya. The objective of the study were; to evaluate the influence of class size on academic performance; to examine the influence of school rules and regulations; to assess the influence of parental involvement in school activities and to examine the influence of teacher's class supervision on academic performance. Goal Centered Theory (GCT) was used to explain the dynamics of learning. Target population of the study was 2280. 341 respondents were obtained using Slovin sample formulae. Random sampling method was used to select schools while stratified sampling method was used to select the sample size from principals, class teachers and students from selected secondary schools. Data collection was done using questionnaires, interview schedules and observations. Validity and reliability of Research Instruments was conducted to ascertain the internal consistency and legitimacy of the research instruments. Data analysis was one using SPSS (version 25). Analyzed data was presented in form of frequency tables, percentages, graphs and charts. The researcher found that; on first objective, test of hypothesis r-calculated value of 4.88 was greater than R-critical of value *2.17 at p value ~ 0.05, and null hypothesis was rejected*. On second objective, test of hypothesis r-calculated value of *4.88* is greater than R-critical of *value 2.17 at p value ~ 0.05 and null hypothesis was rejected.* On the third objective, test of hypothesis r-calculated *value of 4.11* is greater than R-critical of *value 3.1 at p value ~ 0.05 and null hypothesis was rejected*. Lastly, on the fourth objective, test of hypothesis r-calculated value of 5.2 was greater than R-critical of *value 4.2* at *p value ~ 0.05 and null hypothesis was rejected*. The study concluded that; there was evidence of reduced class time for syllabus completion for teachers as well as low mastery of contents due to pressed instructional time. Rules and instructions in classroom environment helps to improve the class learning procedures as evident from the respondent responses. Timely for class attendance was paramount for students' academic performances. Interactive demonstrations for problem solving techniques was used by selected teachers thus making teachers to have different opinions and there have been high records of insufficient learning materials that resulted to poor class management and attributed to contribution of poor performance. The researcher recommended that teachers to learn different methods of managing class sizes. Head teachers and teachers should coordinate in drafting and enforcing school rules and regulation and every teacher should have working strategies that promote class integration.

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ABBREVIATIONS AND ACRONYMS

ANOVA:	Analysis of Variance
DEO:	District Education Officer
DUF:	Drug Use Forecasting
KCSE:	Kenya Certificate of Secondary Education
NCST:	National Council for Science and Technology
PTA:	Parent Teacher Association
PTO:	Parent Teacher Organization
SPSS:	Scientific Package for Social Sciences
UK:	United Kingdom
US:	United States

CHAPTER ONE

INTRODUCTION

1.0 Background and Context of the Study

This chapter focused on the following sections; study's background, the problem statement, the study's purpose, the objectives, the research questions, the justification and significance, the constraints, the delimitations and the scope, the study's assumptions, and the operational definitions of words.

1.1 Background to the Study

Education is a dynamic process, which involves imparting knowledge, generating interests and curiosity, inculcating desirable attitudes and values and developing essential skills required for the persons partaking the study. Such process for knowledge acquisition enables students to be competent and become useful citizens. The unique responsibility of the school is to impart and help children in the acquisition of scholastic skills of the several factors influencing academic achievement; school environment may be said to play a dominant role in the achievement of school students. Schools with proper learning structures has been found to be making a greater effort for academic performance and excellence (Ncube, 2014 & Briggs, 2018).

Education has evolved over time being used as a vital tool for transforming people through acquisition of skills and knowledge. In 21st century, the process of education have been regarded as a vital tool both for investment and driving in skills development, knowledge acquisition and innovation. Scholars are on the process of researching on the dynamics of education with involvements of all stakeholders in order to make education successful. Schooling dynamism entails assorted approaches applied by teachers and the administration that involves; designing and structuring the class activities, inclusion of parents in schooling activities and creating a direct relationship of student and teachers in learning environment.

Classroom dynamics relate to what other schools do differently to motivate, stimulate and enhance students to perform better in the academic world.

According to Cuellar and Arellano (2012) traditional schools were modelled to execute a defined structures which were rigid as compared to modern schools that have different approached towards teaching and learning structures. Ministry of Education reports (2017) posits that in the 21st century, education need to be dynamic to suit different learning environments according to technological advances and to suits various needs for the students. Similarly, Kearney (2019) highlights that a part from the recommended procedures defined by the ministry of education, school administration usually have different procedures that help in bettering the academic performances for students. Internal practices for both teachers, headteachers and parents defines the academic status of the school as well as the student's within the learning environment (Mikami & Lun, 2011).

Interrogating the report done by UNESCO (2018), classroom dynamics involves creating a conducive environment for students and teachers, doing things in balance norm and enhancing the interaction between the teacher and the student. Glasman (2014) contends that classroom dynamics depends on the school operations as defined by the management and the principal who manages the whole processes. On the same, Darling-Hammond (2019) states that classroom dynamics deals with creating the conducive environment for learners, empowers teachers to deliver and consequently works on making the school learning process to be efficient and effective. Various modernised schools that records the best performances shows that for every school to be successful, there must be utmost efforts from teachers and administration to create dynamic mechanism that are flexible to suit school operations (Pianta, Gregory, Mikami & Lun, 2011).

Classroom dynamics have been predominantly studied through longitudinal ethnographic observations of the classroom while the perspective of the students who are undergoing these experiences is largely unaccounted for (Morris & Tarone, 2014). Classroom dynamics includes interactions among peers and with teachers being the key component of student's experiences, strongly influencing students' motivation to engage in the learning activities. The purpose of classroom dynamics is to create a healthy and comfortable environment in the classroom where students can feel free and confident in their learning and can easily share their ideas not only with fellow students but also with the teacher. According to Biddle and Berliner (2021) on class dynamics and small class size and its effects, classroom dynamics is referred as an effect of interaction between the teachers and students. Both teachers and students handle the dynamics of classroom interaction through interpreting actions and communicating to give it a perceived meaning (Adelman & Taylor, 2017).

Characteristics of classroom dynamics are highlighted in the concept of contingency of interaction and through the relationship of technology and interaction. Interaction is shown through a sequence of individual actions that are modified subsequent to the actions of others. Interaction can be conceptualized as a complex system that is agent based, nonlinear, and path dependent (Hadfield, 2013; Morris & Tarone, 2014). Individual agents have the capacity to act independently and based on their own choice. In the classroom context, interaction takes place between teacher and student. In this context, individual actions are delimited by the roles of the teacher and the student that create specific expectations and restrict independence and choice. Role dependency of student and teacher reflects in classroom communication, where a students is engaged in classroom activities (Leder, 2018; Darling-Hammond, 2019).

In class, the teacher elicits and negotiates concepts related to the topic with students. Teachers have to link their actions of imparting knowledge to student actions of acquiring knowledge to create dynamics in interaction that scaffold learning. Insufficient dynamic scaffolding is revealed through phenomena such as student boredom, a signifier of the individual's retreat from teaching and learning particularly prominent in compulsory education. To help students become engaged in working on a topic, learning about it, and acquiring knowledge, teacher actions reach beyond teaching the subject and imparting knowledge. Thus teachers may apply different techniques in different teaching environments in order to deliver the content of the subject (Morris & Tarone *et al.*, 2014)

Dynamism in learning calls for classroom interaction for teachers and learners which is framed by institutional and social demands. Nevertheless all activities in classroom are aimed at creating interactive order in respect to acquiring and imparting knowledge (Hurtado, Alvarez, Cuellar & Arellano, 2012). The order of classroom interaction is not sustained by a normative consensus, but rather by cooperation between the teacher and students. Teacher training skills and classroom management is a critical element for classroom dynamics (Howe and Abedin, 2013). Teachers are known to control class room environment using different approaches such as group discussions, modelling, debates, group guidance and symbols demonstrations. Morris and Tarone *et al.*, (2014) underscores that class dynamism goes beyond teachers owning the lesson rather it involves engaging the students to participate in the learning process.

Tentatively, classroom dynamics involves three processes namely; Classroom Management involves organizing learning procedures, routines and policies; classroom set-up for the physical and human resources; the relationships between teachers and students; and finally for learning (This encompasses building positive interactions of teacher and students and

students with their peers). For classroom management, it involves the coordination of teachers and pupils in classroom activities which involves running the activities of the class with dynamics in content management, child discipline management and character build up (Froyen & Iverson, 2019).

Globally provision of quality education for secondary school students remains a topic of discussion with school management striving to give the best for academic excellence. (Maynard, 2012). According to UNESCO (2019) reports, schools in United Kingdom particularly in California adopt different mechanisms like teachers skills development, student workshops and advance extra training for students. While school administration concentrate on internal efficiency for teachers and students, parents and the government work hand in hand to ensure there are better facilities for learning purpose.

An overview of France shows that classroom dynamics entails modeling the school curriculum to suit a given environment. In such instances, teachers work hand in hand with the school administration to come up with materials that help in improving the study course of the student. A research conducted by United Nations (2018) indicates that classroom dynamics in many parts of Europe not only works for enhancing the internal efficiency of the school operations but aims at creating a firm association between all stakeholders in the school. According to the research, its findings were that when teachers and students come together, they bridge the barriers that helps in improving their school performances. Tentatively in Asia, classroom dynamics are said to cause major impacts in class work for both teachers and students. Mostly teachers and students are given priority in school management because they define how the learning and training takes place (Hurtado, Cuellar & Arellano, 2012).

Focusing on Canada and Singapore both counties shows significance of classroom dynamics with three key pillars in education namely; students, parents and teachers. According to the Organization for Economic Co-operation and Development OECD (2019) study classroom dynamics aims at bettering the learning environment both internally and externally hence main goal being to better academic performances. Romero and Lee (2018) indicates that one of the principal idea on classroom dynamics aims at bettering students disciplines. With discipline in place, better academic performance becomes a norm. It's estimated that almost 85.6% of schools in Singapore where student shows high levels of discipline, then records of academic performances scores become a standard. According to Anderson (2018), classroom dynamics in China emphasis on three aspects; the workforce environment, class environment and administration environment. All these environments, if well-coordinated, they not only raise the standards of the school but also causes ripple effect in students' academic performances (Comer & Haynes, 2019).

In Africa, particularly in South Africa, academic performances are dependent on the efforts of the school as well as the student's efforts. In Nigeria, since the review of education curriculum in 2008, many secondary schools adopted different mechanisms that support teachers in teaching which creates interaction of students and teachers (Adelman & Taylor, 2017). In Ghana, classroom dynamics are defined by social-cultural approaches towards teaching and learning procedures. Wilson, Davidson, and Kirk (2013) highlights that teachers training and unstructured curriculum, poor teaching methodologies, interpersonal conflict or poor relationships with teachers are the major causes of loss of class dynamism in schools. These factors determine the efficiency created in a learning classroom environment. International bodies like UNDP Africa, UNHCR etc., advocate for flexible curriculums that are dynamic to suit the school environment and students at large.

In Kenyan context, classroom dynamism is applied in managing classroom activities by teachers. A study conducted in Kenya by Maina and Adero (2012) among secondary school students shows that the mechanism have been adopted more in private schools more than public schools. At the same time, MOE (2012) reports indicates that classroom dynamisms contributes to almost 85.6% of student creativity and builds excellent relationship with the teacher. Nairobi, a survey conducted by Kajamaa and Rajala (2018) found that many schools whose teachers adopted classroom dynamism in approaches to learning and training of students. Additionally, the context of transforming the classroom environment lies on the hands of the school management and teachers (Maina & Adero *et al*, 2012).

According to Kanga (2015), classroom dynamics in teaching and learning environment are confined within the boundaries of the classroom. The study highlights three aspects of classroom dynamics that any trainer needs to apply namely; maintaining cohesiveness of the class, bringing social interaction of the class and allowing students to freely discuss the context of various subjects. Similarly senior (2019) research on class-centered approach to teaching and learning indicates that classroom dynamics for competencies lies on gathering content knowledge, teaching skills and developing strategies for the learning environment conducive to high-quality learning for improved academic performance.

Better academic performance is a major concern for all parties involved in education since low student performance in national exams indicates. For instance, public secondary schools in Mwingi, Kitui County continue to perform poorly when compared to other counties, which is a topic the researcher set out to study. Guardians and parents frequently transfer children to private schools in the event of low academic achievement in the hopes of improving performance. According to MOE (2018) survey, many students have demonstrated lower academic mean marks, and this trend has been greatly evident over the last few years in their

national examinations. Public secondary schools in Mwingi had mean scores of 31.6%, below the national average (Solomon, 2021).

With the current system in place, negative consequences in the field of education are probably going to get worse, leading to more school dropouts, unrest, and generally stifling children's educational aspirations. There have been too few and insufficient studies on the topic, particularly in Mwingi East sub county. Despite the many approaches to boost performance among day secondary schools in Mwingi East Sub-County, Kitui County, Kenya, there is lack of literature on the influence of classroom dynamics on Student academic performance, creating the need for this study. The following is the analysis of KCPE quality grades in sub counties in Kitui County in comparison with Mwingi east Sub County where the research of the influence of classroom dynamics on student academic performance in day secondary schools in Mwingi East Sub County is being undertaken.

Table 1.1: Statistics from County Education Board Offices

SUB-COUNTY	**MEAN GRADE**										
Year & Mean Score	2011	2012	2013	2014	2015	2016	2018	2019	2020	2021	**Mean Score**
Mwingi East	42.3	45.6	51.9	43.9	43.8	44.6	45.5	47.5	44.2	46.9	**45.62**
Mwingi central	45.9	45.9	42.8	49.0	47.9	48.5	49.2	47.3	45.1	46.5	**46.81**
Lower Yatta	45.6	47.3	45.8	47.3	45.5	43.9	42.7	44.3	45.9	44.5	**45.28**

Kitui central	45.7	47.6	47.6	45.9	46.9	47.7	46.9	45.8	45.5	46.4	**46.6**
Mumoni	43.6	48.6	45.8	47.8	44.2	45.9	46.5	4,5.8	45.4	46.2	**42.3**
Nzambani	48.9	45.9	45.9	49.3	48.7	48.1	49.9	46.5	48.6	49.2	**48.1**

The above table outlines the past records on how various schools have performed in respect to sub-counties ranking over the last one decade from (2011-2021). The influence of Classroom dynamics on academic performance in Mwingi East Sub County have been evident due to the deteriorating performances recorded by averaged as Mwingi East 45.62, Mwingi central (46.81), Lower Yatta (45.28), Kitui central (46.6) Mumoni (42.3) and Nzambani (48.1) as compared to other sub counties in Kitui County. The mean score for these schools depict that they still work on old-fashioned teaching and learning methods. According to MOE (2016) reports, there is a correlation between classroom dynamics and student academic performance which is necessitated by classroom and teacher's activities. Thus, in the modern world education and learning process remain dynamic in order to record quality grades for the students.

1.2 Statement of the Problem

In modern schooling, academic success is determined by the extent which school administration, teachers and students collaborate in classroom environment to enhance the academic success. Learning involves a dynamic process which encompasses dealing with teaching methodologies, teacher's interactions with students and usage of learning resources. Studies have shown that most students do best when teachers foster a dynamic classroom experience in which they share the objectives and guidelines of the lesson with the students but let students lead the conversation. However, for effective learning, teachers and school management strives to create a dynamic classroom learning activities where everyone is

included. According to MOE (2019) reports, embracing class dynamics for better academic performance has been the subject for many schools in modern education.

In Kenya, particularly in Mwingi East Sub-County, Kitui County, there exist a problem associated with managing classroom learning for students. Learning in many secondary schools is usually carried out in accordance with MoE learning policy frameworks developed. Headteachers and teachers are mandated to execute learning processes while making the lessons and learning environment to be interactive. As many educational schools employ various learning styles in their classrooms for their students, many teachers have found it difficult to create a dynamic learning environment in the classroom. This difficulty has been linked to a variety of factors, including a lack of effective teachers, packed classrooms, and a shortage of learning tools. However, teachers note a number of difficulties related to controlling class size, enforcing school policies, supervising educational activities, and providing insufficient learning materials, all of which have been shown to have a detrimental effect on students' academic achievement. This has elicited concerns on the effects of classroom dynamics approaches which poor or good academic performance in Mwingi East Sub-County, Kitui County.

1.3 Purpose of the Study

The main purpose of the research study was to investigate the influence of classroom dynamics on student academic performance in day secondary schools in Mwangi East Sub-County, Kitui County, Kenya.

1.4 Research Objectives

The study sought to:

i. To examine how management of class size influences academic performance of day secondary school students in Mwingi East Sub-County.

ii. To examine how observation of class rules and regulations influences student academic performance on day secondary schools in Mwingi east sub county.

iii. To assess class learning activities influences academic performance in day secondary school students in Mwingi East Sub-County

iv. To examine how the utilization of class learning resources influences academic performance in day secondary school students in Mwingi East Sub-County.

1.5 Research Hypothesis

The study sought to answer these hypothetical questions:

H_{01}: There is no significant relationship between management of class size and academic performance of day secondary school students in Mwingi East Sub-County

H_{02}: There is no significant relationship between observation of class rules and regulations and academic performance of day secondary schools in Mwingi East Sub County

H_{03}: There is no significant relationship between learning activities and academic performance of day secondary school in Mwingi East Sub-County

H_{04}: There is no significant relationship between utilization of class learning resources and academic performance of day secondary school students in Mwingi East Sub-County

1.6 Significance of the study

By investigating the influence of classroom dynamics on Student academic performance in day secondary schools in Mwingi East Sub-County, Kitui County, Kenya, and this study might be of benefit to various stakeholders in education sector. To start with, Head Teachers may learn various strategies adopted by different schools in Kitui County to enhance better student's performance. Secondly, the ministry of education might benefit on unearthing

various issues that affect specific schools while Working collaboratively, secondary schools and parents of the pupils may be able to address the dynamic operations that influence academic performance. Thirdly, teachers might also benefit from the findings of the study as they may be able to understand various strategies that other teachers use to better the academic achievement of students in learning environment. Finally, for parents, the findings may help in finding means of fully involving them in schools activities.

1.7 Scope of the Study

The purpose of the research is to determine the influence of Classroom dynamics on Student academic performance in day secondary schools in Mwingi East Sub County, Kitui County, Kenya. The study was based in Mwingi East Sub-County, Kenya which was conducted in a span of four months during the month of February to May 2024. The results were likely to be generalizable for KCSE performance in this Sub County's day secondary schools and for KCSE achievement, not for performance on other tests. Mwingi East Sub-County, Kitui County, the former Eastern Province of Kenya, one of the driest and least developed sections of the nation, is the study's subject. One of Kenya's largest communities, the Akamba, makes up the majority of the area's population.

1.8 Limitations of the Study

The researcher anticipated to encounter the following limitations as discussed below; first, the researcher anticipated that respondents might not have enough time to attend to the questionnaires. In order to create time for participating in the study, the researcher allowed respondents to fill the questionnaires at their convenient time. This was achieved through asking them when they were available for the task. Similarly, other respondents demonstrated fear during the study and were worried on survey because of concerns about their privacy. Nevertheless, the researcher gave respondents assurance that all shared information was meant for scholarly work and there was ultimate adherence to confidential reports. Secondly,

in order to cover the whole topographical region for the proposed period, time was too and could result in inconveniences of data collection. Therefore, the researcher divided the study area into areas and engaged a research assistant to help with data gathering.

1.9 Delimitation of the study

According to Kothari (2014) delimitation encompasses the definition of boundaries of the research study based on what to include or exclude. It narrows to making the study more manageable and relevant to its researched variables. There are many issues that influence student academic performance in secondary school based on the fact that education is key to development. The study encompassed research on the four variables; class size, class rules and regulations, class learning activities and utilization of learning resources on academic performance in secondary schools Mwingi East sub county. The four variables offer the focal point and delineates the researcher on the comprehension of to what length they affects the academic performance.

1.10 Assumption of the Study

For the success of the study, the researcher was guided by the following assumptions: First, The respondents were able to read, understand, and respond by writing the questions in the research instruments. In addition, the researcher assumes that participants complied and give responses that are reliable, accurate, and truthful to the best of their abilities. Finally, the researcher further assumes that school dynamic variables has absolute influences on the students' academic performance

1.11 Operational Definitions of Terms

Academic performance: In the study, it referred to evaluation of students using standardized subject scores, graduation ratings, and classroom achievements used by educators to scale student success.

Government policy: According to MOE (2016) Plan imposed by the government on how education strategies will be executed and followed by all education stakeholders for the success of education.

Parental involvement: Refers to a parent's involvement in all aspects of their child's education and growth.

Classroom dynamics: Applied strategies by school administration and teaching fraternity in order to improve academic performance.

Class size: Shows the recommended number of student required to attend in the class as enrolled by the school administration.

Learners activities: All school related events that revolves on the engagement of learners in a school environment..

Teaching and learning resources: These are the material used by both learners and teachers to infuse learning.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The good academic performance of students at secondary Schools is of paramount importance in every educational system. This chapter covered the following sections; empirical literature review on the influence of class size on academic performance, influence of class activities academic performance, influence of class rules and regulations on academic performance and influence of learning resources on academic performance. The other sections discussed are: theoretical framework, conceptual framework, summary of the research gaps on literature review and summary of the literature review.

2.2 Empirical Literature Review

2.2.1 Influence of class size on Academic Performance.

Class size have been referred to the number of pupils in a class taught by one teacher of any subject at a time (Finn & Achilles, 2019). Class size have been measured by ration of one teacher to the number of students he/she can handle at a given subject. According to Glass and Smith (2016) class side has a direct relationship with the academic performances of students. Class size have been used to refer on strategies applied to control the class for efficient teaching and learning. There exist a direct relationship between large class sizes, small class size. To many instances, small class sizes are attributed to better performances as compared to large or overcrowded class sizes (Wang & Calvano, 2022).

Chileya (2016) reveals that class size has become a critical sensation often mentioned in many aspects of educational literature as a major factor influencing on student's performance in schools. Though the administration works on maintaining quality of education, enrolment usually surpasses the recommended student in a class. In most cases, class size is almost an

administrative decision over which school managers no control especially under 100% transition for students. Various researchers conducted on thethe influence of class size proves that there is positive significance in determining the degree of success of students (Finn & Achilles *et al,* 2019; Mandinach & Cline *et al,* 2013 & Leder *et al,* 2018). School administration uses 'decreasing the class size strategy' as an approach to overcome overcrowding. Such strategy has been tried, debated and analyzed but yet there is still no conclusive idea about its effects on academic achievement. Reducing the class size can be expensive especially under the wake of 100% transition policy for secondary schools (Borland, Howsen, & Trawick, 2015).

According to Monks and Schmidt (2017) studies on the impact of class size on outcomes in higher education states that for overcrowded classes, its effective management calls for total engagement of students. Many teachers try to manage classes in form of group work to minimize lack of understanding as well as improve on interactivity of students. However, Finn & Achilles *et al,* (2019) studies indicate that as far teachers are skilled in training, class size found that there exist statistical significant relationship between class size and academic performance by adjusting the control variables which includes gender and ages. Cortright *et al.,* (2011) posits that managing class size have been a challenging especially in modern teaching environment. One interesting on classroom dynamics states that teaching resources and modern learning methodologies influences the academic performances of students (Chingos, 2013; Bressoux, Kramarz, & Prost, 2019).

2.2.2 Influence of class activities academic performance

Classroom activities can be classified as in-classroom and outside classroom activities (Extracurricular activities) that students are engaged in. classroom activities play an important role for developing the skills of the students. Through the teacher's guidance it

makes a student think critically, working on time management, and competently in terms of intelligence. It also helps the student to better performance, achieve social goals and maturity. Having defined the classroom activities helps the student to interact and make better relationships with the people in the community (Dempsey & Sandler, 2015). In classroom environment, the learning framework, students can choose activities, which can be classified as physical activities, educational activities, and social activities (Epstein, 2014; Randhawa, S., & Lewis, 2016).

Doyle (2011) notes that there are underlying presumptions that the concept of order, which promotes student participation and classroom management, serves as the foundation for classroom activities. A teacher, however, will find it difficult to advance the classroom education of students if order is not maintained. As a result, class-centered activities view effective classroom management as the development of instructional strategies. Teachers can use and encourage order in the classroom to increase student engagement and learning. According to Jaiswal and Choudhuri (2017), in order to attain 100% student performance, teachers manage classroom activity using a zero tolerance policy. As a result, the classroom atmosphere has a favourable or negative impact on learning activities (Hotz and Pantano, 2015; Sebastian et al., 2017).

Activities in the classroom may be peer-to-peer (students driving other students) or teachers-student driven (teachers-student centred). Lewis et al. (2016) claim that teacher-centered classroom activities involve tasks that direct the students and transform the teacher into an authoritarian figure who assumes control, directs, and sets the tone for the lessons while providing the necessary information. In many cases, the teacher is in charge of setting the tone for the class and deciding how the lesson will be delivered. Furthermore, children are

told to learn according to the teachers' understanding through teacher-directed classroom activities.

According to Jaiswal and Choudhuri et al. (2017), in a student-centered environment such as a classroom or experience, we are aware that the teacher's function is more of a facilitator than a leader. The teacher guides the students while making sure to support their pursuit of information and professional development, after which the students take control of the experience through their decisions. In the classroom, the instructor similarly uses his experience to lead and direct the students. The instructor uses all of his or her knowledge from the classroom to teach students important skills. In a classroom that is student-centered, the instructor and the students work together to manage it, with the teacher typically playing a smaller role. Teachers assist students in comprehending concepts, clarify misconceptions about the material, and (Epstein, 2014; Christenson & Reschly, 2010).

2.2.3 Influence of class rules and regulations on academic performance

The rules and regulations of the school are essential for upholding and enhancing student discipline, as well as their academic progress and preparing them for what is ahead in the future. Effective discipline influences more than only a student's performance in class, claims Ndeto (2015). According to the study, teachers and parents can use school rules and regulations as a tool to help pupils develop their personalities. Among the techniques used to teach children good conduct in a classroom setting are school rules and regulations. Dynamism in the learning environment denotes restraint, organisation, appropriate behaviour, and adherence to the learning processes (Adams, 2003). Additionally, norms and guidelines are established in the classroom to ensure proper instruction and foster respect between teachers and pupils (Kiggundu, 2019; Epstein, 2014).

Aggrawal and Kwayu (2014) make assertions on class dynamisms that school rules and regulations aim to plant and nurture the values of tolerance, respect, and self-discipline to the students. Every teacher who manages a class is expected to deal with the learners and ensure they perform and give the expected performance. Similarly, Epstein (2014) respondents that in modern learning environment, strict implementation of school rules and regulations may yield good academic performance as compared to loose implementation of school rules and regulations. Though there have been no enough facts on how the school rules and regulations impact academic performances but many scholars attribute its effectiveness in maintaining discipline and good academic performance of the students (Ndeto *et al.,* 2015; Cotton, 2014).

In a classroom set up, Mafabi (2008) and Urieh's (2008) study argues that students' perception on the strict implementation of school rules and regulations has helped to shape up the academic progress of the students. Though Urieh's study responses think of school discipline as a hindrance to what they can do whereas Mafabi's interviewees treat the school rules and regulations as motivator towards not only improving their sense of responsibility not and but also increasing their intellectual ability in classroom. Further to this, cotton et al., (2014) argues that in an open-minded approach, one of the dynamic tactics used by administrators in school management entails involving both the students and the teachers in deciding about the school rules and regulations to minimize the chance of the students doing the unwanted behavior and actions in school.

2.2.4 Influence of learning resources on Academic Performance

According to Chunk (2019), learning resources include, among other things, teachers and classrooms, teacher manuals, chalk scraps, sanitary facilities, and entertainment facilities. These resources promote effective instruction. Learning materials are instructional aids used in classroom instruction and learning. In a study by Naisianoi (2020), the researchers looked

at how instructional materials availability affected students' growth in senior elementary schools in the Karunga region of the Gilgil District. The results of the study showed students from public schools did not achieve the achievements of their peers in private elementary schools due to a lack of resources and teachers (Muriithi, 2012).

Learning resources give students the fundamental information and abilities they need to build and support institutions, as well as the ability to think critically and analytically (Kimalel, 2019). The accessibility of instructional resources is crucial for the academic growth of pupils and has a favourable impact. Poor performance is ultimately caused by abstract instruction and passive learning that result from inadequate teaching materials (Amon, 2017). The number of textbooks per student is still high, at 4:1, compared to the global average of 2:1, according to Chunk et al. (2019). The majority of resources bought quickly disappear, leaving students little choice except to dismiss them. The lack of these essential materials has hampered instruction and learning processes, resulting in a lacklustre level of education.

Livumbaze and Achoka (2017) in their study examining the impact of teaching and learning resources on students' academic performance in public secondary schools in the Hamisi District of Kenya, discovered a correlation between teaching and learning success and the accessibility of teaching and learning resources. The study found that insufficient learning and teaching resources are necessary for struggling schools to enhance their performance. In order to raise the performance of public schools in Laikipia Barat District, Laikipia District, this study also emphasises the significance of having appropriate libraries, classrooms, and laboratories. According to the report, some schools have converted their classrooms into laboratories that, even in modest settings, made three science disciplines more difficult. The process of online teaching and learning is hampered by the lack of internet access in schools.

In the Kenyan districts of Kiminini and Transnzoya, Tobister (2017) conducted study on the factors influencing kids' capacity to do well in school and obtain a Certificate in Basic Education. The results of the study demonstrated that the presence of teaching and learning resources, such as computer and science labs, libraries, classrooms, workshops, agricultural buildings and structures, farms, and playgrounds, had an impact on student performance in public primary schools. The availability of these resources and facilities in the school environment has an impact on the teaching and learning process as well as student performance, so the study finds that teachers and other staff members are concerned about the upkeep of school physical facilities (Bressoux, Kramarz & Prost et al., 2019; Chileya, 2016).

Lack of adequate facilities, particularly in the areas of desks, classrooms, restrooms, dorms, and accommodations for teachers, according to Glickman, Gordon, and Ross-Gordon (2018) lowers the calibre of instruction. Additionally, teachers' inability and willingness to provide high-quality educational facilities are impacted by their low pay and unfavourable working circumstances, which are important elements in the operation of the organisation. Smaller class sizes are associated with a positive learning environment, which may lead to improved academic performance and easier access to resources. A good learning environment is one that is compact, peaceful, comfortable, and safe, has clean air, good lighting, and is conducive to student academic success. Compared to other learning/teaching resources designated as teaching materials, textbooks have a stronger link with academic performance (Ross-Gordon, 2017; Kramer, Blake, & Rexach, 2015).

2.3 Theoretical Framework

This investigation were based on Rudolf Dreikurs' Goal Centred Theory (GCT), often known as Democratic Discipline. According to the theory, teachers must look for needs-based justifications for why their pupils behave as they do and then bargain over how to meet their needs in the classroom. This calls on teachers to distinguish between different students based

on their actions. Consolidating the core ideas that underlie these theories might therefore help educators create effective classroom management strategies. The Goal-Centered Theory (GCT) of Rudolf Dreikurs is a crucial representation of psychological-educational theory. GCT was founded by Dreikurs on the premise that all kids want to fit in and be accepted by their peers. for its success in establishing a secure and effective learning environment in the educational community.

In order to ensure that learning can occur as intended, the idea emphasises on creating a pleasant learning environment in the classroom by paying close attention to students' needs and carefully regulating behaviour through the adaptation of useful class rules and penalties. Teachers also instruct kids on appropriate behaviour by laying out the guidelines. Teachers use a variety of reinforcers, including rewards for following rules and consequences for breaching them. The same applies to teachers, who have the right to instruct kids without interruption when doing so is approved by the school and parents and is based on a specific classroom discipline plan. According to the notion, teachers should maintain positive control over their classes and enforce the discipline that has been shown successful in fostering a secure and fruitful learning environment.

In order to implement GCT, a teacher must: engage the entire class in a discussion about needs satisfaction and behaviour; provide choice, especially regarding rules, consequences, and academic work; model consistent, considerate, and responsible behaviour; provide explicit instructions, expectations, and boundaries; build class trust and self-responsibility; use natural and logical consequences, not punishment; and encourage effort, not achievement, as the main way to meet needs and expectations. GCT would be positioned as the theory most significantly influenced by psych-educational theory in the taxonomy of classroom management theories.

2.4 Conceptual Framework

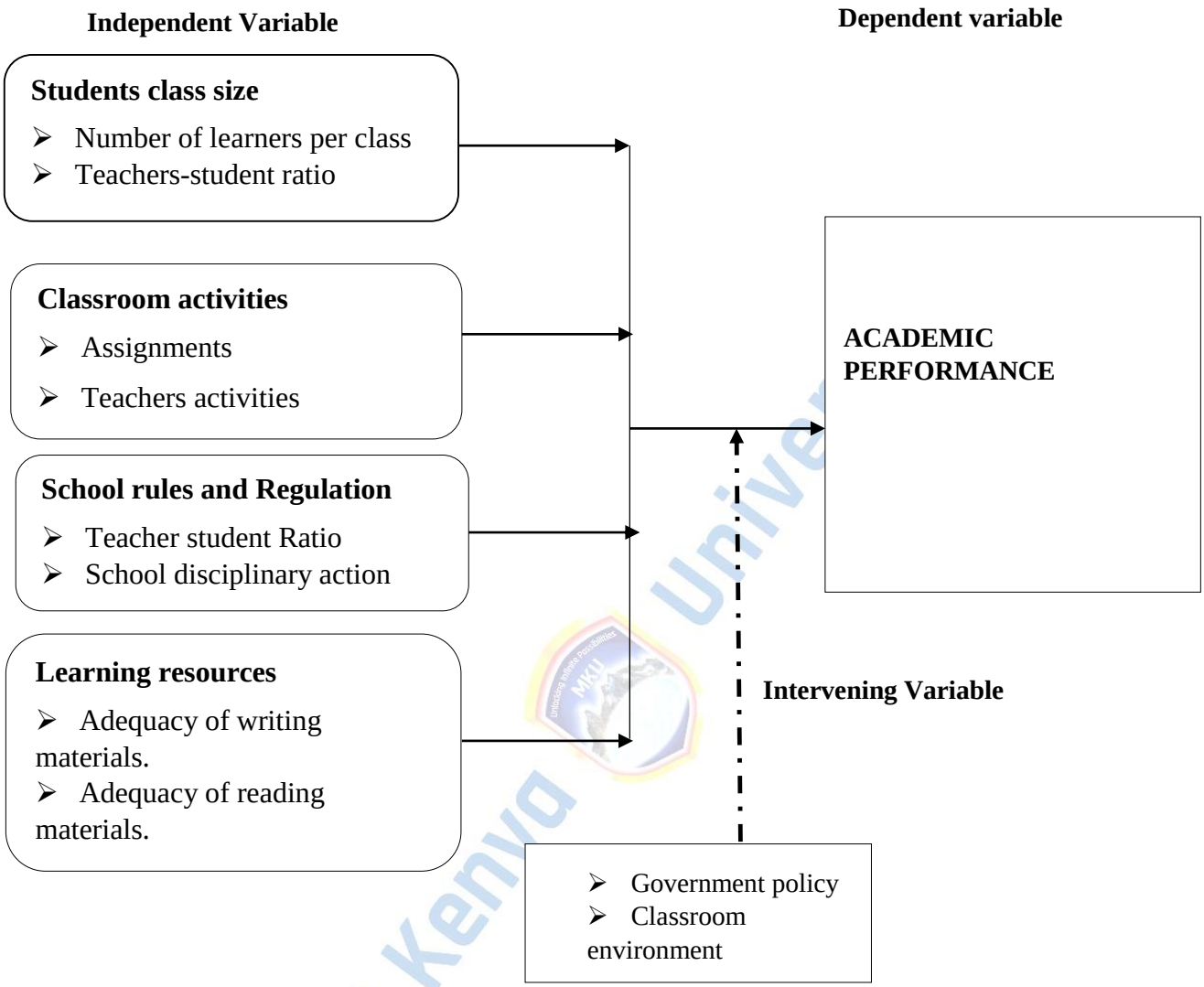


Figure 2.1: Conceptual Framework for research Variables

Class room dynamics is one of the core areas that shapes how students respond to the learning processes. As depicted in the figure 2.1 above independent variables (class size, school rules class room activities and learning resources interact to influence the dependent variable (academic performance). However, the intervening variables consists of classroom environment and the government policies constraining the academic performances of students.

2.5 Summary of the Research gaps on Literature Review

The studies under consideration revealed a wide range of classroom dynamics applied by teacher's within the learning environment. According to Morris & Tarone et al., (2014) school dynamics may vary from school to school as per the classroom environment. Teachers are responsible for managing the class environment while students respond to applied dynamics to better their academic performances. Reid (2015) observes that good academic performance is relative to the exposure of the student especially on learning environment. Due to the fact that classroom environment is defined by teachers, trainers strive to better the learning processes However, none of the reviewed studies provided any evidence of a connection or association between classroom the determinants of performance and classroom dynamics among the learners and teachers studied in this research. Due to ever changing academic needs, there is a literature gap that exists on the influence of classroom dynamics on Academic Performance in Day Secondary Schools. Many researchers have focused on other parameters that influence the academic performance. The researcher therefore aims to fill this gap in literature by providing important information about the significance of regular class attendance.

2.6 Summary of the literature review

The study looked at previous scholarly work that added to the study's context. The primary focus of the study was an empirical literature review that examined the relationship between classroom dynamics and academic performance. Among the topics covered were the effects of class size, parental involvement, school rules and regulations, and teacher lesson supervision. The theoretical foundation was founded on Rudolf Dreikurs' goal-centered theory (GCT, often known as democratic discipline). The researcher then discusses the research gaps related to the topic before presenting a conceptualized diagram illustrating the interplay between independent variables and the dependent variables (academic

performance).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter covered the procedures for doing the research. The chapter gave a general overview of the research methodology, research design, study location, target population, sample size, sampling method, research tools, pilot testing, data collection techniques, and the processing, analysis, and presentation of the study findings for the data collected.

3.1 Research methodology

According to Mugenda and Mugenda (2013), the research methodology explains the techniques or process used to classify, select and analyze data about the researched phenomenon. Research methodology adopted was presented in form of statistical data in order to solve the problem under investigation in relation to researched variables. Essentially, the research adopted mixed research methods in order to provide solution to the researched variables. Purposely the data collection was done using structured and semi-structured questionnaires and interview methods. Research process involved use of both qualitative and quantitative method of data collection while data analysis was done using both descriptive and inferential statistics.

3.2 Research Design

According to Dulock (2014) states that research design involves a framework with combination of different research methods and techniques chosen by the researcher in order to achieve his objectives. The research adopted a descriptive research design approach. This design aimed at systematically obtaining desirable information to describe a phenomenon, situation about the given population. The descriptive research design adopted was inclined to a correlation of variables to identify the relationship on how independent variables influence

the dependent variables. Basically the researcher used figures and variable characteristics to describe the outcome of researched variables. This research design enabled the researcher to collect both qualitative and quantitative data during fieldwork. Finally, collected data was analysed to get the inferences from the outcome of the variables.

3.3 Location of the Study

The study was conducted in Mwingi East Sub County, Kitui County which is in Lower Eastern. Mwingi east sub-county, which is located between 1800 and 400 meters above sea level. Kitui county lies on latitude: 0° 56' 14.6796" S, longitude: 38° 3' 37.8036" E. The primary economic activity have been agriculture, primarily subsistence farming that uses conventional land use practices and lowland cow grazing (CIDP, 2014). The only perennial rivers in the county are River Athi and Tana, which flow alongside Tana River along the borders of Machakos and Makueni Counties.

3.4 Target Population

Kothari (2016) defines target population as an extensive group of people or things that are the subject of a scientific inquiry. Further Mugenda & Mugenda (2003) underscores that the target population denotes a combined set of things, people or objects that possess dissimilar characteristics under study. The study targeted all public secondary school including the school head teachers, class teachers, and students that will make up the study's population as outline on the table 3.1 below

Category	No. of respondents Per school	Frequency (schools)	Total respondents
Head teachers	1	95	95
Class teachers	3	95	285
students	20	95	1900

Total population	**2280**

3.5 Sample Size and Sampling Procedure

3.5.1 Sample Size

In order to represent the population under investigation, an adequate sample size was calculated using Nassiuma's coefficient of variation as indicated below:

$$n = \frac{N}{1 + (N)e^2}$$

From the formulae

N: Entire population

e: Standard error precision (0.05)

n: Sample size

Therefore the researcher's sample size was:

$$s = \frac{2280}{1 + (2280)0.05^2}$$

=340.2 approximately ≡ 341 respondents

Therefore for the study, a sample size of 341 representative of the entire population was adopted as shown in the sample distribution table 3.2 below

Categories	**Target population**	**Sample size**
Head teachers and class teachers	375	126
Students	1900	225
Total	**2280**	**341**

Source: Researcher, 2022

As shown in the table above, the study used a sample size of 341 participants, which constitutes 15% of the total number of respondents in the target population.

3.5.1 Sampling procedure

The sampling procedure denotes the adopted techniques by the researcher in order to select the appropriate respondent apt for the study (Omona, 2013). For the study, both simple random sampling and stratified sampling techniques were adopted. The researcher utilized random sampling technique to select schools that were to be involved in the study. Head while stratified sampling technique was used to choose the Teachers teacher and students from different schools. To start with, in order to select Head Teachers, respondents were grouped into Statas as per the regions the schools are located. Simple random sampling was utilized to choose the individual respondents after stratification. Simple random sampling was used because it can ensure that each respondent has an equal chance of taking part in the study and because it removes any potential for researcher bias when choosing respondents.

On the other hand, for teachers and pupils, simple stratified sampling was chosen to split the populace into smaller units, or strata, according to the schools and the regions. In order to ensure that participants from each group are represented in the data analysis. The magnitude of the selections from every group depended on its proportion to the overall population under this sampling procedure. Grouping of teachers was done according to the schools and their previous performances and selection of pupil's was mutually exclusive corresponding to one stratum. Grounded on the criteria used to split the group into various subsets, it gave a more accurate picture of the population because it uses distinctive features. This frequently calls for reduced sample number, which can conserve both resources and time. In addition, the researcher performed a different analysis on each distinct stratum if they include enough data samples from each one.

3.6 Data Collection Instruments

In order to collect data, the researcher used both open-ended and closed-ended questionnaire to obtain data from respondents. According to Dulock (2014), questionnaires present an easy

way for respondents to attend to the items in research instrument. Closed ended questionnaires was designed in a way that presented questions were available tor predefined responses. Respondents only needed to choose one or more answers from the response categories provided for closed-ended questions. All respondents (headteachers, students and teachers) used the questionnaire with components arranged as per the research objective. Open-ended questions was also included to supplement gathering of data that needs further explanation. In the study open ended questionnaire were incorporated for additional information so that to remove limits and enable a broad range of answers.

Further to this, the researcher made use of interviews and observations in order to explicitly get additional information from desired respondents. Zohrabi (2013) contends that interviews allows researchers to collect detailed information about participants' experiences, opinions, and attitudes in their own words, providing a richer understanding of the research topic than other data collection methods. Purposely the interviews was used to solicit additional information on subjects of concern that may require more understanding with deep information. The types of questions that were asked in the interviews were interactive and objective so that the respondents felt comfortable. Additionally observation method helped in getting a record of the existing situation on the classroom environment so that the researcher may face it in a real judgmental manner.

3.7 Piloting of Research Instruments

Refereeing to Kothari *et al.,* (2016) underscores that pilot study aimed at giving a trial version of the main analysed data. As part of the pilot testing procedure, a chosen sample of respondents from two public secondary school in the neighboring Machakos County. In such scenarios, the sampled data for the pilot study was not be included in the main sample of the actual research study. The process aided the researcher in determining whether the research

project is feasible and in identifying any potential weaknesses in terms of the validity and reliability of the research instruments.

3.7.1 Validity of Research Instruments

Drost (2011) states that validity denotes the extent at which the research measures right elements that need to be measured. Validity bring up the wellness an instrument as measures what it is intended to measure. Prior to gathering actual data, the acceptability of the research questionnaires were verified to be of right contents while the construction of the right content was checked before the study. Essentially the researcher engaged the University supervisor to help in moderation if the research items in order to fit in the researched variables. Additionally, in order to ensure that all of the study objectives are satisfied by the information sought in the instruments, the researcher worked closely with the experts in research in order to improve the quality of the research instruments.

3.7.2 Reliability of Research Instruments

Reliability of the instruments denotes the ability of the research instruments to generate related results after repeated testing (Kothari, 2016). For that reason, the research instruments give similar results on the object or events being measured. In this study, reliability was achieved by use of test-retest technique to measure the internal consistency. Therefore, Cronbach's Alpha technique was used to measure the uniformity with an alpha value ranging between 0 to 1. As the value of Alpha increases from 0.1 to 0.9 the more reliable the research instruments. Hence, the coefficient of reliability above 0.7 was deemed appropriate to measure the internal consistency. Nevertheless, data from four schools used to conduct pilot test from neighboring schools in Wote sub County which was not included in the main study.

3.8 Data Collection Procedures

The researcher acquired a letter of authorization to gather data from the supervisor after the

post-defense revisions are finished. The researcher got an introduction letter from the National Council for Science, Technology, and Innovation as an ethical consideration (NACOSTI). The County Education Office was informed of the intended data collection exercise before it began in order to secure the respondents' requisite cooperation. The study's objective was to be explained in a letter that was sent to the respondents, assuring them of the confidentiality of the data they contribute. Self-administered questionnaires were used to gather data while the researcher provided where need and clarification was needed.

3.9 Data Analysis and Presentation

After data collection, the data was cleaned and checked for completeness and consistency. Then, using the appropriate customized variables the data was coded and keyed in for analysis using Statistical Packages of social Sciences (SPSS version 25) and Ms Excel 2016. Data analysis was done quantitatively. Quantitative data adopted use of descriptive and inferential statistics. Descriptive involved use of measures of central tendency (percentages, mean and standard deviations) which were used to show the nature of relationships for tested variables. Tentatively, inferential statistics adopt use of correlation and T-test analysis to determine the relationship between the responses from respondents to determine the association of dependent and independent variables.

Variables were tested under the logics of significance of Null hypothesis (H0 = accept or reject) a given statement. Bailey (2018) observes that test of hypothesis compares several groups if they present similar or dissimilar characteristics, therefore generalizes of results were presented in form of T-test and F-test to test if two population variances are equal or unequal. A test of significance of using r was also carried out to the test of significance level. Quantitative data was presented using descriptive statistics; Further to this, inter-correlation analysis (r2) was used to determine the relationship between the dependent variable (academic performance) and the independent variables (class size, class rules and regulations,

class learning activities and learning resources). Finally, data presentation was achieved using frequencies, mean, average, variance and standard deviation. The results were presented using organized figures and tables as well as bar charts and pie charts.

3.10 Ethical Consideration

First, permission from the Ministry of Education's department of science and technology was requested in order to carry out this study. Once permission has been granted, it was presented to each principal in order to win their support for the research as well as permission to conduct it within their respective schools.

The National Council of Science, Technology, and Innovation was contacted for institutional approval and permission to conduct research. The respondents was made aware of the goal of the study and given assurances regarding the confidentiality of the data they contribute. The answers provided by the responders remained private and/or anonymous to the researcher. To maintain anonymity, it was necessary to keep participants' names and real addresses a secret from outsiders.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter contains sections that shows how data analysis was done subject to the objectives and the topic of study. The purpose of the study was to investigate the influence of classroom dynamics on student academic performance in day secondary schools in Mwingi east sub county, Kitui County, Kenya. Basically, the chapter addresses tabulated results for influence of class size on academic performance, influence of class activities academic performance, influence of class rules and regulations on academic performance and the influence of learning resources on academic performance.

4.2 Questionnaires Return Rate

From the sampled data, the table 4.2 below shows how both respondents responded to the issued questionnaires rate was (N=341) from the field study. It was evident that the returned questionnaires from the respondents was that 310 scripts (90.9%) as compared to 31 scripts (9.1%) that were not returned during data collection. From the questionnaires return rate, the data collected was considered adequate for data analysis having the idea that Mugenda and Mugenda (2008) asserts that after field work, for data analysis, response rates above of 50% are deemed satisfactory for reporting while responses within 60% are acceptable and responses over 75% are always excellent as indicated in table 4.2 below;

Table 4.2: Questionnaire Return Rate

Questionnaires	**Frequency**	**Percent**
Responded Questionnaires	310	90.9%
Questionnaires Not returned	31	9.1%
Issued	341	100

4.2 Pilot study for the variables

Pilot study was conducted to test for reliability which checked on the stability, repeatability and the internal consistency of the used questionnaire for field work. Cronbach‟s alpha was used to test the reliability of the measures in the questionnaire. According to Brown (2014) Cronbach‟s alpha have been the most preferred scale for measuring multi-item for interval level for variables Similarly, Referring to Tavakol and Dennick (2017), the respondents involved in a pilot test, they are not statistically selected for the main study thus the researcher, obtained data for testing the instruments from five neighboring schools.

For the study, data collection instruments were tested on 15% of the sample of the questionnaires to check for its relevance and effectiveness. The questionnaire responses were input into statistical package for social sciences (SPSS) and Cronbach‟s alpha coefficient generated to assess reliability. Denoting Brown *et al.,* (2014), the closer the Cronbach‟s alpha coefficient is to 1, the higher the internal consistency. Thus, generally a Cronbach alpha of 0.8 (good), 0.7 (acceptable) while 0.6 and less is poor.

Table 4.3: Pilot study for the variables

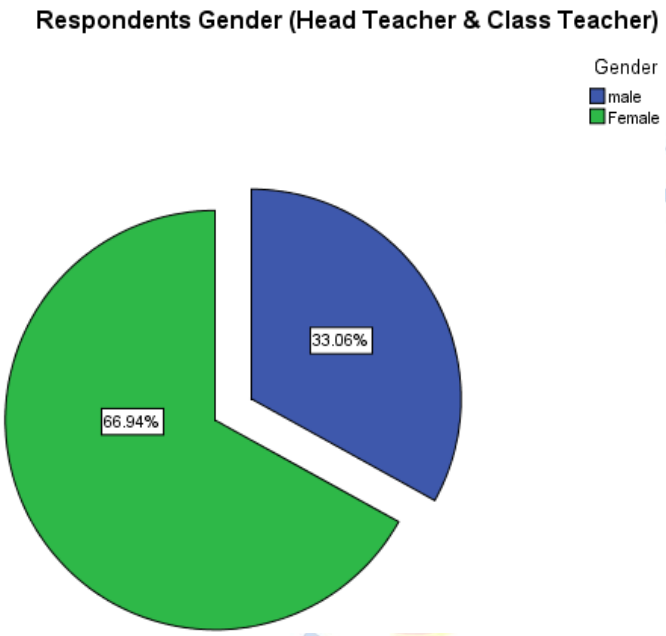
Variable	**No of Items**	**Respondents**	**α=Alpha**	**Remark**
Class Size	5	15	0.72	Reliable
Class Activities	5	16	0.68	Reliable
Class Rules And Regulations	5	15	0.7	Reliable
Learning Resources	5	17	0.71	Reliable

4.3 Demographic Information

This section represents the demographic information for respondent’s data which involves; the respondent’s gender, age bracket, education achievement and the experience in the teaching profession. The results were analysed and presented in various sub-sections as indicated below:

4.3.1 Gender of the respondents

The researcher sought to know the age distribution of respondents as a way of understanding the background characteristics of the respondents. The results as indicated on the chart below shows that the age distribution for the respondents included headteachers, class teachers and students as



shown in figure 4.1 below,

From the findings, 66.9% of the respondents were male while 33.06% were female. From the figure it can be deduced that majority female respondents participated in the study as compared to male respondents. This results goes in line Cooper & Schindler (2016) findings that most of the surveys, female always forms the majority because of the availability and most of the time are keen to many the researches.

4.3.2 Respondents age

The researcher also requested their respondents to indicate their age brackets from the survey. The aim was to seek how age was distributed within the respondents. First was the age category for the headteachers and class teachers as indicated on the figure 4.2 below;

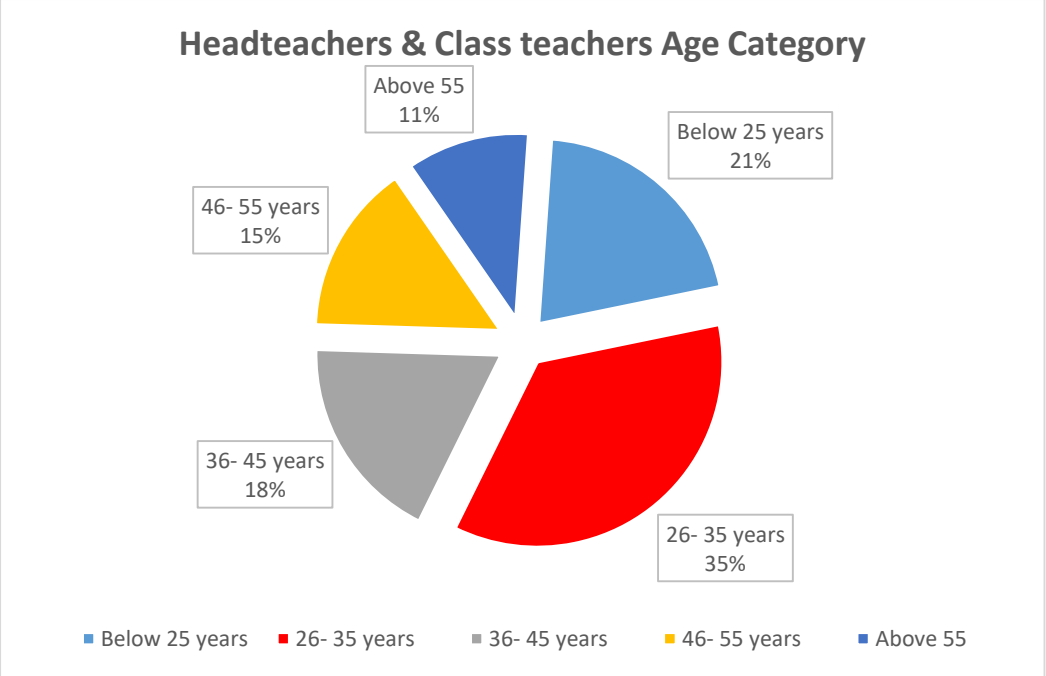


Figure 4.2: Head teacher and Class Teacher age Category

Figure 4.2 indicates the distribution of age of headteachers and class teacher's respondents. From the results, the majority 35% were from age of 26-35 years, 21% included age of below 25 years, 15% comprised of 46-55 years, 18% included ages of 36-45 years and 11% comprised of above 55%.

The study further sought to know the age distribution of the students who responded to the study questionnaires. The results shown on the chart below Figure 4.3 indicates the age distribution of students who contributed to the study. As shown, majority of the students were in the category of 15-17 years and formed 52.11% as compared to 28.4% from the age of below 15 years. On the other hand, students above the age of 17 years, formed the least of 19.4%.

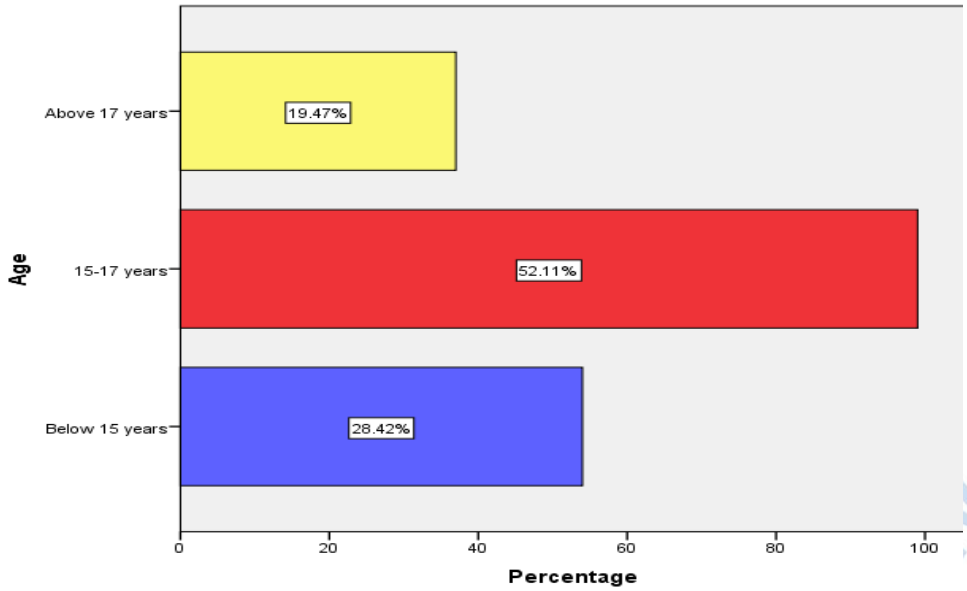


Figure 4.3: Age distribution of the students

4.3.3 Education Achievement of headteachers and class teacher's

The researcher further asked the respondents (headteachers and class teacher's) to indicate their level of education in the teaching profession as indicated comparatively in table 4.3

Table 4.4: Gender and Education level Cross tabulation

Gender and Education level Cross tabulation

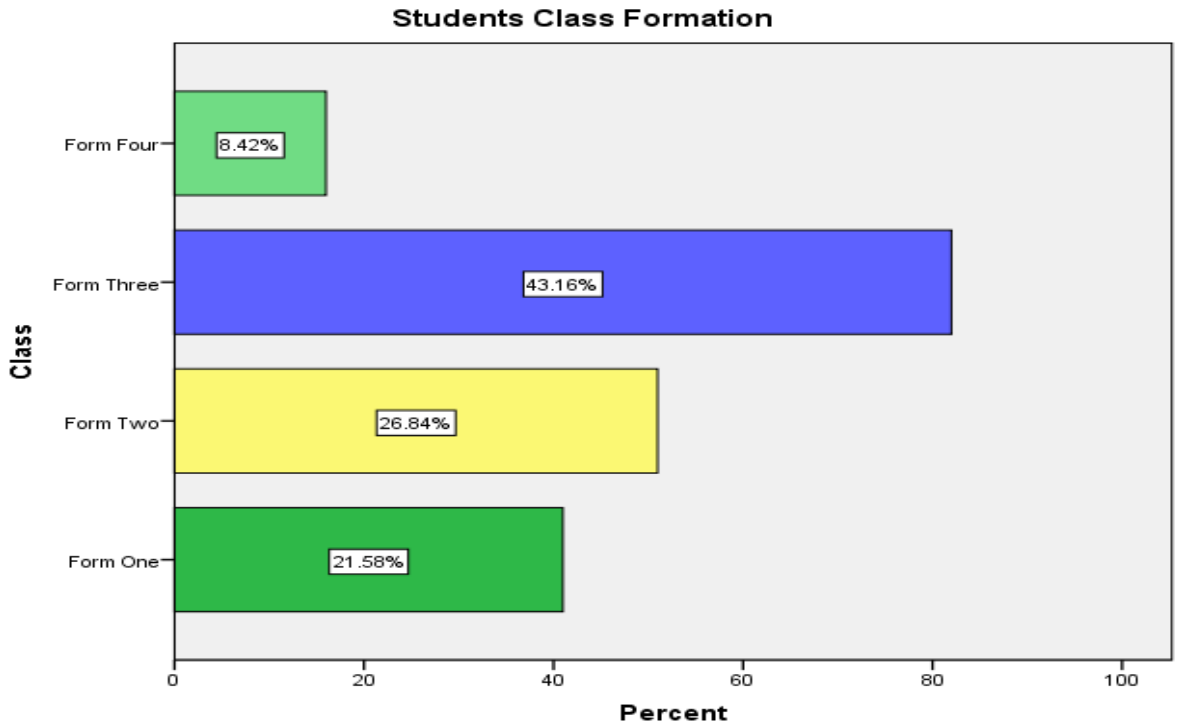
	Gender			
	male	**Female**		Percentage
Certificate	23	58	81	66.9
Diploma	12	6	18	14.8
Degree	5	7	12	10.7
Masters	-	10	10	8.2
Total	**40**	**81**	**121**	**100**

From table 4.4 above, the tabulated data shows results outcome for headteachers and class teacher's education achievements. The results shows that respondents majority 66.9%, who had certificate, 14.8% comprised of diploma and 10.2% included who had achieved degree. Finally, 8.2% of the respondents had achieved master's degree. Comparatively, female

respondents had more achievements in all categories with an accumulated 81 awards (66.1%) as compared to male 40 (33.9%). The results indicates that female respondents for head teachers and class teacher's had advanced well in education especially in bachelors and masters level.

4.3.4 Students class formation

Tentatively, the researcher sought to know the form class distribution of the students according to their contribution in the study. The results shown in figure 4.5 above, the results represents the outcome of the student's contribution to the study. Majority 43.2% were students from form three. 26.8% were students drawn from form two and 21.6% comprised



of students from form one and the lowest were from form four with 8.42%. From the chart, form three and form two were the most preferred respondents for the study due to the fact that it the classes in the region had recorded high numbers of the students exceeding the required teachers to students ratio for conducting a class.

Figure 4.4: Student Class Formation

4.3.5 Teachers teaching experience

From the study, the researcher asked the respondents (headteachers and class teacher's) to indicate the years of experience in their teaching career. From figure 4.6 below, majority 44.1% indicated that they had taught more than 20 years. Tentatively 22.0% had teaching experience of 16-20 years as compared to 21.2 % that had 11-15 years in conducting classroom activities. On the other hand 6.8% had 5-10 years teaching experience while 5.9 % had less than five years of interacting with students in classes. The results shows that more than 85% of teachers had prior experience interacting with students in a classroom environment.

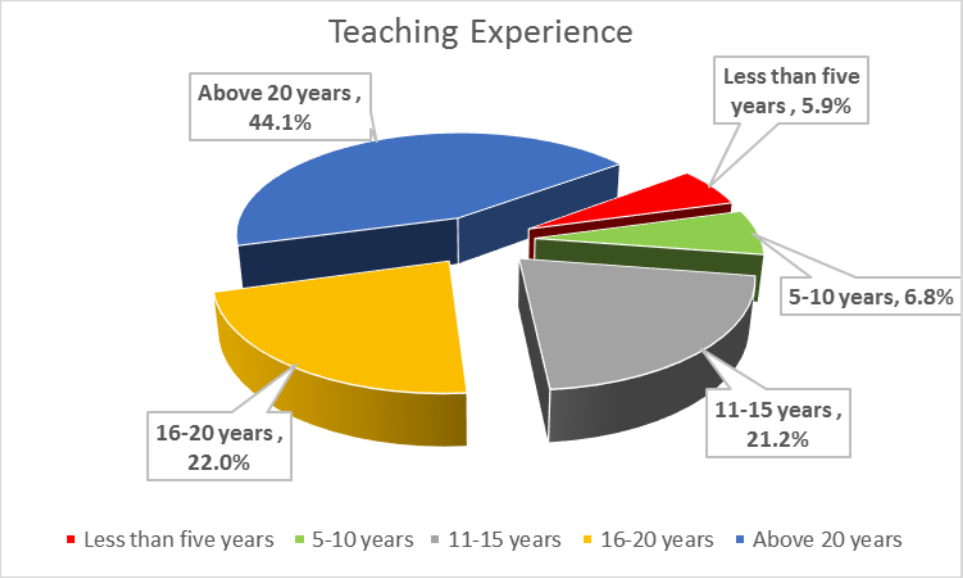


Figure 4.5: Teachers teaching experience

4.4 Influence of managing class size on Academic Performance

The first objective of the study sought to examine how management of class size influences academic performance of day secondary school students in Mwingi East Sub-County. Both Headteachers, class teachers and selected students from form one to form four were asked to respond to hypothetical question '*There is no significant relationship between management of class size and academic performance of day secondary school students'*. Their responses were gauged on five points that included: Over-crowded classes obstruct students from

smooth learning, Student do not get the much needed attention from teachers, Reduced class time for syllabus coverage for teachers, lack of in-depth content coverage due to the loss of instructional time and poor lesson planning and class management. Their responses were tabulated in the following sections:

4.4.1 Head Teachers and Class Teachers on the Influence of Class Size

Head teachers and class teachers comprising of (n=121) were requested to rate the extent to which class size influence student academic performance. Rate the statements on how they has influenced student academic performance of students in secondary schools with a scale of *5 – Very Great (VG), Great (G), 3 -Moderate (M), 2 – Little Extent-(L) and 1 – Very Low (LV).* The results are shown below:

Table 4.5: Headteachers and class teacher's responses on Influence of Class Size

Statement N=121	VG		G		M		L		VL			
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Mean**	**Std. Dev**
1) Over-crowded classes obstruct students from smooth learning	18	68.6	-	-	34	28.1	-	-	4	3.3	**3.8**	**1.01**
2) Student do not get the much needed attention from teachers	6	5	58	47.9	41	33.9	8	6.6	8	6.6	**3.3**	**0.41**
3) Reduced class time for syllabus coverage for teachers	8	6.6	79	73.5	24	19.8	-	-	-	-	**3.51**	**0.13**
4) Lack of in-depth content	24	19.8	20	16.5	22	18.2	8	6.6	47	38.8	**3.2**	**1.1**

	coverage due to the loss of instructional time												
5)	Poor lesson planning and class management	32	56.2	-	-	35	28.9	18	14.9	0	0	**3.11**	**1.12**

Table 4.5 shows data results from Headteachers and class teacher's responses, from the outcome, majority 18 (68.6%) showed very great influence on indicated there was great public contribution on the fact that over-crowded classes obstruct students from smooth learning as compared to 34 (28.1%) of the respondents who showed there was a moderate influence. Majority 58(47.9%) indicated great influence on the aspect that student do not get the much needed attention from teachers in comparison to 41 (33.9) of the respondents who showed moderate influence on the same issue. This shows that both teachers and headteachers had a concern on the issue of overcrowded classes. Relating to Chingos (2013) on the class size and student outcomes, his findings indicated that class size affects the learning outcome with almost 75% in urban areas. Tentatively, on the aspect of reduced class time for syllabus coverage for teachers, 79 (73.5%) indicated that there was great influence as compared to 24 (19.8%) who showed moderate influence.

On the issue of lack of in-depth content coverage due to the loss of instructional time, there was diversified views with 24 (19.8%) showed very great influence, 20 (16.5%) showed great influence, 22 (18.2) showed moderate influence, 8(6.6%) showing low influence and 47 (38.8) showed very low influence. On the poor lesson planning and class management, majority 32 (56.2) stated that the aspect had great influence in comparison to 35 (28.9%) and 18(14.9%) who indicated moderate influence and low influence respectively. The results goes in-line with Bressoux, Kramarz and Prost (2019) on teachers' training, class size and

students' outcomes: from learning and administrative forecasting mistakes whose findings showed that in a class environment setting, teachers get overwhelmed with the number of students and this results to extended lessons and hampers content delivery for pupils. However, a statement from different head teachers indicated that crowded classrooms are deemed to lower the quality of learning in classes especially when the teacher can't balance between slow learners and fast learners.

4.4.2 Students responses on the Influence of management of Class Size

Students comprising of (n=190) were requested to rate the extent to which class size influence student academic performance. Rate the statements on how management of class size has influenced student academic performance of students in secondary schools with a scale of *5 – Great extent (VG), Great (G), 3 -Moderate (M), 2 – Little (L) and 1 – Very Low (LV).* The results are shown below:

Table 4.6: Students responses on the Influence of management of Class Size

Statement N=190	G.E		G		M		L		V-E			
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Mean**	**Std. Dev**
1) Over-crowded classes obstruct students from smooth learning	161	84.7	29	15.3	0	0	0	0	0	0	**3.8**	**1.01**
2) Student do not get the much needed attention from teachers	29	15.3	58	30.5	54	28.4	43	22.6	6	3.2	**3.3**	**0.41**
3) Reduced class time for syllabus coverage for teachers	10	5.3	92	48.4	63	33.2	13	6.8	12	6.3	**3.11**	**0.24**
4) Lack of in-depth content coverage due to the loss of instructional time	12	6.3	16	8.4	38	20	45	23.7	79	41.6	**3.51**	**1.07**
5) Poor lesson planning and class management	38	20	31	16.3	33	17.4	16	8.4	72	37.9	**3.11**	**1.12**

The results from table 4.6 shows tabulated information from pupil's responses on the Influence of class size. majority 18 (68.6%) showed very great influence on indicated there was great public contribution on the fact that over-crowded classes obstruct students from smooth learning proposed community projects community as compared to 34 (28.1%) of the respondents who showed there was a moderate influence. Majority 161 (84.7%) showed that over-crowded classes had very great influence such that it obstructs students from smooth learning. In comparison to other responses of 29 (15.3%) who showed indicated great influence on the aspect that there is obstruction for learning in classes. Regarding students getting attention from teachers, there was diversified opinion from students with majority 58 (30.5%) indicating great influence and 29 (15.3%) who showed very great influence, 54 (28.4%) moderate influence, 43 (22.6%) low influence and 6 (3.2%) very low influence. This statements indicates that on teacher attending to overcrowded classes, students do not get the much needed attention from teachers. In reference to Ncube (2014) on managing class size, the recommended class student to teachers ratio stands at 1:32, thus a case scenario that was recorded in major schools showed that one teacher had 82 students on average per class, this shows that many teachers might be overwhelmed by overcrowded classes.

On the aspect of reduced class time for syllabus coverage for teachers, pupils responded with diversified opinion with majority, 92 (48.4%) showed that it had great influence, 10 (5.3%) very great influence , 63 (33.2%) moderate influence, 13 (6.8%) low influence and 12 (6.3%) very low influence. On the issue of lack of in-depth content coverage due to the loss of instructional time, the pupils rated the statement with different opinion; with 79 (41.6%) showing low influence, 12 (6.3%) very great influence, 16 (8.4%) moderate influence, 38 (20%) moderate influence and 45 (23.7%) very low influence. Finally concerning poor lesson planning and class management, the pupils also had differed responses with majority 72 (37.9) indicating very low influence, 38 (20) showing very great influence, 31 (16.3) great

influence 33 (17.4) moderate influence and 16 (8.4%) low influence. These results were in tandem with Darling-Hammond (2019) findings that lack of planning for both teachers and the school administration leads to loss quality of quality time that leads to teachers not cover syllabus in time.

From table 4.5 and table 4.6, the tabulated results indicates different aspects as responded by headteachers, teachers and pupils. The respondents were subjected to different subjects pertaining to measure the influence of class size. From the responses various had opinion had similar magnitude. Over-crowded classes obstruct students from smooth learning *(μ=3.8, σ=1.01),* Student do not get the much needed attention from teachers *(μ=3.3, σ=0.41)* Poor lesson planning and class management *(μ=3.11, σ=1.12)* while aspect of reduced class time for syllabus coverage for teachers and lack of in-depth content coverage due to the loss of instructional time.

From the interview conducted, both teachers and head teachers responded on various issues that to various issues that regarded managing over-crowded classes. One of the common subject regarded handling overcrowded classes that teachers needed to provide mechanisms of handling pupils in classroom environment with inadequate resources like desks and chairs. Similar responses from a group of the respondents shared on how they arranged pupils in form of groups to encourage discussions during class time. From observations, it was evident that many classes struggled with overcrowded number of pupils in one class. For instance there was a class that recorded as high as 1:94 ratio for teachers to pupils in one class. This showed during conducting lessons, teachers struggle to manage all pupils in a single class. One of the common dynamic used by teachers was splitting the class into smaller numbers in order to manage smaller groups though there have been time constraint which makes operations for syllabus coverage to be sluggish. Though, Chileya (2016) and Chingos (2013)

advocates for proper lesson planning and class management for teachers, many schools were observed not to have clear plans on how to manage overcrowded pupils. Teachers, had workable strategies of splitting of classes and conducting remedial classes aimed at syllabus coverage especially where limitation of class time affected teachers content delivery.

4.4.3 Significance the influence of class size on Academic Performance

The study sought to answer a hypothetical question 'There is no significant relationship between management of class size and academic performance of day secondary school students.' The hypothesis test for T-Test was performed for null hypothesis (H_0) to compare if the two observable groups (headteachers, class teachers) and learners responses had mean differences. The responses were extracted and tabulated as shown in table 4.8 below;

Table 4.7: Significance the influence of class size on Academic Performance

Variables	N	D.f	Mean	S.D	R-cal	R-critical	Remarks
Headteachers and Class teachers	310	297	38.7	8.30	4.88	2.17	reject null hypothesis
Learners/students			19.22	2.5			

From the table 4.7 above, r-calculated value of 4.88 is greater than R-critical of value 2.17 at p value ~ 0.05 significant level and 297 degrees of freedom. Hence, the null hypothesis is rejected. It can therefore be concluded that there is a significant relationship between management of class size and academic performance of day secondary school students. The above results are comparable to Finn and Achilles (2019) study on Tennessee's class size. The research tested on the implication of class size on pupil's performances. One of the hypothesis of the study tested the significance of overcrowded classes on pupils' performance. The results indicated that the tested hypothesis was rejected after, r-calculated value of 6.99 was greater than R-critical of

value 3.61 at p value ~ 0.05 significant level and 178 degrees of freedom. Therefore, both variables in the research proved to be true that class size affects pupil's performances.

4.5 Influence of Class Rules and Regulations on Academic Performance

The second objective of the study sought to examine how observation of class rules and regulations influences student academic performance on day secondary schools Mwingi East Sub-County. Both headteachers, class teachers and selected students from form one to form four were asked to respond to hypothetical question *'There is no significant relationship between observation of class rules and regulations and academic performance of day secondary schools'.* Their responses were recorded on five points that entailed; strict rules and instructions in classroom environment, lack of attention from teachers towards discipline, high cases of disruption of lessons from students, delay and time management for students, rising levels of indiscipline among students. Their responses were tabulated in the following sections:

4.5.1 Head Teachers and teachers responses on influence of class rules and regulations

Head Teachers and class teachers comprising of (n=121) were requested to rate the extent to which class rules and regulations influence student academic performance. Rate the statements on how class rules and regulations has influences student academic performance of students in secondary schools with a scale of: *5 – Very Great (VG), Great (G), 3 - Moderate (M), 2 – Little Extent-(L) and 1 – Very Low (LV).* The results are shown below:

Table 4.8: Head Teachers and teacher's responses on influence of class rules and regulations

Statement N=121	G.E		G		M		L		V-E			
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Mean**	**Std. Dev**
1) Strict rules and	91	67	28	23.1	-	-	10	8.3	2	1.7	**3.6**	**1.02**

	instructions in classroom environment											
2)	Lack of attention from teachers towards discipline	69	57	20	16.5	6	5	22	18.2	4	3.3	**2.8**	**0.11**
3)	High cases of disruption of lessons from students	-	-	60	51.2	69	45.5	-	-	4	3.3	**3.11**	**0.24**
4)	Delay and time management for students	62	50.2	24	19.8	-	-	29	24	6	5	**3.51**	**1.07**
5)	Rising levels of indiscipline among students	-	-	74	50.2	-	-	12	26.4	15	12.4	**3.01**	**1.03**

The results shown above in table 4.8, indicates responses for both headteachers and teacher. Majority 91 (67%) indicated that on the issue of strict rules and instructions in classroom environment had very great influence as compared to respondents 28 (23.1%) who indicated the statement had great influence on academic performance. On the issue of lack of attention from teachers towards discipline, there was diversified responses from respondents with majority 69 (57%) indication very great influence as compared to 20 (16.5%) that indicated great influence, 6 (5%) moderate influence, 22 (18.2%) low influence and 4 (3.3%) very low influence. On the aspect of high cases of disruption of lessons from students, majority 60 (51.2%) showed great influence and 69 (45.5%) showed moderate influence. From a close interview with teachers, various issues came out clearly concerning how rules and regulations are used to manage learning in classes. One of the key method adopted was setting clear rules that formed a friendly environment for interaction of teachers and the students. Additionally,

following rules and regulations in classes helped the students to concentrate hence good performance in exams.

Tentatively, 62 (50.2%) stated that delay and time management for students had the statement had very great influence in comparison to 24 (19.8%) responses that showed great influence. The statement showed that due to crowded class teachers might have spent lots of time managing students more than delivering contents of the syllabus. Chingos *et al.,* (2013) on the class size and student outcomes argues that, teachers handling large class sizes are unable to balance between teaching and attending to other issues that may disrupt the class progress. Additionally, Bressoux, Kramarz and Prost et al., (2019). States teachers are unable to offer cover the syllabus on time due to the fact that many students overwhelm teachers in terms of managing learning. On the issue of rising levels of indiscipline among students, majority 74 (50.2%) showed that it had great influence as compared to 12 (26.4%) who showed moderate influence and 15 (12.4%) showed low influence.

On the aspect of adherence to class rules and regulations, from the interviews conducted, head teachers and teachers explicitly stated that all class operations are shaped by class rules that act as guidelines on how to conduct a class. However, there are dynamics where many schools allow teachers to conduct their classes with custom rules that suit that class as per the school environment. In many instances, teachers recorded that some rules and regulations were universal to all during outside classroom environment but while conducting lessons, many teachers are forced to draft their own rules that create a conducive environment for learning. As stipulated by Comer and Haynes *et al.,* (2019) on the classroom dynamics in learning, the scholar terms school rules and regulations as keep pillars towards effective management of classes. Comparatively, from interviews conducted, majority of teachers showed that every successful teachers must employ his or her unique rules that support pupils

and make learning to be more interactive. The dynamic of learning involves knowing when to strictly impose harsh rules in class and when to adjust in order to suit a particular learning environment.

4.5.2 Student responses on influence of class rules and regulations

Further students comprising of (n=190) were requested to rate the extent to which class rules and regulations influence student academic performance. Rate the statements on how class rules and regulations has influenced student academic performance of students in secondary schools with a scale of *5 – Great extent (VG), Great (G), 3 -Moderate (M), 2 – Little (L) and 1 – Very Low (LV).* The results are shown below:

Table 4.9: Student responses on influence of class rules and regulations

Statement	**V.G**		**G**		**M**		**L**		**V-E**			
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Mean**	**Std. Dev**
1) Strict rules and instructions in classroom environment	50	26.3	54	28.4	54	28.4	32	16.8	0	0	**3.6**	**1.02**
2) Lack of attention from teachers towards discipline	41	21.6	41	21.6	105	55.3	-	-	3	1.6	**3.2**	**1.10**
3) High cases of disruption of lessons from students	143	75.6	-	-	-	-	34	17.9	6	3.2	**3.11**	**0.24**
4) Delay and time management for students	-	-	96	50.5	88	46.5	28	14.7	6	3.2	**3.51**	**1.07**
5) Rising levels of indiscipline among students	50	26.3	42	22.1	48	25.3	41	21.6	9	4.7	**3.01**	**1.03**

From table 4.9, pupils were asked to respond on how class rules and regulations influence student academic performance, respondents had differed opinion on the aspect of strict rules and instructions in classroom environment, where majority 54 (28.4%) indicated very great and 54 (28.4) moderate influence comparatively. In comparison, with other respondents 50 (26.3%) showed great influence and 32 (16.8%) showed low influence. Regarding the issue of lack of attention from teachers towards discipline, majority 105 (55.3%) indicated low influence while 41 (21.6%) indicated very great influence and great influence respectively. Additionally, on the high cases of disruption of lessons from students, vast majority 143 (75.6%) indicated very great influence on handling students in crowded classes and 34(17.9) indicated low influence. The results are in line with Comer and Haynes *et al.*, (2019) on the dynamics of school change that advocates for friendly techniques that help teachers to manage overcrowded classes.

On the other hand, concerning delay and time management for students, majority 96 (50.5%) showed great influence as compared to 88 (46.5%) who showed moderate influence and 28 (14.7%) who indicated low influence this shows that pupils were concerned on how the issue of overcrowded and how teachers delay while managing lessons. Bressoux, Kramarz and Prost (2019) on teachers' training, makes observations that teachers feel disoriented due to the fact that managing class size makes teacher overwork in order to achieve their teaching goals. On the rising levels of indiscipline among students, majority 50 (26.3%) had very great influence while 42 (22.1%) rated it to have great influence, 48(25.3%) had moderate influence, 41(21.6%) showed low influence while 9 (4.7%) showed very low influence. However, on these responses Froyen, and Iverson (2019) contends that class rules and regulations when well adhered to, always help to teachers and learners to develop an atmosphere conducive for learning.

From table 4.10 and table 4.11, the analysed results from both tables indicates responses on different aspects as per the headteachers, teachers and pupils. The respondents answered to given questions pertaining to the influence of class rules and regulations on academic performances. From the tested aspects, various responses were rated to have similar magnitude. Strict rules and instructions in classroom environment *(μ=3.6, σ=1.02),* High cases of disruption of lessons from students *(μ=3.11, σ=0.24),* Delay and time management for students *(μ=3.51, σ=1.07)* Rising levels of indiscipline among students *(μ=3.01, σ=1.03).* Only one aspect 'lack of attention from teachers towards discipline' showed different magnitude from teachers/headteachers and pupils responses. These outcomes relates well with Glasman *et al.*, (2014) and Hadfield *et al.*, (2013) who indicates that observing rules and regulations serves a core pillars that makes learning to be a complete process. The scholars observes that imposing strict rules and regulations in classes may result to fear and intimidation of students. Further to this, their suggestions were that workable rules and regulations in classes are supposed to be friendly to all while creating a conducive learning environment.

4.5.3 Significance of class rules and regulations on Academic Performance

The study sought to answer a hypothetical question 'There is no significant relationship between observation of class rules and regulations and academic performance of day secondary schools.' The hypothesis test for T-Test was performed for null hypothesis (H_0) to compare if the two observable response groups (headteachers, class teachers) and learners showed they had mean differences. The results were extracted and tabulated as shown in table 4.10 below;

Table 4.10: Significance of class rules and regulations on Academic Performance

Variables	N	D.f	Mean	S.D	R-cal	R-critical	Remarks

Headteachers and Class teachers	310	256	33.7	7.10	3.99	2.3	reject null hypothesis
Learners/students			18.23	2.4			

From the table 4.10 above, r-calculated value of 3.99 is greater than R-critical of value 2.3 at p value ~ 0.05 significant level and 256 degrees of freedom. Hence, the null hypothesis is rejected. The researcher makes conclusion that there is a significant relationship between class rules and regulations and academic performance of day secondary school students. These results can be corresponded to Howe and Abedin (2013) on classroom management that shows that the essence of maintaining a disciplined class, entails total observance of strict rules and regulations when conducting lessons. The hypothetical analysis led to rejection of the null hypothesis after finding that r-calculated value of 1.99 was greater than R-critical of value 2.61 at p value ~ 0.05 significant level and 123 degrees of freedom. Further the study indicated that class rules and regulations are supposed to dynamic in order to suit the learning environment.

From the observation made, successful schools had variations in observance of rules and regulations governing the learning process. At one point, teachers make use of universal rules set by the administration while other teachers applied their own rules and regulations that perfectly fit the learning environment. Interview responses from headteachers showed that comparing use of self-administered rules and regulations with universal rules that apply to all classes and students, there was a clear indication that when teachers work on their dynamic rules and regulations in classes, they are able to manage effective learning processes. Chileya *et al.,* (2016) contends that classroom dynamics involves teachers handling learning using assorted methods towards content delivery. In his view class rules and regulations acts as drivers for disciplined pupils and contributes to a higher percentage towards academic

performances. Similarly, responses from headteachers had implications that rules and regulations in schools are imposed on engaging teachers in order to get the effective procedure are followed and put into practice.

4.6 Influence of class learning activities on Academic Performance

The third objective sought to evaluate how class learning activities influences academic performance in day secondary school students in Mwingi East Sub-County. Selected headteachers, class teachers and students from form one to form four were asked to respond to hypothetical question that stated *'There is no significant relationship between learning activities and academic performance of day secondary school in Mwingi East Sub-County*. Their responses were based on these statements: timely class attendance recorded from students, delayed or lack of submission of assignments, student – teachers classroom interactions during lessons, interactive demonstrations for problem solving techniques used by teachers and discussion and group learning for learners. Their responses were tabulated in the following sections:

4.6.1 Head Teachers and teachers responses on influence of class rules and regulations

Head Teachers and class teachers comprising of (n=121) responded to questionnaires regarding the dynamics of class activities and how they influence academic performances. Their responses were based on ratings of scale of*: 5 – Very Great (VG), Great (G), 3 - Moderate (M), 2 – Little Extent-(L) and 1 – Very Low (LV).* The outcome was tabulated below;

Table 4:11: Head Teachers and teachers responses on class activities

Statement N=121	G.E		G		M		L		V-E			
	N	%	N	%	N	%	N	%	N	%	Mean	Std. Dev

1)	Timely class attendance recorded from students	39	32.2	46	52.9	-	-	18	14.9	-	-	**3.8**	**0.13**
2)	Delayed or lack of submission of assignments	71	58.7	34	28.1	16	13.2	-	-	-	-	**3.5**	**1.11**
3)	Student – teachers classroom interactions during lessons	103	85.1	18	14.9	-	-	-	-	-	-	**3.01**	**0.16**
4)	Interactive demonstrations for problem solving techniques used by teachers	18	14.9	36	29.8	35	28.9	28	23.1	4	3.3	**3.51**	**1.07**
5)	Discussion group for learners	6	5	64	54.5	41	33.9	-	-	8	6.6	**3.71**	**1.01**

Results from table 4.11 above indicates responses from both Headteachers and teachers on how class activities influences academic performances for learners. Regarding the issue of timely class attendance recorded from students, Majority 39 (32.2%) showed very great influence on how class attendance influences academic performances. on the same 46 (52.9%) indicated that there was great influence as compared to 18 (14.9%) of respondents who showed moderate influence. These results can be compared to Chileya *et al.*, (2016); Comer and Haynes (2019) on how dynamics in class attendance for students influences academic performance. In the study, the results shows that teachers create more emphasis on class attendance that translates to improved performance for the students. Comparatively, as

result, students with regular class attendance have better performances than the students with irregular class attendances.

Concerning the delayed or lack of submission of assignments, majority 71 (58.7%) showed very great influence, 34 (28.1%) great influence and 16 (13.2%) moderate influence. Additionally, concerning student – teacher's classroom interactions during lessons, majority 103 (85.1%) indicated that the statement had very great influence. On the other hand, 18(14.9%) indicated great influence on how teachers to student interaction influences academic performance. Tentatively, on how interactive demonstrations for problem solving techniques are used by teachers, there was diversified opinion with majority 36 (29.8%) indicated great influence, 18 (14.9) very great influence, 35 (28.9%) moderate influence, 28 (23.1%) low influence and 4 (3.3%). Therefore, using demonstrations was one of the dynamics used by teachers that impacted positively on students' academic performances. Finally, on discussion group for learners, majority 64 (54.5%) indicated very great influence and 41 (33.9%) showed great influence on the same issue.

4.6.2 Student responses on influence of classroom activities

Additionally, students comprising of (n=190) were requested to rate the extent to which classroom activities influence student academic performance. Rate the statements on how management of class size has influenced student academic performance of students in secondary schools with a scale of *5 – Great extent (VG), Great (G), 3 -Moderate (M), 2 – Little (L) and 1 – Very Low (LV).* The results are shown below:

Table 4.12: Student responses on influence of classroom activities

Statement N=190	**G.E**		**G**		**M**		**L**		**V-E**			
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Mean**	**Std. Dev**

1)	Timely class attendance recorded from students	45	23.7	71	37.4	18	9.5	38	20	18	9.5	**3.8**	**0.13**
2)	Delayed or lack of submission of assignments	-	-	54	28.4	96	50.5	40	21.1	-	-	**3.5**	**1.11**
3)	Student – teachers classroom interactions during lessons	29	15.3	58	30.5	54	28.4	43	22.6	6	3.2	**3.01**	**0.16**
4)	Interactive demonstrations for problem solving techniques used by teachers	10	5.3	92	48.4	63	33.2	13	6.8	12	6.3	**3.51**	**1.07**
5)	Discussion and group learning for learners	87	45.8	-	-	97	51.1	-	-	6	3.2	**3.71**	**1.01**

Results from table 4.12 above shows responses extracted from students on how class activities influences academic performances for learners. Concerning the subject of timely class attendance recorded from students, there was differed responses with majority 71 (37.4%) being rated to have great influence. In comparison with other responses, 45 (23.7%) very great influence, 18 (9.5%) moderate influence 38 (20%) low influence and 18(9.5%) very low influence. Regarding the delayed or lack of submission of assignments, majority 96 (50.5%), indicated moderate influence, 54 (28.4%) showed great influence as well as 40 (21.1%) who indicated low influence. According to Goad (2019) findings on the dynamics of

educational change in Africa and other continents, regular class attendance and submission of assignments are some of the vital techniques that are used on active learning by teachers to evaluate students. Such mechanisms when applied in learning environments, help to shape students' knowledge acquisition as well as help in shaping the students learning process.

Moreover, regarding student – teacher's classroom interactions during lessons, there was diversified opinion with majority 58 (30.5%) indicating great influence, 29 (15.3%), indicated great influence, 54 (28.4%) moderate influence, 43(22.6%) low influence and 6 (3.2%) indicated very low influence. On interactive demonstrations for problem solving techniques used by teachers, majority 92 (48.4%) showed great influence as compared to 10 (5.3%) very great influence, 63 (33.2%) moderate influence, 13 (6.8%) low influence while 12 (6.3%) showed very low influence. Moreover, concerning use of discussion and group learning for learners, 97 (51.1%) had great influence and 87 (45.8%) indicated moderate influence.

As indicated in table 4.11 and 4.12, the tabularized outcomes from both respondents, different were measured and their magnitude on the influence on academic performance noted. It's evident that some of the aspects as responded had similar magnitude like timely class attendance recorded from students *(μ=3.8, σ=0.13),* delayed or lack of submission of assignments *(μ=3.5, σ=1.11),* Student – teachers classroom interactions during lessons *(μ=3.01, σ=0.16)* and discussion and group learning for learners *(μ=3.71, σ=1.01).* Therefore, interactive demonstrations for problem solving techniques used by teachers had differed magnitude showing that it had dissimilar responses.

Conducted interviews on classroom activities, responses showed that when handling classroom activities, teachers applied different strategies that dynamically varied from one environment to the other. As per many teachers' responses, pupils engage in different

activities that collaboratively define how class activities are carried out. Essentially, the dynamic schemes that were used by teachers for classroom activities included: formation of small group discussion, organizing brainstorming sessions and playing knowledge based games. Such strategies were deemed to be applied by teachers at different levels of learning particularly regarding the lesson that was carried out. Creativity was recorded to be a spice for enhancing learning activities especially many students worked on demos and debates that helped improve on the topic of study. According to Leder *et al.,* (2018) and Ncube *et al.,* (2014) underscores that for an interactive class, learning activities ought to be collaborative were teachers may work on 60% of the class activities while letting other part may be expounded by pupils.

4.6.3 Significance of class activities on Academic Performance

The study sought to answer a hypothetical question 'There is no significant relationship between learning activities and academic performance of day secondary school.' The hypothesis test for T-Test was performed for null hypothesis (H_0) to compare if the two observable response groups (headteachers, class teachers) and learners showed they had mean differences. The results were extracted and tabulated as shown in table 4.13 below;

Table 4.13: Significance of class activities on Academic Performance

Variables	**N**	**D.f**	**Mean**	**S.D**	**R-cal**	**R-critical**	**Remarks**
Headteachers and Class teachers	310	273	30.7	8.20	4.11	3.1	reject null hypothesis
Learners/students			22.3	3.1			

From the table 4.13 above, r-calculated value of 4.11 is greater than R-critical of value 3.1 at p value ~ 0.05 significant level and 273 degrees of freedom. Hence, the null hypothesis is rejected. Thus the

researcher makes inferences that there is a significant relationship between class activities and academic performance of day secondary school students. The results goes in line with Leder *et al.*, (2018) findings on student achievement as a factor for classroom dynamics. The study based on hypothetical approach tested the impact of class activities on Academic Performance and using the same variables but different number of respondents, r-calculated value of 6.23 was greater than R-critical of value 4.23 at p value ~ 0.05 significant level and 312 degrees of freedom. The study found that classroom activities are dependent on the teacher's efforts to create a conducive atmosphere for learning with correct, adequate and comprehendible content for study.

4.7 Influence of utilization of learning resources on student academic performance

The fourth objective sought to evaluate how influence of utilization of learning resources on student academic performance in Mwingi East Sub-County. Selected headteachers, class teachers and students from form one to form four were asked to respond to hypothetical question that stated *'There is no significant relationship between utilization of learning resources and academic performance of day secondary school students in Mwingi East Sub-County*. Their responses were based on these statements: promote efficiency in learning, increases student mobility towards accessing knowledge, effective instructional engagement for teachers during classwork, improved quality learning for students and sufficiency for learning materials leads to easier class management.

4.6.1 Head Teachers and teachers responses on utilization of learning resources

Head Teachers and class teachers comprising of (n=121) responded to questionnaires regarding the utilization of learning resources and how they influence academic performances. Their responses were based on ratings of scale of*: 5 – Very Great (VG), Great (G), 3 -Moderate (M), 2 – Little Extent-(L) and 1 – Very Low (LV).* The outcome was tabulated below;

Table 4.14: Head Teachers and teacher's responses on utilization of learning resources

Statement	G.E		G		M		L		VE			
	N	%	N	%	N	%	N	%	N	%	Mean	Std. Dev
1) Promote efficiency in learning	58	47.9	28	23.1	25	20.7	10	8.3	-	-	**3.9**	**0.12**
2) Increases student mobility towards accessing knowledge	70	57.8	20	16.5	21	17.4	10.0	8.3	-	-	**3.1**	**1.12**
3) Effective instructional engagement for teachers during classwork	67	54.5	-	-	35	28.9	20.0	16.5	0.0	0.0	**3.01**	**0.13**
4) Improved quality learning for students	52	43	-	-	57	47.1	10.0	8.3	2.0	1.7	**3.20**	**1.1**
5) Sufficiency for learning materials leads to easier class management	74	61.2	21	17.4	-	-	22.0	18.2	4.0	3.3	**3.01**	**1.03**

From table 4.14 above, headteachers and class teachers responded to various aspects that measured to test their responses on utilization of learning resources on student academic performance. Majority 58 (47.9%) of the teachers use learning resources to great extent promote efficiency in learning. In comparison to other responses where respondents that showed 28 (23.1%) great influence, 25 (20.7%) moderate influence and 10 (8.3%) low influence. On the other hand, concerning that learning resources increases student mobility towards accessing knowledge, there was diversified opinion where Majority 70 (57.8%) had very great influence while 20 (16.5%) indicated great influence, 21 (17.4%) moderate influence and 10.0 (8.3%) showed low influence. These results goes in line with Froyen and Iverson (2019) on the school wide and classroom management, learning resources are have a profound impact on student's academic success, social abilities, and emotional interactions

health. Thus teachers and pupils are brought together by learning resources which helps them create a bond at the same time as sharing knowledge.

Tentatively, on the issue of effective instructional engagement for teachers during classwork majority 67 (54.5%) showed very great influence, as compared to 35 (28.9%) who indicated moderate influence and 20 (16.5%) who showed low influence. Concerning improved quality learning for students, majority 57 (47.1%) indicated moderate influence while 52 (43%) indicated very great influence, in comparison to 10.0 (8.3%) who indicated low influence and 2.0 (1.7%) very low influence. Amon *et al.,* (2017) and Chileya *et al.,* (2016) findings on creation of dynamic environment for learners, indicates that learning resources usually influence how students responds to their learning process. On the influence of sufficiency for learning materials leads to easier class management, majority 74 (61.2%) indicated very great influence while 21(17.4%) indicated great influence as compared to 22(18.2%) influence and 4.0 (3.3) very low influence.

4.7.2 Student responses on the influence of utilization of learning resources

Additionally, students comprising of (n=190) were requested to rate the extent to which utilization of learning resources influence student academic performance. Rate the statements on how learning resources has influenced student academic performance in secondary schools with a scale of *5 – Great extent (VG), Great (G), 3 -Moderate (M), 2 – Little (L) and 1 – Very Low (LV).* The results are shown below:

Table 4.15: Student responses on the influence of utilization of learning resources

Statement	G.E		G		M		L		V-E			
	N	%	N	%	N	%	N	%	N	%	Mean	Std. Dev
1) Promote efficiency in learning	161	84.7	29	15.3	0	0	0	0	0	0	**3.9**	**0.12**

2)	Increases student mobility towards accessing knowledge	29	15.3	58	30.5	54	28.4	43	22.6	6	3.2	**3.1**	**1.12**
3)	Effective instructional engagement for teachers during classwork	10	5.3	92	48.4	63	33.2	13	6.8	12	6.3	**3.01**	**0.13**
4)	Improved quality learning for students	12	6.3	16	8.4	38	20	45	23.7	79	41.6	**3.20**	**1.1**
5)	Sufficiency for learning materials leads to easier class management	38	20	31	16.3	33	17.4	16	8.4	72	37.9	**3.01**	**1.03**

From table 4.15 above, the results indicates data from pupil's responses on various aspects that measured to test their responses on utilization of learning resources on student academic performance. Majority 161 (84.7%) indicated very great influence on the effectiveness in utilization of resources in comparison to other responses where respondents that showed 29 (15.3%) great influence. Tentatively regarding that learning resources increases student mobility towards accessing knowledge, there was differentiated opinions where majority 58 (30.5%) increases student mobility towards accessing knowledge as linked to 29 (15.3%) who showed very great influence, 54 (28.4%) great influence 43 (22%) moderate influence, 6 (3.2%) low influence. According to MOE *et al.,* (2016), learning resources utilization acts as one of the dynamic methods used by teachers to motivate and create interactions with the students.

On effective instructional engagement for teachers during classwork, majority 92 (48.4%) showed great influence, 10 (5.3%) very great influence, 63 (33.2%) showed moderate

influence, 13(6.8%) low influence and 12 (6.3%) very low influence. In modern world, Froyen and Iverson *et al.,* (2019) on the school wide and classroom management, agrees that active engagement of students makes them being part of the lesson development. Moreover dynamic environment relates to ways and strategies adopted by teachers to make class environment lively and accommodative to all students. On the aspect of improved quality learning for students, majority 79 (41.6%) showed that this statement had moderate influence as compared to various responses of 12 (6.3%) very great influence, 16 (8.4%) great influence 38 (20%) low influence and 45 (23.7%) very low influence. Finally, on the sufficiency for learning materials leads to easier class management, there was diversified responses; with majority 72 (37.9%) indicating very low influence 38 (20%) very great influence, 31 (16.3%) great influence, 33 (17.4%) low influence, and 16 (8.4%) very low influence

As indicated in table 4.14 and 4.15, the tabularized outcomes from both respondents, different were measured and their magnitude on the influence on academic performance noted. It's evident that some of the aspects as responded had similar magnitude like Promote efficiency in learning (μ=3.9, σ=0.12), Increases student mobility towards accessing knowledge (μ=3.1, σ=1.12), Effective instructional engagement for teachers during classwork (μ=3.01, σ=0.13) and Improved quality learning for students (μ=3.20, σ=1.1). Therefore, sufficiency for learning materials leads to easier class management as rated by both teachers and students had differed magnitude showing that it had dissimilar responses.

These results are consistent with Livumbaze and Achoka *et al.,* (2017) on analyzing the Effect of Teaching/Learning Resources on Students 'academic Achievement in Public Secondary that highlights that learning resources play a critical part for academic performances of pupils. Based on the finding of the study, having proper learning resources

helps in facilitating effective engagement of pupils and teachers during classwork. Furthermore, when teachers and pupils has the right learning and instructional resources, quality learning is expected as well as raising the standards of pupils. On the same, Naisianoi, Koome and Marima *et al.,* (2020) findings on the influence of teaching and learning materials available on the development of pupils in upper primary schools, states that having the right and adequate learning resources creates ease on pupils accessing knowledge and brings comfort particularly in overcrowded learning enviroments.

4.6.3 Significance of class activities on Academic Performance

The study sought to answer a hypothetical question *'There is no significant relationship between utilization of learning resources and academic performance of day secondary school students.'* The hypothesis test for T-Test was performed for null hypothesis (H_0) to compare if the two observable response groups (headteachers, class teachers) and learners showed they had mean differences. The results were extracted and tabulated as shown in table 4.16 below;

Table 4:16: Significance of class activities on Academic Performance

Variables	**N**	**D.f**	**Mean**	**S.D**	**R-cal**	**R-critical**	**Remarks**
Headteachers and Class teachers	301	295	32.1	9.10	5.20	4.2	reject null hypothesis
Learners/students			21.1	3.0			

From the table 4.16 above, r-calculated value of 5.2 is greater than R-critical of value 4.2 at p value ~ 0.05 significant level and 295 degrees of freedom. Hence, the null hypothesis is rejected. Thus the researcher makes inferences that there is a significant relationship between utilization of learning resources and academic performance of day secondary school students. These results are linked to Grimaldi, Basu Mallick, Waters and Baraniuk (2019) studies that asked Do open educational

resources improve student learning? The study based on a hypothetical approach found that there was a statistical significant difference between the usage of learning resources and academic performances of pupils. From the studied variables connected to learning resources, the study indicates that there was direct connection between availability of student's learning resources. Further the study underscores that effective deployment of learning resources leads to ease in conducting learning lessons for teachers.

4.8 Overall influence of Classroom Dynamics on Student Academic Performance

The overall objective was to investigate the influence of classroom dynamics on student academic performance, the researcher used correlation test the summary of inter-correlations between independent variables (Class Size, Class Activities, Class Rules and Regulations and Learning Resources) and dependent variables (Academic Performance). Therefore, table 4.17 presents the inter-correlation that sought to determine the degree of interdependence of the independent and dependent variable as represented in a matrix grid.

Table 4.17: Inter-correlation of Variables

	Class Size	**Class Activities**	**Class Rules and Regulations**	**Learning Resources**	**Academic Performance**
Class Size	1				
Class Activities	0.45	1			
Class Rules and Regulations	0.76	0.38	1		
Learning Resources	0.55	0.65	0.45	1	
Academic Performance	**0.61**	**0.78**	**0.81**	**0.55**	1

** Correlation significant at the 0.05 level (2-tailed).

The generated in table 4.17, indicates that the associations between the independent variables were significant at the 95% confidence level. This means that the inter-correlations (r^2) of

variables between the independent variables were strong enough to depict the overall effect on the dependent variable.

First, correlation analysis to examine how management of class size influences academic performance of day secondary school. The tested results showed that there exist a relationship of *(r = 0.61, α = 0.05).* The Pearson's correlation factor on coefficient of correlation r = 0.61 (61%) indicates that there exist strong relationship above average between the two research variables. Thus, there researcher can draw inferences that class size influences academic performance of students

Second correlation analysis was to examine how observation of class rules and regulations influences student academic performance for day secondary schools students. The tested results showed that there exist a relationship of *(r =0.81., α = 0.05).* The Pearson's correlation factor on coefficient of correlation r = 0.81 (81%) indicates that there exist strong relationship above average between the two research variables. Thus, there researcher makes inferences that strict class rules and regulation influences academic performances.

Third correlation analysis was to assess how class learning activities influences academic performance in day secondary school. The tested variables showed that there exist a relationship of (r =0.78., α = 0.05). The Pearson's correlation factor on coefficient of correlation r = 0.78 (78%) indicates that there exist strong relationship above average between the two research variables. Thus, there researcher makes inferences that class learning activities influences academic performances.

Fourth correlation analysis was to examine how utilization of learning resources influences academic performance in day secondary school. The tested variable showed that there exist a relationship of (r =0.55., α = 0.05). The Pearson's correlation factor on coefficient of correlation r = 0.55 (55%) indicates that there exist moderate relationship above average

between the two researched variables. Thus, there researcher makes inferences that effective utilization of learning resources influences academic performances.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter presents the summary of findings, conclusions, and recommendations in relation to the objectives of the study. The study entailed investigating influence of classroom dynamics on student academic performance in day secondary schools in Mwingi east sub county, Kitui County, Kenya. The study was based on four objectives; to examine how management of class size influences academic performance of day secondary school, to examine how observation of class rules and regulations influences student academic performance on day secondary schools, to assess class learning activities influences academic performance in day secondary school and to examine how utilization of learning resources influences academic performance in day secondary school students in Mwingi East Sub-County. The summary was based on the research findings of the objectives, which are summarized below.

5.1 Summary of Findings

The first objective entailed an examination of how management of class size influences academic performance of day secondary school students in Mwingi East Sub-County. Responses from the teachers and students were summarized as follows; on the issue of over-crowded classes obstruct students from smooth learning, majority 68.6% headteachers and class teacher's responses, showed very great influence as compared to majority 68.6% students showed very great influence. On the issue of student do not get the much needed attention from teachers majority 47.9% head teachers and class teachers indicated great influence on the aspect that in comparison to majority 30.5% of students who indicated it had great influence. Tentatively, on reduced class time for syllabus coverage for teachers, 73.5%

indicated that there was great influence as compared to student's responses of majority, 48.4% who showed that it had great influence.

On the issue of lack of in-depth content coverage due to the loss of instructional time, For Head teachers and teachers responses there was diversified views with 19.8% showed very great influence, 16.5% showed great influence, 18.2% showed moderate influence, 6.6% showing low influence and 38.8% showed very low influence as compared to majority 41.6% students who indicated low influence, 6.3% very great influence, 8.4% moderate influence, 20% moderate influence and 23.7% very low influence. Concerning poor lesson planning and class management, Headteachers and class teacher's responses, majority 56.2% stated that the aspect had great influence while other responses were 28.9% and 14.9% who indicated moderate influence and low influence respectively. On the same for student responses, majority 37.9% indicated very low influence, 20% very great influence, 16.3% great influence 17.4% moderate influence and 8.4% low influence.

Comparatively, from the responses for Headteachers and class teachers, various statements were rated with similar magnitude. Over-crowded classes obstruct students from smooth learning *(μ=3.8, σ=1.01),* Student do not get the much needed attention from teachers *(μ=3.3, σ=0.41)* Poor lesson planning and class management *(μ=3.11, σ=1.12)* while aspect of reduced class time for syllabus coverage for teachers and lack of in-depth content coverage due to the loss of instructional time. The hypothesis test for *'T-Test'* performed for null hypothesis (H_0) '*There is no significant relationship between management of class size and academic performance of day secondary school students.*' The null hypothesis was rejected due to the fact that r-calculated value of 4.88 is greater than R-critical of value 2.17 at p value ~ 0.05 significant level and 297 degrees of freedom. Thus, inferences were that there is a

significant relationship between management of class size and academic performance of day secondary school students.

The second objective was to examine how observation of class rules and regulations influences student academic performance on day secondary schools in Mwingi east Sub County. Responses were; for headteachers and class teachers on the issue of strict rules and instructions in classroom environment majority 67% indicated that very great influence as compared to respondents 23.1% who indicated great influence. For students responses, on class rules and regulations majority 28.4% indicated very great influence and 28.4% moderate influence comparatively. On the issue of lack of attention from teachers towards discipline, there was diversified responses from respondents with majority 57% indication very great influence as compared to 16.5% that indicated great influence, 5% moderate influence, 18.2% low influence and 3.3% very low influence. For student's responses, majority 55.3% indicated low influence while 21.6% indicated very great influence and great influence respectively.

Headteachers and class teacher's responses on the aspect of high cases of disruption of lessons from students, majority 51.2% showed great influence and 45.5% showed moderate influence as compared to student's responses, vast majority 75.6% indicated very great influence on handling students in crowded classes and 17.9% indicated low influence. Tentatively, 50.2% stated that delay and time management for students had the statement had very great influence in comparison to 19.8% responses that showed great influence. On the other hand, concerning delay and time management for students, majority 50.5% showed great influence as compared to 46.5% who showed moderate influence. On the issue of rising levels of indiscipline among students, majority 50.2% of Headteachers and teachers indicated great influence as to 26.3% of student who showed had very great influence

From the results, various responses were rated to have similar magnitude. Strict rules and instructions in classroom environment *(μ=3.6, σ=1.02),* High cases of disruption of lessons from students *(μ=3.11, σ=0.24),* Delay and time management for students *(μ=3.51, σ=1.07)* Rising levels of indiscipline among students (*μ=3.01, σ=1.03).* Only one aspect 'lack of attention from teachers towards discipline' showed different magnitude from teachers/headteachers and pupils responses. The hypothesis test for T-Test was performed for null hypothesis (H_0) to compare if the two observable response groups (headteachers, class teachers) and learners showed they had mean differences. R-calculated value of 3.99 is greater than R-critical of value 2.3 at p value ~ 0.05 significant level and 256 degrees of freedom. Hence, the null hypothesis is rejected.

The third objective was to assess class learning activities influences academic performance in day secondary school students in Mwingi East Sub-County. Regarding the issue of timely class attendance recorded from students, for headteachers and teachers, majority 32.2% of showed very great influence on how class attendance influences academic performances. On the same 52.9% indicated that there was great influence as compared to majority 37.4% being rated to have great influence. In comparison with other responses, 23.7% very great influence, 9.5% moderate influence 20% low influence and 9.5% very low influence. Concerning the delayed or lack of submission of assignments, majority 58.7% of headteachers and teachers showed very great influence, 28.1% great influence and 13.2% moderate influence. Comparing to students responses majority 50.5%, indicated moderate influence, 28.4% showed great influence as well as 21.1% who indicated low influence.

Additionally, for headteachers and teachers responses on student – teacher's classroom interactions during lessons, majority 85.1% indicated that the statement had very great influence. In comparison to student's responses 30 % great influence and 28.4% moderate influence on how teachers to student interaction influences academic performance.

Tentatively, on discussion group for learners, majority 54.5% of teachers and head teachers indicated very great influence in comparison to majority 51.1% of students that indicated great influence and 45.8% who indicated moderate influence.

From the outcome different aspects showed magnitude on the influence on academic performance noted. It's evident that some of the aspects as responded had similar magnitude like timely class attendance recorded from students *(μ=3.8, σ=0.13),* delayed or lack of submission of assignments *(μ=3.5, σ=1.11),* Student – teachers classroom interactions during lessons *(μ=3.01, σ=0.16)* and discussion and group learning for learners *(μ=3.71, σ=1.01).* Testing the hypothesis, '*There is no significant relationship between learning activities and academic performance of day secondary school.'* The hypothesis test for T-Test was performed for null hypothesis (H_0) to compare if the two observable response groups had mean differences. Thus, r-calculated with value of 4.11 was greater than R-critical of value 3.1 at *p value ~ 0.05* significant level and 273 degrees of freedom. Hence, the null hypothesis was rejected.

The fourth objective was to examine how utilization of learning resources influences academic performance in day secondary school students in Mwingi East Sub-County. Majority 58 (47.9%) headteachers and class teachers indicated great extent on the effectiveness in utilization of resources as compared to majority 84.7% pupils who indicated very great influence on the effectiveness in utilization of resources in contrast to other responses where respondents that showed 15.3% great influence. Learning resources increases student mobility towards accessing knowledge majority 70 (57.8%) of teachers and headteachers had very great influence while 20 (16.5%) indicated great influence, 21 (17.4%) moderate influence and 10.0 (8.3%). On the same students majority 30.5% showed great influence and 28.4% indicated moderate influence.

Concerning that effective instructional engagement for teachers during classwork, majority 54.5% showed very great influence, as compared to 28.9% who indicated moderate influence and 16.5% who showed low influence. For students, majority 48.4% showed great influence, 5.3% very great influence, 33.2% showed moderate influence, 6.8% low influence and 6.3% very low influence. About improved quality learning for students, majority 47.1% of headteachers and teachers indicated moderate influence while 43% indicated very great influence, in comparison to 8.3% who indicated low influence and 1.7% very low influence. Finally, on the influence of sufficiency for learning materials leads to easier class management, majority 74 (61.2%) of teachers and headteachers indicated very great influence while 21(17.4%) indicated great influence as compared to 22(18.2%) influence and 4.0 (3.3) very low influence. On the same students had diversified responses; with majority 72 (37.9%) indicating very low influence 38 (20%) very great influence, 31 (16.3%) great influence, 33 (17.4%) low influence, and 16 (8.4%) very low influence

All aspects measured and their magnitude on the influence on academic performance noted. It's evident that some of the aspects as responded had similar magnitude like Promote efficiency in learning *(μ=3.9, σ=0.12),* Increases student mobility towards accessing knowledge *(μ=3.1, σ=1.12),* Effective instructional engagement for teachers during classwork (μ=3.01, σ=0.13) and Improved quality learning for students *(μ=3.20, σ=1.1).* The hypothesis test for T-Test was performed for null hypothesis (H_0) with the statement *'There is no significant relationship between utilization of learning resources and academic performance of day secondary school students.'* r-calculated value of 5.2 is greater than R-critical of value 4.2 at p value ~ 0.05 significant level and 295 degrees of freedom. Hence, the null hypothesis was rejected.

5.2 Conclusions

On the first objective that sought how management of class size influences academic performance of day secondary school students, from the responses, the researcher concludes that: over-crowded classes obstruct students from smooth learning. Such cases were evident in all classes where the researcher observed that commotion was the norm of each lesson. Teachers adopted strategies of calming the class before commencement of the lesson. However, student do not get the much needed attention from teachers as a result of teachers trying to manage big class sizes. Some classes may go unattended while completion of syllabus become hectic. In such scenarios teachers adopted remedial classes and call for extra time. Correspondingly, teachers need to plan well for lessons and work on class management. There was evidence of reduced class time for syllabus completion for teachers as well as low mastery of contents due to pressed instructional time.

On the second objective that sought how observation of class rules and regulations influences student academic performance on day, from the responses, the researcher concludes that: from the tested aspects strict rules and instructions in classroom environment helps to improve the class learning procedures as evident from the respondent responses. Though there are high cases of disruption of lessons from overcrowded students, teachers usually use different tactics to manage their class environment. Delay and time management for students have been a major issue in class management. Nevertheless, teacher try to manage time due to class interruption caused by crowded classroom. There are recorded cases of indiscipline among students but teachers usually try to control students while creating order in the process of learning.

On the third objective that sought to examine how class learning activities influences academic performance in day secondary school students, from the responses, the researcher concludes that: timely for class attendance was paramount for students' academic

performances. Nevertheless such issues recorded from students like delayed or lack of submission of assignments indicated teachers recklessness to monitor students' progress. For performing classes, there was high student – teacher's classroom interactions during lessons. Forming discussion group learning for learners was the most preferred method for managing classroom environment adopted by many teachers. Consequently, interactive demonstrations for problem solving techniques was used by selected teachers thus making teachers to have different opinions.

On the forth objective, that sought to examine how influence of utilization of learning resources on student academic performance in secondary schools, from the responses, the researcher concluded that: Many teachers work towards promoting efficiency in learning in schooling environment. Dynamic procedures used by teachers involves scheduling and allocating scarce learning materials. Such mechanisms helps to increases student mobility towards accessing knowledge in schools. Effective instructional engagement for teachers during classwork have been well used that also aims at improving quality learning for students. There was high records of insufficient learning materials that resulted to poor class management and attributed to contribution of poor performance.

5.3 Recommendations

From the outcome of the study, the research recommends that;

I. For objective on that entailed 'management of class size influences academic performance of day secondary school', that researcher recommends headteachers can facilitate grouping of classes to smaller sizes whilst teachers can improve on different methods of managing class growing class sizes. Tentatively the researcher further the researcher recommends schools administration to help teachers by organizing manageable class size possibly in a ratio of 1:35.

II. On objective two that involved 'observation of class rules and regulations influences student

academic performance on day secondary schools' the researcher recommends that headteachers and teachers should coordinate in drafting and enforcing school rules and regulation that are likeable and friendly to enhance favorable learning environment whereas parents and government should enforce adherence to friendly rules and regulations for a conducive learning environment.

III. Concerning the third objective that was to assess the influence of class learning activities influences academic performance in day secondary school, the research puts recommendation for teachers that every educator should have working strategies that promote class integration away from the normal learning procedures in school while the researcher puts recommendations for Ministry of education to be conducting time to time accessing how learning is being conducted.

IV. On the last objective that was to 'examine how the utilization of class learning resources influences academic performance in day secondary school' the researcher recommends that the schools should invest in modern learning facilities while teacher's should advance on interactive teaching methodology integrated with current student's needs.

5.4 Suggestion for further Research

Having conducted a research on the 'influence of classroom dynamics on student academic performance in day secondary schools' the research identifies and suggests that;

I. Such research needs to be done in other parts of the counties to ascertain the effect of classroom dynamics on academic performance other than in Mwingi

II. School leadership needs to support teacher with adequate materials and funding to be done in order to enhance learning efficiency especially for overcrowded classrooms.

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APPENDICES

Appendix I: Introductory Letter

Peter Mbiti

P.O BOX 113 -90400

Mbitini-Kenya.

Dear Sir/Madam,

RE: Request for Participation in a Research Study.

I am a final year student at Mount Kenya University, specializing in Master of Arts in education management and planning. I am currently undertaking a research on "*influence of classroom dynamics on student academic performance in day secondary schools in Mwingi east sub county, Kitui County, Kenya"*.

I will be grateful if you could spare sometime from your busy schedule and answer the questions that I will put forward to you. All information provided will be purely used for academic purposes and your identity will be treated with utmost confidentiality.

Thank you for your cooperation.

Yours faithfully,

Peter Mbiti

Appendix II: Consent Letter

Consent form for participation in research title of study

Dear Participant,

I invite you to participate in a research study entitled: "*influence of classroom dynamics on student academic performance in day secondary schools in Mwingi east sub county, Kitui County, Kenya".* I am currently doing my research work for Master of Arts in education management and planning at Mount Kenya University and am in the process of writing my Master's project. The enclosed questionnaire has been designed to collect information on the research work for scholarly work.

Your participation in this research project is completely voluntary. You may decline altogether, or leave blank any questions you don't wish to answer. There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential and anonymous. Data from this research will be kept under lock and key and reported only as a collective combined total. No one other than the researchers will know your individual answers to this questionnaire. There are no direct benefits to you for participating in this research. However, you may find it interesting to talk about the issues addressed in the research and it may be beneficial to the field and to future clients or individuals who have experienced similar concerns

If you agree to participate in this project, please answer the questions on the questionnaire as best you can. It should take approximately one hour to complete. Please return the questionnaire as soon as possible to enable me complete the project report. If you have any questions about this project, feel free to contact the Investigator, (Peter Kalonzo Mbiti, contact: 0742 416349). If you have questions about your rights as a research participant, please be in touch with the Chairman, Mount Kenya University, Ethical Review Committee, P.O Box 342-01000, Thika.

Thank you for your assistance in this important endeavor.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's Signature:……. Date…….

Investigator's Signature……. Date…….

Appendix III: Head Teachers and Class Teachers Questionnaire

The questionnaire provided below consists of different sections seeking your feedback on vital information concerning the researched objectives. Kindly answer the following questions to the best of your knowledge by ticking or by filling in the spaces provided.

SECTION 1: Personal Information

1) Indicate your gender

   Male [ ]

   Female [ ]

2) Indicate your age bracket

   Below 25 years [ ]

   26- 35 years [ ]

   36- 45 years [ ]

   46- 55 years [ ]

   Above 55 [ ]

3) Education achievement

   Certificate [ ]
   Diploma [ ]
   Degree [ ]
   Masters [ ]

4) Experience in the teaching profession?

   Less than five years [ ]

   5-10 years [ ]

   11-15 years [ ]

   16-20 years [ ]

   Above 20 years [ ]

SECTION II: Influence of Class Size on Academic Performances

Below are the aspects related to influence of class size on the student academic performance. Rate the statements on how they has influenced student academic performance of students in secondary schools with a scale of (***5 – Very Great (V.G), Great (G), 3 -Moderate (M), 2 – Little Extent-(LE) and 1 – Very Low (LV)***

	5	4	3	2	1

1) Over-crowded classes obstruct students from smooth learning					
2) Student do not get the much needed attention from teachers					
3) Reduced class time for syllabus coverage for teachers					
4) Lack of in-depth content coverage due to the loss of instructional time					
5) Poor lesson planning and class management					

Other than the above statements, how does class size influence the academic progress of students?

……
……
……..

SECTION III: Class Rules and Regulations on Academic Performances

Below are issues related to influence of class rules and regulations on the student academic performance. Rate the statements on how they has influenced student academic performance of students in secondary schools with a scale of (***5 – Great extent (GE), Great (G), 3 - Moderate (M), 2 – Little Extent-(LE) and 1 – Low Extent (SD)***

	5	4	3	2	1
1) Strict rules and instructions in classroom environment					
2) Lack of attention from teachers towards discipline					
3) High cases of disruption of lessons from students					
4) Delay and time management for students					
5) Rising levels of indiscipline among students					

Other than the above statements, how does class rules and regulations influence the academic performances of students

……
……
……..

SECTION IV: Influence of class activities on Academic Performances

Below are aspects related to influence of class activities on the student academic performance. Rate the statements on how they has influenced student academic performance of students in secondary schools with a scale of (***5 – Great extent (GE), Great (G), 3 - Moderate (M), 2 – Little Extent-(LE) and 1 – Low Extent (SD)***

	5	4	3	2	1
6) Timely class attendance recorded from students					
7) Delayed or lack of submission of assignments					
8) Student – teachers classroom interactions during lessons					
9) Interactive demonstrations for problem solving techniques used by teachers					
10) Discussion and group learning for learners					

Other than the above statements, how does class activities influence the academic performances of students

……
……
……

SECTION IV: Influence of Learning Resources on the Academic Performance

Below are issues related to influence of learning resources on the student academic performance. Rate the statements on how they has influenced student academic performance of students in secondary schools with a scale of (***5 – Great extent (GE), Great (G), 3 - Moderate (M), 2 – Little Extent-(LE) and 1 – Low Extent (SD)***

	5	4	3	2	1
6) Promote efficiency in learning					
7) Increases student mobility towards accessing knowledge					
8) Effective instructional engagement for teachers during classwork					
9) Improved quality learning for students					
10) Sufficiency for learning materials leads to easier class management					

Other than the above statements, how does learning resources influence the academic performances of students

……
……
……

SECTION V: Influence of Class Dynamics on Academic Performances of Students

Below are issues related to influence of class dynamics on the student academic performance. Rate the statements on how they has influenced student academic performance of students in secondary schools with a scale of *(5 – Great extent (GE), Great (G), 3 -Moderate (M), 2 – Little Extent-(LE) and 1 – Low Extent (LE)*

	5	4	3	2	1
1) Increased efficiency for learners and teachers					
2) Improved student performance					
3) Teachers to student motivation					
4) Proper classroom management for students					
5) Improved teachers to student relationship					

"Thank you for participating"

Appendix IV: Class Students Questionnaire

The questionnaire provided below consists of different sections seeking your feedback on vital information concerning the researched objectives. Kindly answer the following questions to the best of your knowledge by ticking or by filling in the spaces provided.

SECTION 1: Personal Information

1) Indicate your gender

   Male [ ]

   Female [ ]

2) Indicate your age bracket

   Below 15 years [ ]

   15-18 years [ ]

   Above 18 [ ]

3) In which class are you in?

   Form one [ ]

   Form two [ ]

   Form three [ ]

   Form four [ ]

4) Which category of grade did you score on average for last year?

   A [ ] B [ ]

   C [ ] D [ ]

   E [ ]

   Any other please state……..

SECTION II: Influence of Class Size on Academic Performances

Below are the aspects related to influence of class size on the student academic performance. Rate the statements on how they has influenced student academic performance of students in secondary schools with a scale of (***5 – Great extent (GE), Great (G), 3 -Moderate (M), 2 – Little Extent-(LE) and 1 – Low Extent (SD)***

	5	4	3	2	1
1) Over-crowded classes obstruct students from smooth learning					
2) Student do not get the much needed attention from teachers					

3) Reduced class time for syllabus coverage for teachers					
4) Lack of in-depth content coverage due to the loss of instructional time					
5) Poor lesson planning and class management					

Other than the above statements, how does class size influence the academic progress of students?

……
……
……..

SECTION III: Class Rules and Regulations on Academic Performances

Below are issues related to influence of class rules and regulations on the student academic performance. Rate the statements on how they has influenced student academic performance of students in secondary schools with a scale of (***5 – Great extent (GE), Great (G), 3 - Moderate (M), 2 – Little Extent-(LE) and 1 – Low Extent (SD)***

	5	4	3	2	1
1) Strict rules and instructions in classroom environment					
2) Lack of attention from teachers towards discipline					
3) High cases of disruption of lessons from students					
4) Delay and time management for students					
5) Rising levels of indiscipline among students					

Other than the above statements, how does class rules and regulations influence the academic performances of students

……
……
……..

SECTION IV: Influence of class activities on Academic Performances

Below are aspects related to influence of class activities on the student academic performance. Rate the statements on how they has influenced student academic performance of students in secondary schools with a scale of (***5 – Great extent (GE), Great (G), 3 - Moderate (M), 2 – Little Extent-(LE) and 1 – Low Extent (SD)***

	5	4	3	2	1
1) Timely class attendance recorded from students					
2) Delayed or lack of submission of assignments					

3) Student – teachers classroom interactions during lessons					
4) Interactive demonstrations for problem solving techniques used by teachers					
5) Discussion and group learning for learners					

Other than the above statements, how does class activities influence the academic performances of students

……
……
…….

SECTION IV: Influence of Learning Resources on the Academic Performance

Below are issues related to influence of learning resources on the student academic performance. Rate the statements on how they has influenced student academic performance of students in secondary schools with a scale of (***5 – Great extent (GE), Great (G), 3 - Moderate (M), 2 – Little Extent-(LE) and 1 – Low Extent (SD)***

	5	4	3	2	1
1) Promote efficiency in learning					
2) Increases student mobility towards accessing knowledge					
3) Effective instructional engagement for teachers during classwork					
4) Improved quality learning for students					
5) Sufficiency for learning materials leads to easier class management					

Other than the above statements, how does learning resources influence the academic performances of students

……
……
…….

SECTION V: Influence of Class Dynamics on Academic Performances of Students

Below are issues related to influence of class dynamics on the student academic performance.

Rate the statements on how they has influenced student academic performance of students in

secondary schools with a scale of *(5 – Great extent (GE), Great (G), 3 -Moderate (M), 2 – Little Extent-(LE) and 1 – Low Extent (LE)*

	5	4	3	2	1
1) Increased efficiency for learners and teachers					
2) Improved student performance					
3) Teachers to student motivation					
4) Proper classroom management for students					
5) Improved teachers to student relationship					

Appendix V: Interview schedule for Head Teachers/ Class teacher

1) What is the current status of teaching in your school?
2) State the class activities that pupils are engaged in school?
3) How does teachers help in creating a conducive environment for students?
4) What are the obstacles associated with classroom learning?
5) How does the administration help in creating efficiency for learning for students?
6) Which factors contribute to effective teaching in a class environment?
7) What are the best mechanisms adopted by teachers to better the academic performance of students?
8) Which methods can be suggested to dealing with class dynamics in learning?

Appendix VI: Nacosti Research permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **426401**

Date of Issue: **23/May/2024**

RESEARCH LICENSE

This is to Certify that Mr.. PETER KALONZO MBITI of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kitui on the topic: INFLUENCE OF CLASSROOM DYNAMICS ON STUDENT ACADEMIC PERFORMANCE IN DAY SECONDARY SCHOOLS IN MWINGI EAST SUB COUNTY KITUI COUNTY KENYA for the period ending : 23/May/2025.

License No: **NACOSTI/P/24/35804**

426401

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Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

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See overleaf for conditions

Appendix VI: University Introductory Letter

Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

MED/2020/67005

3rd May, 2024

National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA

Dear Sir/Madam,

RE: PETER KILONZO MBITI- REGISTRATION NO. MED/2020/67005

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education.**

The title of the research is **"Influence of Classroom Dynamics on Student Academic Performance in Day Secondary Schools in Mwingi East Sub County Kitui County, Kenya."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **May, 2024 and July, 2024.**

Any assistance accorded to the student will be highly appreciated.

Thank you.

Mount Kenya University
P.O. Box 342-01000,THIKA
Office of the Director,
Graduate Studies

Dr. Samuel M. Kareriga, Ph.D
Director, Graduate Studies
Enc.

Appendix VII: Authorization Letter

Mount Kenya University

REF: **MKU/ISERC/3680**
TO: **PETER KALONZO MBITI**

Date: 30 April 2024

REG: **MED/2020/67005**

Dear Sir/Madam,

RE: INFLUENCE OF CLASSROOM DYNAMICS ON STUDENT ACADEMIC PERFORMANCE IN DAY SECONDARY SCHOOLS IN MWINGI EAST SUB COUNTY, KITUI COUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2724.** The approval period is **30/04/2024 - 29/04/2025.**

This approval is subject to compliance with the following requirements;

i. Only approved documents including informed consents, study instruments, MTA will be used
ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
v. Clearance for export of biological specimens must be obtained from relevant institutions
vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

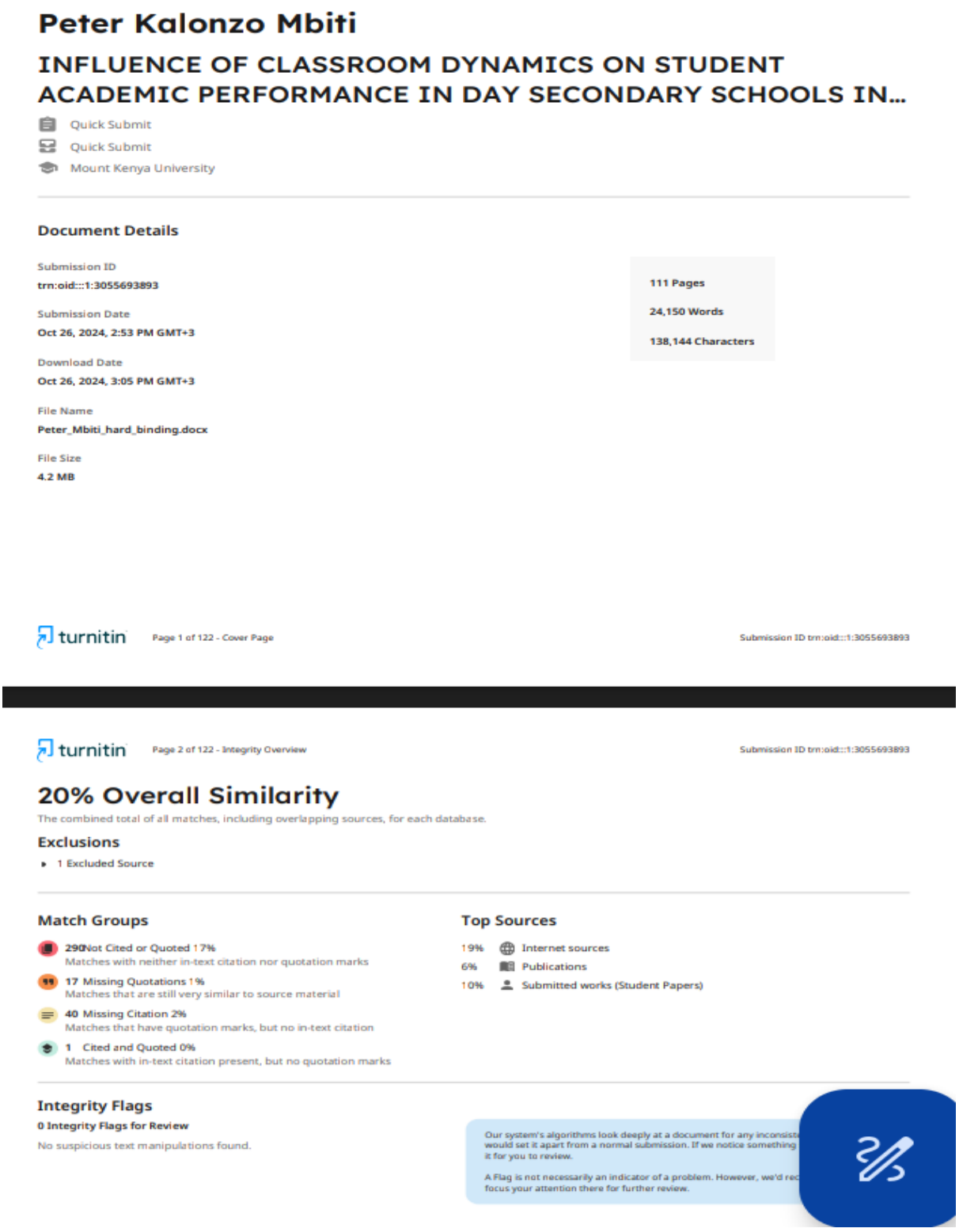
Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) https://research-portal.nacosti.go.ke and also obtain other clearances needed.

Yours sincerely,

The Chairman
Mount Kenya University
Ethics Review Committee
P.O. Box 342-01000, Thika

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC

Appendix VIII: Plagiarism Report



Peter Kalonzo Mbiti

INFLUENCE OF CLASSROOM DYNAMICS ON STUDENT ACADEMIC PERFORMANCE IN DAY SECONDARY SCHOOLS IN...

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Appendix IX: Location Map