

**PEDAGOGICAL AND OTHER FACTORS INFLUENCING PERFORMANCE IN
KENYA CERTIFICATE OF SECONDARY EDUCATION HISTORY EXAMINATIONS
IN TIGANIA AND IGEMBE DISTRICTS, MERU COUNTY-KENYA**

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ABSTRACT

The study sought to establish pedagogical and other factors which influenced academic performance in Kenya Certificate of Secondary Education (KCSE) History examination in Tigania and Igembe Districts, Meru County Kenya. History has the following relevance in the society. It welds the society together. It enlightens people on the rich cultural heritage and that of the wider community. History transmits unique concepts such as nationalism, patriotism, democracy and civilization. The study of History makes people critical, be able to make wise decisions, have self esteem and assertiveness. The subjects provides intellectual fulfillment to the learners and influence career choices. In secondary school in Kenya History is combined with Government as one subject. Learners are exposed to various systems of government and principles which govern people. It creates awareness in the learner for the need of an organized system. The study covered the period between 2005 and 2012. It involved public and private secondary schools (mixed and single sex, boarding and day schools). The study was conducted using mixed methodology which involved quantitative and qualitative methodologies. Exploratory design was used. The study used probability sampling where simple random sampling using lottery technique was used. Data was collected using questionnaires for head teachers and teachers; interview guide was used for parents, chairpersons of the Board of management, and Quality Assurance and Standards officers. Focus group discussion was also used for the form three History students. The researcher carried out piloting and validity testing. The pilot study allowed the researcher to identify weaknesses in the tools and subsequent correction. Professionals were used to validate the instruments. Reliability of instruments was done using spearman coefficient of correlation. This was 0.86 for all the instruments and was deemed reliable. The respondents for the study included twenty (20) head teachers, forty (40) teachers, four hundred (400) students who formed sixty (60) groups, twenty (20) Board of management, forty (40) parents, and two (2) Quality Assurance and Standards officers. The data was quantitative and qualitative in nature. Quantitative data was analyzed using descriptive and inferential statistics, using statistical package for social sciences (SPSS) version 15. Chi square was used to test the relationship between the variables. Qualitative data analysis used thematic approach. It was found that teaching-learning resources are statistically significant in learning and teaching of History. Although some teaching methods were mostly used while others were often or rarely used, the impact of pedagogical factors on KCSE History examination performance was only significant for debate, brainstorming and panel methods. From the findings, most schools in the two districts (75%) lacked a library and of those schools which have a library only 18.2% are adequately stocked with History learning /teaching resources. The study established that the BOM is actively involved in provision of teaching/learning resources once a year in most schools. In this study, it was established that teachers' qualification and experience did not significantly impact on student performance in KCSE History examination. The study established that the impact of students' attitude towards History and teachers of History was insignificant on student performance in KCSE History examination. The study also found that some head teachers (50%) were not performing their supervisory roles in the districts especially in effective teaching practices such as preparation of lesson plans and keeping records of work. The QASO inspect schools once a year in the years of this study.