

**A CASE STUDY ON THE CAUSES OF UNDER PERFORMANC IN HISTORY
SUBJECT IN SECONDARY SCHOOLS IN MERU COUNTY, TIGANIA WEST
SUB COUNTY**

ERIC WACHIRA

EDU-G-4-0219-16

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION
(ARTS) AND SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF BACHELOR OF
ARTS IN GRE TSA UNIVERSITY**

DECEMBER 2021

DECLARATION

I Eric Wachira declare that this proposal is my original work and has not been presented for award of a degree or for any similar purpose in any other institution.

Signature: Date: 14/12/2021

Eric Wachira

EDU-G-4-0219-16

Supervisor: This proposal has been submitted with my approval as University supervisor

Signature: Date: 14/12/2021

Edwin Muna

School of Education

Gretsa University

TABLE OF CONTENTS

TABLE OF CONTENTS	II
LIST OF TABLES	IV
LIST OF FIGURES	V
ABBREVIATIONS AND ACRONYMS	VI
ABSTRACT	VII
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the study	1
1.2 Statement of Research Problem	2
1.3 Purpose of the study.....	2
1.4 Conceptual Framework.....	3
1.5 Research Questions.....	3
1.6 Objectives of the study.....	3
1.7 Hypothesis of the study.....	4
1.8 Significance of the study	4
1.9 Delimitations of the study	4
1.10 Limitations of the study	5
CHAPTER TWO: LITERATURE REVIEW	6
2.1 Introduction	6
2.2 Review of literature related to poor performance among students.....	6
2.3 Concept of teaching and Learning Materials	6
2.4 Concept of school infrastructure	7
2.5 Concept on teachers’ attitudes and morale	8
2.6 Concept of Teacher’s Professionalism and Skills	8
2.7 Theoretical Framework.....	9
2.1.1 The Victor Vrooms Expectancy theory	9
2.8 Summary of identified gaps in the literature review	10
CHAPTER THREE: RESEARCH METHODOLOGY	11
3.2 Research design	11
3.2 Study area.....	11
3.3 Target population.....	11
3.4 Sampling Techniques.....	11
3.5 Sample Size	12
3.6 Research instrument.....	12

3.7 Validity of measurements	12
3.8 Reliability of measurements.....	13
3.9 Data collection techniques	13
3.10 Data analysis.....	13
3.11 Logistical and ethical considerations	13
CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION OF THE FINDINGS.....	15
4.1 Introduction	15
4.2 The analysis of the data.....	15
4.2.2 Teachers response on teaching and learning environment.....	17
4.2.3 Teachers response on difficulties faced in teaching and learning	17
4.3 Discussions of the findings	18
CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	20
5.1 Introduction	20
5.2 Summary of the main findings	20
5.3 Implications of the findings	21
5.4 Conclusion.....	21
5.5 Recommendation	22
5.6 Suggested areas for further studies.	22
REFERENCES.....	23
APPENDICES.....	24
APPENDIX 1: LETTER TO THE PRINCIPAL OF SECONDARY SCHOOLS WHERE DATA WAS OBTAINED	24
APPENDIX 2: STUDENTS QUESTIONNAIRE	25
APPENDIX 3: TEACHERS QUESTIONNAIRE	26
APPENDIX 4: PRINCIPALS QUESTIONNAIRE	27

LIST OF TABLES

Table 4. 1: Student's response on availability of teaching and learning resources at school.	15
Table 4. 2: Student's altitude towards history subject.....	16
Table 4. 3: Teacher's Response on The Availability of Resources	16
Table 4. 4: Teachers response on teaching and learning environment.....	17
Table 4. 5: Teachers response on difficulties faced in teaching and learning	17

LIST OF FIGURES

Figure 2. 1: Conceptual Framework.....	3
--	---

ABBREVIATIONS AND ACRONYMS

KCSE – Kenya Certificate of Secondary Education

KNEC – Kenya National Examinations Council

ABSTRACT

This study was carried out in Meru County Tigania West Sub County to determine factors that are leading to the underperformance in History subject. This study had the following objectives: To determine the performance of the learners on the history subject: To investigate the altitude of the teachers: To examine the importance of learning the History subject. This study used a simple random test method. The target population was 380 stuents,40 teachers,20 principles. The researcher used simple random test measurement. Sampling technique(s) were the use of questionnaires and interviews. A sample size of 114 students,10 teachers and 10 principals. The sample size used was drawn from the target population. The researcher used questionnaires to collect data from respondents. The data that was collected was analyzed using descriptive statistics package for social sciences. A simple random test will be used for questionnaires to both the students and teachers in the selected secondary schools. The findings indicated that underperformance in the History subject is associated with the negative attitude of the learners to the subject, inadequate school resources. The research also established that performance in History is also dependent on parental involvement. It was further found that the effect of parental involvement on student academic achievements depends on nature of parental involvement and school characteristics in that when students are having trouble with school, their parents are more likely to become involved by maintaining contact with the school. It can be concluded that inadequate learning resources, negative attitude of the learners to the subject have a significant impact on the students' achievements. It is recommended that adequate supply of learning resources, positive attitude of the learners, provision of motivation to the learners and teachers as well as community participation in school activities and good student care will lead to excellent performance among the learners.

CHAPTER ONE: INTRODUCTION

This chapter entails background of the study the statement of problem, research objective, questions and significance of the study leading to poor performance in history subject.

1.1 Background of the study

Before the Coming of the Arabs and Europeans to Africa, the African people had developed their own system of education, although the systems varied from one community to the other, their goals were often strictly similar (Sifuna and Otiende, 1980). At independence in 1963, education was viewed as a means to eradicate poverty, ignorance and diseases from Kenya hence adopted an education system that follows 7-4-2-3. But late in 1983, education system of 8-4-4 was implemented which included eight years of primary education, four years of secondary education and after which students were expected to sit for the Kenya Certificate of Secondary Education (KCSE) and later join various tertiary education institutions for specialization in various professions. Such institutions include: universities, technical and vocational institutions, health education colleges, business education institutions and teacher education colleges.

The essence of teaching is to bring about a positive change in behavior, attitude and thinking of a learner. The traditional teacher centered lecture (chalk & talk) approach, emphasizes the transfer of knowledge and skills and reward memorization. In this approach, the teacher talks most of the time while the student writes down notes mainly for the purpose of passing exams. There is very little interaction between the teacher and the students or among the students themselves in the classrooms. Various studies have reported outdated teaching practices and lack of basic content knowledge have resulted in poor teaching standards in Secondary Schools in Kenya. (SMASSE, 2012) These poor standards have been contributed extensively by the high number of unqualified teachers who teach in schools which lack the necessary equipment to impart knowledge to learners.

The Kenyan education system faces a major challenge in ensuring quality education to create a competent human resource base. This is clear due to the performance of students in examinations especially in history subject. In Kenya we require a clear well-articulated competence based curriculum, adequate teaching and learning resources and conducive learning environment that will help students develop capabilities, values required, skills, and fully maximize their cognitive potential. Based on the opportunity for children of Kenya to receive not only education but that which truly enables them to develop the capabilities, values and skill they need to thrive in the 21st century, history will judge our collective actions and leadership.

1.2 Statement of Research Problem

The government of Kenya introduced free primary education in all public schools in the year 2003. This resulted in increased overall enrollment into primary schools. The funding provided by the government was mainly geared towards tuition fees. The increased intake in primary schools meant that with time secondary enrollment would also increase. However, with no funding to improve and increase teaching or learning resources in secondary schools. This implies that resources in secondary schools would be restrained.

According to Eshiwani (1983) lack of school resources affects performance in both primary and secondary schools and also in the examinations This is because teachers and students are not able to expose themselves to the said resources i.e. (library, textbooks, classroom size, lab facilities, visual aids) in order to prepare for the exams.

This study is commissioned to investigate the causes of poor performance on learners in History subject.

1.3 Purpose of the study

The purpose of the study is to investigate on the value of history subject in secondary curriculum in Tigania west sub county in Meru county.

1.4 Conceptual Framework

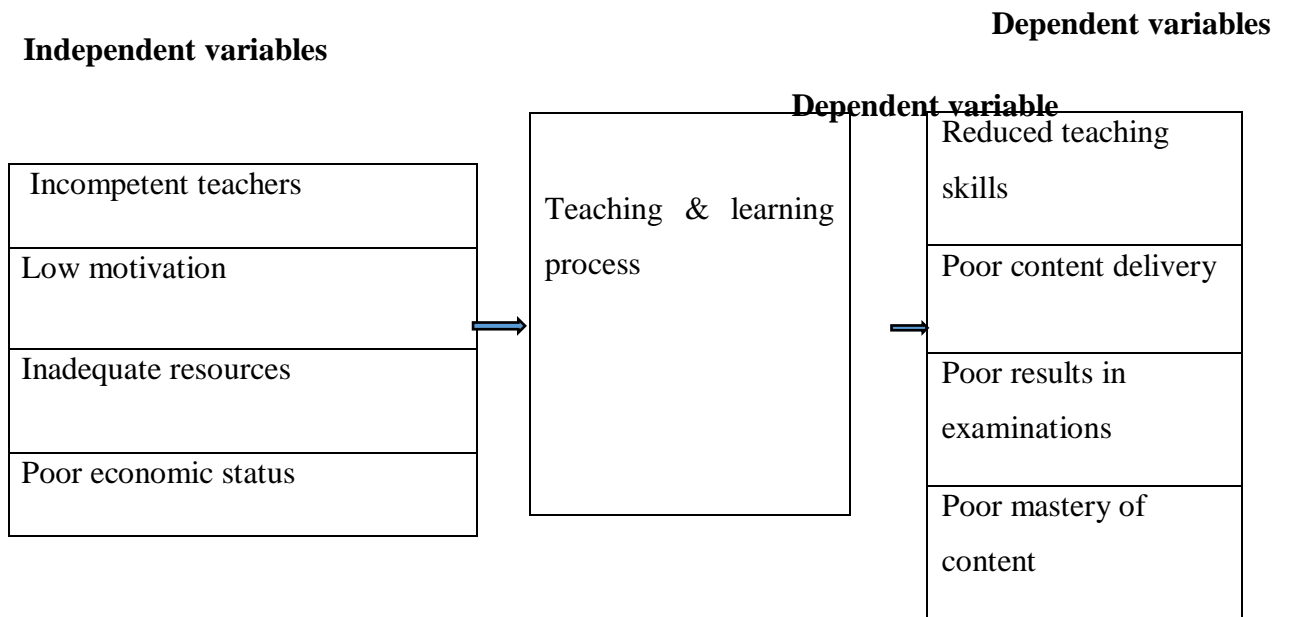


Figure 2. 1: Conceptual Framework

1.5 Research Questions

Based on the objectives of the study, the following are the research questions

1. To what extent are the teachers endowed with skills on enhancing teaching and learning in schools?
2. What are the principals and teachers attitude towards the history subject?
3. What is the performance of the students in the History subject?
4. How easily are the resources accessible in schools for the students?

1.6 Objectives of the study

1. To determine the performance of the learners on the history subject
2. To investigate the attitude of the teachers and learners towards the history subject
3. To examine on how the available resources are fully exhausted towards enhancing performance
4. To examine the importance of learning the history subject

5. To establish the extent at which teachers are endowed with skills of teaching the history subject.

1.7 Hypothesis of the study

Ho1; There is no relationship between administrative strategies used to motivate teachers and the academic performance of the learners.

Ho2; There is no relationship between the in-service training as a motivating factor and the academic performance of the learners.

Ho3; There is no direct relationship between the level of a teacher motivation and students' academic performance

1.8 Significance of the study

The aims of learning history as a subject are that the learners are able to acquire knowledge and skills which are most important their lives. The learners are able to learner and assess global awareness for example they are able to learn about the African affairs and the European affairs. The findings would help the Ministry of Education (MOE) in formulation of policies and strategies that can be used to enhance the academic standards in our schools. The study also provided information to curriculum developers in Kenya such as K.I.E on the benefits of learning and teaching history in secondary schools. Furthermore, KNEC might benefit by determining approach of instructions can lead to better achievements in examinations. Finally, the study can also help other researchers and educational administrators in strengthening educational theories behind the learning of history in schools.

1.9 Delimitations of the study

The study was conducted in secondary schools that had at least 2 teachers to enhance learning process. The scope of the study was delimited to schools that had poor performances on the history for the last 3 years.

1.10 Limitations of the study

History being taught as a subject, most of the learners had a negative attitude towards the subject where they think that it is about past events. The principals, teachers and the students may have given responses that seemed not to portray the actual phenomena in the study because most of the schools were in the submerged areas where there were few teachers to conduct the learning process of the subject. Further the schools were far apart therefore the long distances associated with poor road network within the sub county would negatively affect the study. Furthermore, the learning and teaching of the subject could be altered by the many unobservable factors hence influencing better outcomes of the teaching and learning processes in the schools.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter covers review of literature relevant to this study which is the causes of poor performance among students in the history subject in secondary schools. The review focuses on the concepts of learning materials, school infrastructure, teacher's attitude and morale towards the history subject and teacher's professionalism and skills.

2.2 Review of literature related to poor performance among students

Lockheed et al (1991) indicated that lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affects their performance.

Babyegeya (2002) revealed a number of factors that affect student performance. One of the factors is how the students actually learn or intend to learn and what teachers actually teach. In his view, factors like shortage of books and learning materials, teacher's attitude and morale, teachers professionalism qualifications and experience may contribute to the students achievements. The author contends that the more the students learn and understand the subject the better they perform

Ananda (1990) found that most of the schools lacked adequate teaching/ learning resources such as textbooks, teachers guide and reference materials like maps and stationery. The students bring to school the teaching/ learning resources they could get from their homes. In fact, performance in school is actually affected by lack of adequate teaching facilities and teaching aids which many schools lack

2.3 Concept of teaching and Learning Materials

Teaching and learning materials are all those things that the teachers and students do or use to interact with in order to achieve certain objectives in a classroom situation such as maps, models, and board. Those materials help the students to see, touch and hear. In so doing they

are able to conceive abstract information from concepts, practice some skills and draw some conclusions out of what they are handling. Teaching materials can be audio, printed or non-printed. The use of teaching materials helps the students retain the good part of what has been presented particularly when the students are manipulating the materials themselves.

Chonjo (1994) observed that the uncondusive state of building, teaching / learning materials, teachers working conditions and learners environment can rarely facilitate the high performance of learner

Mwesiaga (2000) confirms that while the capital expenditure on secondary schools has remained the same or has actually showed a decline trend, this situation twinned with the shortage of teaching and learning materials caused by lack of adequate funds has led to an environment that is unfavorable for attaining high performance in this case the history subject.

Generally, teaching materials are part and parcel of the elements of teaching which enable the students to get set for the lesson, arouse their interest and provoke enquiry minds. Further, teaching materials help to develop concepts among students and standardize the information being presented by teachers as well as their needs.

2.4 Concept of school infrastructure

Housing conditions for secondary school teachers are generally poor. The scarcity of decent accommodation is a constant problem mentioned in nearly all reports both official and by independent researchers.

The 2000 World Bank report states that typically rural secondary school teachers live in poorly maintained schools or government accommodation on or near the school compound and concludes that most houses are in bad states of disrepair

Wilson (2006) disclosed that wherever possible a school needs libraries, laboratories and basic equipment. Buildings, classrooms, labs and equipment are essential components of the learning environments in schools. Top quality infrastructure smoothens instructions, increases student's outputs and reduces dropout statistics.

2.5 Concept on teachers' attitudes and morale

Declining morale has serious implications for the retention of teachers as well as their performance. The perception that the status of teachers in society is declining is encouraged by the use of shorter teaching training programs and lowered entry qualification for teaching.

Graynor (1998) Qualified teachers believe that their work is diminished in the eyes of the public by the employment of unqualified people who are also called teachers. Motivation is highly related to career path projections and opportunities for progressions. However, promotion opportunities within the profession are often limited and as a result many skilled teachers leave the classroom while others become demotivated by the lack of status and recognition. Teachers are demoralized by the lack of transparency and information on the promotion process.

Fry (2003) Teachers need both support and supervision throughout their careers. It would be naïve to assume that teachers can go through a pre- service program e and then perform well for the remainder of their careers

2.6 Concept of Teacher's Professionalism and Skills

Teachers play a critical role in helping students achieve success in a classroom. A professional demeanor shows you take your responsibility seriously; demonstrate professionalism in all aspects of your career to provide the students with the best education possible.

According to Khan S (2016), a teacher who is competent in all aspects (maintenance of personality, upgrading knowledge, management and communication) will not only enjoy the teaching profession but can contribute more to the knowledge of the students.

According to Othman (2009) maintenance of personality is among the key factors that greatly influence the teaching and learning process. It means that the relationship between the teacher and the students in academics is significant

(Johannes et al 2010) Different teachers have different ways and methods of teaching but little is known about which teacher contributes greatly to knowledge base of the students. Teachers with good knowledge significantly influence the teaching and learning process. Different studies indicate that there is a significant relationship between the teacher knowledge and students achievements.

To facilitate students, teachers need to have good communication skills. Teaching does not depend on the technicality but it totally depends on the teaching methods and communication patten adopted by the teacher

(Okeley 2010) A good teacher is basically needed to maintain the routine discipline of the class and it is necessary to possess classroom management skills like authority, knowledge, time management and patience

(Robert et al 2003) Teachers with good management skills can easily satisfy and influence the academic success of the student

2.7 Theoretical Framework

2.1.1 The Victor Vrooms Expectancy theory

The theory suggests that motivation is a cognitive process where one believes that the more you put efforts into particular jobs, the more the performance and the reward

It is from this theory that the level of teacher motivation will be approached since the attitude, attendance and relationship of teachers and students will determine the kind of effort they are putting which in turn affects the students' performance which in this case is the reward

According to this theory, the teacher be and is also expected to put more effort into teaching so as to increase the performance of the learners. This also applies to the school administration (principals) that they have to keep the teachers motivated so as to bring about increased performance of the learners

2.8 Summary of identified gaps in the literature review

Other than underperformance of students in the history subjects in secondary schools, there is a great concern in mathematics performance that needs to be solved. For the previous years; 2013,2014,2015,2016 and 2017, the average mean score at national level was below 30% and nearly 90% of students scored below grade C in 2016 (Daily Nation 2017, October 20. Nation Media Group Ltd)

CHAPTER THREE: RESEARCH METHODOLOGY

3.2 Research design

The study will use descriptive survey design. A descriptive survey design is a process of collecting data so as to answer questions concerning the current status of the subjects in the study, Mugenda (2003). Descriptive research design is used in preliminary and exploratory studies to allow research to gather information, summarize, present and interpret for the purpose of clarification, Orodho, (2003). Borg and Gall (1989) note that the descriptive survey design is intended to produce statistical information about aspects of education that interests policy makers and educators. The descriptive survey design will be employed this is because it guarantees breadth of observation and it also provides for accurate descriptive analysis of characteristics of a sample which will be used to make inferences about population.

3.2 Study area

The study will be conducted in secondary schools of Tigania west Sub County where there are a large number of rural schools in the region so as to determine the altitude of the students on the history subject.

3.3 Target population

The target population for this study consists of students, teachers and the principals in the selected secondary schools in Meru county Tigania west Sub County. The population will be 380 students, 40 teachers and 20 principals.

3.4 Sampling Techniques

A simple random sampling will be used. This method will be appropriate since it will allow each member of the learners to have equal chances of being included in the sample.

3.5 Sample Size

According to Mugenda (2003), a simple size sample should be at least 30% of the target population. Hence the sample size of the study will be 60 students.

The number of students will be:

30% of 380

=114

Number of teachers

30% of 40

=10 teachers

Number of principals

30% of 20

=6 principals

3.6 Research instrument

The data will be collected by use of questionnaires to the students through an interactive process between the respondents and the researcher. There will be three sets of questionnaires; student's questionnaires, teacher's questionnaires and the principals' questionnaires.

3.7 Validity of measurements

The researcher instruments (questionnaires) were piloted before the study to ensure the responses were consistent and reliable. The proposal was taken to the supervisor and the necessary corrections done and incorporated in the final project. The research instruments were valid and reliable.

3.8 Reliability of measurements

Reliability is the degree to which an assessment tool produces stable and constant result. The idea behind reliability is that any significant results must be more than one off finding and be inherently repeatable. Other researchers must be able to perform exactly the same experiment under the same conditions and generate the same results. (Moskal et al, 2014)

3.9 Data collection techniques

Before the researcher conducted the study, a permit was sought from the municipal education officer. Upon getting the permit the researcher made an appointment to visit the schools to get permission from the heads. The researcher then administered questionnaires which were filled in by the selected respondents (students, teachers). This was done with the help from the 2 research assistants.

3.10 Data analysis

After the questionnaires and interview schedule is completed, they will be collected, the data will be coded appropriately and entered into the computer for analysis. The qualitative data obtained will be analyzed thematically. The data will be organized into themes, categories, and patterns relevant to the study. Then the findings will be presented through tabulation. Quantitative data collected will be analyzed by use of descriptive statistics using statistical package for social sciences (SPSS) and the results will be presented using percentages means, frequency distribution table, bar graphs and pie charts.

3.11 Logistical and ethical considerations

In the logistical issues, I will seek for permission from the education officer in Meru county and then I will proceed to the school principals to seek for permission before administering the instruments to the students and the teachers. During the study I will focus on the ethical issues. I will ensure confidentiality and privacy of the information collected from the

respondents. In the area informed consent, the respondents will be informed on the purpose of the study and the purpose of the data collected.

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents the data analysis and discussions of the findings of the study on investigation of the factors that contribute to poor performance in history subject among students in Secondary schools in Meru County with focus to Tigania West Sub County.

4.2 The analysis of the data

Qualitative data collected through the questionnaires and the structured interviews was analyzed through the computer program of SPSS and MS-office Excel data analysis package.

Availability of teaching and learning resources.

Table 4. 1: Student's response on availability of teaching and learning resources at school.

Rating	Frequency	Percent
Strongly disagree	14	12.7
Disagree	20	18.2
No opinion	18	16.4
Agree	25	22.4
Strongly agree	33	30.0
Total	110	100

Source: Field data

The highest percentage (30.0%) of the students who answered the questionnaires strongly agreed that the poor performance which is being experienced now is due to lack of enough resources. The teachers also cited this as major factor since students and teachers lack the relevant information, they require in order to enable them perform well in their examinations. The textbooks are not enough and the supplementary books were not available even in the schools that had a library.

Table 4. 2: Student’s altitude towards history subject

Rating	Frequency	Percentage
Strongly disagree	21	19.1
Disagree	15	13.6
No opinion	20	18.2
Agree	27	24.5
Strongly	27	24.5
Total	110	100

Source: Field date

The highest percentage (24.5%) of the students who were involved in the research agreed that the altitude that students have towards history subject is seriously affecting their performance in the history subjects.

Most of the students believe that history subject is all about past events.

Other students do not devote their time for learning history due to the fact that they believe it’s tough. This really affects their performance in the internal and national examinations. Therefore teachers and parents should educate the children on the importance of history subject. The responses of the teachers were analyzed through the computer program spss and the teacher’s responses are as shown in the table below.

Table 4. 3: Teacher’s Response on The Availability of Resources

Rating	Frequency	Percent
Strongly disagree	16	36
Disagree	14	31
Agree	15	33
Total	45	100

Source: Field data

The teacher’s response on the availability of resources was at close range. This was due to the fact that some schools had enough and variety of textbooks, a well-equipped library while others had a library and few books.

Inadequate of these resources results to students not preparing well for their examinations hence poo results.

4.2.2 Teachers response on teaching and learning environment

Table 4. 4: Teachers response on teaching and learning environment.

Rating	Frequency	Percent
Strongly disagree	16	35.5
Disagree	14	31.5
No opinion	07	15.6
Agree	08	17.8
Total	45	100

Source: Field data

The teacher's response on the learning environment shows that the highest percentage (35.5) disagreed that despite the environment being not conducive the students can still perform well in history subject. The teachers argue that as long as the student has the relevant resources he or she can perform well despite the environment that the student is in. The teachers also feel that parents and the society should create a conducive environment for the students to learn.

4.2.3 Teachers response on difficulties faced in teaching and learning

Table 4. 5: Teachers response on difficulties faced in teaching and learning

RATING	FREQUENCY	PERCENT
Strongly disagree	2	33.3
Disagree	2	33.3
No opinion	1	16.7
Agree	1	16.7
Total	6	100

Source: Field data

Heads of history department in six schools said that among the difficulties which teachers face is the negative attitude that the students have towards the history subject.

Another difficulty that the teachers face is lack of enough resources in terms of textbooks when the type of language preferred by the students during class lessons was investigated out of 110 students during class lessons was investigated, out of 110 students, 22 students (20%) preferred English only as a language of teaching, 74 students (67%) preferred a mixture of English and Kiswahili while 14 students (13%) preferred their home language.

Response of head of history departments and head teachers on the performance of history subject interviews with the heads of history department of the selected schools was conducted whereby the researcher prepared the questions and provided an answer where teachers were to select. In this study, six heads of history department from the selected schools participated in the interview (three of the heads of departments were held up with other school duties hence were not interviewed) Three of them said that the status of history performance in their schools was good while others said it was poor. This was due to reasons like availability of resources. The altitude of students towards history subject had some saying it was negative while two said it was positive.

The researcher also encountered two principals from the sample tools. From their interactions both of principals said they don't have enough teachers and they are compelled to employ more.

Three of the teachers said that they usually get support from parents and their school administration when it comes to teaching history while three said limited support is given. At some school the teachers said that some parents were not even following up how their children perform at school. When asked whether history subject performance affects other subject five said yes while one said no

4.3 Discussions of the findings

Poor performance in history subjects among students is due to various factors; Negative attitude towards history subject, poor exposure of teachers and students, inadequate revision and course books required during the process of teaching and learning. Students' personal factors. Various studies cited similar reasons as causes of poor performance in history subject. (Dzanan 2010) said that student fail in history subject due to lack of enough and quality textbooks and their perception on history subject. The findings of this study compared to other previous studies done in different areas of the world it is relevant that student's attitude towards history subject contributes a lot to their success or failure. The quality and availability of the materials and textbooks also contributes a lot to the performance of the learners. Teachers are by the biggest resource in schools (button 2014) improving the teacher's effectiveness would have a major impact on the school performance hence increasing the attainment of children across the education system.

This is similar to the results of this study where the researcher found that the students fail in history subjects due to lack of competent teachers. A teacher is the most important factor

within schools that policy makers can directly affect to improve students' achievements schools which have textbooks and other necessary resources perform much better than schools which do not have these resources. In this study, the schools which had the resources in place. The teachers and students strongly agreed that if provided with the necessary materials and equipment they require they will definitely past good results in the national examinations in history subject.

Students need to have a positive altitude and this will make them change the perception towards history subject which will eventually make them like the subject. They should also devote some extra time for revision and discussion for better results.

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary, conclusions and recommendations of the researcher. The summary of the main findings are discussed in section 5.2, section 5.3 presents implications of the findings while 5.4 presents the conclusion. Section 5.5 presents the recommendations and the suggested areas for further studies are presented in section 5.6.

5.2 Summary of the main findings

History subject is a vital subject at sec schools land in Kenya. Despite the efforts geared towards improving the performance, the failure rate in the recent past has been high some of the reasons include:

School based factors such as inadequate teaching and learning resources.

Students personal factors such as negative attitude towards history subjects among students.

Social-economic factors such as unsatisfied basic needs at home and high cost of living.

The remedies of these shortcomings include among others ensuring that the required materials and resources are awaited to all the schools, both public (government and private secondary schools to embrace technology in teaching and learning process .The performance is still poor and the teaching and learning process is still dominated by chalkboard teaching with most history teachers exhibiting alot of pedagogical limitations due to poor training. Research findings indicate that most history teachers still hold on the instrumentalists.

View that history is looked upon as consisting of an unrelated collection of facts, rules, skills and processes to be memorized. This theory explains the underlying assumptions of most history teachers and further gives us insights on why teachers treat history learning as a passive reception of knowledge and the consequent unreasonable demands placed on learners to be submissive and compliant in the learning process. History learning should be viewed as an active process of construction of knowledge as a meaningful whole. This implies that the teacher will engage in classroom behavior that aim s at developing autonomy and the learner's own interest in history. Several studies carried out in the recent past indicate that for student to construct meaningful knowledge in history, the teaching approach should be inquiry oriented have shown great potentials in assisting teachers change their attitudes, belief and classroom behavior in the teaching learning process. This study focused on investigating the causes of poor performance in history subjects in secondary school with a

view of investigating from teachers and students whether the teaching methods used are appropriate or not. The study was based on the premise that the greater the knowledge of different learning resources and methodology, the more freedom the teachers had in the chosen teaching approach.

5.3 Implications of the findings

The findings of this investigate study imply that a lot has to be done in our secondary schools in order to raise the performance standards of the history subject.

To begin with the government, parents and the society at large must ensure that schools are well equipped with the necessary materials that they require for effective implementation of the curriculum. The government should provide incentives to encourage more teachers to train as history teachers. In service training for teachers should also be carried out regularly throughout the country so as to equip the teachers with modern teaching methodologies and train them how to modify the locally available materials to be used as teaching aids. Schools should also establish the office of guidance and counseling to advice the students in order for them to change their attitude towards history subjects. This should be done by a well-trained and qualified counselor. The curriculum developers must incorporate the views of all the stakeholders in the whole process. The syllabus should be revised regularly instead the current span of more than 10 years.

5.4 Conclusion.

The findings of this study indicate that there are significant effects of performance in history subject due to lack of enough teaching and learning resources. The main conclusions drawn from this study are;

- i) Schools based factors should be put in to consideration examples; availability of teaching and learning materials such as enough classrooms, library, employment of qualified teachers.
- ii) Teachers and parents should be concerned with students' personal factors that might make them not to excel in students. Parents should provide basic needs to the learners while at home, teachers should motivate and encourage learners in schools when they have learning difficulties. The government and the environment are conducive for learning to take place effectively example by enhancing gender sensitivity.

- iii) Difficulties faced during learning process be solved some of the difficulties that the teachers face while teaching history subject is the student's negative attitude towards history subjects.
- iv) Strategies should be put up in order to improve history performance. Some of the strategies are; the curriculum developers must always involve the curriculum implementers in the process of revising the curriculum and the syllabus should be revised regularly. This will ensure that the views of the implementers and other stakeholders are incorporated well.

5.5 Recommendation

It is therefore recommended that in this study;

- i) The government, schools' administrators and parents should work together in order to supplement the school with necessary teaching and learning materials. Government should give out funds through national or local government to school for infrastructural development. The stakeholders together with parents should come up with outstanding projects that will make the school resources
- ii) School administrators and parents should come up with ways of handling students' personal problems schools should have guiding and counseling departments to handle students' issues like adolescent challenges, fear of exams among others. Parents should be ready to support their children at home by providing basic needs.
- iii) Comprehensive enhanced learning and easy remembering is enhanced by inquiry and interactive teaching approach. Therefore, history educators should employ computer modeling and animations while preparing educational materials. Curriculum materials preparation principles should also be observed while preparing these materials.

5.6 Suggested areas for further studies.

Following this study, we suggest the following areas for further studies;

- I) Apart from history subject being investigated, it should be extended to other subjects.
- II) Researchers should investigate impact and come up with ways of modifying student motivation and attitude towards history subject

REFERENCES

- Adenyi, S. (1993). *Role of the teacher in performance of a learner*, Summer/Conference proceedings, Newyork.
- Ajayi, S. (2009). Professional qualities of a well-trained teacher. Kings College London
- Akiknola, B. (2006). Factors that contribute to poor performance among students in secondary schools, Sun's ray, Nigeria
- Belinda, P. (2010). Academic failure in secondary schools, interplay of health problems and school environment, USA
- Karuna, B. (2009). *Secondary School Education*. Barbhang College India
- Liew, T.K & Teoh, A.P. (2008). *Factors Affecting Students Performance*. Kuala Lumpur: Wawason Open University.
- Mlozi M, Kaguo F & Nyamba,S (2008), Factors influencing students' academic performance in community and government funded schools, Mbeya, Tanzania
- Okhiku, H. (2005), Role of in-service training of teachers on performance improvement.South African journal of sciences
- Sifuna, D.N and Otiende, J.E. (1994). *An Introductory History of Education*. Nairobi: Nairobi University press
- SMASSE, (2005). Developing positive attitudes towards mathematics in Meru South, Kenya
- The International journal of Science, (2008). Analysis of factors that lead to poor performance in Kenya Certificate of Secondary examination, a case of Embu District, Kenya
- Waideman, S., Goya, S., Lopez, M. Macua, & Barry, D. (2007). *Learner absenteeism in the Africa Schooling system*. Researched for the Department of Education by the community agency for social inquiry and joint education Trust. Breamfontein.

APPENDICES

**APPENDIX 1: LETTER TO THE PRINCIPAL OF SECONDARY SCHOOLS
WHERE DATA WAS OBTAINED**

Eric Wachira
P.O.Box 391
Meru
02/09/2021

The Principal
.....Secondary School

Dear Sir/Madam

Ref: REQUEST TO CONDUCT A RESEARCH IN YOUR SCHOOL

My name is Eric Wachira, doing a research with my supervisor Mr. Muna a lecturer in the department of education at Gretsia University

I hereby request for your permission to conduct a research in your school. The main aim of the study is to investigate on the factors that cause poor performance in history subject in Meru County. The results will be used to complete the dissertation for undergraduate degree in school of education. When permission is granted then the research is intended to take place during formal schooling hours preferably during extra mural activity time. Interviews and questionnaires will be used to collect the data,

I will follow Gretsia University research ethics and regulations and will use the information for the purpose of this study alone. Participation is voluntary.

Should you have any question about the research and the content of this letter, please do not hesitate to contact me for further information.

Yours faithfully,

Eric Wachira

0768257368

APPENDIX 2: STUDENTS QUESTIONNAIRE

Directions

1. This questionnaire asks you to answer the questions in respect to the way you view history subject.

It is not a test and therefore there is no right or wrong answer.

2. Please tick your most appropriate answer (Strongly disagree, Disagree, no opinion, Agree, strongly agree)

	Strongly disagree	Disagree	No opinion	agree	Strongly agree
	1	2	3	4	5
The history teachers are not competent enough					
The history teachers contribute towards poor performance of the subject					
The teaching methods are not easily understood					
There are no sufficient resources					
Negative attitude towards the history subject contributes to poor performances					
There is no support from parents, teachers and the entire community					
The examination does not correspond with the content taught					
There is a brighter future for history students after graduating					

APPENDIX 3: TEACHERS QUESTIONNAIRE

Please tick the appropriate box. (Strongly disagree, Disagree, no opinion, Agree, strongly agree)

	Strongly disagree	Disagree	No opinion	agree	Strongly agree
	1	2	3	4	5
The status of history subject performance in school is very poor					
History teachers are always prepared in teaching both practically and in theory					
The resources available are enough					
There is a comfortable learning environment for the learners					
The teaching methods are appropriate					
Time allocated to cover a topic in the work schedule is realistic					
Attitude towards history subject affects performance					
History curriculum is well designed to cater for the needs of history learning					
There is a bright future for history graduates					

APPENDIX 4: PRINCIPALS QUESTIONNAIRE

Please tick the appropriate box

What is the status of history performance in your school?	good	poor
What is the attitude of the students towards the history subject?	positive	negative
Do you have enough resources in the school to facilitate teaching and learning process of history subject?	yes	No
Is history subject given special attention compared to other subjects?	Yes	No
Do you get enough support from the parents and school administration when it comes to teaching history?	Yes	No