50 Classes Not In Use: Reflection onSchool Achievement inSwaziland; 2014-2016 Junior History Examinations

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Abstract: This study reflects on academic achievement of 25 schools that sit for the Swaziland history Juniorexaminations 2014-2016 academic years. The objectives: examine school performances of 25 schools in the year 2014-2016 in relation to 50% pass mark; examine the school performance of 25 schools on compulsory questions; explore how the classroom teachers' practices regarding the use of sources influenced school performance. The macro/micro political theory was used. 25 schools were randomly sampled from 258. Examination scores were used as data and analysed using content analysis procedures. It was presented in tables, showing students who performed less 50% in both papers. The findings indicated that school performance was unsatisfactory because of the methods of instructions, design of lesson plans used in class and nature of the history examinations, more (2244 students, which equates to 50 classes) performed below 50%.The study concluded that school performance in history was unsatisfactory and for the past three years financial resources have been "wasted" in building classroom not fully utilised. It is recommended that lesson plans, classroom instructions and classroom assessment should be improved by ensuring that they are student centred and communicate same expectations to students for both classroom assessment and exit examinations.

Key words: Examination, Reflection, School performance.

I. INTRODUCTION

Examination is about schooling and education and these processes are viewed as primary means of understanding peoples' potentials of solving any country's socio-economic related problems (Burrow and Farmer, 1988; Freire, 1973). In Swaziland and some other countries within the South Sahara region, students who sit for the Junior examination (JC) are the ones who have completed the secondary phase of the education system. In Swaziland, students are examined from a wider range of subjects including history, geography, Siswati and others. They are assessed from diversified subjects, studied in more depth compared to the Primary Certificate examination.

The Junior examinations may be considered as the first exit level from the education system because after this level some students may start their independent adult life, and enter non-formal education, employment or create their own employment (Ministry of Education and Training Sector Policy, 2011; Ministry of Education Curriculum Framework, 2014). Different competencies (values, skills, knowledge) are examined in the juniorexamination. These competencies are important for the credibility of the schools, school graduates and the education system (Williams et al., (2010; Downing, 2003; Stecher et al. 2000; Herman, 1997; O' Day and Smith, 1993; Wixson and Pearson, (1989).
Examination scores reflective tool on Students'success

In Swaziland as in other countries examination scores or standardised testing has fostered an environment for reflection on the nature of teaching practices, quality of education and had become the monitor of students' success, school achievement and effectiveness of the existing educational policies. For example, legislation, such as the Swaziland Education act of 1983 and the No Child Left Behind Act of 2001 in the United States of America guard schoolsexamination related processes. These acts are more concerned about quality education, which is viewed as a primary means of solving social problems. To guarantee quality of education depends on different educational or examination related processes such as the validation of the examination scores and school achievement. In all countries, the fundamental goal of education is to provide quality of education and to equip students with knowledge and skills necessary for the sustainability of a society (Williams et al., (2010).

Measurement of knowledge and skills, through examination is essential for tracking students and school achievement and development, and assessing the effectiveness of the education policies and educational

practices in schools.Tracking school achievement through examination scores is important for stimulating educational debate in the field of education and in policy formulation.Examination scores are also considered to signal the ability and cognitive and non-cognitive skills possessed by the person who sits for that particular examination (William et al. 2004; O Day and Smith, 1993). Though students' academic scores tell just part of the story that goes on in schools, but it is one of the recognised measurable outcomes of schools (O Day and Smith, 1993).

11. Individual student's characteristics and characteristics of the school system

More often, than not academic performance among students varies widely and the variation is related to both to individual students' characteristics and to the characteristics of schools and school systems in which those students are enrolled. There are also school effects (administration processes and classroom practices) and effects of schooling. For example, performance in one subject depends on many factors, including all education that students have acquired in their previous years and their experiences outside the school setting. This requires professionals to engage into professional reflection which may lead them into deeper understanding around educational practices and areas which might be otherwise ignored, misunderstood, misrepresented,unsettled or unsolved.Professionals are often encouraged to reflect and deliberate upon their practices in order to effect change in students' learning. Professionals' reflection transforms practice by challenging existing educational conditions and practices, such as teaching practices, classroom instructions, the nature of the examination items and students'scores and achievement.This challenges professionals to conceive their work in boarder terms that incorporate socio-political contexts of teaching in addition to curricular and pedagogical concerns (Darling-Hammond, 2010; Stecher, et al, 1998).

Conceiving professional work, in boarder terms in an examination involve accepting history sources, items as powerful tools in crafting examination items and in examining the students. It is also a powerful tool in teaching historical sources and concepts, and a prerequisite of students' examination assessment. What is central to comprehension of and learning from a historical source is the construction of a coherent mental representation that integrates the historical source information, relevant background information and examination items (van den Broek, 2010). The historical sources should influence students' prior knowledge and inferential skills and the construction of a coherent mental representation that captures the relationship between the historical source and examination items. In a successful historical source representation the elements (concepts and facts about the source and the examination items are connected to each other by meaningful relations (van den Broek, 2010). This could allow students to recruits relevant background knowledge into the historical source. Responding to historical sources depends on the existence and identification of meaningful relations between the source elements and examination items, and student's background knowledge.

111. Purpose and objectives

The purpose of the paper was to examine the academic achievement of 25 schools that sit for the history Junior examination between 2014 -2016 academic years. Currently, there is no systematic documentation of a disaggregated schools academic achievement. This is a longitudinal study which looks at disaggregated schools academic achievement.
The purpose was achieved through these following objectives:
(a)examine the school performance of the 25 schools in the year 2014-2016;
(b)examine the school performance of the 25 schools on the compulsory questions in the year 2014-2016 ;
(c)explore how the classroom teachers' practices regarding the use of sources influenced school performance in the year 2014-2016.

Research questions:
(a) What was the overall performance of the 25 schools in the year 2014-2016 academic years?
(b) What was the overall performance of the 25 schools in compulsory questions in 2014-2016 academic years?
(c) How the classroom teachers' practices regarding the use of sources in teaching influenced school performance in the year 2014-2016?

II. METHODOLOGY

The study was designed to be descriptive in nature, using both quantitative and qualitative data but dominated by quantitative data (exam scores). Examination scores from both history papers (paper one and two) were used to track school achievement and the effects of educational policies during the academic years 2014-2016.

The macro/micro political theory as a conceptual framework was used to understand and describe the school achievement. This framework helps in understanding the nature of school achievement and the implicit and explicit of the complexities surrounding the school achievement in the year 2014-2016 academic years.

Longitudinal school score data from 25 schools was used as it allowed school achievement to be tracked over time and matched to classroom practices and other educational establishmentspractices (Ministry of education and Teacher training institutions practices). Classroom practices involve teachers; Ministry of education, Teacher training institutions and their contributions to school achievement cannot be ignored or isolated.

The examination scores were drawn from 25 schools who sit for the history examination in 2014, 2015 and 2016 academic years. The 25 sampled schools falls within the required 10% of the total number of schools who sit for the examinations in these academic years. For example, in 2015, the country had 258 schools, which falls with the 10% of the sampled schools and in 2016, the country had 262 schools, which also falls within the 10% of the sampled schools which sit for the history examinations.

Analysis

The data was analysed using content analysis procedures and summarised in descriptive form in relation to research objectives. The data was developed into lists and presented in tables (see table 1; 2; 3: students performed less 50% in paper 1; students performed less 50% in paper 2; students performed less 50% in compulsory questions in paper 1). Trends and patterns from the content analysis were observed and used to identify the variation in performance which may be related to both to individual students' characteristics and to the characteristics of schools, and school systems in which those students were enrolled (see Table, 1; 2; 3). According to Krippendorff (1999), content analysis is a research method that uses a set of procedures to make inferences from text. Content analysis was considered as an ideal data collection and analysis procedure in this study. The purpose of content analysis is to provide knowledge, insights, facts and a practical guide to action. The content analysis was also used to analyse the interview data, where trends and patterns were also observed on the participants' voices (see Table 4). 60 participants from 15 randomly selected schools were interviewed. Four history teachers were in interviewed from each school (see their voices in table 4). Table 4, Summary of participants' views on question 4 compulsory sources. Teachers were also observed in action. Direct observation was used to gather the data. The researcher observed the history teachers in action (teaching in class), interaction, classroom processes related to the use of history sources (see table 5). This allowed the researcher to see what the teachers were doing rather than relying on their explanations on how they use history sources in teaching. This solved the problem of some research participants' unwillingness to provide information on matters related to their professional work. Keiman, (2004) stated that direct observation are helpful when participants can not provide information or can provide inaccurate information.

Table 1 Students performed less 50% in paper 1, 2014-2016 academic years

Schools	No: Pupils	Yrs	No: Pupils	Yrs	No: Pupils	Yrs	Totals of pupils less 50%	
BU		**2014**		**2015**		**2016**		Classes lost per school
	8	(1) 13%	12	(4) 33%	12	(2) 17%	7	
HLC		2014		2015		2016		
	28	(3) 11%	31	(6) 20%	26	(1) 4%	10	
LAW		2014		2015		2016		
	30	(8) 27%	35	(16) 46%	32	(6) 19%	30	
LB		2014		2015		2016		
	29	(6) 21%	38	(9) 24%	27	(4) 15%	19	
STA		2014		2015		2016		
	38	(21) 55%	27	(18) 67%	16	(9) 56%	**48**	1
MHL		2014		2015		2016		
	48	(20) 42%	98	(35) 36%	90	(52) 58%	**107**	2
HEM		2014		2015		2016		
	21	(6) 29%	23	(3) 13%	13	(3) 23%	12	
GOSH		2014		2015		2016		
	23	(21) 91%	13	(11) 78%	38	(12) 32%	**44**	
LBC		2014		2015		2016		
	52	(41) 79%	42	(22) 52%	36	(36) 100%	**99**	2
MNR		2014		2015		2016		
	80	(24) 30%	79	(8)10%	88	(26) 30%	58	1

School		2014		2015		2016		
EB		2014		2015		2016		
	65	(19) 29%	89	(27) 30%	80	(41) 51%	87	1
STT		2014		2015		2016		
	15	(3) 20%	19	(1) 5%	73	(14) 19%	18	
MK		2014		2015		2016		
	10	(6) 60%	13	(1) 8%	2	(0) 0%	7	
MAD		2014		2015		2016		
	19	(9) 50%	20	(10) 50%	25	(17) 68%	36	
CHRS		2014		2015		2016		
	13	(8) 61%	22	(19) 86%	25	(10) 40%	37	
MSU		2014		2015		2016		
	64	(46) 72%	55	(33) 60%	42	(21) 50%	100	2
MTS		2014		2015		2016		
	114	(18) 16%	104	(25) 24%	83	(29) 35%	72	1
BG		2014		2015		2016		
	33	(24) 73%	17	(3) 18%	15	(5) 33%	32	
LUS		2014		2015		2016		
	26	(7) 27%	5	0%	9	(2) 22%	9	
HLT		2014		2015		2016		
	17	(11) 64%	20	(16) 80%	13	(6) 46%	33	
MALB		2014		2015		2016		
	49	(22) 45%	45	(34) 76%	56	(38) 68%	78	1
KAB		2014		2015		2016		
	35	(13) 37%	28	(1) 4%	32	(5) 16%	19	
NYAM		2014		2015		2016		
	12	(3) 25 %	11	(0) 0%	12	(2) 17%	5	
SAL		2014		2015		2016		
	42	(10) 24%	40	(5) 13%	45	(6) 13%	21	
FUND		2014		2015		2016		
	28	(6) 21%	24	(4) 17%	50	(24) 48%	34	
							1030 lost studentslost students three year period	
							23Lost classes	

Table 2 Students performed less 50% in paper 2, 2014-2016 academic years

Schools	Yr	No: of pupils	Yr	No: of pupils	Yr	Totals less 50%	
	2014		**2015**		**2016**		**Classes per school**
BU	(0) 0%	8	3 (38%)	20	(3) 15%	6	
					2016		
HLC	(0) 0%	28	(1) 4%	25	(0) 0%	1	
	2014		2015		2016		
LAW	(3) 10%	30	(9) 30%	32	(8) 25%	20	
	2014		2015		2016		
LB	(1) 5%	29	(6) 21%	28	(3) 11%	10	
	2014		2015		2016		
STA	(21) 55%	27	(8) 30%	16	(8) 50%	37	
	2014		2015		2016		
MHL	(24) 50%	48	(4) 8%	91	(6) 7%	34	

	2014		2015		2016		
HEM	(4) 19%	21	(4) 19%	13	(1) 8%	9	
	2014		2015		2016		
GOSH	(22) 96%	14	(1) 7%	39	(18) 46%	41	
	2014		2015		2016		
LBC	(15) 29%	42	(3) 7%	38	(17) 45%	35	
	2014		2015		2016		
MNR	(40) 50%	79	(10) 13%	90	(16) 17%	66	1
	2014		2015		2016		
EB	(4) 6%	65	(20) 31%	81	(15) 19%	39	
	2014		2015		2016		
STT	(1) 7%	15	(0) 0 %	49	(5) 10 %	6	
	2014		2015		2016		
MK	(2) 20%	10	(2) 20%	2	(0) 0%	4	
	2014		2015		2016		
MAD	(6) 32%	19	(0) 0%	25	(11) 44%	17	
	2014		2015		2016		
CHRS	(3) 23%	13	(10) 77%	25	(18) 72%	31	
	2014		2015		2016		
MSU	(47) 73%	55	(30) 55%	42	(14) 33%	91	2
	2014		2015		2016		
MTS	(12) 11%	104	(31) 30%	83	(9) 11%	52	1
	2014		2015		2016		
BG	(24) 72%	17	(14) 82%	16	(7) 44%	45	1
	2014		2015		2016		
LUS	(10) 37%	6	(1) 17%	9	(3) 33%	14	
	2014		2015		2016		
HLT	(1) 6%	17	(7) 41%	13	(2) 15%	10	
	2014		2015		2016		
MALB	(2) 4%	47	(6) 12%	56	(2) 4%	10	
	2014		2015		2016		
KAB	(1) 3%	28	(9) 26%	32	(3) 9%	13	
	2014		2015		2016		
NYAM	(0) 0%	24	(3) 13%	50	(13) 26%	16	
	2014		2015		2016		
SAL	(0) 0%	11	(0) 0%	12	(0) 0%	0	
	2014		2015		2016		
FUND	(7) 17%	40	(3) 8%	45	(1) 2%	11	
						510 lost students	
						11 Classes lost	

Table 3 Students performed less 50% in paper 1 Compulsory questions 2014-2016 academic years

Schools	No: of pupils	Yr	Qs		No: of pupils	Yr	Qs			Yr	Qs		Totals	Class/per school
		2014	P1Q1	P1Q4		2015	P1Q1	P1Q4	No: of pupils	2016	P1Q1	P1Q4		
			%	%			%	%			%	%		
BU	8		(0) 0%	(4) 50%	12		(5) 42%	(6) 50%	12		(4) 33%	(6) 50%	25	
HLC	28		(0) 0%	(19) 68%	31		(9) 29%	(9) 29%	26		(5) 19%	(14) 54%	56	1
LAW	30		(5) 17%	(9) 30%	35		(3) 9%	(25) 71%	32		(13) 41%	(8) 25%	63	1
LB	29		(2) 7%	(8) 28%	38		(15) 43%	(17) 49%	27		(17) 63%	(12) 44%	75	1
STA	38		(13) 34%	(24) 63%	27		(12) 44%	(23) 85%	16		(10) 63%	(11) 69%	93	2
MHL	48		(12) 25%	(29) 60%	98		(7) 7%	(72) 73%	90		(44) 49%	(52) 58%	216	5
HEM	21		(7) 33%	(8) 38%	23		(2) 9%	(6) 26%	13		(2) 15%	(8) 62%	33	
GOSH	23		(10) 43%	(17) 74%	14		(10) 71%	(11) 79%	47		(16) 34%	(10) 21%	74	1
LC	52		(21) 40%	(36) 69%	42		(14) 33%	(25) 60%	36		(32) 88%	(31) 86%	159	4
MNR	80		(7) 9%	(31) 39%	79		(11) 14%	(19) 24%	88		(55) 63%	(33) 38%	156	4
EB	65		(4) 6%	(42) 65%	89		(29) 33%	(34) 38%	80		(48) 60%	(35) 44%	193	4
STT	15		(2) 13%	(6) 40%	19		(3) 16%	(4) 21%	72		(18) 25%	(20) 28%	53	1
MK	10		(1) 10%	(9) 90%	13		(3) 23%	(4) 31%	2		(1) 50%	(0) 0%	18	
MAD	19		(7) 37%	(11) 58%	20		(4) 20%	(8) 40%	25		(16) 64%	(21) 84%	67	1
CHRS	13		(2) 15%	(9) 6 9%	22		(16) 72%	(20) 91%	25		(12) 48%	(24) 96%	83	2
MSU	63		(37) 59%	(31) 49%	55		(29) 53%	(40) 73%	42		(18) 43%	(22) 52%	149	3
MTS	114		(9) 8%	(34) 30%	106		(22) 21%	(47) 44%	83		(37) 45%	(42) 51%	191	4
BG	33		(19) 58%	(27) 82%	17		(3) 18%	(10) 59%	16		(5) 31%	(4) 25%	86	1
LUS	27		(4) 15%	(14) 52%	6		(0) 0%	(4) 67%	9		(2) 22%	(4) 25%	28	
HLT	17		(4) 24%	(12) 71%	20		(17) 85%	(15) 7 5%	13		(5) 38%	(10) 77%	63	1
MLB	48		(16) 33%	(26) 54%	47		(18) 38%	(16) 34%	56		(49) 88%	(34) 61%	159	4
KB	35		(2) 6%	(24) 69%	28		(5) 18%	(4) 14%	32		(12) 38%	(3) 9%	50	1
FUND	29		(3) 10%	(10) 34%	24		(1) 4%	(6) 25%	50		(45) 90%	(30) 60%	94	2
NYM	12		(1) 8%	(6) 50%	11		(0) 0%	(1) 9%	12		(3) 25%	(3) 25%	14	
SAL	42		(1) 2%	(18 43%	40		(2) 5%	(8) 20%	45		(6) 13%	(10) 22%	45	1
													2244 pupils	
													50 classes	

Table 4 Participants voices on question 4s sources of paper 1, 2014-2016 Academic years

Participants/ voices	2014,Question 4source: King Mswati 111.	2015, Question 4source: King Sobhuza11 with Emabutfo.	2016, Question 4 Source: Queen Gwamile handed power to King Sobhuza 11 in 1921
Participants' voices	• (a)It links/relates to the question because its background depict some development-related matters; • It links or relates to the questions because the picture of a king triggers the students to think about his reign, contributions to the nation, reforms and relations with other nations; • It links to the question because at the back of the source we can see some industrial action; (b) there is a relationship because one reason behind the formation of SADC was to assist members to develop their economies -No relationship his Majesty had no part on the formation of the organisation;	• (a)There is relationship between the question and source because king wanted to retain traditions, there were clashes in decision making; • It does not have relationship because if we look at the picture we see Sobhuza in a comfort zone with his emabutfu.So the picture does not depict any challenge; • Relevant but the source not clear; • No relationship at the moment, unless the source was about the delegation to London and not incwala ceremony; • No relationship here we have the King at an old age, hence cannot be related to his younger related issues; • No relationship, the source shows a king dancing, which is an opposite of being challenged; (b) There is relationship Imbokodvo National Movement was mainly composed of traditionalist who wanted to maintain traditional values-through incwala; -there is a relationship because Imbokodvo wanted to maintain traditions; When imbokodvo was formed there were political problems but the picture portrays different perspective because Sobhuza is at peace with emabutfu; No relationship because it is about the formation of the imbokodvo, yet the picture is showing Sobhuza 11 dancing the Incwala ceremony.	• (a) It links because it touches on the roles played by the Queen and in the picture she more visible; • (b) It links to the picture because it touches on Sobhuza and Queen Regent, Mgwami; • It links because it shows a handover ceremony-which Gwamile did after Sobhuza was of age; (b)it relates to the question because Queen Gwamile's leadership was more characterised by land related matters or controversy with the whites.

Table 5, Relationship between the exam items and sources on question 4 compulsory sources

2014: Relationship	2015: Relationship	2016: Relationship
(a) 35 (58%)	(a) 15 (25%)	(a) 60 (100%)
(b) 32 (53%)	(b) 20 (33%)	(b) 15 (25%)

Table 6, List of teacher activities observed in relation to teaching and use of history sources

- Coherent relationship between delivered lesson with sources**(limited relationship);**
- Integration of classroom delivered information with relevant sources (**limited integration);**
- Development of inferential skills**(unsatisfactory development);**
- Use of background knowledge and interpretation of sources**(unsatisfactory use of background information);**
- Class practices that broaden interpretation of skills**(inadequate practice or non-existence);**
- Sources as a elicit motivation tool for inferential skills **(not use as a tool for inferential skills development);**
- Lesson design and balance with sources**(unbalanced lesson design with sources)**.

III. DISCUSSION OF THE FINDINGS

The discussions of the findings were guided by the research objectives/questions.

Objective/question 1 of the study was to examine the school performance of the 25 schools in the year 2014-2016 in relation to the international recognised 50% pass mark. History examinations scores for 25 schools were examined to judge their achievement on different examination aspects: overall achievement on paper one and two and achievement on compulsory questions of paper one (Table 1, 2 and 3).

The findings of this study indicated that school performance was poor because more students performed below the 50% international recognised performance bench mark (see table 1, 2 and 3). It was revealed that unsatisfactory performance was a product of multiple factors (methods of instructions, content and the nature of the examinations). For example, observed teachers lacked the skills to align their teaching instructions with history sources and this led to situation where teaching instructions and assessment failed to communicate similar expectations to students regarding the interpretation of history sources in the classroom and during examinations. This suggests that history sources exert influence on the styles of teaching in the classroom that precede the interpretation of sources during the examinations. This observation concurs with Vena et al., (1998) study findings which indicated that classroom instructionsand assessment that failed to communicate same expectations to students affect inferences of sources in a negative way.Resnick and Resnick, (1991) in their study on educational standards, curriculum and performance also indicated that performance depends on the methods of instructions, content and the nature of the examinations.

The findings of the study also indicated that the methods of instructions used by observed teachers and nature of the history examinations had an influence on the students' performance. The nature of the examination not only influenced the school performance but educational standards, as the study indicated that there was a culture of teaching to the exam, which restricted content covered and creativity. This finding is in line with Resnick and Resnick, (1991) in their study, which revealed that teaching to the exam works against, the educational goal of producing a fully educated citizenry, as opposed to a just a schooled nation.

Observations of teachers'in-actions suggested that they put less attention and emphasis on the transmittal or promotion of inferential skills from history sources. Inferential skills in students are enhanced by exposure to sources that elicit the students' interest on the topic when the teacher is in action in the classroom. Teachers are expected to link their teaching instructions to the source, not isolating the sources. To break this link and solely focus on teaching instructions undermines the educational goal of developing inferential skills among students.

Objective/question 2 of the study was to examine the school performance of the 25 schools on the compulsory questions in the year 2014-2016. The findings of this study indicated that schools performance was not satisfactory on the compulsory questions in the year 2014-2016 because more (2244 students, which equates to 50 classes) performed below the 50% international recognised performance bench mark (see table 3).Compulsory questions are of great interest for the state because they contain knowledge and values needed for sustaining the nation in different ways. Through history texts books schools are expected by the state to socialise the students or future citizens to these important values and knowledge.

The findings of this study indicated that students' performances were further worsened by poor or non-relationship between the history source and the exam items (see Table 4), yet central to comprehension of and learning from a source depends on the existence and identification of meaningful relations between exam item elements and background knowledge. This suggests that interpretation of history sources depends on meaningful relationship between the history sources and exam items, ability to identify the relationship, students' relevant background knowledge and ability to recruit correct background knowledge. Having or recruiting the wrong

background knowledge may interfere with detection of relations between the exam items and history sources, thus affect the interpretation of the source. Vena et al., (1998) study findings indicated that students with effective and efficient strategies or knowledge for detecting the relationship are more likely to identify the relations that matter or offer helpful guideposts which optimize their source interpretation.

The findings of this study also indicated that students' performances were further worsenedby some history sources which offer poor or relations separated by exam items that require coordination of multiple of information and background knowledge. This was particularly challenging for students. Vena et al., (1998) study findings indicated that the processes involved in comprehending while reading the sources have direct bearing on how the students respond to the exam items and their performances.

Objective/question 3 of the study was to examine how did the classroom teachers' practices regarding the use of sources in their teachings influenced school performance in the year 2014-2016

The findings of this study indicated that students' performances were influenced by the design of the history lesson plans, which failed to integrate history sources and less emphasis on the development of interpretation skills, through sources (see Table 6). More often, than not lessons were delivered in isolation from the history sources, thus students were denied the opportunities to develop the strategies to use sources as guideposts to enhance their inferential skills. Observations of teachers suggested that sources were not fairly used to draw the learner into the culture of making sense of sources, as expected in an exit examination. The ability to identify the relationship between the source and exam items, relevant background knowledge and to recruit correct background knowledge to answer a source based exam question was not enhanced through classroom instructions. This suggests that students' failure to identify the relationship between sources and exam items and the complexities of exam items and sources in history exit examinations is a product of teacher classroom practices. Thus, confusion in classroom instructions breeds confusion in an examination and this could lead to students' poor performance.

The findings of the study also indicated that classroom instructions such as teaching to the exam influenced the school performance in a complex manner, because some schools did not perform well though it appeared that teachers were teaching to the exam.This suggests that students' success depends on meaningful teaching and learning. Where teachers ensure that their lessons are student centred and learning process expands the students' existing knowledgebase or correcting existing misconceptions in students' knowledge base and where coordination of multiple of information and background knowledge are enhanced through effective and efficient teaching strategies.

IV. CONCLUSIONS AND RECOMMENDATIONS

This longitudinal study concluded that school performance in history was not satisfactory because of different factors which emanates from various sources (classroom instructions, nature of exam items, teacher classroom instructions). The study also concluded that the key values, knowledge embraced in compulsory questions were missed by a number of students, thus students were not fairly introduced to the existing cultural and socio-economic order of the state.

The study concluded that students' performances were further worsened by poor or non-relationship between the history source and the exam items (see Table 4), yet central to comprehension of and learning from a source depends on the existence and identification of meaningful relations between exam item elements and background knowledge.

The study also concluded that some history sources had relations separated by exam items that require coordination of multiple of information and background knowledge (source of question 4 of 2015).

The study concluded that students' performances were influenced by the design of the history lesson plans, which failed to integrate history sources and less emphasis on the development of interpretation skills, through sources.

It was concluded that more often than not lessons were delivered in isolation from the history sources, thus students were denied the opportunities to develop the strategies to use sources as guideposts to enhance their inferential skills.

It was concluded that sources were not fairly used to draw the learner into the culture of making sense of sources, as expected in an exit examination. The ability to identify the relationship between the source and exam items, relevant background knowledge and to recruit correct background knowledge to answer a source based exam question was not enhanced through classroom instructions.

It was concluded that classroom instructions such as teaching to the exam influenced the school performance in a complex manner, because some schools did not perform well though it appeared that teachers were teaching to the exam.

It was concluded that students' success depends on meaningful teaching and learning not teaching to the exam. It was concluded that effective and efficient teaching strategies where teachers ensure that their

lessons promotes coordination of multiple of information and background knowledge were not effectively applied.

It was concluded that the school performance was influenced by classroom instructions because "confusion in class breeds confusion in the examinations".

It was concluded that most students find it hard to identify the relationship between history source and exam items, retrieve relevant background knowledge and to recruit correct background knowledge to answer a source based exam item.

It was concluded that the unsatisfactory school performances suggests achieving educational goals or that putting the educational policy into practice still remains a challenge.

It was also concluded that for the past three years about E500000.00 have been wasted in building classroom not fully utilised, in teaching or introducing students to existing cultural and socio-economic norms or order in society.

V. RECOMMENDATIONS

It is recommended that lesson plans, classroom instructions and classroom assessment should be improved by ensuring that they are student centred and communicate same expectations to students for both classroom and examination purposes. These processes are intertwined and have an impact on examination outcomes.

It is recommended that the teachings of history sources with relations separated by exam items which require coordination of multiple of information and background knowledge should be improved through classroom instructions.

It is recommended that lesson plans and classroom instructions should not be delivered in isolation from the history sources, or not lose sight of the history sources to avoid denying students the opportunities to develop the strategies to use sources as guideposts to enhance their inferential skills.

It is recommended that history sources should be integrated into classroom instructions to enhance students' abilities to identify the relationship between history source and exam items, retrieve relevant background knowledge and to recruit correct background knowledge to answer a source based exam item.

It is recommended that professionals (teachers and teacher training institutions) should reflect and deliberate upon their practices or classroom instructions in order to effect change in students' learning.

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