Teachers' Classroom Strategy for Enhancing Students' Performance in Public Secondary Schools in Nandi County, Kenya

Annah Jepketer[1,] Prof. Kisilu Kombo[2,] Dr. Dorothy Ndunge Kyalo[3]

Kenyatta University, Department Of Education Management, Planning And Curriculum Studies P.O.Box, 43844-00100, Nairobi
Kenyatta University,Department Of Educational Foundations P.O.Box 43844-00100,Nairobi
Senior Lecturer, University Of Nairobi, School of continuing and Distance Education P.O. BOX 92-00902, KIKUYU

Abstract: *The purpose of this study was to investigate teachers' classroom strategy that influences students' performance in public secondary schools in Nandi County. Improvement of students' performance depends on strategies teachers' use in teaching students in the classroom, handling of student discipline and feedback from student assessments. The main objective of the study was to determine how teachers' classroom strategy enhances student performance in public secondary schools in Nandi County. The study used descriptive survey design. The researcher used 30% as population sample size for the public secondary schools, 30% as population sample size for principals, 10% for teachers and 10% for the students. The target sample was (30) public secondary schools, (30) school principals, (85) teachers, (136) students and one County Director of Education. Stratified and simple random sampling techniques were used for the study. The data collection instruments included the use of questionnaires and interview schedules. Data analysis was done by use of descriptive and qualitative methods. The findings of the study established that students continue to perform poorly in academics in some public secondary schools. It was further found out that strategies used by teachers to manage their classrooms including the teaching methods employed, managing student discipline and providing constant feedback through assessment influences students' performance to a greater extent. The conclusion of the study reinforces the existing studies that have shown that quality of education sought by a school and country at large is due to strategies teachers apply with the aim of improving students' performance. The conclusion is that teachers' should engage students in variety of teaching and learning activities to prevent students engagement in disruptive behaviors. Teachers ought to provide students with continuous classroom assessments as part of gauging student's academic progress. However, students who are not endowed in academics should be guided to discover their talents early, nurture and pursue careers of their choice. Further research need to be undertaken on best approach of scaling-up the existing in-service teacher training programmes to benefit all teachers to improve teaching approaches in public secondary schools in Nandi County.*
Key Words: *Education, strategies, accountability, classroom strategy, discipline, assessment, performance*

I. Introduction

The increased accountability to the society through effective teaching has triggered research interest in many countries of the world. In Kenya, despite various efforts by teachers' to improve the students' learning achievements, students' performance in academics remain poor (MOEST, 2012). Without undertaking interventions, the trend is likely to continue being witnessed in secondary schools. This raises great concern to education stakeholders including school administrators, teachers, students, parents and policy makers.

Education is considered as one of the most promising paths for individuals to realize better and more productive lives (RoK, 2011). The interest attached to education is a confirmation for the increased need for quality human resource and increased accountability by stakeholders for student learning in many countries of the world. Secondary education level enables students acquire knowledge, skills and attitudes, which, enables them to develop as holistic individual in cognitive, affective and psychomotor domains (RoK, 2012).

Globally, countries of the world have step-up efforts to improve student performance and reduce achievement gaps. United States of America has been in the forefront in developing teaching standards and strategies to enhance effective teaching. According to Darling-Hammond, Wei, Andree, Richardson, and Orphanos (2009), strategies to enhance effective teaching and improve students' performance should entailorganizing forums where teachers meet in learning teams and share their experiences. In addition, other

strategies include encouraging collaborative learning, promoting teacher professional learning, providing resources for teachers to improved student learning and investing in teacher capacity building.

Empirical evidence shows that most secondary schools students' performance in Africa is generally poor. In South Africa for example, the pass rate of students in examinations in their final year dropped consecutively for five years, from 73.3% in 2003 to 62.2% in 2008, (Pretorius, 2012). This paints a gloomy picture for the continent and has led to current thinking; where there is a shift from the concept of highly qualified teacher to highly effective teacher in every classroom (Barry, 2010; Grosser, 2007; Pretorius, 2012). However, Africa has been in the forefront in agitating for the need for effective teaching and increase teacher effectiveness to enhance students' performance in secondary schools (Grosser, 2007; Pretorius, 2012).

In addition, empirical evidence shows that teachers have employed variety of teaching strategies for students' to improve in their performance in Africa. For instance, in order to address persistent low students' performance in secondary schools, South Africa put in place initiatives to improve school quality. Some of the strategies employed included; reviewing of education policy, prioritizing teacher development, involving stakeholders in education planning and implementing the accelerated infrastructure delivery project (ROS, 2011).

The government-education planning document indicates that Kenya has low learning outcomes for some pupils in national examination. This has been blame on non-attainment of the desired reading and numeracy competences (RoK, 2013). As such, public secondary schools faces increasing pressure of ensuring students get quality education that will enable them to achieve positive learning outcomes and develop as holistic individuals (Oketch & Rolleston, 2007). However, despite Kenya's commitments to education reform efforts geared towards achievement of Education for All (EFA) priority action points including; ensuring and enhancing governance and accountability in schools, empowerment of teachers to manage student behaviours and strengthening of teachers' capacities, a lot still needs to be done to ensure its realization (Rok, 2012).

Schools are bestowed with the responsibility of ensuring classrooms are equipped with adequate teaching and learning facilities, teaching-learning resources, teacher-student motivation, conducive learning environment and participation in co curricular activities while ensuring effective teaching is taking place (The Laws of Kenya, 2013). Inspite of the fact that public secondary schools are aware of the requirements, making reliable decisions in the face of the existing constraints remains a challenge. The effectiveness of classroom management practice, will depend on the strategies teachers' use in teaching their learners, handling discipline and feedback from assessments.

Kenya's basic education covers pre primary education (2 years), primary education (8 years) and secondary education (4 years). According to the policy on Education and Training, basic education is a fundamental human right and obliges the state to ensure every child between 4 to 17 years gains access to quality basic education (MOEST, 2012). In addition, the Kenya government, through the social pillar of the Kenya Vision 2030 singles out education and training as a means of achieving her objective of becoming middle-income industrialized country by 2030 (MoDP, 2013). However, Kenya National Examinations Council has evidence that shows poor students' performance in some secondary schools in national examination (KNEC, 2012). The continuous poor students' performance in some public secondary schools in Kenya, has elicited debate and is of great concern among the education stakeholders.

It is as a result of the foregoing that study set out to investigate how teacher classroom strategies influences students' performance in secondary schools, in Nandi County in Kenya. Review of literature related to teacher classroom strategies and student performance was undertaken.

1.1 Statement of the Problem

Education is a basic and fundamental human right, which promotes acquisition of knowledge, skills and development of an individual in a holistic and integrated manner. Despite various efforts by key educational stakeholders to improve students' performance, by injecting financial resources for improving school infrastructure to provide child friendly schools, provision of subsidized public secondary school tuition to improve access to education and qualified teachers, the trend on students' performance in some public secondary schools in Nandi County remains poor. In addition, questions have been raised as to whether teachers are putting enough efforts to ensure students' perform highly in academic achievement in secondary schools. This is of great concern among the education stakeholders' (KNEC, 2012; RoK, 2012).
Evidence from the Kenya National Examinations Council shows that between 2010 to 2012, students who scored quality grades of C+ and above range between 27% and 29% while the mean performance for male and female candidates in English and Mathematics remained below 50%, for a five-year period. (KNEC 2012/2013; MOE, 2007) In 2010, on the national level, out of 354,951 students who sat for KCSE examination, the overall mean performance for English was 38.90 dropping to 36.42 in 2011. According to KCSE examination analysis in 2013, Nandi County dropped to position 16 among the (47) counties from position eight (8) nationally in 2012 (KNEC, 2012/2013). Improving students' performance requires teachers to be innovative by applying

strategies that will result in students holistic development. The skills and knowledge imparted to students ought to prepare them for furthering education and the world of work and participation in socio-economic development of the nation,

1.2 Objectives of the Study
The purpose of the study was to investigate teachers' classroom strategies for enhancing students' performance in public secondary school in Nandi County in Kenya.

1.3 Research Question of the Study
The following were research question that guided the study;
· In what ways does teachers' classroom strategy enhances students' performance in public secondary schools in Nandi County?

II.   Literature Review on Classroom Strategy for improving Students' performance

Literature review related to the area of study included establishing challenges of poor Students' performance in Secondary Schools in public secondary schools in Kenya, need for classroom strategies for improving students' performance, and ways in which Classroom Strategy enhances Students' Performance in secondary schools.

1.4 Challenges of poor Students' Performance in Secondary Schools in public secondary schools in Nandi County

The issue of students' performance in academic achievement in secondary school continues to elicit debate among education stakeholders. In addition, examinations continue to be used to measure students academic success in Sub-Saharan Africa (SSA). According to World Bank (2008), in Sub Saharan Africa, high stakes examination determines the future of the students upon success. Examination s and assessments are used for assessing knowledge, attitudes and skills acquired by students. As such teachers, parents, students and others, judges the students and school success in terms of results attain and hence teachers teach for examinations. Examinations has been blamed for the low students learning outcomes in Sub Saharan Africa.

Students' performance is very important in any education system since it provide opportunities for young people to reach their full individual potentials, necessary for achieving national aspirations of social, economic and political developments (RoK, 2012). However, despite the well-stated education goals for secondary education in Kenya, some schools continue to post poor students' performance.

Empirical evidence and synthesis of literature shows that there are a number of factors contributing to poor performance by students both in local and national examination. According to Yara and Otieno (2010) the causes of poor students' performance, especially in mathematics is due to poor planning by teachers, inadequate teaching and learning resources and teacher shortages. In addition, poor students' performance may also be blamed on poor teacher preparation in teacher training. According to Kafu (2011) the challenges facing teacher education programme are to blame on inadequate human, material and financial resources which remain an hindrance to producing a quality and competent teachers. The historical limitations, where poorly trained teachers were appointed as teacher education administrators and graduates employed as teacher trainers were to blame for poor teacher preparation for secondary schools. The appointment of poorly trained head teachers to head secondary schools through political influence was to blame for poor students' performance (Kafu, 2011).

The Kenya Nandi County profile report for 2013 further highlights the causes of poor students' performance in Nandi County. The reports stated that the cost of education is high in secondary schools, there is lack of enough classrooms and lack of equipped laboratories, libraries and Information, Communication and Technology (ICT) Centres contributes to poor students' performance. In addition, the report shows that the County continues to experience high school drop outs (1.4%), and high HIV and AIDs prevalence of (6.3%) resulting to the loss of experienced teachers (RoK, 2013).

The poor causes of students performance is supported by Kenya's Education report that stated that shortage of teachers, shortage of material resources, low commitment by some teachers and other key stakeholders to supporting students, low student entry behavior and insufficient funding of co curricular activities which are liked by most students (MOEST, 2011). These reasons were among the explanation points presented in the Kenya's education position paper at Washington DC in 2004. The presentation showed that some Kenya secondary education students performed poorly in national examination due to; low quality of some public secondary schools, inadequate material resources, shortage of teachers, high incidence of poverty and the impact posed by deadly scourge, HIV and AIDs (MOEST, 2004).

1.5 The Need for Classroom Strategy for improving Students' performance

Classroom strategies are necessary if teachers' have to mould students behaviours positively. Classroom strategy constitutes teachers' classroom based practises such as teaching methods, student discipline

and students' assessments. There is enough evidence to show that well-managed classrooms make students have a sense of responsibility and motivate teachers to teach their students with confidence and high esteem.

Empirical researchers recommend on research-based strategies that teachers can use to improve student performance. Stoop (2011) contend that effective teachers acknowledge student differences, build collaborative learning relationships, have clear communication with parents, provide feedback to students and use strategies enabling students to take responsibility for their own learning. Short and Fitzsimmons (2007) noted that adolescent English language learners faces six challenges in learning English. Some of the challenges include the lack of common criteria of identifying the English Language Learners and ways of tracking their performance, lack of appropriate assessments, inadequate capacity for improving literacy in ELLs and lack of flexible and appropriate program options.

The North West Regional Educational Laboratory (2005) noted that applying key research-based strategies to improve instruction in the classroom is paramount for an effective teacher. NWREL reiterated that in English, teachers' ought to use research proven strategies combining with technology to strengthen teaching and learning of English and support their English language learners. Teachers can help students to develop fluency in English and conceptual skills in order for students to be prepared for academic success (North West Regional Educational Laboratory, 2005).

Fisher, Frey and Williams (2002) pointed out that positive impact on student achievement is realised when the school is committed to both reading and writing strategies. Fisher et al (2002) reports of seven defensible strategies that inform the development of school professional development plan. The aim of the plan was to increase and allow growth in teacher expertise. The seven literacy strategies included; read-alouds, K-W-L- (meaning already know, want to know and learn) charts, graphic organizers, vocabulary instruction, writing to learn, structured note taking, reciprocal teaching. Fisher and his colleagues concluded that the application of the seven strategies was beneficial and resulted in improvement of student achievement and the teacher's skills.

1.6 Classroom Strategy and Students' Performance
The literature review shows that teaching methods, managing of student discipline and student assessments are strategies that can assist teachers to improve students' performance in secondary schools.

1.6.1   Teaching Methods and Students' Performance
Teaching methods is one of the strategies for improving students' performance. Langer (2007) presented a five-year study report on the characteristics of the education practice among the students in Middle and High School resulting in achievement in reading and writing. After reviewing literature related to the areas of study, Langer (2007) noted the need for; more time for independent reading, small group instruction, high levels of engagement in higher-level literacy tasks, use of scaffolding to link instruction to real reading, and strong links between school and home to enhance increased reading at the classroom level.

Short and Fitzsimmons (2007) suggested that for academic literacy to be promoted, development or improvement of existing strategies to counter the challenges ought to be undertaken. According to the brief by National Council of Teachers of Mathematics (2007), there are instructional strategies based on evidence-based practices for teaching low achieving students and special education students with difficulties in mathematics. The instructional strategy were shown to include; visual and graphic depictions of problems, systematic and explicit instruction, student think-alouds, use of structured peer-assisted learning activities involving heterogeneous ability groupings, formative assessment data provided to teachers and formative assessment data provided directly to students. The brief showed that a small effect may raise students' scores on a standardized test up to about 8 percentile points while a large effect would raise students' scores on a standardized test up to about 25 percentile points.

Research evidence further shows that teachers who make instructional choices are effective in their classroom. Chingos and Whitehurst reported evidence of a review of 10 studies on teacher effectiveness that revealed that students taught by above average teacher, at 75th percentile will learn more than the students of an average teachers by 0.08 to 0.11 standard deviations. Martel (2009) echoes this evidence and argues that teachers with variety of instructional choices are productive in the classroom and hence are required to apply each strategy correctly to enhance student achievement.

1.6.2   Students' Discipline and Students' Performance
The current research literature has enormous information on classroom management and in particular, classroom discipline. Student growth and positive development in school is influence by his ability to behave well and not engage in disruptive behaviors. Students who are engaged are more likely to achieve and succeed in life compared to students who are not engaged and thus promote student's self-esteem. Effective classroom management bestows in students a sense of responsibility, self-control and realization of optimal learning. From

the students' point of view, effective classroom management accounts for 32 percent of teacher effectiveness (Stoop, 2011; Owoyemi & Adesoji, 2012).

In recent studies, OECD (2009) has shown that the achievement of the students is related to the amount of time set aside for the subject. Maximizing the use of time is important in preparing for lessons and classroom management. OECD TALIS survey illustrated that 1 teacher in 4 in the majority of the countries surveyed looses at least 30 percent of lesson time due to student disruptive behaviour and administrative obligations (OECD, 2009). Bear (2010) has explained that the challenges of indiscipline in schools arises out of failure by schools to focus on school safety and prevent any occurrences of school misbehavior. Other researchers have echoed the same sentiments about student indiscipline. Freire and Amado (2009) noted the existing link between disciplinary problems and school ethos arises from complex inter-personal relationships that exist in schools. Freire and Amado argued that the school ethos have cumulative effects which translates into attitudes, behaviors, values and practices that distinguishes a school from other schools.

Other education researchers have emphasised the importance of classroom management in realizing students' outcome. According to Wilkinson and Meiers (2007) of the Australian Council of Education Research (ACER), an effective classroom management occurs where a teacher is endowed with skills on behavior management and that of student learning. Wilkinson and Meiers found out that there is no single solution to managing students' behaviour in the classroom, and that different approaches work in different situations. They noted that what works for students at a given time may not apply all the time. However, schools with programmes on behavior management are able to create an atmosphere to undertake different classroom tasks (Wilkinson & Meiers, 2007).

The Kenya's basic education regulation (2015) gives guidelines on what constitutes student misbehavior or indiscipline. The regulation states that a student(s) may be termed indiscipline when they engage in bullying other learners, physical fights, truancy, cheating in examination, failing to attend to class assignment or tests and examinations, defiant and insubordination to lawful instructions, substance abuse and drug trafficking. The regulation further outlines that mass indiscipline is considered when students jointly participate in demonstration, boycotting meals or classes, destroying of school property or invasion to other schools, homesteads or shopping centers.

1.6.4   Students Assessments and Students' Performance

Student assessments in education are tools used to track on student performance and to ascertain whether the learning goals have been achieve. Yueming (2004) noted that classroom assessments assisted teachers in making important decisions about daily teaching instruction. According to the article by Flanagan, Mascolo, and Hardy (2009) on the advantages of using standardized testing, any form of testing used in school should provide information about the student or groups of students. In addition, the assessment information assist in interpretation, monitoring student progress, giving constructive feedback, and improving both student learning and teaching methods (Flanagan et al, 2009). Other researchers have supported that view and noted that assessment is part of the learning cycle and adds value to student's performance (O'Farrell, 2009; Spiller, 2009). Therefore, from the foregoing, teachers who apply variety of instructional strategies correctly are productive in the classroom and are able to enhance student-learning achievement. Teachers who implement well-planned classroom activities are able to engage students' effectively to minimise disruptive behaviours. In addition, teachers who give students feedback on their accomplishments after assessment are able to monitor learning progress and apply diagnostic approach in assisting students to take corrective measures in their assignments.

1.7 Theoretical and Conceptual Framework
The following is the theory and conceptual framework that guided the study.

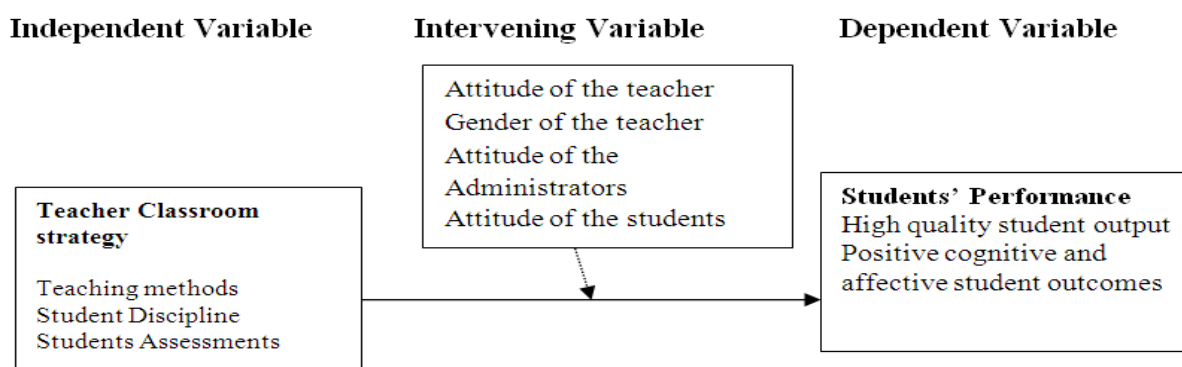### 1.7.1   Theoretical Perspective

The theory that guided the study was the Constructivist theory put forward by Lev Vygotsky (1896-1934). Constructivism theory is based on the belief that humans are able to construct knowledge by understanding the information they are accessible to. Vygotsky's theory of constructivism is also known as theory of social constructivism and explains that children are socialized and developed through a collaborative activity and learning that takes place through socialization and education. Through these, children are able to perceive, pay attention, and their memory capacities are transformed by social context, tradition, religion and language. Vygotsky believed that for knowledge to be developed, school learning must take place in meaningful context while at the same time learning in real world is taking place (Ozer, 2004).

The theory promotes active learning and collaboration among learners where discovery is aided by the teacher-student and among students themselves. According to the theory, learners' needs should be identified in the classroom and learners' supported and exposed to discussions, project groups, research collaborations and problem solving. Constructing and internalizing knowledge is the key essence of Vygotsky's constructivism

theory (Ozer, 2004). According to the theory, teachers are expected to interact and guide the learners by developing variety of classroom teaching strategies.

1.7.2   Conceptual Framework on Teacher Classroom strategies and Students' Performance
Classroom management in the context of the study is an intervention strategy for facilitating student learning and managing student behaviour. The domain considered three dimensions; teaching methods, student discipline and student assessments.

Independent Variable   **Intervening Variable**   **Dependent Variable**

Teacher Classroom strategy

Teaching methods
Student Discipline
Students Assessments

Attitude of the teacher
Gender of the teacher
Attitude of the Administrators
Attitude of the students

Students' Performance
High quality student output
Positive cognitive and affective student outcomes

Figure 1. Conceptual Framework on how Teacher's Classroom Strategy influences Students' Performance

Figure 1. is a conceptual framework that guided the study on the teacher classroom strategy and student's performance. The figure shows the interaction between the independent, dependent, intervening variables in order to contribute to students' performance resulting in student outcomes. The students' performance is the dependent variable which is explained through the interplay of the independent variables such as; classroom strategy and the intervening variables which is the attitude of the administrators, attitude and gender of the teacher and attitude of the students.

III.   Methodology
The study was conducted through survey that involved the use of descriptive survey design. Survey method is one of the primary sources of collecting data from the population and is preferred because it assists in examining issues and ascertaining the characteristics of variables of interest in line with the objectives of research study (Sekaran, 2010; Orodho, 2005; Kombo & Tromp, 2011). The study was carried out in three sub-counties namely; Nandi North, Nandi Central and Nandi East sub-counties in Nandi County. The target population for the study were public secondary schools and public secondary school principals and teachers in the county and form three students for the year 2013 (MOE, 2012; MOEST, 2013).

1.8 Sample size and Sampling Techniques
The unit of sampling used in the study was public secondary schools in Nandi County. The sampling design used for the purposes of the study was stratified and simple random sampling. The researcher used 30% as population sample size for the public secondary schools, 30% as population sample size for principals, 10% for teachers and 10% for the students. The reason was that the target population for the study was homogenous hence a small sample was appropriate and choosing 30% sample was within acceptable research limits (Mugenda, 2008).

Out of one hundred public secondary schools, thirty schools and thirty principals were expected to participate in the study instead; twenty-nine principals participated in the study. Out of eight hundred and forty eight, eighty-five teachers were expected to participate in the study instead eighty-three teachers participated. One hundred and thirty six students' were expected to participate in the study instead one hundred and twenty nine students participated. The students' response rate was 94.8 percent, principals 96.7 percent and teachers 97.6 percent. The high response rate was due to the adequate co-operation received from the respondents during the study.

1.9 Research Instruments
The data collection instruments used in the study included carrying out surveys and collecting data by use of questionnaires, interviews and by document analysis. Piloting of the instruments was done in the public secondary schools in Nandi County, in the sub-county, which did not form part of the sample units under study. Piloting was done after the instruments had been developed and needed to be tried and tested in the field. The study was undertaken by conducting interviews with the County Director of Education for Nandi County and

the school Principals. In addition, administering of questionnaires to the teachers and form three students of 2013 was undertaken.

IV. Results and Discussions

This section presents results and discussions.

1.10 Classroom Strategies for Enhancing Students' Performance

The study sought to find out the ways in which classroom management strategies enhanced students' performance in public secondary schools in Nandi County. This was in response to the research question of the study that stated; In what ways does classroom strategy enhance students' performance in public secondary schools in Nandi County? To answer the question, the respondents were asked to respond to items in the questionnaire and in the interview schedule. The aspects analysed under classroom strategies were teaching methods, students discipline and students assessments. This section presents and discusses the findings of the study.

1.10.1 Quantitative Analysis on how Classroom Strategies enhances Students' Performance

The students and teacher respondents' were asked to rate statements using likert scale items about classroom strategies used by teachers to improve students' performance. Teacher and students' respondents' gave their views on how teaching methods, student discipline and students' assessment as classroom strategies improve students' performance. The findings are presented by use of frequencies and percentages.

Table 1 gives the summary of the findings for teachers and students.

Table 1.: Ways in which Classroom Strategies enhances Students'Performance

CS	Students (N=129)										Teachers (N=83)									
	SD		D		N		A		SA		SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
TM	2	1.6	6	4.7	18	14.1	46	35.9	56	43.8							37	44.6	46	55.4
SD	2	1.6	3	2.3	3	2.3	44	34.4	76	59.4	11	13.3	30	36.1	11	13.3	18	21.7	13	15.7
SA	4	3.1	7	5.5	11	8.6	51	39.8	55	43.0			1	1.2	3	3.6	43	51.8	36	43.4

Legend:SD- Strongly disagree **D-** Disagree **N-** Neutral **A-** Agree **SA-** Strongly Agree
CS- Classroom Strategy **TM-**Teaching Methods **SD-** Students Discipline **SD-** Students Assessments

As shown in Table 1, all (100%) of the teacher respondents either agreed or strongly agreed that they use a variety of teaching methods to teach their students while majority (79.7%) of the students indicated that teachers exposed students to variety of class activities. The higher student rating shows high teacher commitment to involve students in variety of learning activities in the classroom.

1.10.2 Qualitative analysis on how Teaching Methods enhances Student's Performance

The County Director of Education and school Principals were asked to provide information on how teaching methods enhances student's performance to triangulate the results of the study on teaching methods. During in depth interview, school Principals revealed that teachers use a variety of teaching methods appropriate to the specific subject taught in class. One Principal explained that:

In considering the best teaching method to use in class, it is important to evaluate students and teachers views, encourage interactive teaching through infusing ICT integration to secondary schools. ICT as a tool for teaching facilitates learning; makes teaching lively, interactive and easy for the teacher and the student. Other methods used by teachers included, talk and chalk, role-play, simulations, lectures, discussions and competitions, and use of questions and answers (Female Principal Interviewee, Nandi Central, 26th May, 2014).

The findings from the study agree with Langer (2007) five-year study report that recognizes classrooms as places of structuring ideas, organizing students for group instruction, having high student engagement and contributing to content knowledge. In addition, the study findings agrees with what Chingos and Whitehurst (2012) have shown that teachers ought to have wide range of instructional materials. A similar study by Short and Fitzsimmons (2007) has shown that it is important for teachers to use proven instructional strategies and participate in continued research in any new and existing intervention programmes.

1.11 Students' Discipline and Student performance

Student discipline remains a critical area of concern for schools and can be viewed either positively or negatively. Student discipline enables the school to run its education programmes smoothly and orderly or negatively it can disrupt school schedules. Student discipline focuses on student behavior and conforming to set standards. The school is required to maintain order all the time and apply the existing regulations to check and control excesses of student behavior.

1.11.1 Quantitative Analysis on the Contribution of Student Discipline in enhancing Student's Performance

The teacher and student respondents were asked to provide information on the contribution of student discipline in enhancing student's performance Teacher responses in Table 1, shows (36.4%) of the teacher respondents agreed and strongly agreed that they have many students with indiscipline problems. The students were asked to rate their teachers on maintenance of student discipline through correction of unwanted student behaviours. Table 1 indicates that (93.8%) of the students were of the opinion that their teachers correct unwanted student behaviours.

1.11.2 Qualitative Analysis on the Contribution of Student Discipline in enhancing Student's Performance

Respondents were asked to provide information on how student discipline may contribute to students' performance. During the in depth interview, Principals stated various ways through which schools had enforced school discipline procedures. The principals indicated that their schools had experience cases of student indiscipline and that the school administration has put in place school rules and regulations, created forums giving students freedom of expressing their opinions and reaching out to students who may not be willing to open up as ways of curbing discipline issues.

One Principal responded that:

In situations where student indiscipline is reported, my teachers use punishment to reprimand wrong student behaviour and for difficult students, parents are invited to school to assist in giving vital information that may assist in disciplining the student. In most instances, student behaviour may be reviewed with a school committee in charge of discipline, (Principal Interviewee, Nandi East, May, 26, 2014).

Still on student discipline, another Principal explained that;

At a given time, our school encounters students with indiscipline problems. However, my school has put in place ways of addressing cases arising from student indiscipline. My school has student leadership that ensure school routines are strictly followed and assist the school to bring order during the week and through-out the whole term. There is also spiritual guidance clubs and use of Guidance and Counselling Department in the school. All these are measures aimed at improving students' performance, (Female Principal Interviewee, Nandi East, May 26, 2014).

To triangulate the findings from the study in Table 1, I interviewed the County Director of Education from Nandi County Education Office. The researcher sought to establish the mechanisms the County Director of Education in Nandi County has put in place to enforce school discipline procedures. During the in depth interview, CDE indicated that guidance and counseling had been put in place and strengthened in schools; all legal policies on enforcing discipline procedures had been provided to the schools and establishment of student councils and discipline committees in schools have been encouraged.

1.12 Student Assessments and Student Performance

In education, assessment gives an indication of how well a student is progressing in academic pursuits, showing whether a student is achieving the set goals while suggesting areas of student improvement.

1.12.1 Quantitative Analysis of how Student Assessments enhances Student's Performance

The student respondents' were asked to rate how often their teachers gave them feedback on assignments. As shown in Table 1, majority (95.2%) of teachers either agreed or strongly agreed that they assess their students to establish positive change in student's behavior while majority (82.8%) of student respondents indicated that their teachers give them feedback on assignments.

Teaching English in secondary school requires the teacher to engage students in reading and writing. Box 1 shows the narration of an old English teacher who has taught English for more than a decade in secondary school. The teacher stated that she is soon retiring and has few months left in teaching profession.

Box 1: An old English Teacher who looked too tired to teach

One old English teacher, who looked tired in the staffroom, narrated to me how teaching of English has been her passion. However, she felt that she was very old and preparing new lesson notes for an English lesson is cumbersome. She said there is nothing new in the syllabus as what she teaches repeats itself and teaching is continuous, year-in-year-out. She said when integrated English was introduced in secondary schools, English teachers, found a challenging teaching environment of having to cope with teaching of English literature and grammar and assessment of students in the new areas. The English teacher did not look enthusiastic or bothered about teaching at all because she was already passed 59 years and waiting to retire. Teaching commitment had started to wane. However, the young teachers were busy preparing, researching and planning for their lessons in most of the schools visited to engage students in learning activities in the classroom.

Box 1 shows that as teachers enter the retirement age of 60 years, schools need to assign the teacher other administrative duties rather than being fully engaged in teaching students.

1.12.2 Qualitative Analysis on Contribution of Students Assessments in enhancing Students Performance

The findings in Table 1 were triangulated with the qualitative findings from the Principals and Country Director of Education. During an in depth interview, Principals gave example of the assessment tools used by teachers in their schools to assess student performance. ThePrincipal explained thatschoolssessment assists in monitoring of student progress in learning and that teachers use continuous assessment tests, end of term examinations and inter-school competitions to assess students in their schools. .

In addition, the Country Director of Education explained the importance of student assessments in an in depth interview. The Country Director of Education indicated that assessment of students assists in identifying weak areas in student learning, areas of education syllabus that have not been adequately covered and consequent plan for remedial teaching.

The findings from the study have shown that teachers in majority of the schools, give students classroom assessments to establish positive change in student's behaviour. Flanagan, Masculo and Hardy (2009) have explained that assessments are necessary in school since it acts as a tool for monitoring student progress and giving constructive feedback. The findings from that study agrees with what other education scholars and researchers have confirmed that assessment, which refers to method of gathering and analyzing information and giving feedback, is part of the learning cycle (Spiller, 2009) and add value to student learning (O'Farrell, 2009).

O'Farrell (2009) stated five benefits of timely and successful feedback in student learning, and noted that assessment build confidence and motivates students to improve on their learning, provide students with performance improvement information, correct errors and enable students to identify strengths and weak points.

1.13 Students' Performance in Kenya Certificate of Secondary Education for 2008- 2012

The study sought to find out the students' overall performance in KCSE 2008-2012 in the three sub-counties of Nandi County. This was captured by use of the overall grades obtained by candidates in 2012 in public secondary schools under study. A summary of Nandi County KCSE mean scores and grades are presented in Table 2.

Table 2: The Comparison of the KCSE mean scores for the three Nandi County Sub Counties from 2008 to 2012

Nandi County	Nandi Sub County	2008	2009	2010	2011	2012
	Nandi North	4.192	4.310	4.684	4.93	4.866
	Nandi East	5.132	4.959	5.035	5.046	5.878
	Nandi Central	5.659	5.784	5.862	6.294	7.047
	Overall Mean Score	**5.059**	**5.0182**	**5.338**	**5.419**	**5.931**
	Overall Mean Grade	**C-**	**C-**	**C-**	**C-**	**C**

Key: A is the highest score while E is the lowest (weak) score (KNEC, 2015)

As shown in Table 2 the overall KCSE school mean scores shows variation of school performance in each sub county, with Nandi Central showing gradual and improvement in sub county mean scores; from 5.659 in 2008 to 7.047 in 2012. Overall, mean scores shows Nandi County secondary schools had average mean scores of 5.059 (C-) in 2008 increasing to 5.931 (C) in 2012. In terms of students' performance, Nandi North Sub-County mean grade remained at D+ in 2008 and 2009, improving to C- from 2010 to 2012. Nandi Central sub county public secondary schools have continued to be ahead of Nandi East and Nandi North sub counties. In 2012, Nandi Central Sub County was leading with mean score of 7.047, followed by Nandi East sub-county with mean score of 5.878 while Nandi North Sub County registered a mean score of 4.866.

The findings of the study established the analysis of KCSE examination grades attained by Nandi Sub Counties public secondary schools for 2008 to 2012. Table 3 shows the summary of the KCSE examination grades.

Table 3: The summary of the KCSE examination grades attained by Nandi Sub-Counties public secondary schools for the years 2008-2012

Student Academic Performance in KCSE	Year				
Grade	2008	2009	2010	2011	2012
0-1.4 (E)					
1.5-2.4 (D-)					

2.5-3.4 (D)	5		2	4	2
3.5-4.4(D+)	5	10	5	7	3
4.5-5.4 (C-)	9	6	4	5	6
5.5-6.4 (C)	1	4	8	2	6
6.5-7.4 (C+)	1	1	2	3	5
7.5-8.4 (B-)	3	3	3	4	1
8.5-9.4 (B)	1	1	1	1	1
9.5-10.4(B+)	1	1	1		1
10.5-11.4 (A-)					1
11.5-12 (A)					
Total (N)	**26**	**26**	**26**	**26**	**26**

Key: Where Numeric aggregate KCSE Subject Grade letter A=12 points, A=11, B+=10, B=9, B- = 8, C+=7, C=6, C- =5, D+ =4, D 3, D- =2, E = 1 (KNEC, 2014)

Table 3 shows that in the three Nandi Sub-Counties were the study was undertaken, the public secondary schools whose candidates performed well and attained mean grade of C+ and above, accounted to 23.07% in 2008, 23.07% in 2009, 26.92% in 2010, 38.46% in 2011 and 34.62% in 2012. The schools that attained the mean grade of C and below accounted to 76.92% in 2008, 76.92% in 2009, 73.07%in 2010, 61.63% in 2011 and 65.38% in 2012. From Table 3, the evidence from the study findings, indicates that there are few high performing public secondary schools in the county compared to average to poor performing schools. Majority of the students attained average to poor performance. The findings indicates the number of schools that are high performing and low performing. The findings agrees with Nyaga, & Bundu (2009) who explained that the purpose of analyzing KCSE examination is to provide an insight into candidate competency levels and vital information for comparison with other institutions and that analysis offers impetus for carrying out necessary interventions.

The principals revealed that although students performance remain the core function of the school, public secondary schools in the district category remained disadvantaged in that; selection of the students to join Form one are normally done when the national and county schools have chosen the best and taken their share. Most students enrolled to district schools have relatively low marks compared to students being admitted to national and county schools.

1.14   Discussions
This section discusses the classroom strategies for enhancing students' performance in public secondary schools in Nandi County.

1.14.1   The Classroom Strategies and enhancing Students' Performance
In discussing issues relating to students' performance, mean grades and mean scores remain the valid measure of the extent to which students or candidates in national examination are able to acquire the skills and competences for life after their four years of secondary school education. During the study, the sub-counties mean grades of public secondary schools in Nandi County were compared for the five year period, from 2008-2012. The findings from the study revealed that in the three sub counties, the average mean grade varied and students' from high performing schools performed well while many of the district schools performance were average while others poor. Poor grades are unattractive in that it limits students from enrolling in competitive courses in the universities needed for social and economic development of the country. This implies students who attain poor grades will take a very long period in training to catch up with those students who attained quality grades and who joined university immediately.

The findings of the study has shown the classroom strategies for enhancing student performance consists of, teaching methods employed by the teacher, student discipline and student assessments. The results of the study indicates that a teacher remains an important personality to student learning and need to employ differentiated classroom instruction to expose students to variety of learning experiences and that classroom remains central to student learning. The high teachers' rating implies that teachers are committed to improving their teaching practice and student learning and that the instructional techniques employed will contribute to improved student performance. The findings agree with Vondracek (2009), strategies for teaching students. The strategies include; use of lectures, models, discussions, small groups, application, home assignments, video, simulations, advanced problems, reinforcement, and assessment.

These findings from the study agrees with Chingos & Whitehurst (2012) who noted that the instructional choices made by teachers' results in large effect on student learning and students learn when there is interaction between teachers and instructional materials. However, despite the high student rating on teaching methods utilized by teachers shown in Table 1, majority of the public secondary schools in Nandi County, students' still performs from average or poor.

Teachers' rating on students discipline indicates that public secondary schools in Nandi County encounter cases of student indiscipline which interferes with student learning, and though they may experience, teachers are able to take corrective measures to control and manage students' behaviour. The high rating as provided by students' shows, teachers are able to control and manage student discipline as and when it arises. In schools where there is high student discipline, students are able to follow learning guidance and instructions given by their teachers. This provides an avenue for improvement in students' performance. The findings agrees with evidence from research literature by Stoop (2011) and Owoyemi and Adesoji (2012) who explained that teachers are expected to engage, and provide guidance to their students by practicing effective classroom management. The qualitative findings from the school principals indicated that student indiscipline is a reality they have to contend with in their schools. However, the school Principals indicated that several strategies exists to address student indiscipline including; establishing discipline committee, Guidance and Counseling department, spiritual guidance clubs, and undertaking corrective measures through punishments. The County Director of Education indicated that the education office supports the managing of student behavior in the classrooms by enforcing legal education policies issued by government from time to time. The findings from the study concur with what Stoop (2011) and Owoyemi and Adesoji (2012) posited that classroom management increases students' sense of responsibility and avoidance of disruptive behaviors'.

In addition, the findings from the study agrees with Wilkinson & Meiers (2007) who explained that there is no single approach of solving students' behaviour problems and schools are call upon to develop programs for managing student behavior's in the classroom. The findings further agrees with Bear (2010) who explained that the strategies for solving student indiscipline include developing school plan focusing on; developing self-discipline, preventing misbehavior by setting high standards and high expectations, correcting misbehavior by encouraging desired behavior, remediating and responding to serious and chronic behavior problems by pursuing more comprehensive and intensive services, resources and supports (Bear, 2010).

The finding from the study has shown the importance of using students' assessment to establish positive change in student behaviour. The rating by the teachers and the students was high indicating the importance of students' assessment in bringing and monitoring change in student behavior. The high student rating on students' assessment is strong evidence that carries three aspects; the significance of giving assignments and feedback to students in any education programme, the importance of monitoring students' progress in education programme against the set goals and providing feedback as guidance for students' performance improvement. The findings from the study agrees with the findings of empirical researchers who argue that students' assessment assists in tracking students' performance, improving teaching approaches and student learning, (Flanagan, Mascolo & Hardy; Spiller, 2009; O'Farell, 2009). Giving assignments as part of assessments remains critical part of teacher strategies.

Therefore from the findings of the study, the classroom strategies for improving students performance include; use of variety of teaching methods, managing student discipline and providing students' assessments.

V. Conclusion and Recommendations

The study came up with the following conclusion and recommendations.

1.15 Conclusion

Students' performance remains one of the main outcomes of education in any education system and depicts the valid achievement of education goals by teachers, students' and the schools guided by values of accountability (RoK, 2013). Firstly, the conclusion that emerged in this study reinforces the existing studies in the same area that have shown that quality of education sought by a school and country at large is due to strategies used by teacher's aimed at improving students' performance. The conclusion is that teachers' should apply and use research based instructional strategies to engage students in variety of teaching and learning activities, manage student behaviours to avoid students' disruptive behaviors resulting in indiscipline. Teachers should provide students with continuous classroom assessments as part of gauging and monitoring student learning progress. Secondly, it can be concluded that in some public secondary schools in Nandi County, students performance is average and poor showing that students are not taking their work seriously, and are wasting their own time, time for the teachers and parents. Therefore, if students' are not guided and coached to change their study behaviour, they are not likely to do well and succeed. The finding further indicates that not all students can make in academic learning. There is need for teachers in public secondary schools in Nandi County to expose students to other learning activities such as co-curricular activities. This will assist students in identifying talents and teachers are call upon to guide their students' to discover their talents early, nurture and pursue careers of their choice. Thirdly, from the findings of the study, it emerged that teachers expect guidance and support in order to deliver in their teaching; hence if teachers are not routinely supervise to provide effective teaching and to blend their teaching methodologies and engage students in variety of learning activities and

experiences, they are likely to waste students. There is therefore need for targeted teacher capacity development to improve teacher competences to address poor students' performance and improve classroom practice.

Fourthly, apart from challenges in classroom management, several factors influence the students' performance such as low quality of some public secondary schools, limited funds to finance educational activities, school management support, student entry behavior, and shortage of teachers to teach in secondary schools.

VI. Recommendations

Based on the findings of the study, Nandi County public secondary schools need to engage and provide guidance to students, who are not performing well in academics. The students should be exposed to other learning opportunities such as co curricular activities so that they develop their hidden talents.

In order to enhance teacher capacity development, Board of Management in public secondary schools in Nandi County need to set aside resources for building on their teachers' teaching capacities and propel teacher professional growth. In addition, Ministry of Education Science and Technology through its policy on Education and Training (2012), and Kenya Vision 2030 commitments on basic education should; modernize teacher training, review teacher education courses relating to secondary education, scale-up the existing in-service teacher training programmes to improve teaching approaches in public secondary schools in Nandi County.

References

[1]. Barry, R.A. (2010). Teaching effectiveness and why it Matters. Oregon: Marylhurst University. (On-line) Available at; www.chalkboard project.org/wp-content/uploads/2010/12/ teacher- effectiveness-and-why-it-matters   Retrieved on; 16-11-2012.
[2]. Bear, G. (2010). Discipline: Effective School Practices. University of Delaware: National Association of School Psychologists, Bethesda. (Online) Available at; www.nasponline.org/publications/booksproducts/..pdf Retrieved 15.1.2015
[3]. Darling-Hammond, L.D., Wei, R.C., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional Learning in the Learning: A Status Report on Teacher Development in the United States and Abroad. National Staff Development Council: Stanford University. (On-line) www.learningforward.org/docs/pdf/nsdcstudy 2009.pdf Retrieved on; 8.12.2014
[4]. Chingos, M. & Whitehurst, G. J. R. (2012). Choosing Blindly Instructional Materials, Teacher Effectiveness and the Common Core. Brookings: Brown Center on Education Policy.(On-lineAvailable at; www.brookings.edu/˜/media/research/files/reports/2012/4/10 curriculum chingos whitehurst/0410-curriculum-chingos- whitehurst.pdf Retrieved on; 25.01.2012
[5]. Fisher, D., Frey, N. & Williams, D. (2002). Seven Strategies that Work. Reading and Writing in the Content Areas. Vol. 60 No.(3) pp.   70-73.   (On-line)   Available   at;   www.manatee.k12.f1.us/staff-development/criss/prin-phil/7defensibblestrategies.doc(readonly).pdf. Retrieved on; 29.09.2013
[6]. Flanagan,D.,   Mascolo,   J.,   &   Hardy,   S.   (2009).Standardized   Testing.   Brazil.   Available   at; http://www.education.com/reference/articles/standardized-testing/. Retrieved on; 6.10.2013
[7]. Grosser, M.(2007). Effective Teaching: Linking teaching to Learning Functions. South African Journal of Education. Vol 27(1)37-52 (On-line)Available at; sajournalofeducation.co.za/index.php/saje/article/view/49 Retrieved 10.09.2013.
[8]. Kafu, P.A. (2011). Teacher Education in Kenya: Emerging Issues. International Journal of Curriculum and Instruction 1 (1), 43-52. (On-line)Available at; http://www.mu.ac.ke/ijci/articles/Vol1/kafufulltext. Retrieved 15.1.2013
[9]. KNEC, (2015). The Kenya Certificate of Secondary Examination: General Information.Nairobi: Kenya National Examination Council.
[10]. Available at; http://www.knec.ac.ke/main/index.php?option=com Retrieved on; 25.05.2015 KNEC, (2013). The Year 2011: KCSE Report. Vol. 2.Mathematics and Science.Nairobi: Kenya National Examination Council.
[11]. KNEC, (2012). The Year 2011: Kenya National Examination Council Report. Nairobi: Kenya National Examination Council .
[12]. Kombo, D.K. & Tromp, D.L.A. (2011). Proposal and Thesis Writing: An Introduction. Nairobi: Paulines Publication Africa.
[13]. Langer, J.A., (2007). CELA Research Report Number 12014. National Research Centre on English and Learning Achievement. University of Albany, New York. (On line). www.albany.edu/cela/reports/langer/langerbeating 12014.pdfRetrieved 23.8.2014
[14]. Martel, H. A. (2009).Effective Strategies for General and Special Education Teachers. Seniors Honors Theses, Paper 210. Eastern Michigan University. (On line).Available at; commons.emich.edu/cgi/viewcontent.cgi?article=12518content=honors.Retrieved on; 29.08.2013
[15]. Ministry of Education, (2007). Education Statistical Booklet 2003-2007. Nairobi: Ministry of Education.
[16]. Ministry of Education, (2011). Nandi East/Tindiret Education Day: Education. Education Management Information System, Ministry of Education. Nandi County: Kenya.
[17]. Ministry of Education, (2007). Education Statistical Booklet 1999-2004. Nairobi: Ministry of Education.
[18]. Ministry of Devolution and Planning, (2013).Nandi County Development Profile, 2013.Ministry of Devolution and Planning. Nairobi: The Government Printer.
[19]. Ministry of Education, Science and Technology, (2013). Form three Enrolment data: Education. Ministry of Education: Education Management Information System, Nandi County: Kenya.
[20]. Ministry of Devolution and Planning, (2013).Nandi County Development Profile, 2013.Ministry of Devolution and Planning. Nairobi: The Government Printer.
[21]. Ministry of Education. (2004). Education in Kenya: Challenges and Policy Responses. Paper prepared for presentation at the Council of Foreign Relations Washingto DC. Nairobi: Ministry of Education Science and Technology. (On-line) Available at; www.google.com/ Retrieved on; 17.1.2013.
[22]. Ministry of Education, Science and Technology, (2013). Form three Enrolment data: Education. Education Management Information System, Ministry of Education. Nandi County: Kenya.
[23]. Mugenda, A.G. (2008). Social Science Research: Theory and Principles. Nairobi: Applied Research and Training Services.
[24]. National Council of Teachers of Mathematics (2007). Effective Strategies for Teaching Students with Difficulties In Mathematics. National Council of Teachers of Mathematics. Reston, Virginia (On-line) Available at; www.nctm.org/uploadedFiles/Research-News-and-Advocacy/Research/.../Research-brief-02-Effective-strategies.pdf Accessed; 29.08.2013.

[25]. North West Regional Educational Laboratory, (2005).Focus on Effectiveness: Research-Based Strategies. North West Regional Educational Laboratory, Portland, Oregon. (On-line) Available at; http:www.netc.org/focus/strategies/iden/php Accessed; 29.08.2013

[26]. Oketch, M.O., & Rolleston, C.M. (2007). Policies on Free Primary and Secondary Education in East Africa: A Literature Review. Research Monograph No. 10. A Consortium for Research and Education Access, Transitions and Equity (Online) Available at; http://www.create.rpc.org/pdf.....pdf   Retrieved on; 25.05.2015

[27]. OECD, (2009). Creating Effective Teaching and Learning Environment. First Results from TALIS   (On-line). Available at; www.oecd.org/education/school/ /43023606.pdf.pp.22-90 Retrieved on; 12.08.2013

[28]. O'Farrell C. (2009). Enhancing Student Learning through Assessments: A Toolkit Approach(On line) Available at; www.tcd.ie/teaching-learning/academic-development/assets/pdf/250309-assessment-toolkit.pdf Retrived 13.09.2014

[29]. Orodho, J.A. (2005). Techniques of Writing Research Proposal & Reports inEducation and Social Sciences. 2nd Edition. Nairobi: Kanezja HP Enterprises.

[30]. Owoyemi, T. E., & Adesoji, F.A.(2012). Isolation of Teaching Effectiveness Factors from Nigeria Senior Secondary School Chemistry Students' Point of View. British Journal of Arts and Social Sciences. 9 (11), 168-182. (On-line) Available at; www.bjournal.co.uk/paper/BJASS-9-2/ BJASS-09-02-06.pdf. Retrieved 24.12.2012

[31]. Ozer, O. (2004, October-December). Constructivism in Piaget and Vygotsky. Fountain Magazine, Issue 48. (On-line) Available at; www.fountainmagazine.com/issue/detail/CONSTRUCTIVISM-in-piaget- and-vygotsky. Retrieved on; 25.05.2015

[32]. Pretorius, S.G. (2012).The Implications of Teacher Effectiveness Requirements for Initial Teacher Education Reform. College of Education, University of South Africa. Journal of Social Sciences 8(3), 310-317.   Pretoria: (On-line) Available at; http://thescipub.com/html/10.3844/jssp.2012.31. Retrieved on; 17.1.2013

[33]. Republic of Kenya, (2005). Kenya Education Sector Support Programme: 2005-2010. Nairobi; Ministry of Education.

[34]. Republic of Kenya, (2005). Sessional Paper No.1 of 2005 on Policy Framework for Education, Training And Research. Nairobi, Government Printer.

[35]. Republic of Kenya, (2008). Strategic Plan (2013-2017). Towards a Globally Competitive and Prosperous Kenya. Nairobi: Ministry of Education.

[36]. Republic of Kenya, (2010). The Constitution of Kenya 2010.Nairobi: the Government Printer

[37]. Republic of Kenya, (2011).Access and Quality in the Kenyan Education System. A Review of the Progress, Challenges and Potential Solutions. Nairobi: Office of the Prime Minister of Kenya.

[38]. Republic of Kenya, (2012). Economic Survey, 2011: Kenya National Bureau of Statistics. Nairobi: Government Printer.

[39]. Republic of Kenya, (2012).Report of the Task Force on the Realignment of the Education Sector to the Constitution of Kenya 2010 :Towards a Globally Competitive Quality Education for Sustainable Development.. Nairobi: Ministry of Education.

[40]. Republic of Kenya, (2012). Sessional Paper No. 14 of 2012 on Reforming Education and Training Sectors in Kenya. Nairobi: Ministry of Education & Ministry of Higher Education, Science and Technology.

[41]. Republic of Kenya, (2012). The Statistical Abstracts 2011: Kenya National Bureau of Statistics. Nairobi: Government Printer.

[42]. Republic of Kenya, (2013).Nandi County Development Profile, 2013.Ministry of Devolution and Planning. Nairobi: The Government Printer.

[43]. Republic of Kenya, (2015). The Basic Education Act of 2013:

[44]. The Basic Education Regulations of 2015. The Kenya Gazette Supplement No.37. Nairobi: Government Printer.

[45]. Sekaran, U. (2010). Research Methods for Business. A Skill Building Approach, 4th Edition. Carbondale: John Wiley and Sons.

[46]. Short, D., & Fitzsimmons, S.(2007).Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners- A Report to Carnegie Corporation of New York: Washington, DC. Alliance for Excellent Education. (On-line) Available at; carnagie.org/fileadmin/media/publications/PDF/Doublethework.pdf. Retrieved on; 26.7.2014

[47]. Spiller, D. (2009). Assessment: Feedback to Promote Learning. The University of Waikato: New Zealand. (On line) Available at; www.waikato.ac.nz/tdu/pdf/booklets/6-assessmentFeedback.pdf Retrieved 13.09.2014

[48]. Stoop, G. (2011). Evaluation Indicators for School Reviews. Education Review Office, New Zealand. (On-line) Available at; http://www.ero.govt.nz/review-process/Frameworks-and-evaluations. Retrieved on; 10.08.2013

[49]. The Laws of Kenya, (2013). The Basic Education Act No. 14 of 2013. Nairobi: Government Printer.

[50]. Wilkinson, J., & Meiers, M. (2007).Managing Student Behaviour in the Classroom. NSWIT Research Digest, 2007(2) (On-line) Available at; http.//www.nswteachers.nsw.edu.au. Retrieved 26.07.14

[51]. World Bank. (2008).Curricular Examinations and Assessments in Secondary Education in Sub Saharan Africa. Washington D.C: World Bank. (Online). Avaialble at: https://openknowledge.worldbank.org/handle/10986/6372License: CreativeCommonsAttributions CC BY 3.0 Retrieved 26.04.15

[52]. Yara, P.O., & Otieno, K.O. (2010). Teaching Learning Resources and Academic Performance in Secondary Schools in Bondo District of Kenya. Asian Social Science Journal, 6 (12), 126-132 (On-line) Available at; www.ccsenet.org/ass. Retrieved on; 24.12.2012

[53]. Yueming, J. (2004). English as a Second Language: Teacher's Perception and use of Classroom-Based Reading Assessment. Doctoral Dissertation,Texas A&M University. (Online) Available at;   http://oaktrust.library.tamu.edu/handle/1969.1/3102 Retrieved 15.1.2015.