

A Discussion on Teacher Effectiveness in Curriculum in Kenya with Focus on Makadara Division

Phyllis Wetere Egunza

Kenyatta University
Email: phylliswetere@yahoo.com

Doi:10.5901/jesr.2014.v4n1p371

Abstract

The school is the most important institution where teachers promote maximum development of the learners. According to Quist (2000), the school influences the pupils' social outlook, attitudes, knowledge of the world, appreciation of other people around them and desirable behaviour. Similarly, Owino (1996) states that the school promotes aspirations and empowers the pupils to advance in their studies later on life and eventually contribute positively to society. Effective teaching and learning should begin in lower primary classes, for a good foundation to the pupils. This is not so in Makadara Schools, where teaching in lower primary classes is characterized by lack of involvement by the pupils in the learning process. Learning is passive. There is need to find out the conditions and circumstances that have contributed to lack of effective teaching and learning in lower primary classes in some of the schools in Makadara Division in Nairobi.

Keywords: Education, Effectiveness, Challenges, Teaching, Teachers, Schools

1. Background

Educational systems in various countries and regions of the world differ in their organization, structure and content. They differ firstly because the societies providing the education differ in their cultures and secondly because they have different goals for education. However, for most countries these goals tend to fall under four major categories: utilitarian, social, cultural as well as personal goals. Asserts Eshiwani (1993). Utilitarian goals are at two levels, i.e., those of the state and those of the individual. As far as the state is concerned, it is its duty to invest in the education of her people to produce manpower for national development. It is, therefore, concerned with the type of education her citizens receive, for it expects returns. From the individual point of view, the benefits of education should be the ability to read and write, seen as a government's effort to eradicate illiteracy.

Every education system should foster personal goals. The individual should be able to develop his potentialities to attain self-actualization. The goals can be achieved as long as they are supported by the community to the extent to which a country can stretch her limited resources, both human and physical capital.

Education, therefore, has turned out to be one of the most important social institutions in the modern society. Although societies have a lot of differences in their nature and culture, they also have some common characteristics. They are social systems which require the fulfillment of some universal functions if they are to continue to exist. Education is a process concerned with these universal functions. Therefore education has the function of transmitting skills, knowledge, norms and values from generation to generation; also, everywhere, it has the function of the formation of social personalities.

Kenya has one fundamental goal for her education: to prepare and equip the youth to be happy and useful members of Kenyan Society. To be happy they must learn and accept the national values and to be useful they must actively work towards the maintenance and development of the society. This goal caters for utilitarian, social, cultural and personal goals of education. The new education system is designed to provide life-long education to make individuals self-sufficient and productive in agriculture, industries, commerce, and in any other service. It is regarded as education with production because it involves all learning activities that result in producing goods and services to satisfy societal needs. It is offered as a means of rearing a necessary and healthy balance between practical and academic learning.

The educational goals in Kenya have evolved in time. The resultant changes have been due to the government's policy and the immediate demands at societal and national levels. The statements of goals have differed during the colonial and post-colonial periods and have been closely tied to both the evolutionary and reformative processes in the country's educational history. Learning is a life-long activity. It begins from the time we are born and goes on until we die.

As we interact with everything and everyone around us we are continually involved in a learning process. All human beings have a basic right to realize their own learning potential. A teacher can make it possible for children to develop their learning capacity to the fullest.

Children have a natural desire to learn to do and know what they are doing. They come into the world full of curiosity and the ability to ask and respond to deep and challenging questions. Learning by doing is a process in which pupils are practically involved in the learning process. A teacher needs to understand how children learn to help them develop their minds and their capacity for learning to the fullest. An effective teacher will ask herself or himself these questions: Did I achieve what I set out to do? Did the pupils understand the lesson or did my methods confuse them and what should I change next and what else could I use to help them understand?

1.1 Design and Methodology

This study used both the quantitative and qualitative paradigms. The survey design was used because the researcher was interested in collecting data for purposes of describing the existing phenomenon in Makadara division without manipulating the variables. This design was also preferred because the findings of the study could be generalised to the whole population. The naturalistic design was also used because an in depth study of effective teaching in lower primary in Makadara division was done.

Interview guides and questionnaires were used for the study for three main reasons. First, they were used to collect data on those variables that easily lend themselves to the use of a questionnaire. This was particularly so for those variables related to effective teaching. Such variables that were best suited for interviews with a selected number of respondents. Second, there was another set of variables that required more technical skills than most respondents have. Such issues as the implementation and evaluation of effective teaching methods strategies required interviews to be held with respondents with the expertise and experience in these areas. Third, some information obtained through questionnaires was clarified and confirmed through follow-up interviews with selected number of correspondents. Data collected in this study was qualitative in nature although it also consisted of quantitative data. Both quantitative and qualitative methods were used for data analysis. Quantitative analytical methods were used for data obtained through the questionnaires, while those obtained through interviews and literature review was analyzed qualitatively.

1.2 Theoretical Framework

This study was based on Piaget's theory of a child's intellectual mental development. Emphasis is placed on activity. The three main stages of children's mental development are: -

- Sensory motor
- Pre-operational.
- Operational or concrete.
- Formal operation.

In the pre-operational stage, Piaget talks about children learning how to talk, being creative, being egocentric and developing conceptually. These are children under seven years of age. The children's language is developing at this stage and therefore the teacher can support the child by: -

- Providing objects for labeling to enable them learn the names of the various things.
- Encouraging them to talk to the teacher and their fellow pupils. This will help them increase their vocabulary and thinking power as well.
- Correct their speech, this will help them to learn correct grammar, spelling and socially accepted language.
- Provide an opportunity for acting stories, singing and doing things as they talk. This will help them learn more words and reinforce those they already know.

Another aspect of the pre-operational stage is being creative. Children at this stage are creative and like drawing a lot or making things. The teacher can assist them by providing them with drawing materials, such as pencils, drawing books, water colours, and brushes or other material to make things with. This is important as it helps them to represent objects and enhance their creativity. Piaget also said that a child at this stage is also 'egocentric' and is therefore unable to 'decentre'. This means that they look at things from their own point of view and are unable to perceive them from an alternative perspective. In other words the child is 'self-centred'.

Another aspect of the pre-operational stage is that children at this stage are capable of classifying objects according to simple characteristics such as colour, shape and size. As a teacher, he or she can assist the pupils develop

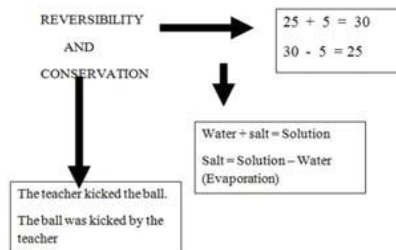
their concept of classification further by organizing activities that emphasize classification and ordering. For example the teacher can provide them with wooden blocks or beads of various sizes, shapes and colour and instruct them to classify them accordingly. Lastly the aspect of 'conserving' - a child at this stage is likely to be unable to 'conserve'.

This refers to their inability to retain an earlier perception if a change is introduced. For example a standard 1 pupil looks at two balls of the same amount of clay. If the teacher rolls one of them into a sausage - type and asks them which one is bigger. The pupil will tend to perceive that the sausage - type is bigger because the pupil does not realize that the rolling doesn't add more clay.

Piagets concrete / operational stage which is seven to eleven years children at this stage enjoy and, still need almost all their learning to be as practically based as far as possible. This means that they need direct experience, rather than verbal descriptions of things and events beyond their experience.

For example in class two, the topic on sinking and floating in Science. If this is done practically, it provides the pupils with the opportunity to handle concrete items, by practically involving them in the lesson. In this way children will be able to make links between what they know and what they do. Children at the concrete stage are also less egocentric than those of pre-operational stage. They are more likely to be able to decentre and to consider several dimensions at once. They can therefore reverse various mental operations without difficulty.

Figure 1: Illustration reversibility and conservation

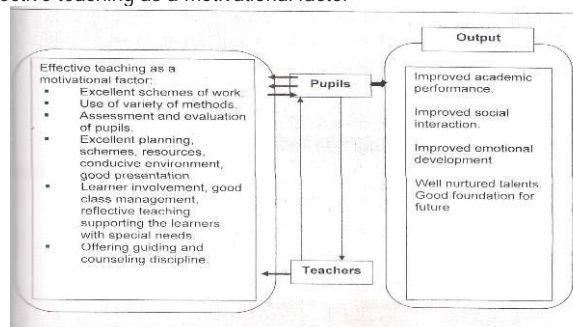


Source: School based teacher development (SbTD)

At this stage children are also likely to be able to classify and order objects mentally as well as physically. They can therefore reason logically and unlike the previous stage (operational) can deal with more than one aspect of an experience at a time. For example in arithmetic a child can see that a number such as 24 can be grouped into three groups of eight items or four groups of six items or twenty plus four. The child will also realize that rolling the clay into sausage - like shape does not increase its amount. The child has attained a 'concept of quantity' which does not depend on its shape. However, despite this reasoning, children at this stage still need to have concrete or real experience through which they can develop and enrich their concepts. The teacher should plan lessons which emphasize handling of concrete items for meaningful learning to take place.

On the same vein, Orodho (1996) has observed that effective teaching by the teacher, availability of instructional resources and teaching strategies influences pupils' performance. The provision of both physical and human resources and a conducive learning environment will lead to effective teaching and learning.

Figure 2: The output of effective teaching as a motivational factor



2. Review of Related Literature

According to the Ministry of Education, Science and Technology effective teaching refers to making excellent schemes of work using the Kenya Institute of Education (K.I.E) syllabus, teaching using a variety of methods, carrying out research on areas of improvement in pupils learning assessing and evaluating the learners using assessment to plan for teaching and learning in lower primary by teachers.

Quist (2000) observes that effective teaching should strive to enhance the overall development of the individual. Wang (1989) notes that for the lower primary pupils, teaching should equip them with adequate skills to read and write, motivate them to learn, enable them to carry out different learning tasks, be able to participate actively in lessons and make progress in their studies and consequently improve their performance. Learners come to the classroom with different abilities and learning needs that are as a result of various factors. These factors include the learners' home experience, gender, age, interests, and emotional variations.

According to Majasan (1995) these factors need to put into consideration when preparing for effective teaching and learning. Senge (2003) notes that learners have to be prepared for learning by taking into consideration such factors as learners abilities, provision of learning materials, knowing the number of learners in the class, the learners seating arrangement and the preparation of interesting introductory activities.

In order to ensure that there is effective teaching in the class, Olembo et al (2001) have noted that for effective teaching to take place, teachers have to take into consideration the different types of learners in their classrooms, have a variety of learning experiences to cater for the different learning styles, avoid passive learning but should involve learners in the learning process, have relevant and well presented content catering for the needs of the learners, have conducive learning environment and sue adequate and appropriate teaching resources.

2.1 Teaching Effectiveness

Planning effective lessons is an important step for the teacher.' A lesson plan may be defined as a set of learning / teaching activities for the pupils to be carried out within a defined time. A lesson plan usually covers a single or double lesson (upper primary) and the learning activities are arranged in a chronological pattern and defined by steps. A lesson plan should emphasize the importance of learning by doing and collaborative learning through talk. Kasambira K. P. (1997) these are: -

- Lesson objectives.
- Teaching/learning resources and teaching aids.
- Methodology (teaching methods and skills).
- The teaching / learning activities presentation.
- Lesson assessment and evaluation.

Effective management of a school depends on the efforts of a number of agencies that are closely interlinked. The region or provincial office, the district office, the local community and the staff, all play a part in the daily operation of the school. The head is the pivotal link in this network and ultimately, plays the most crucial role in ensuring school and learning effectiveness. Hans and Prescott (1975).

One of the key factors influencing school effectiveness is the nature and quality of the leadership provided by the school head. Other specific teachers' problems include depending too much on the textbook and lecturing approach, not knowing how to transmit knowledge to the pupils, classes being too large for adequate attention to be given to the pupils' individual problems. Pupils achieving poor text results, despite seeming to understand their work in class and doing their homework.

Teachers need to work towards enabling learners to acquire life long learning skills so as to learn even after schooling. Bell (1996) has asserted that effective study skills help learners to discover what they are good at. Quist (2000) observes that one of the problems in pupil's learning is teachers, lack of awareness of the barriers to effective teaching. Effective teaching involves the teachers thinking about her or his teaching through both self-evaluation and evaluation by colleagues. If teachers reflect their teaching, it can help them to manage their time more effectively while teaching.

There are many aspects of effective teaching to consider, such as the needs of the individual pupils, resources available, planning, organizing and teaching strategies. Effective teachers recognize that children bring a variety of talents and attitudes into the classroom. Bogdan (1998) notes that once teachers realize that they can develop their learners to take control of their learning, they will shift emphasis from drilling learners to pass examinations to encourage

active and reflective learning.

It is important for the teacher to know his or her pupils well and their academic strengths. Knowing the pupils and their personal qualities will help one plan well for their teaching. The teacher should question their aims and actions because she or he should be very clear on what he or she wants to achieve. Once a teacher has reflected on the lesson, it is important to put the information gathered to use.

Reflective practice may be a solitary affair which an individual teacher may engage in alone. However, it need not be, as one can talk to colleagues about the issues and problems that they face. It is important that teachers think about their strengths and weaknesses with a view to improving their classroom practice and children's learning. Teachers who reflect on their teaching are aware of what is happening in the classroom that is they plan for individual needs of the pupils, develop a positive attitude that encourages the learners, organizes the learners to work in groups, use learning aids in teaching, relate the pupils learning to their environment, listen and talk to colleagues. Reflective practice should maximize the potential of each child and ensure that they enjoy the lessons and feel motivated. The pupils are able to give good feedback about a teachers work, so long as they are given opportunity. There is need to carefully handle learners, by encouraging them so that they may develop confidence in themselves.

Effective teaching in lower primary comprises of listening to pupils observing the pupils stopping to think about their work, keeping a daily diary, discussing with the children and talking to colleagues. When teachers listen to pupils, they find out what the pupils are thinking, develop their thinking and to make the pupils feel that the teacher is interested on whatever they are doing therefore they get involved in their learning. According to Reagan G. T., (1994) indicators for measuring school effectiveness consist of the involvement of the teachers, structured lessons, intellectually challenging teaching, work centred environment, maximum communication between teachers and pupils.

According to Pollard A. (1996) it is an accepted fact that really effective learning requires a good teacher. This implies that there are certain key qualities of an "effective teacher" that is a teacher should be patient, firm, enthusiastic, tolerance, ability to generate an atmosphere of purpose, understanding, seeing learners as individuals, ability to communicate effectively, a genuine interest in pupils, encouraging and emotionally and physically staple, willingness to praise and fair. Zeichner M. K. (1996) asserts that before a teacher can be effective he or she must plan and organize their teaching well. Thus guidelines for an effective teacher in planning and organizing teaching are: -

- Clarity about the objectives both for each lesson and for the whole programme.
- Plan each lesson well, anticipating where questions, explanations and feed back will be appropriate.
- Allow learners to reach outcomes in different ways.
- Provide resources in such a way that allows learning to progress with little interruption.
- Use learning groups of different and appropriate sizes. Match methods and tasks to the abilities of pupils.
- Use the space available to best advantage including the use of displays.
- Set tasks in varied and imaginative ways.
- Put the learners' interest first. Over all the main judgments about effectiveness is in terms of the quality, the quantity and the variety of tasks engaged in by pupils.

Dadey, A. et al (1991) one aspect of teacher effectiveness is the extent to which guidance and counseling programme is introduced. This is so to ensure good relationship and communication between teachers and pupils, meeting the needs of individual pupils and working with all the teachers to create a generally caring atmosphere. Halliday (1991) asserts that effective teaching cannot take place without the headteacher ensuring that the staff, are aware of the pupils' needs at the right time. The headteacher has to cause the teachers to take effective action. He or she should be a decision maker, arriving at conclusions and judgments. Communicate to create understanding among teachers. Motivate both teachers and pupils to take the right action. Select and choose people to the right positions in the school and develop teachers to improve their knowledge.

According to Halliday, (1991), a school should have traditions for efficiency, effectiveness and quality which are reflected in the pupils behaviour, dress, discipline or the school motto. Monitoring, evaluating and reviewing are features of what should go on in the school. Everyone engaged in the process of whatever level should seek to improve the effectiveness of the school for the benefit of all concerned - staff, parents, the community and potential employers. Valerien, J. (1991) asserts that evaluation helps to establish standards of accountability and so becomes an effective tool for effective teaching. It is through evaluation that we learn to what extend the goals of education are being achieved in order to improve performance. It enabled the teacher to review the progress of education that she is imparting on the pupils and to devise new measures for improvement. Functions of this evaluation are: -Diagnosis - whereby the teacher should locate weaknesses in the pupils so as to decide whether some of the pupils need remedial lessons. A teacher who gives prediction test to identify the aptitudes and abilities of the pupils in lower primary is aiming at catering for

different types of abilities and to predict pupils who are creative. An effective teacher sets the targets with a specific objective to be achieved.

According to Coombe, C. (1992) self-evaluation as an aspect of effective teaching is necessary. It should be based on openness, trust and confidence of all those that are involved. All teachers should collaborate, express their ideas and opinion formed through rational argument about their teaching. The school should have a culture of critical reflective practice, have access to information on current educational thinking and development which exploits the use of available expertise. Self-evaluation for an effective teacher should be a continuous process, taking each part of school life in turn. Such an incremental approach to school development is likely to lead to more self-reliance, more accountability and a more confident, more motivated and higher achieving teacher. Normally in class one is likely to find a child who needs more of the teacher's attention than other pupils. This may be because the child has got physical disabilities, a learning problem, a sight problem or speech problem. There could be a gifted or talented child. Such a child requires special attention. It is upon the teacher to provide the best opportunities for the pupils with special needs so as to reap the maximum benefit from the teaching and learning process.

According to Fisher R. (1995) the curriculum has been defined as all the experiences provided by the school to educate the pupils. It also involves helping teachers provide the best information on subject matter, taking into account the interests of pupils and contemporary social needs. A curriculum is a course of subjects and co-curricular activities that must be covered by the pupils but it should also aim at developing them mentally, physically and morally and at embracing the hidden curriculum which includes behaviour patterns and attitudes of the pupils growth, maturity, behaviour, staff and the general tone and ethos of the school. An effective teacher should embrace a curriculum which: -

- Satisfy the philosophy and educational purposes of the school and the nation.
- Should be developed from grassroots level and include parent and community contributions.
- It should make allowance for the special education needs of pupils.
- It should take into considerations the culture customs, and traditions both of the country and the region.
- It should provide practical educational experiences.

Kyriacou C. (1997), asserts that a timetable is the means by which these content is marshaled to provide the greatest possible educational opportunities and alternatives for pupils in the most cost-effective manner. In essence a time-table should be pupil-centred to maximize learning opportunities; arranged with a variety of activities, with subjects spaced to sustain the children's interests and motivation and taking into account age, concentration span, ability range, single grouping and class size. The best and most efficient teaching can be achieved if: -

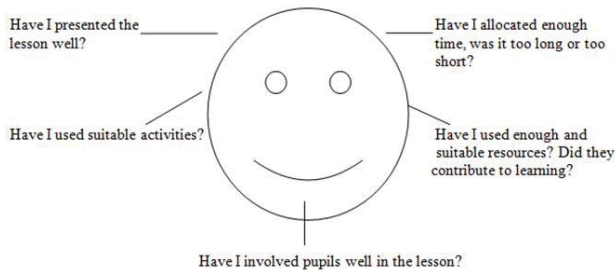
- All subjects are fully covered.
- Teaching loads are balanced across the timetable.
- The pupil capacity is controlled.
- A good time-table should be flexible.

Bruce T. (1997) asserts that a fundamental characteristic of a good learning environment is where creativity and innovation are fostered and promoted. In every school there should be an emphasis on improving the conditions for pupil-learning which will on turn depend on teacher self- development, motivation and commitment. Good, available resources will lead to greater satisfaction amongst pupils. In order to accomplish this the teacher should plan, anticipate, consult, supervise, and act in a timely manner to ensure all the resources which are identified, developed and fully used in a responsible manner.

2.2 Effective teaching strategies in lower primary

According to Dunne R. (1994) teachers only listen to pupil's so as to correct any mistakes they make. However, there are other important reasons why the teacher should listen to pupils: - To find out what they are thinking about; To develop their thinking; To give them confidence for example reinforce them when they give a correct response to a question by saying 'very good'. Even pupils who give wrong responses need reinforcement so that they too feel the teacher values them. Words like 'good attempt' make a big difference to a pupil; To make pupils feel you are interested in whatever they are doing or saying; To involve them in their own learning.

Figure 3: A reflective teacher



2.3 Classroom talk

This takes place when pupils answer questions, ask the teacher and their classmates' questions or answer questions asked by their classmates and group discussions. An effective teacher can participate by asking relevant questions to the pupils, answering their question, explaining or giving instructions.

Two important educational theorists stand out in this area. They were Vygotsky and Bruner. Vygotsky is believed that all higher thought is developed through interaction and talk. He believed that the child's speech is an "instrument of thought" and when a child talks their thinking is developed. Vygotsky thought that through interaction with each other and with the teacher the children learn better and add more to what they already know.

This is so because as they interact and talk their ideas become clearer to themselves. They also gain knowledge as they interact with those who know more than they do. Bruner also considered the importance of talk in learning. He thought that adults and teachers could support the child's language development by sharing experiences and understanding. These talk situations also help the children to develop their thought processes further. If the talk activity is challenging, the child can be challenged in their thinking. Bruner felt that children learn if meaningful contexts are provided and the teacher organizes the work so that they can move from known to unknown. The pupils look at different aspects of a topic at different times with gradual increase in the level of challenge. From the research and ideas of Vygotsky and Bruner and others the researcher concluded that: -

- The teacher should provide a classroom that encourages talk.
- Learners require an environment that exposes them to good models of talk.
- Language should be promoted in lower primary classes for its value in expression as well as its contribution to the development of thought.
- Whole class approaches should be reduced as they restrict classroom talk.

Table 4.1: How children retain what they learn

Activities	% Retention
Hearing only	20%
Seeing only	30%
Hearing and visual support	50%
Hearing, seeing and talking	70%
Hearing, seeing, talking and doing	90%

Source: School based teacher development

According to Dunne E. and Bennet (1990) questioning is one of the teaching techniques that teachers use most. Questions can develop critical thinking in learners if skillfully handled. They should not just require recall facts but also serve other purposes in the classroom such as: Developing thinking skills, Stimulating interest, Applying information and Evaluating and guiding.

Donaldson M. (1997) asserts that the ability to explain something clearly is very essential in a good teacher's professional practice. The teachers' explanations can be interpretive in order to help pupils interpret what they know. Descriptive to explain about structure and reason giving. The teacher can use analogies to explain something which is like something else. The use of practical work to compliment an explanation is in order to demonstrate and then pupils do

it themselves. The use of teaching aids helps to simplify what the teacher is explaining. Good communication skills are very important in explaining. Vary the tone to suit what the explanation is all about. The teacher should use gestures, humour and facial expressions help to compliment the voice which should not be monotonous.

Pollard A. (1998) asserts that the teacher can promote classroom talk by creating a talk atmosphere and through providing activities that stimulate talking in the classroom. It is important that the teacher should create a kind environment where children are happy to participate. The teacher can encourage the pupils to talk through the use of positive response Kitson N. et al (1995) comments such as "That's an interesting idea" "you explained very well" can go a long way in encouraging pupils to talk. The teacher can give the pupils the assurance that they are learning by letting them know what they are doing and why.

According to Nunan D. (1998) the pupils need to learn in an atmosphere that is relaxed. The teacher's relationship with the class should be good. The pupils should feel at ease to that they can feel free to talk to the teacher and the classmates. The teachers should respect the pupils as individuals. In a class that is relaxed there is less tension and fear. Encourage the pupils as a teacher to be supportive of one another and be careful. The teacher can promote participation in the classroom by giving pupils practical work to do, asking them to report on events, planning learning games for them and giving them an opportunity to work in pairs or groups.

Mathews M. et al (1989) asserts that providing a stimulating environment for talk in the classroom is to make sure that the classroom is interesting and stimulating. An effective teacher should bring the classroom to life by establishing centres of interest; provide visible reference points during the talk. Another way is to ensure that the teaching and learning is varied Bishop G. (1985) whichever subject there is room for variety if pupils do not understand the teachers spoken language, there will be poor learning, be clear as a teacher and use an appropriate level of language to the class level.

The teacher should use the right tone, audible accompanied by the body language. Sarah M. (1993) says that gestures, facial expression and the way the teacher stands can indicate a hostile attitude. Clapping hands can show approval, encouragement or excitement. In many activities that the teacher will organize, the starting point will be the pupils' interest, to get them to talk together and share ideas and knowledge. This will come with knowing the pupils well through creative planning. The teacher can start with a brainstorm or provide them with a stimulus such as a story or pictures.

2.3.1 Collaborative Learning

According to Little A. (1995) Collaborative learning in the lower primary classroom means children working together to accomplish a task, or to achieve a certain goal. We humans, like many other animals, are social beings. We are more successful if we use our intelligence to work with others to achieve more. As Maurice G. et al (1992) asserts that the teacher and the learners are likely to have good experiences when: They all have a common goal; The task is appropriate; Members' contributions make the task easier to handle; All the group members are actively involved and Members' views and opinions are respected by all.

According to Macharia S. N. (1989) in every class there are slow learners and fast learners. For all children to benefit fully from the teachers lesson, the teacher needs to group them. Slow learners can benefit especially from working with the higher achieving children. For example in an oral English lesson involving a lot of talk and discussion in a group, slow learners tend to copy the speech and language of the fast learners and this helps to improve their grammar and even their pronunciation. Bright pupils can also support lower attainers with suggestions and explanations. In most cases children understand each other better than they understand adults. Jacinta M. (1981).

An idea from one learner is quickly picked up by another bright learner. This interchange of ideas between learners enriches the individuals and enhances their learning. Lamleck J. K. (1985) asserts that in group work, teaching is child-centred, rather than subject centred. While handling a small group the teacher is able to pay attention to individual children's needs and take remedial measures. It is also easy to monitor an individual learner's progress. It is also easy for the teacher to give them one-to-one support.

Collaborative learning can enhance learning, especially where there is a shortage of resources. Fisher R. (1995). Teachers in schools experience shortage of materials and resources. Grouping learners makes it easier for the teacher to provide materials and resources effectively and put them to maximum use. For example if the teacher has fifty pupils in class which is the case in our schools today. The teacher will find that the learners will benefit if they are grouped.

According to Cohen L. et al (1996) when children or even adults work in groups, they have a secure and supportive base. From this children can become self-reliant rather than teacher dependant. They can begin to think and

reflect their own views and not the teacher's views all the time. They can learn to use their initiative and work on their own. This builds both confidence and self-esteem. Shy learners can feel more confident in a small group. As they contribute to the group, this will build their confidence.

In lower primary where children are young, grouping can help them to learn to be polite, self-control, patience, humility and leadership skills. Good qualities such as tolerance, honesty and helpfulness are developed as children work in groups. Planning and working together increases mutual respect, socialisation and understanding. The teacher can have ability grouping, mixed ability grouping, social grouping interest or gender or random grouping. Fisher, (1995) explains that peer tutoring can free the teacher from the routine work of monitoring a whole class. The teacher is also able to give more individual attention to pupils.

2.3.2 Whole class teaching

The class community can provide a powerful learning environment which can exert a strong influence on the learner. The class positive ethos can provide the essential purpose and control required for learning to take place. Being a member of the class and being treated the same gives children a sense of belonging. Whole class teaching can provide an intellectually challenging context if the teacher, involves all the learners in active thinking and responding. The characteristic feature of whole class teaching is that everybody is taught the same thing at the same time and at the same speed.

Teachers mostly use whole class teaching because it is economical on time, effort and resources. It also promotes teacher-centred authority where pupils recognise the teacher as the leader and source of knowledge. However, the teacher needs to consider children's individual differences and how they should also have opportunities to work together and learn from each other. Whole class teaching does not provide such opportunities. An effective teacher can teach in a multi-grade class. Here children of different ages are taught together. However, it might not be effective if the curriculum is quite broad covering a lot of subjects - as it is in our schools today.

2.3.3 Gender Awareness

Gender refers to being male or female. Within the gender groups the people are influenced by societal expectations of how the people should behave. In Kenya the traditional implications of being feminine and masculine are that a feminine should be delicate, shy, motherly, home keeper, quiet and a good listener. Masculine characteristics are seen as being strong, powerful, dominant, courageous and decision makers. Traditional gender roles can have an effect on a child's learning. They can create an imbalance on the work load of boys and girls which can influence how they perform at school. Girls find themselves busy at home most of the -time and have less time for studies compared to the boys. Girls often do not have any time to play.

At the national level there is no significant gender imbalance in primary school enrolment, but the distribution per division portrays some areas of major concern. Gender disparity can also be seen in the number of primary school teachers being trained. Gender issues affect equality between girls and boys, these are issues of poverty, early marriages and child labour especially in towns like Nairobi, where the children are sent to beg in the streets. These issues need to be addressed if we are to become a developed nation because the children are the future leaders. According to Skelton C. (1989) some communities and religious groups encourage girls to sit away from boys. Children are aware of such cultural requirements from very early on.

In some communities girls have been made to believe that they are not as clever as boys and to seek guidance and leadership from boys. This gender disparity is carried into the classroom where girls tend to sit together, not participating adequately in class discussions. Boys will dominate the class in terms of participation and control movement and classroom ownership. Due to this kind of attitude boys tend to dominate the group activities particularly in mathematics and science. Even boys can intimidate and bully the clever girls. The boys will do most of the talking thus dominating class discussions while girls who are keener to write are doing the listening. Gender disparities can be caused by socio-cultural biases in resources, socio-economic but mostly it is the teacher's attitude and classroom interaction.

Weiner G. (1985) asserts that classroom is very crucial. An effective teacher should analyse and address it in order to create an enabling learning environment for both. Girls need more time and more patience from the teacher so that their confidence can be built. They especially need confidence developed in subjects considered to be for males such as mathematics and sciences. Similarly boys may need more time in English comprehension. Sitting arrangement

is another aspect of classroom setting which is very influential on the conduct of the pupil. Some books are gender biased. They provide no challenging models for girls. This issue should be with publishers and curriculum developers working hand in hand to make gender sensitive books.

Physical facilities available to boys and girls may have a great impact on their learning. There are many ways the teachers can make the school environment more gender friendly. Research shows that there is dominance of physical playground space by boys. Boys may be playing football whilst girls sit in groups along the perimeter of the area. Parents who are role models can succeed in giving equal education opportunities to their daughters and sons. Even community leaders can be role models. Teachers can give remedial teaching to both who are weak in certain subjects. An attractive environment in school where boys and girls interact during games debates, study visits and in textbooks where women are drawn to represent doctors, engineers and technicians. The teacher can praise both girls and boys, give tasks for example cleaning to boys and group them to give the girls support and confidence.

2.4 Supporting Children with Special Needs

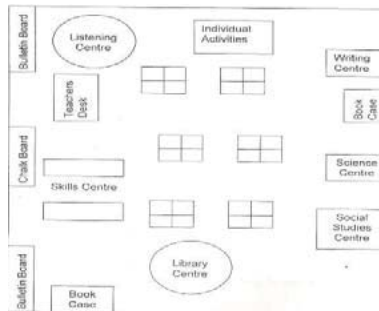
An effective teacher should be aware of the needs of each individual child in class when preparing the teaching and learning activities. School curriculum and learning activities are aimed at "normal" children because they perform given tasks without difficulty if the teacher guides them appropriately. Categories include the blind, physically, talented, behavioural, deaf and children with learning difficulties. As an effective teacher you need to handle these children as individuals and offer the most appropriate solution depending on the circumstances.

The Jomtien International Conference of 1990 on Education recommended among other things "inclusive" learning in our primary schools. Blind learners need to feel welcome and accepted. For this purpose the teacher should receive them warmly and help them to settle in the school by showing them around. They should know where to get services within the environment (toilet, library staffroom and playing ground). Those with behaviour disorders, this include lack of social contact and never completing homework, lack of interest, laziness, day dreaming and general passivity. The teacher should, various approaches. These approaches include behaviour modification, individual and group counselling and creating a good climate that is structuring the learning environment so that the pupil has no room for displaying the inappropriate behaviour. The children with special needs can be helped to become better achievers and become independent members of our society.

2.5 Effective Classroom Management

Classroom management is the organization and arrangement of the classroom in order to enhance pupils learning. Classroom management involves planning the activities, organizing how those activities will be carried out, the resources required and general arrangement of the areas in the classroom. This includes monitoring pupils' progress and use of time. Classroom space can have a considerable effect on the pupil's behaviour. The primary goal of the teacher should be to set up an environment which will encourage pupils to do their best in class.

Figure 4: A Sample of classroom plan



2.5.1 Classroom Resources

According to Pollard an effective teacher is a resourceful person by the virtue of the knowledge, training and expertise.

The teacher is a manager, organizer, counsellor, guides the children in their learning. The learners can learn from their peers through interaction with each other and they can also support each other. Learners can help in the development of positive attitudes and socialisation. Volunteers may help in drama, music, tutoring individual pupils and demonstrating specific skills. Counsellors and consultants may help in guidance and counselling of the pupils. The headteacher may help in ideas for improvement, participating in subject panels, maintaining discipline and managing co-curricula activities. The teacher needs to update them with the latest skills in handling learners.

The physical resources include books, desks, pens, charts, colouring material. Teachers are responsible for these materials. The flow of these materials can affect the time, creates traffic exits available for instruction and practice. The teacher should see that the materials are conveniently available, in sufficient quantity at the time you need them. Pupils can be involved in developing supplementary materials. These may be everyday objects such as stones, shells, bottle tops, sticks, which can be used in learning activities. All resources should be properly stored and labelled for easy access.

The teacher can -develop some supplementary charts to help the lower achieving pupils to reinforce skill practice. These charts should be interesting and at an appropriate level for the pupils. Today there is a vast range of instructional materials that can be used to make teaching and learning more vivid and more interesting. The textbooks which support the teaching should be chosen carefully, concrete objects, models and pictures and photographs. Audio aids include radios, record players and tape recorders. Resources should be selected for their suitability in helping achieve the desired instructional objectives. Their use helps to stimulate interest in pupils and sustain interest in the lesson. Storage of the materials is important.

2.5.2 Class Control

Discipline is the maintenance of order and classroom control necessary for effective learning asserts Asiedu-Akrofi K. (1981). Class discipline: - Develops a classroom community by sharing responsibilities, Helps pupils respect one another.

- Promotes concentration and participation.
- Maintains good working relationship.
- Encourages pupils to help one another.
- Makes use of time.
- Develops good self-image for pupils.

To be able to- control the pupils the teacher needs to know the content and present it well, avoid unreasonable threats and give positive rewards. The teacher should be a good role model, positive, give responsibilities to individual pupils and give challenging and relevant assignments. The teacher should set standards of behaviour and take corrective measures immediately if they are ignored. The teacher should encourage the pupils by commenting on their work and encouraging them to do even better next time. The teacher should give opportunities to pupils to deal with more advanced or challenging work than the programme provides. They will help to prevent boredom and stagnation.

Classroom rules are an important part of overall classroom management. To be truly effective, rules cannot merely be posted and forgotten. The teacher has to use them as a framework for guiding both pupils and the teacher. Good rules should be as few as possible. Post the rules in a prominent location. The teacher should take immediate action when misbehaviour occurs. The teacher should not punish a child when angry. Time scheduling activities and sticking to ones' schedule are the major elements involved in time management.

Keeping record is important because there is continuous assessment in the primary school. Good record keeping is therefore essential for the pupil and the school as a whole. For the teacher school records are official documents and maybe required to be produced by educational administrators. They are a testimony showing what you have been doing. These include schemes of work, lesson plan, record of work, progress record, class register books issued, inventory and for special incidences. Pupils record help to monitor their participation, performance and progress.

2.5.3 Guidance and Counselling

Guidance can be defined as a developmental process. When guiding the pupils, the teacher will be helping them to: -

- Understand themselves.
- Develop their talents.
- Understand their abilities and shortcomings.

- Plan a career in life.

By guidance it is preventive measures which are taken to help the pupil avoid getting into trouble. Whereas counselling is a healing process through which the teacher seeks to establish a relationship in which the children can express their thoughts and feelings on their situation. Nganga J. M. (1996). The importance of guidance and counselling is to: -

- Help children to handle interpersonal relationship.
- Develop the whole child.
- Contribute-towards their academic performance.

There are guidance and counselling needs in the school. Some pupils have educational problems like reading, writing or expressing themselves. Others fail to complete their homework. Sickly pupils or some appear stressed. In the classroom situation some pupils do not relate well with others or teachers. Some have problems with personal hygiene, stress, peer pressure, depression, guilt, hurt and fear cause poor "academic performance in school. Helping them by effective questioning they will either lock or unlock the door of understanding. The technique of asking questions will provide an opportunity for the pupils to learn how to solve their own problems. The teacher should be able to be a good listener, be pleasant and warm, able to establish rapport, emphasize and able to inspire confidentiality and confidence. It is good for the teacher to accept the pupils as they are, not judging but assisting them to solve their problems. It is good for the teacher to listen to the pupils.

According to UNESCO, (1996) the environment has a significant influence on the children's development and their subsequent behaviour and attitude. The people who are around the child include the parents, aunts, uncles, grandparents and the community. Problems which the pupils face may relate to domestic violence, poverty, absent parents, drug abuse and child abuse. Domestic violence is caused by alcohol. This affects the pupil's emotional development as they are abused and lack proper care. The absent parents do not have quality time with their children; they think they have enough problems of their own. They also feel that so long as they have provided material comfort, they have done their duty. Some leave very early in the morning before children have woken up and get back home after the children have slept. Drug abuse interferes with the physical, social and mental well-being. Drug abuse remains a painful reality in the Kenyan society. The effects of drugs can be seen in petty theft among the youth, disobedience, violent group behaviour and inability to concentrate on their studies.

Child abuse is a commonly used term for children who are mistreated by those entrusted to look after them. These children become withdrawn, reserved, shy, doze in class. Child abuse may include physical abuse, sexual abuse, neglect and emotional harassment. Beating and caning does not make the child a better person or a disciplined person. It produces a "battered child syndrome". This means a child whose physical well being is at risk. In this case a child's growth and development is seriously traumatised by harsh and cruel physical treatment. A neglected child is denied parental love, basic needs like food, shelter and even education. An effective teacher can modify any unacceptable behaviour. The good behaviour will ultimately enhance their academic performance. This is through modelling technique, punishment and negative or positive reinforcement, extinction or ignoring technique. Parents, teachers and members of the community have a role to play in developing the behaviour of the children so that they will behave in a socially acceptable manner. Brothers D. (1989).

3. Discussion of the Findings

3.1 Demographic characteristic of respondents

The research question was to find out the age of the correspondents. It was important to find out the age characteristic of the respondents so that we could ensure the target population was represented in the study. Data regarding age was therefore corrected from the head teachers, teachers and learners. It was analysed and presented in the tables 4.1,4.2 and 4.3 respectively

It was observed that all the Head teachers who took part in the study were between 36 and 40 years of age. This suggests that majority of the head teachers in the division are youthful, energetic and resourceful. They have the latest skills to handle all administrative matters in the schools. They are also committed to achieving goals, listen, respond flexibly, tolerant, knowledgeable and innovative. Majority of the teachers who took part in the study were above 40 - 46 years of age. This data suggests that majority of the teachers who teach the lower primary classes are advanced in age, therefore the more the years, the more effective one is because of patience, tolerance and resourcefulness.

Table 4.1: Distribution of the Age of Learners as in questionnaire one

	Frequency	Percent
6-7	1	8.3
8-9	5	41.7
10-11	6	50.0

The data presented in table 4.1 shows that 50% of the learners who took part in the study were between ten and eleven years. 41.7% were between eight and nine years while only 8.3% were in the six and seven years of age bracket. This suggests that some lower primary learners in the schools that took part in the study are slightly over age. This may be as a result of the introduction of the free primary education. M.O.S.T. (2004). Data regarding the sex of the respondents was also collected from the head teachers, teachers and learners.

Table 4.2: Distribution of the Sex of the Respondents as in questionnaire Two

Category	Male		Female	
	F	%	F	%
Head Teachers	6	100	-	-
Teachers	4	20	16	80
Learners	7	58.3	5	41.7

It can be observed from table 4.2 that all the head teachers who took part in the study are male. This suggests that majority of the primary school head teachers in the division are male. 80% of the teachers were female. This finding suggests that majority of the teachers who teach the lower primary classes are female. This has an advantage for the lower primary as they have the motherly love and care to understand their needs, Lewin H. M. et al (1993). However, 58.3% of the learners who took part in the study are male and 41.7% are female.

3.2 Factors Contributing to Effective Teaching in Lower Primary

The first research question sought to find out the factors contributing to effective teaching in lower primary in schools in Madaraka division. Data regarding whether the teachers are provided with the syllabuses in their teaching subjects was collected from the head teachers. It was analysed and presented in table 4.3.

Table 4.3: Head Teachers' responses on Availability of Syllabuses as in questionnaire eight.

	Frequency	Percent	Number Provided
Yes	5	83.3	All
No	1	16.7	All

The head teachers were required to indicate whether they provided their teachers with the required syllabuses for use during their scheming process. Majority of the head teachers who took part in the study (83.3%) indicated that they do provide, while 16.7% suggested that they have not been able to provide. The syllabus is there in most schools but the researcher found out that in some schools the head teachers keep the syllabus in the office.

Table 4.4: Teachers preparation of lessons as in questionnaire ten

	Frequency	Percent
Yes	4	66.7
No	2	33.3

The head teachers were required to comment whether their teachers prepare lesson plans for teaching-learning process. Majority of the head teachers who took part in the study said their teachers prepare while the rest suggested that they do not prepare. To ensure teachers prepared for the lessons, the head teachers were asked to state the frequency with which they checked the documents to ensure the lessons were prepared. The data was analysed and presented in table 4.5.

Table 4.5: Frequency Head Teacher checks of documents

	Frequency	Percent
Weekly	4	66.7
Fortnightly	2	33.3

Majority of the head teachers who took part in the study suggested that they check weekly while the rest indicated that they at least check documents fortnightly. The documents are the skills, lesson plans, teachers records and continuous assessment tests. The results of this study suggest that most head teachers check them. As the administrators and principal curriculum implementers in the schools, the head teachers were also asked to say the action they took on teachers who failed to plan for their lessons. The data was analysed and presented in table 4.6.

Table 4.6: Action taken on teachers who do not plan

	Frequency	Percent
Taken to divisional adviser	3	50.0
Advice them to write accordingly	3	50.0

The head teachers who took part in the study were required to suggest what happens to teachers who do not plan their lessons in question nine. Half of the head teachers said they are forwarded to the divisional advisers while the other half maintained that they advice them to write accordingly. This implies that lesson plans are not taken seriously by most head teachers. To ensure the lesson plans were prepared in time, the head teachers were also asked to say whether they set deadlines for the handing over of the lesson plans. The data was analysed and presented in table 4.1.

Table 4.7: Deadlines for handing over lesson plans

	Frequency	Percent
Yes	5	83.3
No	1	16.7

The head teachers who took part in the study were further required to indicate whether they set deadlines for lesson plans handover. Majority of the head teachers who took part in the study were of the opinion that they do set deadlines while the minority indicated that they do not set any deadlines. This scenario indicates that most head teachers are serious with curriculum implementation procedures in their schools.

It was however, observed that some of the teachers in the selected schools prepared schemes of work, others did not prepare and therefore did not use schemes in their teaching. The same applied to lesson plans and records of work.

Educational support materials are very important in curriculum implementation. The head teachers were asked whether their teachers use teaching aids in teaching lower primary. When teachers use teaching aids important parts of a lesson are emphasized. Reflective approach to teaching and particularly when the materials are- carefully developed and properly used by the teacher they can supply a concrete basis for conceptual thinking and hence reduce meaningless word responses of learners. They stimulate a high level of interest in new tasks and help make learning more permanent. Learners understand what is being taught and make the subject mater more real and interesting. Their responses were analysed and presented in table 4.8.

Table 4.8: Use of-teaching aids by teacher as in questionnaire fourteen

	Frequency	Percent
Yes	3	50.0
No	3	50.0

The teachers were required to indicate whether the teachers in their schools use teaching aids to deliver their content. Half of the teachers who participated-in the study indicated they do while the others do not consent to these claim. According to Ndagi et al (1995), the syllabus is very vital guide to curriculum implementation. It provides the subject objectives and shows the content to be covered. Teachers are therefore required to prepare their schemes of work and

lesson plans from the syllabus. Schemes of work help to show the time, the week and the lesson, topic and sub-topic to be taught in a given lesson, objective to be achieved, activities both for the teacher and pupils, resources to be used in lesson in order to develop the stated concepts and skills, references and remarks. Data regarding the use of syllabuses to scheme was collected, analysed and presented in table 4.9.

Table 4.9: Use syllabus for scheming

	Frequency	Percent
Yes	5	83.3
No	1	16.7

The head teachers were asked to indicate whether the teachers use syllabus to scheme their work. Majority of the head teachers who responded- to this item (83.3%) were of the opinion that the teachers use the syllabus while minority of them (16.7%) reported that they do not. Effective learning cannot be possible without access to resources at all. Syllabus coverage gives directions in terms of extend and depth to which respective topics in given subjects are to be covered at each level. Textbooks are important teaching-learning materials in curriculum implementation. Data regarding availability of enough textbooks was collected, analysed and presented in table 4.10.

Table 4.10: Have enough textbooks in all subjects questionnaire eight

	Frequency	Percent
Yes	13	65.0
No	7	35.0

Sixty five percent of the teachers who took part in this study said that there are enough text books in their schools for teaching and learning all subjects. However, thirty five of their counterparts said they do not have enough text books for teaching all the subjects in their schools. This finding suggests that although schools are benefiting from the free primary education in terms of acquiring text books for teaching and learning various subjects, there are still school that do not have enough text books at the lower primary in the division. Several researchers done all over the world tend to follow the notion of good provision of learning materials. Learners cannot learn on bare walls. It was also viewed necessary to find out the pupil-textbook ratio in the selected schools. The ministry of education recommends that at the primary school the pupil-textbook ratio should be 1 :3. Data regarding the pupil-textbook ratio was collected, analysed and presented in table 4.11.

Table 4.11: Pupil-Textbook ratio in the school as in questionnaire eight B

Category	1-1		1-2		1-3		1-5	
	F	%	F	%	F	%	F	%
Mathematic	9	45	6	30	1	5	4	20
English	8	40	6	30	2	10	4	20
Kiswahili	9	45	5	25	2	10	4	20
Science	7	35	8	40	1	5	4	20
Social Studies	6	30	8	40	2	10	4	20

45% of the teachers who participated in this study said that the pupil: Mathematics textbook ratio in their schools was 1: 1 while 30% of them said that the ratio in their schools is 1:2 and 5% others said it is 1:3. However, 20% of the teachers who participated said that the ratio in their schools is 1:5. 40% of the teachers who participated in this study said that the pupil: English textbook ratio in their schools was 1: 1 while 30% of them said that the ratio in their schools is 1:2 and 10% others said it is 1:3. However, - 20% of the teachers who participated said that the ratio in their schools is 1:5. 45% of the teachers who participated in this study said that the pupil: Kiswahili textbook ratio in their schools was 1: 1 while 25% of them said that the ratio in their schools is 1:2 and 10% others said it is 1:3. However, 20% of the teachers who participated said that the ratio in their schools is 1:5. 35% of the teachers who participated in this study said that the pupil: Science textbook ratio in their schools was 1: 1 while 40% of them said that the ratio in their schools is 1:2 and 10% others said it is 1:3. However, 20% of the teachers who participated said that the ratio in their schools is 1:5. 30% of

the teachers who participated in this study said that the pupil: Social Studies textbook ratio in their schools was 1:1 while 40% of them said that the ratio in their schools is 1:2 and 10% others said it is 1:3.

However, 20% of the teachers who participated said that the ratio in their schools is 1:5. These findings suggest that there are schools where the pupil-textbook ratio is beyond the ministry of education recommended ratio of 1:3. However, the ratio is good in many schools. All the teachers who took part in the study said that all these books were approved by the Ministry of Education. Data regarding whether they also use supplementary books was also collected, analysed and presented in table 4.12

Table 4.12: Distribution of Teachers' responses on use of supplementary books as in question 10.

	Frequency	Percent
Yes	17	85.0
No	3	15.0

In responding on whether they use supplementary books, 85% of the teachers who took part in the study said they use them while 15% said they do not. This suggests that majority of the teachers do not rely on only the recommended text books to teach their learners but also use other books to supplement. It was also viewed important to find out the subjects in which the supplementary books were used by the teachers. Data regarding this issue was collected, analysed and presented in table 4.13.

Table 4.13: Responses on subjects in which teachers use supplementary books

	Frequency	Percent
Maths	4	20.0
English	4	20.0
Kiswahili	3	15.0
S.S.T	1	5.0
All	8	40.0

Asked to state the subjects in which they use supplementary books in teaching, 20% of the teachers who took part in this study said the use them in teaching mathematics. Another 20% said they use them in teaching English while 15% others said they use them in teaching Kiswahili. Only five percent of the teachers who took part in the study said they use them in teaching social studies. However, 40% of the teachers who took part in the study said they use the books in teaching all the subjects.

Table 4.14: Frequency of use of supplementary books

	Frequency	Percent
Often	12	60.0
Rarely	8	40.0

It can be observed that 60% of the teachers who participated in the study said they often use supplementary books in teaching their learners at the lower primary level while 40% of their counterparts said they use the books rarely. This suggests that although the teachers' acknowledged that they use supplementary books in teaching, a good number of them use these books rarely. Hence, they have preference in the recommended textbooks. Evaluation of the learning process is very important in teaching-learning of any curriculum. This helps in assessing whether learning is taking place. Quist (2002) indicates that effective assessment should not be a tool for faulting or ranking learners or teachers. It should instead be used as a means of enhancing learning in lower primary.

Table 4.15: Distribution of Teachers' responses on evaluation of pupils' learning as in questionnaire twelve

Evaluate Pupils' in various Subjects	Yes		No	
	F	%	F	%
Mathematics	16	80	4	20

English	16	80	4	20
Kiswahili	17	85	3	15
Science	15	75	5	25
Social Studies	-	14	70	30

It can be observed- in table 4.15 that 80% of the teachers who took part in the study evaluated the learning process of their learners regularly in mathematics subject while 20% others said they did not evaluate the learning of this subject regularly. 80% of the teachers also said that they regularly evaluated the learning process of their learners in English subject while 20% others said they did not evaluate the learning of this subject regularly. 85% of the teachers did so in Kiswahili subject while 15% others said they did not. 75% of the teachers who took part in the study evaluated the learning process of their learners regularly in science subject while 25% others said they did not evaluate the learning of this subject regularly. Some teachers said that they do not evaluate the learning of social studies subject. This finding suggests that majority of the teachers in Makadara division regularly evaluate the teaching-learning progress of their learners. Evaluation, fosters, competition and the spirit of winning.

Some of the teachers also had continuous assessment records for the learners while some teachers just kept the student's marks in the exercise books. Effective teaching depends on the ability of the learners to apply what they have learnt. This ability to apply what has been learnt by the learners is enhanced through exercises learners do both at school and at home as take away assignments. Data regarding the frequency of take away assignments learners are given by their teachers in various subjects was collected from the teachers.

Table 4.16: Distribution of frequency of giving assignments as in questionnaire thirteen

Frequency of giving Homework In various Subjects	Daily		Weekly		Fortnightly	
	F	%	F	%	F	%
Mathematics	17	85	1	5	2	10
English	17	85	1	5	2	10
Kiswahili	16	80	1	5	3	15
Science	5	25	12	60	3	15
Social Studies	5	25	12	60	3	15

The results in table 4.16 show that 85% of the teachers who took part in this study said that they give their learners take away assignments daily while only 5% said they do so weekly in both mathematics and English subjects. 10% others said they give the assignments fortnightly in the same subjects. At the same time 80% of the teachers who took part in this study said that they give their learners take away assignments daily while only 5% said they do so weekly in Kiswahili subject. 15% others said they give the assignments fortnightly in the same subject. These assignments help to cement what has been learnt.

Only 25% of the teachers who took part in this study said that they give their learners take away assignments daily while 60% said they do so weekly in both science and social studies subjects. 15% others said they give the assignments fortnightly in the same subjects. These findings suggest that majority of the teachers in Makadara division give take away assignments to their learners in mathematics, English and Kiswahili subjects daily and fortnightly in science and social studies. In relation to effective teach-learning in the selected schools, the researcher made observations on the daily routine of the school and realized that in some schools teachers were present in class at all times while in some of the schools the teachers did not attend to all lessons. There were black walls in the classes though small in some schools while in some they were big enough.

The sitting arrangements in some schools were that the pupils shared the desks among three while in some schools each pupils had his/her own desk. However, the space in the classes was small and the pupils were squeezed given that the numbers of the pupils were high. Even so the ventilation in these rooms was well done though in the afternoon the classes became "stuffy". In some schools the pupils did the cleaning and as such the classes and compound were clean while in some the compound was not clean.

During the practical lessons, there was less activity going on in some of the schools and in some there was no activity at all since there was no allocation of time -for practical lesson. The same applied to outdoor activities like games. Some schools had these activities and they were well coordinated while in some the activities were not catered for. The administration played a role in the schools in that the head teacher went round the school monitoring what was going on therefore supervising the work done while in some schools this was rarely done. Curriculum supervision is a process

involving coordinating, stimulating, directing and guiding the sum total of what goes on in a school. (SPRED)

A process of overseeing and ensuring curriculum implementation implies that the head teacher is able to articulate the objectives and goals of the school and is a specialist in the curriculum area offered in implementation. Helping and guiding teacher and learners in curriculum implementation takes the role of a facilitator, supporter and a guide to both teachers and learners in order to grow professionally. Majority of the students interacted well with the others and this also applied to the teachers while in some schools this was well supervised. The lower classes were not allowed to interact with the senior teachers. In some of the schools, the teachers prepared charts and used them while in others there were no charts at all. So this limited the use of other teaching learning materials in making the students understand concepts well. This was because charts were only displayed in a few schools.

3.3 Type of Teaching-Learning Resources Available in Schools

The second research question sought information on the availability of the teaching-learning resources and facilities in the schools in the schools. Data regarding the teaching-learning resources was collected, analysed and presented in table 4.17.

Table 4.17: Distribution of availability of Resources as in questionnaire fourteen which asked, does the school supply you with the following resources?

Availability of the Following Resources in the School	Yes		No	
	F	%	F	%
Syllabuses	16	80	4	20
Teachers Guides	17	85	3	15
Chalk	18	90	2	10
Registers	18	90	2	10
Manila Paper	17	85	3	15
Library Books	13	65	7	35
Black Wall Ruler	13	65	7	35
Duster	17	85	3	15
Black Board	19	95	1	5
Radio Lessons for Lower Primary	1	5	19	95

It can be observed from the table 4.17 that the teaching-learning resources are available in most schools. However, there are some schools that do not have the resources as shown on table 4.17.

Table 4.18: Distribution-of availability of facilities as in questionnaire fifteen

Availability of the Following Facilities in the School	Yes		No	
	F	%	F	%
Lockable Cupboards	16	80	4	20
Good Drawers	1	5	19	95
Black Board Size Sufficient	18	90	2	10
Clean Tap Water	14	70	6	30
Play Field	20	100	-	-
Sufficient Light	12	60	8	40
Enough Toilets	20	100	-	-
Enough Desks	14	70	6	30
Enough Classrooms	20	100	-	-

It can be observed in table 4.18 that majority of the schools do not have good drawers in the classrooms to keep the books for the learners. However, the other schools have facilities as shown in table 4.18. Majority of the schools had fewer toilets as compared to the number of students in these schools. There were toilets but they were few and in some schools they were too small. Each school had the head teachers' office though all of them were small and the same applied to the staffroom. Some schools had tap water while others did not have. Each school had a playing field but most of these fields were bushy and not well kept.

3.4 Academic Preparedness of the Teachers

The third research question sought to establish the teacher preparedness to teach at the lower primary classes. Academic qualification lays the foundation of any professional preparation. It was there viewed important in these studies to find out the academic qualification the teachers teaching lower primary classes in Makadara division possessed. Data regarding academic qualification of the respondents was collected from the head teachers and the teachers. It was analysed and presented in table 4.19.

Table 4.19: Distribution of the Highest Academic Qualification of the Respondents as in questionnaire two b.

Highest Academic Level	Head Teachers		Teachers	
	F	%	F	%
O-level	-	-	12	60
A-level	1	16.7	5	25
Graduate	5	83.3	3	15

The data presented in table 4.19 shows that majority (83.3%) of the head teachers who participated in the study were graduates while 16.7% had attained Advanced level as the highest academic level. The table also shows that majority (60%) of the teachers who took part in the study had Ordinary level and 25% had Advanced level academic qualifications. However, 15% of others were graduates.

Table 4.20: Distribution of the Professional Qualification of the Respondents

Professional Qualification	Head Teachers		Teachers	
	F	%	F	%
P1	-	-	11	55
81	-	-	4	20
Diploma	1	16.7	2	10
B. Ed	5	83.3	3	15

Data from the participants in this study shows that 83.3% of the head teachers who took part in the study had a bachelor of education degree and 16.7% are diploma holders. The data also indicates that 55% of the teachers who took part in the study were P1 certificate holders, 20% are S 1 certificate holders while 15% are degree holders. The remaining 10% of the teachers who participated in the study are diploma holders. These findings suggest that all the teachers teaching the lower primary school classes in Makadara division have professional training as teachers.

Table 4.21: Courses attended by teachers as in questionnaire five

	Yes		No	
	F	%	F	%
Head Teachers	4	66.7	2	33.3
Teachers	16	80.0	4	20.0

The head teachers who took part in the study were required to indicate whether they have attended any in-service course. The data collected demonstrated that 66.7% of those who took part in the study suggested that they had attended the in-service while 33.3% said they had not attended the in-service courses. This suggests that in-services courses for head teachers have not been adequately addressed.

Asked whether they have attended any in-service courses, 80% of the teachers who took part in the study also said they have attended while 20% others said that they have not. This finding suggests that although most teachers have attended in-service courses, there are some who have not yet had the opportunity to attend any. It was also important to find out the number of in-service training courses the head teachers and the teachers had attended.

Table 4.22: Courses attended as in questionnaire five

	Head Teachers		Teachers	
	F	%	F	%
Once	-	-	5	25.0
Twice	-	-	3	15.0
Thrice	3	75.0	1	5.0
More than three times	1	25.0	7	35.0
No response	-	-	4	20.0

When the head teachers who indicated that they had attended in-service courses were further asked to indicate how frequent they attend the courses. Majority of them (75%) suggested that they have attended thrice while a mere (25%) indicated that they have attended many times. It can also be observed that among the 80% of the teachers who said that they attended in-service courses, 25% said they had attended once, 15% had attended twice, 5% had attended thrice and finally 35% had attended more than three times. These findings suggest that apart from the fact that some teachers have not attended the in-service courses, many of those who have attended have had the opportunity to learn modern methods of teaching. In service courses make the teachers to be well informed in curriculum matters to meet other teachers who excel in other areas and through the discussion they better the way they handle the pupils.

Table 4.23: Rating of what -you learnt

	Frequency	Percent
Relevant	13	65.0
Partly relevant	3	15.0
No response	4	20.0

It can be observed in table 4.18 that 65% of the participants in this study said the content was relevant while 15% others rated it partly relevant. This finding suggests that whatever is taught during the in-service course is considered by majority of the teachers in the division as being relevant. In-service to staff improves the job performance skills of individual staff or even the whole staff, extend career development or promotion purposes, develop professional knowledge, makes staff feel valued, promote job satisfaction, develop an enhanced view of the job. It also enables staff to anticipate and prepare for change, clarifies school policies and re-energise experienced staff.

Table 4.24: Trainers provided materials and follow up

	Frequency	Percent
Yes	10	50.0
No	6	30.0
No response	4	20.0

The teachers were also asked whether their trainers during the in-service courses gave them learning materials and whether they followed up to find out about their progress. 50% of the teachers who took part in the study said that their trainers gave them learning materials and followed up to see the participants' progress. However, 30% others said that they were not given materials for learning and that their trainers never followed up on their progress. These refresher courses help to bring more recent skills, methods of teaching and different ways of handling learners to the classrooms. It motivates both the teacher and the learner and makes learning something to be enjoyed.

3.5 Methods of Teaching Used as in Questionnaire Twenty Six

The four research questions sought to find out the teaching methods the teachers most frequently prefer to use in teaching the lower primary classes in schools in Madaraka division. Teachers should apply a variety of teaching and learning methods in lower primary classes because learners have different ages, needs and abilities that need to be taken care of. A variety of effective teaching and learning techniques enhance quick and effective learning.

Table 4.25: Employ various methods in teaching

	Frequency	Percent
Yes	4	66.7
No	2	33.3

Table 4.25 shows that majority of the head teachers who took part in the study (66.7%) said that teachers in their schools employ various methods of teaching while (33.3%) indicated that they do not employ any of these methods, This suggests that most of the teachers in the schools are using effective teaching methodologies to impart knowledge to the learners,

Teachers were further asked to indicate the teaching method they use in teaching their learners.

Table 4.26: Methods Used in Teaching by the Teachers in Makadara Division as in questionnaire four.

Teaching Methods Used	Yes		No	
Lecture	9	45	11	55
Demonstration	17	85	3	15
Discussion	15	75	5	25
Activity	15	75	5	25
Role Play	15	75	5	25
Field Trip	18	90	2	10
Discovery	15	75	5	25

It can be observed that 90% of the teachers who took part in this study use field trip method in teaching the lower primary classes. Only 20% do not use the method. 85% of the participants also use demonstration method while 15% do not. Discussion, Activity, Role play and Discovery methods are also use by 75% if the teachers who took part in the study. This means that 25% of the teachers who took part in the study do not use these. methods. Only 45% of the teachers who participated in this study said that they use lecture method to teacher the lower primary classes while 55% said they do not use the method. These findings suggest that the teachers in Makadara division apply various methods in teaching the lower primary school classes. It also suggests that the methods preferred by many teachers are interactive.

3.6 Challenges of Effective Implementation of the Curriculum as in Questionnaire Five

The fifth research question sought to find out the challenges of implementing the curriculum effectively. Therefore data regarding the challenges of effectively implementing the curriculum were collected, analysed and present as follows. The head teachers indicated that their workload was heavy and it called for a lot of sacrifice since they worked as teachers and administrators at the same time. They indicated -that they needed extra time other than the working hours and that the schools had a hostile environment with parents always issuing threats. The head teachers further indicated that there was lack of enough money to run the daily school activities and that because the parents did not support the school administration, their participation in school matters was low.

The head teachers indicated that there was too much paper work such that for some of this work, delegation was needed some of it like accounts, cash books, ledger cannot be delegated to other members of staff. They also indicated that they faced the problem of too many children seeking admission in their school that at times strained the available facilities and human resource. The education offices indicated that there was lack of facilities, lack of finances to run all activities, lack of enough material to use during workshops and seminars, and too much work since they doubled up as quality assurance and standards officers.

They indicated lack of enough time since they had to write everything they taught on the black wall for purposes of enhancing understanding by the learners especially the slow learners. The issue of mother tongue was quoted by teachers as one of the hindrances to effective teaching in lower primary. The children who just joined the lower primary were all prepared from pre-school therefore making it hard for the teachers to start from zero to teach these children the skills they should have learnt in pre-school.

Teachers complained of very large classes that made the rooms to be overcrowded. The transfer of children from one school to the other makes it hard to achieve continuity in the learning process and it slows down the concentration of the young children in school. The' teachers complained of being looked down upon by their colleagues who teach in

upper primary and above all, there is usually no motivation from the administration. Some of the parents are so harsh and keep issuing threats to teachers meaning that they are very uncooperative even when they are told to buy supplementary books for their children.

4. Conclusions

From the summary of the finding in this study, we can therefore make the following conclusions:

- Not all schools have enough textbooks, syllabuses and teachers guides as well as many other teaching-learning resources to teach the lower primary school classes in Makadara division.
- Sufficient facilities such as desks are not enough in all schools In Makadara division.
- Supervisory role is not adequately being done both from the head teachers and the quality assurance and standards officers in school in Makadara division.
- Teachers are using a variety of interactive methods to teach the lower primary school classes.
- Not all teachers have had the opportunity to attend in-service training courses.

References

- Ashley, B. J., Cohen, H. and Slatter, R.G. (1969). *An introduction to the sociology of education*: Macmillan, London.
- Asiedu-Akrofi K, (1981); *The Living Classroom*, Riddles Ltd.
- Bell, L. and Rhodes, C. (1996) *The skills of primary school management*. Routledge, London.
- Blumer, H. (1969) *Symbolic interactionism: perspectives and method*. Englewood Cliffs, Prentice Hall; New York.
- Barton, C. (2001) *Introduction to scientific research method*. Griaef Publisher; New York.
- Bennett N. (1992); *Managing Classroom Groups*, Schusters.
- Beryman J, Hargreaves D, Howells K. and Ockleford E. (1977); *Psychology and You: An Informal Introduction*, The British Psychological Society.
- Bishop G. (1985); *Curriculum Development*. Macmillan - Hong Kong.
- Bogdan, R. C. (1998). *Qualitative research for education: an introduction to its theory and practice*. Alley and Bacon; London.
- Bogonko, S. N. (1992) *Reflection on education in East Africa*. Oxford University Press, Nairobi.
- Brothers D., Clark T and Ritchie J. (1989); *Counseling A Staff Development Pack*, County of Avon.
- Brubacher J. W., Case W. C. and Reagan G. T. (1994); *Becoming a Reflective Educator*, Corwin Press Inc., California.
- Bruce, T. (1997); *Early Childhood Education*, Hodder & Stoughton-London.
- Burden P. R. (1995); *Classroom Management and Discipline*: Longman U.S.A.
- Calderhead J, (1984); *Teachers Classroom Decision Making*, Holt, Rinehart and Winston Ltd.
- Cohen L. Manion L.-and Keith M. (1996). *A Guide to Teaching Practice*, London, Routledge.
- Dean J. (1983); *Organizing Learning in the Primary School Classroom*. Riddles Ltd.
- Donaldson, M. (1978); *Children's Minds*, Fontana Press.
- Dunne E. & Bennet, N. (1990); *Talking and Learning in Groups*, Routledge.
- Dunne E. and Bennett N. (1964); *Talking and Learning in Groups*, London, Routledge.
- Dunne R. and Wragg, T. (1994); *Effective Teaching*, Routledge, London.
- Dembo M. H. (1991); *Applying Educational Psychology*, Longman.
- Fisher, R. (1995); *Teaching Children to Learn*, Stanley Thornes.
- Fisher R. (1995); *Teaching Children to Learn*, London STP.
- Gall, M. D., Borg, W. R. and Gall, J.P. (1996). *Educational research: an introduction*. Longman Publisher, London.
- Gay, L. R. (1992). *Educational Research: Competence for Analysis*. Macmillan Publishers, New York.
- Jacinta M. and Regina M. (1981); *Primary Methods Handbook*. London, Hodder and Stoughton.
- John R. L. *Classroom Learning and Teaching*, Longman.
- Kasambira K. P, (1997); *Lesson Planning and Class Management*: Longman Inc.
- Kasim Lemlech J, (1988); *Classroom Management Methods and Techniques for Elementary and Secondary Teachers*, Longman.
- Kenya Institute of Special Education (KISE), *Distance Education Materials*.
- Kenya Institute of Education. (1989); *Secondary Population and family Life Education*, Pupils Books for Form I, Jomo Kenyatta Foundation.
- Kerry T and Sands M. (1987); *Mixed Ability Teaching in the Early Years of Secondary School*, Hong Kong Macmillan Education.
- Kirk and Gallagher, (1986); *Educating Exceptional Children*, Houghton Mifflin Company, Boston.
- Kitson, N. & Merry, R. (1995); *Teaching in the Primary School*, Routledge.
- Kyriacou C. (1997); *Effective Teaching in Schools*, Stanley T. Ltd.
- Kyriaiou, C. (1996); *Effective Teaching in School "Theory and Practice"* Stanley Thorn Ltd.
- Lamlech, K. J. (1979). *Classroom management*. Harper and Row Publishers; New York.
- Lemlech J. K. (1985); *Classroom Management*, New York, Longman.

- Lewin, H. M. and Lockheed, M. E. (1993). *Effective Schools in Developing Countries*; Falmer; London.
- Light P., Sheldon S. and Woodhead M" Ed. (1991); *Learning to Think*, Routledge.
- Little A, (1995); *Multi-grade Teaching, A Review of Research and Practice*. Overseas Development Administration (ODA).
- Macharia S. N. and Wario L. H. (1989); *Teaching Practice on Primary Schools*, London and Basingstoke, Macmillan.
- Majasan, J. A. (1995). *The teachers' profession*. Spectrum Book; Ibadan.
- Mathews, M et al (1989); *At the chalkface*, Edward Arnold.
- Ministry of Science and Technology (2003). *Free Primary Education*. Unicef,; Nairobi.
- Ministry of Science and Technology (2001). *Teaching and Learning in the Classroom*. Government Printer; Nairobi.
- Ministry of Science and Technology (2004). *Primary School Instructional Material Management Handbook*; Jomo Kenyatta Foundation; Nairobi.
- Moyles, J. (2002). *Beginning Teaching, Beginning Learning in Primary Education*. Education; Buckingham London.
- Mundia, A. (1992); *Modern Educational Psychology for Teachers and Educationist*. Triton Publishers, (Machakos, Kenya).
- Munene F.J.N., (1997); *Primary Science Methods (PSM) I*, Triton Publishers, Machakos, Kenya.
- Mwiria, K. and Wamahi, S.P. (eds) (1995). *Issues in Educational Research in Africa*. East Africa Educational Publishers; Nairobi.
- Nachmias D. and -Nachmias, C. (1996). *Research Methods in the Social .Sciences (5th ed.)*, St. Martins Press; New York.
- Ndagi, J. et al, (1995) *Teaching in the Primary School*. Longman; Nairobi.
- Ngaroga J. M., (1996); *Revision Professional Studies for Primary Teacher Education*, E.A.E.P.
- Nunan, D. (1989); *Designing tasks for the Communicative Classroom*, Cambridge.
- Ogula, P. A. (1998). *A 'handbook on educational research*. Longman, Nairobi.
- Olemb, J. et al (2001). *Management in education*. Government Printer; Nairobi. Orodho, A. J. P 996). *Time management in schools*. World link Book Publishers, Nairobi.
- Owino, O. (1996). *Time management in schools*. World link Book Publishers, Nairobi.
- Pollard A., (1996); *Readings for Reflective Teaching in the Primary School*, Cassell, London.
- Pollard A. (1997); *Reflective Teaching in the Primary School: A Handbook for the Classroom*, Cassell Third Edition.
- Pollard, A. (1998); *Readings for Reflective Teaching in the Primary School*, Cassell-London.
- Pollard A and Bourne J, (1994); *Teaching and Learning in the Primary School*, Routledge.
- Quist, D. (2000). *Primary teaching methods*. Macmillan Publishers; New York. Rascoe, J. T. (1975). *Fundamental, research statistics for the behavioural sciences*, Holt Reihart and Winston; London.
- Republic of Kenya (1968). *Education Act (Revised 1980)*. Government Printer; 1980.
- Sarah M. (1993); *The Child as a Thinker*, Routledge.
- Sister Mary Regina and Sister Mary Jacinta, (1990); *Primary Methods Handbook*, Longman Nairobi.
- Skelton C. (1989); *Whatever Happens to Little Women*. Open University Press.
- Smith A. D. (1988); *Starting to Teach*, Kogan Page Ltd.
- Smith, J. and Tolimson T. (1989). *The school effect: a study of multiracial comprehensives*. Policy Studios Institute; London.
- Ur, P. (1981); *Discussions that Work*, Cambridge.
- Weiner G. (1985); *Just a Bunch of Girls*. Open University Press.
- Wilkins E, (1975); *Education in Practice*, Evans Brothers Ltd.
- Wood D. (1998); *How Children Think and Learn*, Blackwell Publishers.
- Zeichner M. K. and Liston D. P. (1996); *Reflective Teaching: An Introduction*, Lawrence Erlbaum Associates, New Jersey.
- _____ (1964). *Kenya education commission (Ominde Report)*, Government Printer; Nairobi.
- _____ (1976). *Special education report by the national committee on educational objectives and policies (the Gachathi Report)*, Government Printer, Nairobi.
- _____ (1981). *Mackay Report*; Government Printer; Nairobi.
- _____ (1988). *Kamunge Report*; Government Printer; Nairobi.
- _____ (1994). *The international. Encyclopedia of education (2nd ed.)* pergamon Press; New York.
- _____ (1997) *Koeh Report*; Government Printer, Nairobi. School based Teacher Development (SbTD).

