TEACHER-PUPIL RELATIONSHIP AND ACADEMIC PERFORMANCE OF MENTALLY RETARDED PUPILS IN LIMURU ZONE, KIAMBU DISTRICT, KENYA

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RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND DISTANT LEARNING IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF BACHELOR OF EDUCATION - SPECIAL NEEDS OF KAMPALA INTERNATIONAL UNIVERSITY

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DECLARATION

I do hereby declare that this research report is entirely my own original work, except where acknowledged, and that it has not been submitted before to any other University or Institution of higher learning for the award of a degree.

Signed...

Date. 26/8/09 ....

APPROVAL

This research report has been submitted for examination with my approval as the candidate's University supervisor.

Sign..

Date ....

DEDICATION

I dedicate this research work to my dear parents Paul and Margaret for their financial and moral support while I undertook my studies.

To my dear son Shadrack Njogu who has actually adjusted his life to see that I pursue this course.

ACKNOWLEDGMENT

I would like to thank my supervisor for being there for me whenever I needed him and also offering his professional advice where necessary.

I would like to thank all that in a way or another helped me in this study. I can only mention but a few:

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Lastly I thank the almighty God for leading through the nasty challenges I faced

TABLE OF CONTENTS

ACRONYMS AND ABBREVIATIONS

EFA   Education for All

FPE   Free Primary Education

G/C   Guidance and Counseling

KCPE   Kenya Certificate of Primary Education

KIE   Kenya Institute of Education

SNE   Special Needs Education

TSC   Teachers Service Commission

ABSTRACT

This research was based on Teacher-pupil relationship and academic performance of students in six schools of Limuru Zone of Kiambu district of Kenya. Namely Limuru Mission, Ngarariga, Limuru Town, Manguo and Limuru model Primary schools. Its objectives were to (i) Identify practices teachers engaged in which would have positive or negative influence on the learning process (ii) Identify the efforts that are put in place to enhance learner's self-worth and dignity, (iii) examine the degree of motivation among the learners. It is firmly grounded on the Kenyan's need to provide holistic, quality education and training that promotes the cognitive, psychomotor and effective domains of learners.

The research employed a simple survey design and data was collected using a simple questionnaire which was presented in paper format. Data was analyzed using descriptive statistics. The study population was made up of teachers of Matiliku sub-zone. The sample population constituted all the forty six teachers in the sub-zone, thirteen of whom were females and thirty three were males. Their age bracket was between 25-50 years. They are holders of either a certificate, diploma or a degree in special needs education or none of the above.

The findings of the study revealed that teachers embarrass their learners in front of others; they also spend very little time socializing with pupils and compare slow learners with others who perform better. Teachers use the terms "lazy", "slow", "poor" and "naughty" when referring to learners. It also revealed that not all teachers adopt individualized teaching approach and some abandon weak learners along the way to catch up with the syllabus. There are inadequate visual aids and text books in the school. The conclusion was that in the presence of all these shortfalls, academic performance was likely to be affected. The research recommended a seminar involving the teachers and the school management committee to sensitize them on the possible outcomes of the malpractices and how to improve their relationships with pupils for the betterment of the school's [Education standards.

CHAPTER ONE:

INTRODUCTION

1.0   Introduction:

This chapter dwells on background of the study, theory, statement of the problem, purpose of the Study, research objectives, scope and significant of the study.

1.1. Background of the Study

Kenya has not been left behind educationally. Since independence, in 1963, the education sector has experienced significant growth. The evolution of educational policies in independent Kenya dates hack to 1964 with the production and publication of the Ominde Report that proposed on education system that would foster national unity and development. The Gachathi committee of 1976 focused on reforming the structure of education, followed by the Mackay Report of 1981 whose recommendation led to the establishment of the 8:4:4 system of education (Republic of Kenya, 2007).

In an effort to consolidate education reforms the Government of Kenya embarked on a number of reform initiatives. One such initiative entails disbursement of funds directly to Primary schools under the Free Primary Education (FPE) programme since the year 2003. The year 2008 saw the starting of free secondary Education. This enhanced efficiency in resource utilization and increased transparency and accountability at the school level. Another reform was the new teacher recruitment policy, which is based on the need for teachers and guided by the availability of resources. The disbursement of bursary to needy students in secondary schools through their respective constituencies was another major reform to boost both access and retention. Curriculum reforms were also undertaken at all levels of the sector. The modularizations of the syllabuses to make them flexible to allow for progression were going on. At the primary and secondary levels, Syllabuses were reviewed and rationalized to reduce curriculum overload.   Kenya Institute of Education (KIU) adapted the curriculum for learners with special needs in education in order to ensure an all   inclusive education.   Teacher education has also accommodated some degree

of specialization by trainees. (Republic of Kenya, 2007).

The Republic of Kenya (2007) strategic plan gives another guide to Kenya's Educational development. This was the philosophy of Education, which placed education at the centre –stage of (lie country's human and economic development strategies. Emphasis was placed on the provision of a holistic, quality education and training that promotes the cognitive, psychomotor and effective domains of learners. Instilling values such as patriotism, equality of all human beings, peace, security, honesty, humility, mutual respect, tolerance, co-operation and democracy, through education, was a major objective of the current policy thrust. Thus, the ministry was to be guided by a vision and mission.

Vision; to have a Globally Competitive Quality Education, training and Research for Kenya's Sustainable Development. Mission to Provide, Promote, Coordinate Quality Education Training and Research for Empowerment of Individuals to Become Caring, Competent and Responsible Citizens who Value Education as a Life Long Process. Kenya was beginning to realize the gains of FPE. The focus of the Ministry was to build on the gains accrued from the implementation of FPE. The key concerns in this regard were access, retention, equity, quality and relevance, and internal and external efficiencies within the system.

To achieve these, Sessional Paper No. 1 of 2005 on "A Policy Framework of Education, Training and Research/' provides new direction on the provision of education and training. In the document, the Government outlined strategies that seem to improve access, quality, equity and completion rates.

This in it self, was a step forward towards the realization of Educational goals. The Sessional paper, however acknowledged that primary education still faced many challenges. For example, many eligible children were still out of school, Congestion was common in school; while many were poorly managed leading to a lot of wastage.

Examining special education, the paper identified lack of clear guidelines on the implementation of inclusive education policy, lack of data on children with special needs and inadequate tools and skills in identification and assessment as the major

challenges. The government intended to integrate special education programmes in all learning and training institutions and ensure that the institutions arc responsive to the education of learners with special needs. (Republic of Kenya, 2006)

It was very clear so far that the Government had done a lot and had good plans for its citizens" education. Hut it's the teacher in the classroom who would turn the vision and mission of the Ministry into a reality. It was the researchers feelings that if the classroom teacher was not well versed with these objectives, not well equipped with essential teaching/ learning skills, did not captivate good teacher/ pupil relationship and had no positive attitude towards the profession, the Government efforts would be in vain. The teacher has the greatest influence on a student's behaviour. How he interacts with students determines how the student's perform in and outside the classroom. Students continually react to the attitudes, values and personality of their teacher, lie is the role model upon which most students will tend to set their standards (Ndurumo, 1993).

The present study therefore, attempted to establish the effectiveness of teachers based on their relationship with students. It intended to find out the practices that have positive at negative influence on learning, how much effort teachers put in place to enhance learners self-worth and the degree of motivation among learners. It was envisaged that improved quality education and training would produce Kenyans with globally competitive skills and which would in turn play a critical role in the development of the country.

1.2 Theoretical framework

This study was based on the theory that ideas are not present from the beginning and that they can be learn. The theory is of a British Philosopher, John Locke (1632-1704). Prior to Locke, many philosophers field (hat some ideas, such as mathematical truths and beliefs in God are innate; existing in (he mind prior to experience. Locke argued that observations of children held shown that these ideas were not present from the beginning and that they were learnt. Locke said that it was *more* accurate to think of the child's mind as a *tabula rasa*, a blank slate, and whatever came into the mind was to from the environment (Locke,

Locke rejected the widespread belief that there was a vast, innate difference among people. Instead, Locke argued, people are largely shaped by their social environments. Locke considered the mind (o he like a white paper, void of all characteristics, without any ideas. How comes it be furnished? Hence has it all materials of reason and knowledge? Locke's answer to this question was "experience." He said that all our knowledge was founded, and from that it ultimately derived itself. Locke emphasized that the environment's influence was especially powerful in the child's early years. This is when a child's mind is most pliable, when we can mold it as we wish. And once we do so, its basic nature is set for life.

According to Locke many of our thoughts and feelings develops through association. For example, if a child has had bad experiences in a particular room, the child cannot enter it without automatically experiencing a negative feeling. He also pointed out that much of our behaviour also develops through repetition. When we do something over and over, such as brushing our teeth, the practice becomes a natural habit, we feel uneasy when we have failed to perform.

Locke also looked at imitation as an avenue of learning. He said that we are prone to do what we see others do, so models influence our character. If we are frequently exposed to silly and quarrelsome people we become silly and quarrelsome ourselves; if we are exposed to more noble mind become more noble.

Finally, and most important, Locke believed we learn through rewards and punishments. We engaged in behaviour that brings praise, compliments and other rewards; we refrain from those actions that produce unpleasant consequences.

These principles, Locke believed, often work together in the development of character. Thus Locke's view was that education is essentially a socialization process. The child learns to gain our approval and in this way the child learns what he or she needs to know to become a useful and virtuous member of the society.

1.3   Statement of the problem

Following the introduction of FPE in January 2003, the enrolment of children increased from 5.9 million in 2002, to 7.4. Million in 2004. World Bank Mission Education of FPE had confirmed that the project was progressing well and achieving its objectives. The evaluation showed that the supply of textbooks and other instructional materials had substantially improved. Of more significance was evidence of better pupil performance, improved use of learning materials and increased retention of pupils in schools. The cost burden on parents reduced, grants for children in non-formal school provided, and support for children with disabilities/ special need enhanced. Additional training had been given to school managers in financial management, accountability, record keeping and procurement. (Republic of Kenya, Sessional Paper No. 1 of 2005).

These achievements notwithstanding, the sub-sector still faced challenges that required to be addressed. These were overstretched facilities, shortage of teachers, overcrowding in schools, especially those in urban slums and densely populated areas, high pupil teacher ratios and the diminishing community support following the misconstrued role of Government vis-a-vis that of Parents and communities in FPE implementation. The Sessional paper No.1 of 2005, identified lack of clear guidelines on the implementation of inclusive education policy, lack of data on children with special needs and inadequate tools and skills in identification and assessment as the major challenges. The government therefore intended to rehabilitate and strengthen the assessment programme to facilitate identification and placement of learners with special needs. It also wanted to integrate special Needs education and ensure that the institutions are responsive to the education of learners with special needs (Teachers Image vol. 14 2007). Given the achievements realized so far, there was every reason to believe that TPE would succeed and through it, Kenya would be well placed to realize hi A goals by 2015 in line with her international commitments.

Despite the effort put by the Government there was always a massive failure of student every year. This was supported by the fact that, of the about 700,000 candidates who

sat for KCPE (Standard 8) examination in 2007, only about 400,000 secured places in secondary schools. Although national data showed improvement in academic performance, some individual schools like Kwakukui primary school registered significant drops in performance. For instance, in the year 2005 it had 44 standard eight candidates who scored a mean standard score of 267. The best candidate had 388 marks and the lowest performer had 124 marks. This was out of the possible 500 marks. In the year 2006, there were 43 candidates who scored a mean standard score of 250. The best performer that year had 336 marks and the lowest performer had 96. In year 2007, there were 42 candidates who scored mean standard score of 243. The best candidates had 376 and the lowest performer had 119. By then the school had 300 pupils against 7 teachers, a ratio of 43:1. Nevertheless, all stones had not been turned and there was a ray of hope at the end of the tunnel. What measures had not been put in place, bearing in mind that none of the teachers in the school are holders of neither certificates, diplomas and degrees in Special Needs

Education. It was against this background that the researcher intended to carry out a study to find out whether the relationships between the teachers and learners were healthy to facilitate learning.

To achieve this the researcher investigated to what degree teachers influenced the students by portraying healthy attitudes, thoughts and feelings, the way teachers enhanced learners self-worth id dignity and finally how learners were motivated to enhance their efforts towards achieving their objectives/ goals.

1.4 The Purpose of the Study

The purpose of the study was to determine the impact of teacher-pupil relationship on the academic performance of pupils in Limuru zone of Kiambu District Kenya. It was hoped that the study would go along way in providing information that would lead to a better interpretation of learners behaviour.

1.5 Research Objectives

To determine the profile of the respondents in terms of social demographic data

To identify practices teachers engage in which would have positive or negative influence on the Learning process.

1.5.3   To identify the efforts put in place to enhance learner's self- worth and dignity

1.5.4 To examine the degree of motivation among the learners.

1.6   Research Questions

The researcher addressed the following questions

(i)   What are some of the practices teachers engage in that would have positive or negative influence on the learning process?

(ii)   What efforts have been put in place to enhance learners' self-worth and dignity?

(iii)   What is degree of motivation among learners?

1. 7 Scopes

The study was carried out in six primary schools in Matiliku sub-zone in the newly created district of Nzaui in eastern province of Kenya. Most children come from nearby villages. The targeted group was forty six teachers who are responsible for the 1500 students in the sub-zone. The study was restricted to the theory of the British philosopher, John Locke (1632-1704), who considered the child's mind as a blank slate, and whatever comes into it comes from the environment. The study therefore took into account hree environmental factors for the study namely; teacher influence on students, enhancement of students self-worth and dignity and motivation among the   learners. These factors were consolidated   into   "teacher-pupil   relationship   as the independent variable and academic performance as the dependent variable.

1.8   Significance of the Study

The study will improve the academic performance of students in Matiliku sub zone Primary school for the mentally impaired. All of us are different and have unique individual qualities and capacities. These differences are intrinsic to the individual and even though learning disability may occur concomitantly with mental impairment, it is not the direct result of that impairment. The study will therefore to demonstrate that in most cases academic performance is not dependent on physical fullness. Students who are mentally impaired

have mental capacities which are the same as the average child's.

Learners will to appreciate the fact that disability is not inability. Students with physical disabilities will grow and develop as adequate human beings, making meaningful decisions for themselves.

Teachers will lo benefit from this study too. They will learn that adequate staffing, *excellent content. Good methods of teaching, adequate materials, good nutrition and* good health of the learners (hose not amount to academic Excellency. It is their commitment to be good role models, (heir ability enhance learner's self-worth and dignity and enhancing motivation among the learners that court. The teachers will then embrace quality interaction between themselves and (he learners. they will realize their power over education and how important their attitudes, values and personalities are in determining the success of students. The study will equip teachers with tips of manipulating the environment to facilitate learning.

Parents of (the mentally impaired learners will appreciate achievements of their children. Their children's success will in turn reduce the effects of psycho-social problems. They will stop blaming students for academic failures and instead provide valuable link between home and school. After realizing the buck does not stop with their children, parent will play their vital roles affectively. Successful students who progress *to become self-sustaining will relief parents of economic pressures. Such successful* candidates will benefit the community and the nation at large with their input towards nation building as successful adults.

The study will provide information to the ministry of education on the utilization of the resources. The future of the country and community will also be ensured. The successful mentally impaired persons will then prove right disability is not inability.

1.9   Limitations

The researcher experienced some limitations like; the whole of Nzaui district having one school for the mentally impaired left him with no option for comparison.

8

CHAPTER TWO:

LITERATURE REVIEW.

2.0   Introduction:

In this review of related literature the researcher looked at Learners unique characteristics, teachers' influence on student's behaviour, student performance, motivation and reinforcement

2.1   Learner's unique characteristics

According to Njogu, (2004), if the student is to grow and develop as an adequate human being, he needs to make meaningful decisions for himself. This means that he must have freedom to make mistakes and even laugh at his own inadequacies. Students are always ready to learn provided the materials appear to be relevant to their lives and have freedom to explore and discover it's meaning for themselves. Locke's theory of development as cited by Grain (2007), supports students' readiness to learn as Njogu (2004) purported. This is how the theory puts it: Children learn for the sake of learning. Their minds seek knowledge like the eyes seek light. If we simply listen to their questions and answer them directly, their minds will expand beyond what we possibly imagined. Grain (2007), moves further to cite Piaget who said: When children solve problems on their own, they gain confidence in their abilities to make discoveries. When they undergo training programmes in which they are consistently told whether they are correct or what to think, they can easily learn to mistrust their own powers of thought. We frequently assume that spontaneous development is undesirable because it is slow; direct teaching seems good because it can speed things up",

2.2   Teacher's Influence on student's behaviour

The teacher is the most powerful person in the classroom. His ability to reward and punish is usually greater than that of any other individual in the room. He sets the pace, he takes the

Initiative, or rather the initiative is his if he wants to take it. The teacher's power is such that even when he does nothing, he does something to the class. He even has effect to the

class when he is not present and when he is silent. Teacher's power is so great that students continually react to the attitudes, values and personality of their teacher (Njogu, 2004).

According to Ayondo (2005), imitation of the teacher is a common method of learning. If the teacher responds to students' errors in sarcasm or ridicule the chances are that students will respond to each other in a similar manner. Thus the student will ignore the sermon and follow the practice. Teaching is a commitment, which is delicate, almost like the marriage. In a sense, a teacher and a student belong to each other. The student says, "There is my teacher", and the teacher says, "There is my student", Teachers should therefore, feel that their work with students is more than an occupation. The teacher plays a very significant role and is the single most influential factor alters learning characteristics of the pupil followed by textbooks. Thus the effectiveness with which schools ensure students go through the primary and secondary cycles of education till they pass the public examination largely depends on the attributes of a teacher...it is useful to determine the extent to which individual inputs (teachers) impact on the output (graduate). According to the Kenya Teachers service Commission (TSC) (secretary Lengoibon (2005), teaching is much more than teaching. "It is a vocation that requires a lot of devotion and sacrifice... you will always be called upon to perform some duties outside the normal working hours and days".

Teachers should make students to feel that they belong in the school and that teachers care about what happens to them. A basic feeling by the teacher for the worth and dignity of the student is vital in building self-concepts in them. Negative self- concept is associated with teachers who are dominating threatening and sarcastic. One student confessed, "I can't get along with this class teacher because he always call me "carrot" instead of "Caro" whenever he calls out the roll".

This means the teacher lowered the students feeling of self-worth, hence destroying his esteem, the " taproot" of his personality. Consequently, the student performed poorly in this teacher's subjects. A non-punitive (integrative) teacher, on the other hand, aids the social adjustment of his students. Students display integrative-type behaviour. This leads to greater classroom participation, interest in class activities and enhances the understanding of the mediated concepts. These good qualities are manifested in the class's

10

good performance in every field of the curriculum. (Njogu, 2004).

In her contribution towards teacher's influence on the students overall goodness, Waruguru (2002) demonstrated positive supportive attitude to the learner. Conversely, being negative towards the learner with special needs in education may block any chances for the learner to learn in the class.

As a teacher, you should let the Lerner's difficulties be your challenges. This should be supported by the fact that every child is unique individual. The teacher's knowledge of learner's diversities would enable him to understand them better and make attempts to assist each one of them depending on his challenges. In any one class one would expect to find learners with the following difficulties: Slow and others fast, neat and others careless, organized and others disorganized, forgetful and others remember, Good at activities and others poor in activities,friendly and others aggressive and Playful and others withdrawn. It is imperative, therefore, that a teacher *should be sensitive to each learner's abilities. This can be done by recognizing the various* levels of achievements by the individual learners and making this the base of his planning; that's with their needs in mind. By so doing the teacher would be meeting two of the objectives of teacher education:

(i) To equip the teacher with knowledge and ability to identify and develop the educational needs of the child.

(ii) To create initiative, a sense of professional commitment and excellence in education.

2.3 Student's Performance

Bardura. (2007) says, education should transcend the confines of the classroom and *improve character and personality. Crane looks at socialization as an inclusive* process that influence almost! Every kind of behaviour, even technical skills. As people become socialized, they depend less on external rewards and punishments and increasingly regulate their own behaviour. That is they establish their own internal standards and rewards and punish themselves in accordance with them. Bardura points out that we can do things to get children to adapt to higher standards. For Example, we can encourage children to associate with higher achieving peers. We can also expose children to models who are rewarded for adhering to high standards. We might

read children stories about scientists and athletes who settled for nothing short of excellence and who eventually achieved great success and public acclaim. People who set high self-evaluative standards are generally hard workers and hard work produces real accomplishments..

On other occasions, we reflect on our general abilities, reaching conclusions such as "I am good at algebra" and "I am a poor swimmer". Self-efficacy appraisals exert powerful effect, on our levels of motivation. When we believe we are good at tasks, we work on them vigorously and persist with them despite temporally setbacks. When we doubt our abilities, we work less energetically and more likely to give up when we encounter difficulties. When self-efficacy is low, people are prone to depression, resignation and painful self-doubts. Bandura suggests that self efficacy appraisals are based on four sources of information: (i) Actual performance; If we repeatedly succeed at tasks our efficacy increases. If we repeatedly fail, our sense of efficacy drops. (ii)Vicarious experiences; If we see others succeed at a task, we infer that we can do it too. This is especially true if we believe others have only roughly the same abilities as we do. (iii) Verbal persuasions i.e. pep talks; When someone convinces us we can perform a task, we usually do better on it. (iv) Physiological cues; For example we might interpret fatigue or tension as signs that a task is becoming too difficult for us.

The cognitive process theory as illustrated by Olson in Grain (2007) emphasizes on self-regulated behaviour and focuses on the importance of self-reward or self-punishment. This comes from goal attainment or non-attainment, rather than on rewards or punishments that comes from sources outside (he person. Thus a learner can be directed to adopt either of the following; Ideological behaviour- is a goal oriented or future oriented behaviour (purposive behaviour) or Hedoism This is tendency to seek pleasure and avoid pain. In both cases there is "master' motive i.e. the major driving force behind most human behaviour e.g. self-actualization.

2.4   Motivation of pupils

While looking at the effects of reinforcements, Hallahan (1991) says we are what we have *been rewarded or punished for being, therefore if our history of reward and punishment* had been different, our personalities would be different. Thus the differences between a successful and unsuccessful person, according to some learning theories, is found in the patterns of reward and punishment; not in genes.

Although Ayando (2005) declares that there is no weak student even though children are differently talented, it is good for a teacher to understand factors that can affect learning. Waruguru (2002) lists these factors as heredity individual differences, environmental factors, psychosocial factors, disabilities, teaching methods, educational *resources, physiological needs and social-economic factors. In the presence of such factors* that would negatively affect learning, Ayando (2005) urges teachers and other stakeholders in education to bring in motivation rather than over concentrating on the students ability. Olson, as cited by Grain (2007) puts it, to deal with the students ability alone would be like attempting to build a house with only one tool such as hammer, a saw, or a screwdriver, which would be infective.

Crain (2007), while referring to Locke's theory of development says that instruction *is most effective when children enjoy it and if this is not the case children will dislike* some of the lesson

That we consider necessary for their future. In these cases, the teacher should try to *ease the children through the instructions. Certainly, the teacher should avoid* physical punishments or strong verbal rebukes. Harsh discipline simply makes the child fearful and a teacher cannot do much with a fearful child." It is as impossible to draw a fair and regular character on a trembling mind as on a shaking paper". Locke as quoted in (Grain 2007) emphasized on the need to take the advantage of the child's natural curiosity. It, therefore, becomes very important for a teacher to have knowledge of essential element of learning. These are, according to Ndurumo (1993), attention, memory, perception, curiosity, association, mediation, motivation, *previous experiences, Interaction, readiness and maturation.   It's the teacher's ability* to harmonize types of learning, methods of teaching and elements of learning under the

common denominator of factors that effect learning that would determine how well a learner performs, not punishments. Being negative towards the learner with special needs in education may block any chances for the learner to learn in the class. A teacher's knowledge of learner's diversities would enable him understand them better and make attempts to assist each one of them depending on his / her challenges.

2.5   Pupils' Reinforcement

Developmentalist Montessori, as cited by Crain (2007), believed that children *have inner force, which prompts them to perfect their capacities at each developmental stage.* Teachers should, therefore avoid the customary education methods in which teachers try to direct children's learning by rewarding their direct answers and by critising their mistake. This undermines their independence. Giving money or sweets as rewards is also undesirable. Their use undermines the main goal of education: to curb desires and submit to reasoning. The best rewards are praise and flattery, and the best punishment is disapproval e.g. complementing children for good deeds makes them proud while cold glances when they do poorly makes them *feel ashamed. This approval and disapproval instill rational and virtuous behaviour in* developing children.

Montessori in Grain (2007) also emphasized on the need to let children learn from examples than precepts. They should therefore be taught much by posing them to good models. Model their behaviour after that of a virtuous person and instead of issuing commands let children practice the desired behaviour. Montessori also observed that physical punishment due to academic failure is a way of establishing undesirable *associations. For example a learner may associate pain with exercises or tests given by* a teacher. When physical punishment does work, it usually works too well. It succeeds in "breaking the mind', and then, in the place of the disorderly young fellow, you have a low-spirited moped creature. This leads to low self-esteem.

In his hook on "how gangs form: Sionder, (1996), says people who join gangs often have *low self-esteem. A large proportion of youth, in violent gangs today come from an* atmosphere of disharmony and violence. Gangs are substitute families in which gang

leaders play the roles of fathers, mothers and teachers. The gang member makes the recruit feel warmer, loved, proud and belonging. This is why a teacher and all those involved in child rearing should see the necessity of providing the most peaceful environment for a developing child.

Contributing towards this, Shaduma as cited by Randiki (2002), argues that it is *common sense that nobody wants other people to talk about them negatively. This has a* psychological impact on ones images. People with disabilities then find themselves in more difficult situations when people talk negatively about their disabilities. It affects their emotional feelings and this sometimes leads to withdrawal, affecting personality i.e. one's self-concept. It should be the teacher's duty to protect a learner from any external influence that may have negative effect on the learner's personality. And to enhance this, the teacher must encourage social interaction throughout life and train the learner on personal management. This should be coupled with discouraging anybody who *uses terms like bad omen, cursed, nuisance, helpers, beggars, clumsy, bewitched,* economically liability or punished when referring to the disabled.

In conclusion, as time changes, it is true that teachers, as agents who socialize children must change their attitude and engage handling skills that can be perceived positively by the youths. The mass stop blaming students about academic failures and bad behaviors but move a step further to asking what have we done or not done? And infact. They must do something by playing their vital role effectively

CHAPTER THREE

METHODOLOGY

3.0   Introduction

This chapter on methodology dealt with research design, sampling procedure, research population, sample size, research instruments, procedure for data collection, and method for data analysis.

3.1 Research Design

The study assumed the simple survey. It was simple survey because the researcher interpreted the data collected by describing their meaning. For example, how the teachers in Limuru zone made sense of relating with pupils and their experiences. The research design was simple survey. This was because the information was collected in a standard form from a group of teachers mainly by selecting samples of individuals from known population and then employing questionnaires to collect the data.

3.2 Research Population

The research population was teachers in Limuru zone in Kiambu district. The sub-zone had a total of 46 teachers in six schools. They are all day mixed schools which are sponsored by churches such as Catholic Church, Good News church of Africa, African inland church and the Salvation Army Church.

3.3 Sample and Sampling procedure

Matiliku sub-zone has one school for the mentally impaired. This left the researcher with no option of sampling schools.

A pre-study interview with a few teachers revealed that some pupils curse God for creating them with disabilities. This made the researcher question the relationship between the teachers and the pupils. The researcher therefore targeted teachers in his study.

3.4   Research Instrument

This study used a researcher made questionnaire. The researcher opted for a

questionnaire because it saves time and upholds confidentiality of the respondents. The questionnaire was presented in paper formal and therefore there wasn't opportunity for bias as would be the case if the research were to use an interview schedule. To ensure its effectiveness the questionnaire was designed such that it had clear wording and each question measured what it was supposed to measure. The questionnaire was void of researcher bias (not inclined towards certain issues more than others).

Instructions were clearly given at the beginning of every section while keeping every question focused and limited to a single idea. Sentences were short and precise with no leading questions.

A balance of questions per topic was maintained. The questionnaire remained free of emotionally charged words, acronyms and abbreviations. The order of the questionnaire sections were as per the order of the objectives; that is Section A: Teacher's influence on a learner: section B: learners self-worth and dignity and section C: Learners motivation. Each section had eight simple questions comprising of closed ended and open ended types. To ensure validity some questions were asked again using different wordings. A logical sequence was developed where by each section began with a few interesting but non-threatening questions. The key questions in every section were put in the middle and the presumed sensitive ones at the end o the questionnaire.

Direction

The statements of the questionnaire had a rating scale whereby, strongly agreed, agree, not sure, disagree and strongly disagree were the possible responses. There was a few open ended questions where the respondents were required to fill their own responses. The researcher was in direct contact with the respondents so as to make them feel the obligation to complete the questionnaire as soon as possible.

3.5   Procedure for data collection

The study's time frame was from April 2009 to August 2009 Between August 2008 and April 2009, the proposal was prepared. The proposal had various chapters like the introduction which provided a background to the study, statement of the problem, purpose of the study, research questions, objectives, scope and significance

17

of the study. The second chapter had the review of the related literature. The related literature helped to clarify the research problem and indicated what had already been studied or written on the subject of study by other scholars. The third chapter of the proposal had the methodology. This showed the research design, sampling procedure, and respondents, instruments, procedure and data analysis. The proposal was presented to the supervisor for corrections and permission to collect the data. The data was collected using a researcher made questionnaire which had to be approved by the supervisor first. The researcher requested for permission to conduct the research from the relevant authorities. This permission was minted in a written form. The instrument was tried out on a small sample of the population first. This helped to check if it was supplying the appropriate information. After piloting and making the necessary amendments. The researcher carried out an evaluation of the revised questions to reaffirm whether they were clear and specific, where the key questions were placed and if the balance of the questions was correct. Once the researcher was satisfied with the instrument, he went into the field to collect the raw data. The raw data was organized before analyzing it. The researcher finally interpreted the results, discussed the results, made conclusions and provided recommendations for further study.

This was done at the report write-up stage. The report was finally disseminated to the university by submitting some copies to it.

3.6 Data Analysis

Once the teacher had collected the raw data, he organized it into a table. The frequency distribution as arranged to show the number of times a response occurred in the data collected. It first column of the distribution table had categories; second column had the tally for each appliance other categories. In the third column he summarized the tallies for each category. The contained percentages for frequencies in each category.

Formula: F/n *100* where F= Frequency, n = total number, 100=constant

Category	Tally	Frequency	Percentage
Strongly agree		33	33/46 x 100 72%
Agree		13	13/46 x 100= 28%

Since the presentation of data was done following the APA format, the tally parts were excluded and their percentages presented in their numerical order starting with the largest. The presentation finally appeared like this:

Category	Frequency	Percentage
Strongly agree	33	72%
Agree	13	28%

To avoid monotony of tables some results were presented in figures e.g. pie-charts and bar graphs

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.0   Introduction:

This chapter gives the presentation, analysis and discussion of the findings.

The findings were presented according to the objectives and the research questions.

4.1   Teachers influence on learners: (statistical test used: above 10% of significance)

Table 1: 4.1.1 Influence on the learners learning process (n-46)

Practice	Responses in per cent				
Practice	Strongly agree	agree	Not sure	disagre	Strongly disagree
I allow my learners to help me do things	35	65			
1 have a positive attitude to wards work	75	25			
1 have impressed on my Learners minds that work Is noble and an essential part of development a healthy	45	55			
provide a living example of positive behaviors for my learners	50	50			
show respect for my learners belongings	35	65			
I at times embarrass my Learners infront of without knowing	30	50		10	10

Source: Field data

Table 4.1 indicates that teachers practiced positively in all they specified areas but eighty per cent embarrass their learners in front of others without knowing.

Table 2: 4.1.2 Number of pupils a teacher visits at home per year.

No of pupils	No. of teachers	Percentage
1-5	7	20
6-10	-	-
11-15	-	-
16+	-	-
None	39	80
Total	46	100

Table 4.2 shows that eighty five per cent of the teachers don't pay visits to pupils home at all.20% of teachers visit between one and five pupils in a year.

Table 3:4.1.3 Discussion during normal working hours (n = 46)

No%	Yes %
—	100

Table 4.3 indicates that all teachers get time to socialize

Table 4: 4.1.4 How long teachers socialize with pupils in school everyday (n=46)

Table 4.4 indicates that 95% of teachers spend between 10-30 minutes socializing with pupils while only 5% spend between 31 - 60 minutes doing the same

| Time in minutes	Percentage
10- 30	95
31-60	5
61+	-
Total	100

4.2 Enhancing learners self worthy and dignity

Table 5: 4.2.1 practices that enhance learners self-worthy and dignity

I Practice	Responses in percentage (n= 46)				
	Strongly Agree	agree	Not sure	disagree	strongly disagree
I compare slow learners with others who Perform better	35	40	—	20	15
Some learners curse God for creating Them with disabilities	20	10	70		
If I disagree with a learners' opinion, I do So honorably	55 I	35		5	5
I discipline through I am angry my learners with respect even	45	55			
fen an issue arises, I discuss the pros and cons in an open way, gently guiding	25	70		5	
When an issue arises I discuss the pros and cons in an open way gently my learners towards the right choice.					
I allow my leaner to make his / her own choice before I guide his / her on the	40	50		5	5

Table 4.5 reveals that 75% compare slow learners with others who perform better. 70% were not sure whether physically disabled learners curse God as 30% consented children curse God. While 10% disagree with learners opinions honorably another 10% doesn't allow learners to make their own choice before guiding them on the right ones.

Figure 1: 4.2.2 Do you sometimes use terms like "slow" "lazy" "poor" and "naughty" when referring to a pupil in the class?
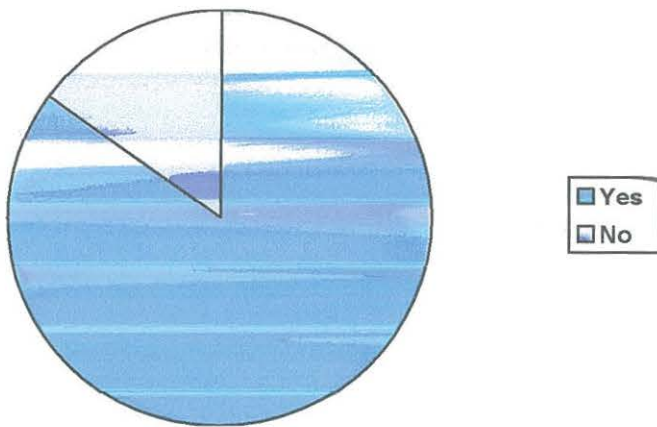
About 85% of the teachers use the terms when referring to pupils.

Figure 2: 4.2.3 The number of times teachers hold one to one guidance and counseling sessions with pupils per year
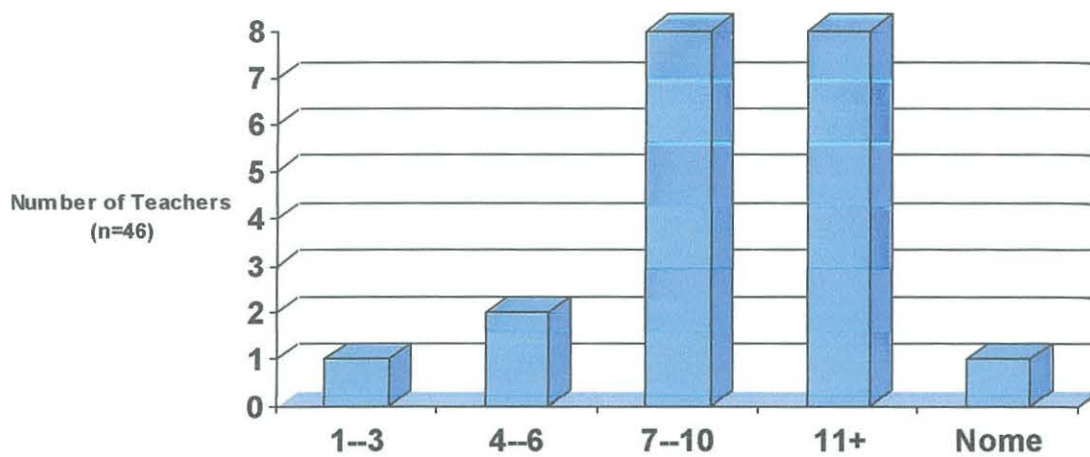
Thirty five teachers hold more than seven sessions per year, while 8 teachers hold between one and six sessions and three of them none.

4.3 Degree of motivation among learners

Table 6: 4.3.1 Practices that may motivate or demotivate learners.

Practice	Responses in percentage (n= 46)				
	Strongly Agree	Agree	Not sure	Disagree	disagree
1 individualize methods of teaching I use lor each learner		45	30	15	5
1 give up weak learners to catch up with the syllabus	5	20		70	5
1 encourage each learner to strive for greater self-control and self -	40	60			
1 give my learners tasks suitable for their age	10	90		._..	-
age					

Figure 4.2 the number of times teachers hold one to one guidance and counseling sessions with pupils per year

Table 4.7: Rating the availability of learning aids in a class.

Learning aid	Responses in percentage (n = 46)		
	Adequate ''	inadequate	Severe shortage
Text books	40	60	
Classroom furniture	80	20	
Classroom visual aids	5	95	-

Ninety live per cent of teachers acknowledged that there was inadequate classroom visual aids in their classes. About 60% said there were inadequate text books and 20% acknowledged inadequate classroom furniture.

4.4 Discussion of Findings

4.4.1 Teachers Influence on the learner.

In Irving to identify practices teachers engaged in which would have positive or negative influence on the pupils learning process the study revealed that all the twenty teachers practiced positively. •or example, all teachers allow their pupils to help them do things, they practice teaching with a positive attitude, show respect for their learner's belongings and provide living examples of Positive ehaviour to their pupils . thy also get time to socialize with pupils through plays anddiscussion. This implies that students continually react to the attitudes, values and personality of their teacher. According to Ayondo (2005), invitation of the teacher is a common method of learning.

However (he study exposed some negative aspects, which might influence pupils contrary to the objectives of education. An aspect in hand is where 80 per cent consented to embarrassing their pupils infront of others without knowing. The study also showed that 85 per cent of teachers hardly pay students visits at home while 15 per cent who do so visit between one and five pupils per year.

Even though all the teachers agreed to have some time to socialize with pupils, the time spent on this is too little. About 95 per cent said they spend between ten and thirty minutes on it. According to British philosopher as cited by Craine (2007), people are largely shaped by their social environments. He emphasized that the environment's influence is especially powerful in the child's early years, when we can mold it as we wish. And once we do so, its basic nature is set for life. Consequently pupils may begin embarrassing each other thus ignoring the teacher's sermon. Although they may not be in a position to minimize contact time with friends while in school, their home to home contacts with friends may be influenced. This is because thoughts and feelings develop through association. We are prone to do what we see others do, so models influence our character.

4.4.2. Learner's self - worth and dignity

This study also aimed at identifying efforts that are put in place by teachers to enhance learner's self-worth and dignity. A basic feeling by the teacher for the worth

and dignity of student is vital in building self-concepts in them. Negative self-concepts are associated with teachers who are dominating threatening and sarcastic.

It is therefore useful to determine the extent to which a learner's opinions honourably and discipline students with respect even though they are angry. Another 95 per cent consented that they discuss the pros and the cons of an issue in an open manner gently guiding their pupils towards the right choice. Ninety per cent allow learners to make their own decision / choice before guiding them on the right choice. These guide the social adjustment of the students. It also leads to greater classroom participation, interest in class activities and enhances the understanding of the mediated concepts. Such good qualities are manifested in the student's good performance in every field of the curriculum.

However, about 80 per cent of the teachers embarrass their pupils infront of others without knowing, 35 per cent compare slow learners with others who perform better, 10 per cent don't disagree with learner's opinions honourably while 30 per cent acknowledged having heard mentally impaired student cursing God for creating them disabled. Of a worrying magnitude is the 85 per cent who consented that they label pupils ""lazy', "poor'. Slow", and "naughty. And about 10 per cent don't allow learner's make their own choice before guiding them on the right ones. According to Waruguru (2000) being negative towards the learner with special needs in education may block any chances for the learner to learn in the class. A teacher should let the learner's difficult be his / her challenge, understand him better and make attempts to assist him / her depending on the challenges. To cite Njogu (2004), if a student is to grow and develop as an adequate human being, he needs to make meaningful decisions for himself He must, therefore have freedom to make mistakes and even laugh at his own inadequacies.

Teachers must realize that if they respond to student's errors in sarcasm, redicule or labeling, the chances are; pupils will develop negative self-concept, lower their feeling of self-worth and finally destroy their self-esteem the core of his personality. The student may also follow the practice. Thus, teaching should be a commitment like in marriage where teacher and the student belong to each other. Teachers must realize

26

that as people become socialized, they depend less on external rewards and punishments and increasingly regulate their own behaviour. That is, they establish their own internal standards and rewards and punish themselves in accordance with them (Craine, 2007).

The level of guidance and counseling was also found to be very low. Of the twenty teachers who answered the questionnaire three teachers manage between one and six one on one couselling sessions per year. One teacher hardly do it, as possible explanation as to why some learners in the school curse God for creating them disabled. Bandura, cited by Craine (2007) says education should transcend the confines of the classroom and improve character and personality. This was echoed by the Kenyan's Teacher's service Commission Secretary, Lengoibon, in the year 2005 when he said that teaching is much more school activities. It is a vocation that requires a lot of devotion and sacrifice...you will always be called upon to perform some duties outside the normal working hours and days.

4.4.3 The degree of motivation among learners.

This study finally tried to establish the degree of motivation among the learners. According to developmentalist Montessori, children have inner force which prompts them to prefect their capacities at each developmental stage. Children should therefore be taught much by posing them to good models instead of issuing commands. Teachers must therefore avoid physical punishments or verbal rebukes because harsh discipline simply makes the child fearful and a teacher cannot do much with a fearful child. They should take the advantage of the children's curiosity to learn and abandon negative reinforcements, which only succeeds in "breaking the mind" leaving a low-spirited model creature.

Major findings in this area were; majority of teachers put efforts to motivate their pupils using various means. For example 85 per cent invite successful physically handicapped guest speakers to encourage pupils, about a 100 per cent encourage learners to strive for great self-control and about all teacher give learners tasks suitable for their age. These motivate learners to strive for greater heights. Teachers must therefore recognize and respect children's individual differences over which the child has no control. This is because other factors like heredity, environment, physical and social-

economic do play significant roles which would have negative implications on the child's learning process.

But not everything was well in this area. About 20 per cent of the teachers didn't use individualize methods of teaching and about 25 per cent give up on weak learners to catch up with the syllabus. Another 25 per cent give encouragement and comment on learner's weakness at the same time. Besides, 95 per cent of the teachers acknowledged lack of adequate visual aids in classrooms ad 60 per cent cried in adequate text books. We learn *differently and have different learning rates. It is the teacher who should identify how a* student learns best and adjust to it but not vice verse. Teachers should adopt the old adage "If you can't beat them, join them" Similarly, a teacher should adopt a learner's mode of learning and stop chasing the syllabus. Commenting on learners weakness is discouraged too since failing is not failure, it is part of learning and growing into wholeness. Disappointments, set-backs and lack of instant gratification are all temporally "unsuccesess" that contribute to our total understanding of life. Enriching the classroom with visual aids is a source of motivation. It substitutes for the common *easy ones like materials gifts e.g. sweets, clothes or money. As for children who feel* frustrated and make desperation comments, they should be helped by making some coping phrases. There is need for captivating natural love for learning and children's capacities for concerted and independent work, which unfold according to an inner timetable.

The research design has some deficiency like the survey does not indicate whether there is a distinction between religion , age, qualification and practices, nor doe it break down the responses to the reasons for the practices by gender.

28

CHAPTER FIVE:

CONCLUSIONS AND RECOMMENDATIONS

5.0   Introduction

This chapter gives the summary of findings based on the objectives of the study. It also contains conclusions based on the findings on the study and some recommendations. A recommendation for further study has been provided at the end of the chapter.

5.1   Summary of findings

The study came up with the following major findings. 5.1.1.   Teachers malpractices with negative influence on the learning process.

Teachers embarrass their students infront of others -80 per cent, 85 per cent of teachers never visit students at their home.

95 per cent of teachers.   Spend too little time of between 10 and 30 minutes to socializing with students daily.

5.1.2 Enhancing student's self-worth and dignity

•   Most teachers (75%) compare slow - learners with others who perform better.

30 per cent of the teachers consented that some children curse God for creating them with disabilities.

10% of teachers disagree with learners opinion's without honour and another 10% doesn't allow students to make their own choice awaiting teacher's guidance on the right ones.

Majority of teachers (85%) label students using terms like "lazy" [tw]"slow" "poor" and "naughty".

Some few teachers disregard guidance and counseling   20 per cent either hold 1-6 one on sessions per year or none at all.

Low self esteem, negative attitude, lack of moral values poor personality and indecisiveness among learners affect their inter-personal relations, all round developments and to a large extent the academic performance. On the other hand, lack of guidance and counseling may have serious consequences on the discipline of the school.

Finally, lack of individualized teaching and poor learning euvkouv\\e\\t \ta\es \earners demotivated. These may result in dropping out of school of some learners. It

may also cause rebelliousness and fear of failure.

5.2 Recommendations.

There is need for teachers to avoid commanding language i.e. teachers must stop embarrassing learners under all costs. They must be the role models to be emulated by the learners. Teachers must work towards closing the wide gap existing between them and the students by allowing closer mutual relationships that can be extended to students home whenever possible.

Schools must embrace guidance and counseling for students. This offers students a chance to discuss their problems and work out their differences and thereby developing their concepts of what is fair and just. Guidance and counseling removes students' stressors that result in low self-esteem and lack of confidence. It also helps individuals to look at a situation from all points of view. There is need for teachers to give learners individual attention to assist them out of their challenges. This makes students feel they belong in the school and that teachers care about what happens to them.

Teachers must see the importance of improving motivation in learners. This should be done by captivating an attitude of positive inner attitude towards learning among the learners and abandoning their traditional goal of high scores on achievement tests. To achieve these objectives teachers should enrich learning environment with visual aids and text books. These would arouse pupils" curiosity and get motivated to revise their thinking to eradicate disinterest, laziness, rebelliousness and fear of failure in students, teachers should give tasks that give children opportunities to pursue natural emerging curiosity that would on the other hand enable learners gain confidence and independence. Students would then emerge from schools happy refreshed and serene.

Recommendations for further study

This study did not involve students. The researcher recommends a study on student's attitude towards teachers and academic performance to be curried out. This would complement the findings of this study for the betterment of academic performance.

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APPENDIX I

TRANSMITTAL LETTER

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Office of the Director

4th January, 2009

TO WHOM IT MAY CONCERN:

DEAR Sir / Madam,

RE: INTRODUCTION LETTER FOR MR MASILA PETER MUINDE
                              REG. # BED/15818/71/DF

The above named is our student in the Institute of Open and Distance learning
(1ODL), Pursuing a Bachelors degree in Education.

He wishes to carry out a research in your School on:

TEACHER -PUPIL RELATIONSHIP AND ACADEMIC PERFORMANCE
OF PHYSICALLY CHALLENGED STUDENTS IN JOYTOWN PRIMARY SCHOOL,
THIKA TOWN.

The research is a requirement for the Award of Bachelors degree

in Education. Any assistance accorded to him regarding research

will be highly appreciated. Yours faithfully.

HEAD, IN-SERVICE

APPENDIX II

QUESTIONNAIRE

Dear respondent,

This questionnaire aims at collecting an educational research data. The researcher assures the respondents of total confidentiality. Please note that your views or opinions in picking out a certain response may differ significantly with those of others. This is because this is not a test. You are simply telling how you react to various situations by reflecting back to your daily practice as you handle learners. Avoid the temptation of giving responses that seems to be the best yet it is not what you do. Instructions are given at the beginning of each section "A" to "C"

Instructions

This questionnaire has three sections lettered A-C. Each section contains eight simple questions. Your response shall be indicated by ticking under the response you choose in the table provided or otherwise instructed.

Section A.: Teacher's Influence on a Learner

Attitudes, thoughts and feelings are carried over from our own childhood. The more positive the Instructions. We give to learners; the more likely we will be able to pass on health attitudes to our children.

Practice	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1. allow my learners to help me do things					
2. I have a positive attitude towards work					
3. I have impressed on my learners mind that work is noble and an essential part of developing healthy mind and body.					
4. I provide a living example of positive behavour for my learners					
5. I show respect for my learners belongs					
6. I at times embarrass my learners infront of others without knowing.					

6. 1 at times embarrass my learners infront of others without knowing

How many pupils do you pay visits at their homes in a year?

1-5 pupils ( )   6-10pupils( )   11-15 pupils ( )   16+   ( )

None ( )

(a)   Do you get time to socialize with pupils through plays and discussions during

normal

working hours ?   Yes ( )   No ( )

(b)   If yes for how long? 10-30 minutes ( )   31-60 minutes ( ) 61 I   minutes

( )

(c)   If no, give two reasons .

(i) --

(ii) --

Section B: Learner's Self-Worth and Dignity

The way teachers react to various situations when dealing with learners determines

how they mould learners self-worth and dignity. Put the response that matches your most

genuine practice by ticking in the space provided.

Practice	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1. 1 compare slow learners with others who perform better.					
2. Some learners curse God for creating them with disabilities. 3. If I disagree with a learner's opinion I do so honourably.					
4. I discipline my learners with respect even though I am angry.					
5. When an issue arise, I discuss the pros and • cons in an open way, gently guiding my learners towards the right choice					
6. I allow my learner to make his/ her choice before I guide him / her on the right ones.					

7. Do you sometimes use terms like "slow", "lazy", "poor" and "naughty" when referring to a pupil in the class.

8. How many one to one guidance & counseling sessions do you have with your pupils per year

1-3 ( )   4-6 ( )   7-10 ( )   11+ ( )   None( )

Section C: Learners Motivation

Motivation enhances learner's effort to achieve his/ her objectives/ goals.   The following

statements

Would measure your ability to motivate a learner. Tick your response under the column Provided.

Practice	Strongly agree	Agree	Not	Disagree	Strongly disagree
1 . I individualize methods of teaching I use for each learner.					
21 give up on weak learners to catch up with the syllabus. 3. 1 encourage each learner to strive for greater self-control and self -direction under all circumstances.					
4. 1 give my learners tasks suitable" for their age 5. I invite successful mentally handicapped guest speakers to encourage my pupils.					
6. I give encouragements on my learners efforts without commenting on weaknesses.					

7.   How many parents do you summon to school about their children's conduct in a year.

1-5 ( )   6-10 ( )   11-15 ( )   16 f ( )

8.   How would you rate the availability of the following learning aids in your class.

(Tick in the bracket)

Learning Aids   Responses

Adequate   in adequate   severe shortage

- Text Books   ( )   ( )   ( )

- Classroom furniture   ( )   ( )   ( )

36

- Classroom visual aids   ( )   ( )   ( )

Please fill in the following details by ticking against the appropriate one

- Sex male (   )   female   (   )

- Age20-29(   )   30-39( )   40-49 (   )   50 \( )

- **Marital Status**   married (   )   single (   )

- Religion (optional)   _   _ _____

Levels of professional qualification (indicate the highest level by ticking   (   )

- Degree   (   )

- Diploma   (   )

- Certificate   (   )

- Untrained   (   )

APPENDIX III

TIME FRAME

Time	Activity
April 2009	Title writing and supervisor certifications
May 2008	Proposal writing
May 2008	Proposal supervision by university
June 2009	Gaining access to study site and piloting of instruments
July 2009	Collection of data, data cleaning and organization
July 2009	Data analysis and interpretation of first draft of report
July 2009	Writing of final report
August 2009	Submission of final report to the university

APPENDIX IV

THE BUDGET

ACTIVITY BUDGET			
CORE ACTIVITIES	ITEMS / PARTICIPANTS	COST (USD @(KSH 70)	COST (KSH)
('onsolidaiion of literature	Library search, travelling expenses	30	2,100
	1 iSD 3 per day x 10 days		
Designing and developing research instruments	.Typing and photocopying of research instrument and traveling expenses.	6	420
Pilot survey	Transport for researcher USD 4 per day x 3 days	12	1540
Finaling of research instruments (typing and photocopying)	25 questionnaires for the 20 teachers @ USD % per questionnaire and traveling 1 day	7	490
Main field data collection	Travel and subsistence. researcher 1 x 3 day x U S D 3 days	9	630
Data processing, analysis and report writing	1 Researcher and two assistants 3 x USD x 3 days	27	1890
Purchases	Foolscaps, pencils, rulers, pens.	2	140
10% contingency and institutional cost.		9	630
TOTAL		102	7140