

**LEARNING PEDAGOGIES OF PUPILS' INTEREST IN SELECTED
PRIMARY SCHOOLS IN BONDO
DISTRICT KENYA**

Thesis Report

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In Partial Fulfillment of the Requirements for the Degree
Master of Education in Educational Administration
And Management

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DECLARATION A

``This thesis report is my original work and has not been presented for a degree or any other academic award in any university or institution of learning``

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26/08/2011

Date

DECLARATION B

" I/We confirm that the work reported in this thesis report was carried out by the candidate under my/our supervision".

Eddou Paul 

Name and signature of supervisor

Name and signature of supervisor

26th/08/2011.

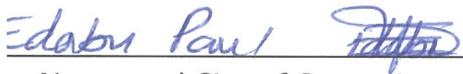
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APPROVAL SHEET

This thesis entitled "LEARNING PEDAGOGIES AND PUPILS' INTEREST IN SELECTED PRIMARY SCHOOLS IN BONDO DISTRICT, KENYA". Prepared and submitted by Roseline Adhiambo Oloo in partial fulfillment of the requirements for the degree of Masters in Educational Administration and Management has been examined and approved by the panel on oral examination with a grade of

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DEDICATION

I dedicate this research project to God who has enabled me reach this far. Also a special dedication goes to my husband Mr. Mathew Oduol and my children Mildred, Byron and Tonny for financial support. This report is also dedicated to my friends Margaret, Florence, Jane, Lencer, K'oweru and Henry for their Support both spiritually and morally.

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ABSTRACT

The central problem of this study is that despite the critical role of teachers to teach pupils in primary schools in Bondo district Kenya, pupils still perform poorly academically. Factors which contribute to this dismissal performance has not been investigated hence hindering education development in Bondo district. The purpose of this study therefore was to investigate teaching pedagogies of pupils' interest. The study sampled three primary schools from seventy two primary schools found in 3 divisions in Bondo district using simple random sampling technique. The despondences of the study were 171 pupils from the three sampled schools. Data was collected using a standardized questionnaire for pupils. Data collected was analyzed using Statistical Package of Social Sciences (SPSS). The main technique used was Pearson's Linear Correlation Coefficient (PLCC), the researcher found significant relationship between teaching pedagogies and pupils' interest ($r=-0.368$, $\text{sig}=0.000$) The sig. value suggested that the two variables are significantly correlated at 0.05 level of significance.

The null hypothesis was rejected and researcher concluded that the current types of teaching pedagogies utilized by teachers in Bondo district primary schools are significantly correlated, although this relationship is negative. The results indicated that what teachers currently use as their teaching strategies, significantly discourage pupils' interest to learn and were being taught using only lecture method that do not foster effective learning.

The findings implied that teachers contribute significantly to make pupils hate methods of teaching they use by only using one method which could turn to be monotonous. In support to this view, Dale, (1969) said most pupils extract and retain information from visual presentations than from spoken prose.

The researcher recommended that to improve on pupils academic performance and their interests in learning, teachers be in-serviced in the use of teaching strategies that would motivate the pupils to learn and performance in academics be improved. Smith and Renzulli, (1984) supports by saying effective instructions reaches out to all not just with particular teaching methods but with exposure to several.

TABLE OF CONTENTS

Chapter		Page
One	THE PROBLEM AND ITS SCOPE	1
	Background of the study	1
	Statement of the problem	1
	Purpose of the study	3
	Research objectives	3
	General objectives	3
	Specific objectives	3
	Research questions	4
	Hypothesis	4
	Scope of the study	4
	Significance of the study	5
	Operational definition of key terms	6
Two	REVIEW OF RELATED LITERATURE	7
	Concepts, Opinions, Ideas, from authors /experts.	7
	Theoretical perspective	12
	Related studies	14
Three	METHODOLOGY	17
	Research design	17
	Research population	17
	Sample size	18
	Sample procedure	18
	Research Instrument	18
	Validly and Reliability of the Instrument	19
	Data Gathering procedure	20
	Data analysis	20
	Limitations of the study	22

Four	DATA PRESETATION, ANALYSIS AND INTERPRETATION	23
Five	SUMMARY, CONCLUSION AND RECOMMENDATIONS	
	Introduction	32
	Summary of findings	32
	Conclusion	34
	Recommendations	35
	References	37
	Appendices	40
	Appendix I - Transmittal Letter	40
	Appendix II - Clearance from Ethics Committee	41
	Appendix III - Informed Consent	42
	Appendix IV - Research Instruments	43
	Researchers Curriculum Vitae	45

LIST OF TABLES.

- Table 1: Profile of pupils
- Table 2: Types of Learning Pedagogies used on Learner in schools
- Table 3: Response of pupils on best Learning pedagogies used
- Table 4: Level of pupils interest on the Learning pedagogies used.
- Table 5: The relationship between the type of Learning pedagogies and pupils' interest in primary schools

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

Learners learn in different ways. How best a learner can learn is really debatable. To improve on learning a several aspects have to be looked into. Many studies have been carried to look into how effective learners can learn to improve on their academic performance.

The ways in which an individual characteristically acquire retains and retrieves information are collectively termed as the individual learning style Felder R. and Heniques E, (1995) pupils learn in many ways, for example by observing, by seeing and hearing, reflecting and acting; reasoning logically memorizing and visualizing. Learning methods also vary like some learners learn through lecturing, others demonstration or discuss, some focus on rules and others on examples.

The facts that concern effective learning and lessons have been implemented in classroom for years. Schools, teachers, curriculums and variety of instructional programs in Kenya are all being elevated by their effectiveness. The school administrators have worked round the clock in checking on how effective learning can be promoted all over. The Kenya institute of education, (2009) ^{is} is concerned with elevating and improving on the students learning all round and is working hard to see that the teachers are involved in the learning modalities of the students and quality work.

Few studies attempted to identify variables that may influence learning particularly to identify variables that may influence learning particularly characteristics of the learner. Only six investigators addressed learning styles and their interactions with the teaching method and outcomes. Gillies, (1981); Goldsmith, (1984) Kirchoff and Holzemer, (1979), Kissinger & Munjas, (1981), Norris, (1986) Stein et al, (1972).

Many teachers in Kenya, due to their hurry often rush to cover the syllabus than to see that pupils learn the real content. The achievement in education has greatly been affected due to that assumption of the teachers not considering whether the concept is got by the learners or met. Due to this, the learners have developed negative attitude towards learning. Therefore, there is need for necessary action to develop positive attitudes among the learners to improve in their performance hence view learning positively. Japan, minato and Kamadha, (1996) have emphasized on urgent need to create awareness among teachers about the relationship between interest and learning. They say that increased awareness would enable teachers improve student's learning.

When learning of students is improved, there will automatically be good performance especially in the country Kenya and thus the margin of productivity in the country would be seen to increasing.

Kenya is one of the developing countries therefore once learning improves, then the development will be triggered to move upwards thus its economy..

A country that does not have learned personnel is a poor country however, much has not been done in developing countries on the impact of learning pedagogies. This study intends to fill the gap on the same.

In Bondo District Education office; the examination result of the year 2010 indicated a negative deviation. The education stakeholders in Bondo District confronted by low test grades, unresponsive or hostile classes, poor attendance and drop outs may become overly critical of their learners and may begin to question their own competence as teachers. Research should attempt to identify optimal conditions for learning and ways in which method should be used for particular student, subject matter and points in the nursing curriculum. This research is therefore aimed at studying the learner's interest on learning pedagogies used in various schools to uplift standards fast and broad.

Statement of the Problem

Though, the results of 2009 showed slight improvement of pupils performance in Bondo District, it showed that the learning pedagogies methodology had improved (district report on KCPE, 2009). The results in Bondo District examination of the year 2010 showed drop compared to the other years. The stakeholders in education were confronted in the serious drop in the performance of KCPE examination which caused worries in the district.

Coupled to the poor performance there was high drop out rates in the schools as compared to other years especially with girls. A poor attendant on pupils was another factor that caused worry. Children were dropping out of school and joining other sectors for example, mechanics, tailoring and even others becoming house helps.

There was concern that made the area assistant chiefs give orders that any school going pupils should not be at home lest the parents or guardians be imprisoned. There was therefore need to find out why pupils were neglecting schools and why their interest was decreasing. This research therefore is aimed at studying learning pedagogies that are of learner's interest, thus aiming to keep learners in school.

Purpose of study

The purpose of this study, therefore is to investigate which learning pedagogies is of preference to pupils in primary schools in Bondo District and consequently, based on findings preferred learning pedagogies that could be adopted in order to improve academic performance among primary pupils in Bondo District.

Research Objectives

General Objective

To determine the effect of learning pedagogies on pupils' interest in selected primary schools in Bondo District Kenya.

Specific Objectives

1. To determine the profile of pupils as to
 - i) Age
 - ii) Gender
 - iii) Class
2. To identify the types of learning pedagogies used on learners in primary schools in Bondo District Kenya.
3. To determine the level of pupils' interest on the learning pedagogies used in primary school in Bondo District Kenya.
4. To determine the relationship between the type of learning pedagogies and pupils interest in primary schools in Bondo District Kenya.

Research questions

1. What is the profile of the pupils as to:
 - i) Age
 - ii) Gender
 - iii) Class
2. What are the learning pedagogies used by the learners in primary schools in Bondo District Kenya?
3. What is the level of pupils' interest on the learning pedagogies used in primary schools in Bondo District Kenya?
4. What is the relationship between learning pedagogies and pupils' interest in primary schools in Bondo District Kenya?

Hypothesis

There is no significant relationship between learning pedagogies and pupils' interest in primary schools in Bondo District Kenya.

Scope of the study

This study will be bound geographically to primary schools in Bondo District, this is due to the fact that there is limited time and financial resources to cover a larger area than this. Theoretically, it will be limited to establishing the preferred teaching method by pupils. It will investigate on the preference based on age, gender, social and economic backgrounds.

Significance of the study

The study will help establish the contributions of the said variable in academic performance among primary pupils and also in coming up with learning methods to help improve academic performance among the pupils apart from trying to change their attitudes towards education.

This will be of great benefit to the entire country and more specifically to the school administrators and teachers in study area and its environs. At the same time, the research finding will also be useful by curriculum developers in future in coming up with new curriculum that is designed to suit learners more so the primary students. Finally, the findings of this research will advance on the existing knowledge as pertaining to learners interests and teaching methods. Therefore, contributing to the country's development both socially, economically and raising up the educational academic standards.

Operational Definitions of Key Terms

Interest - It is the inner feeling that one has when he or she wants to know something.

Learning – it a way of acquiring knowledge

Pedagogies - These are various teaching strategies used to improve teaching. They are basically the teaching methods used by teachers to improve academic standards.

Pupils -they are learners in a class situation especially a child in school.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, Opinions, Ideas, from authors /Experts.

Learning

Bruce J.Biddle and William J.Ellen, (1994) said learning is a complex act; what works in some situations with some teachers and may not work in different school settings with different subjects, students, and goals. He further said there will always be teachers who break many of the rules of procedures and methods and yet are profoundly successful and that there will always be teachers who follow the rules and are unsuccessful.

Robert L.Linn,(2000) argues that good teaching boils down to a set of prescriptive behaviors, methods, or proficiency levels, and that teachers must follow a "new" research-based teaching plan or evaluation system or that decisions about teacher accountability can be assessed in terms of students passing some standardized or multiple-choices test is to miss the human aspect of teaching –the "essence" of what teaching is all about .

Santa Rosa, CA; Center for Critical Thinking, (2003) on the other hand says those who teach critically emphasize that only those who can "think" through content truly learn it. Content has to take root in the thinking of learners .Hence ,when students study a subject in a critical way, they take possession of a new mode of thinking that ,so internalized ,generates new thoughts, understandings and beliefs.

Teachers employ different approaches when teaching with aim of creating a positive impact on the learner's experience. The approaches used should be those that effectively support learning process and also enable understating among the pupils.

According to Wikipedia, pedagogy is the art or science of being a teacher' and it 'generally refers to strategies of instruction, or a style of instruction'. The word

comes from the ancient Greek pedagogue, literally 'to lead the child'. Many scholars have undertaken a research which gives support and offer strategies for teaching learners more effectively.

Noble and Bradford, (2000) have suggested that teachers should employ teaching and learning styles which emphasizes variety, engagement, sociable learning and potential to transform the type of learning. Ofsted, (2003) also supports teaching styles that are structured to have among others, lessons with clear achievable aims and short term targets, a variety of activities including practical work, activity-based learning, the positive use of competition and good use of Information Communication Technology, teachers setting high expectations and teaching pupils to think for themselves and work independently, putting an emphasis on study skills, questioning which is quick fire, lively and varied, humor used to good effect and finally, feedback that emphasizes on how learning could be improved.

Pedagogies

Jean Piaget, (1970) says there are ways; indeed almost an unlimited number, to stimulate critical thinking at every educational level and in every teaching setting .He further says that these values are operant and alive in the classroom through such applications as graphics, sounds and video, which brings life world events ,museum tours ,library visits ,world visits and up-to-date weather maps. Piaget says that at every level and in all subjects ,students need to learn how to ask questions precisely ,define contexts and purposes, pursue relevant information, analyze key concepts, derive sound inferences ,generate good reasons, recognize questionable assumptions, trace important implications, and think emphatically within different points of view.

While Piaget bases his pedagogue on critical thinking Dr. Montessori 'the method of scientific Pedagogy, (1909) argues that a lesson is an experimental interaction with children to support their true normal curriculum development. With materials, these lessons primarily aim to present there basic use to children according to their own interests. He says these lessons are therefore given in such a

way that the teacher's personal involvement is reduced to the least amount possible, so as not to interfere with child's own free learning through the materials themselves. Montessori uses a method called "three-period lesson" which shows relationships between objects and names.

Pupils' Interest

Dr. Montessori, (1909) involves a curriculum of learning that comes from the child's own natural inner guides and expresses itself in outward behavior as the child's various individual interests are at work. Supporting the inner plan of nature, the method provides a range of material to stimulate the child's interest through self-directed activity.

Maria Montessori further suggests that practical life materials and exercise respond to the young child's natural interest to develop physical coordination, care of self and care of the environment. Depending on pupils' prior experience related cases may be necessary for supporting instructions. Some pupils perceive well when some times of teaching methods are used yet to some teaching methods their perception lowers in comparison to others.

Effective instructions reach out to all pupils not just with particular teaching method. Pupils taught entirely with methods antithetical to their interest may be made too uncomfortable to learn effectively. They should have exposure to several methods to develop a full range of skills interest and strategies Smith & Renzulli, (1984).

The methods presented in every class should be a blend of concrete information and concepts with the percentage of each being chosen to fit the level of the course (beginning, intermediate or advanced) and the age and level of sophistication of the pupils.

Most pupils extract and retain more information from visual presentations than from written or spoken prose Dale, (1969) while most language instruction is verbal involving predominantly lectures writing in texts and on chalkboards and audio tapes in language laboratories. Given the preference of most pupils for visual

input, one would expect the last of these modes of presentation in particular to be unpopular, an expectation borne out in research cited by Moody, (1988).

Smith and Renzulli, (1984) cautions that stress, frustration and burnout may occur when pupils are subjected over extended periods of time to teaching styles which are inconsistent of their interests. Using a variety of teaching methods will keep children from being bored and help them encounter the information in new and exciting ways.

Learning pedagogies

According to Wikipedia, the free encyclopedia learning pedagogies can be best defined as the types of principles and methods used for instructions. There are many types of learning methods depending on what information the learner is wants to get. Learners' success is largely based on effective learning methods.

Types of learning pedagogies

Learning methods are varied because learners have different needs abilities that need to be taken care of. A variety of teaching and learning techniques enhances quick and effective learning Ofsted, (2003).

In a classroom situation, different teaching pedagogies and learning methods can be used. These methods of teaching includes lecture, discussion, demonstrations, study trips, dramatization, question and answer method, modeling, collaborating, explaining, Noble and Bradford , (2000).

Lecture method

This method is usually characterized by one – way communication. The teacher presents ideas as pupils listen and take notes. Pupils are not given an opportunity to practice oral communication skills therefore this method does not encourage creativity. In most cases, pupils are passive participants therefore they don't participate actively during learning.

This method portrays limited assessment of pupils' learning and understanding.

Explaining is one of the very important teaching methods in education. It has taken a form of lectures in teaching methods for higher education where the teacher presents the factual information in a direct and logical way.

In this method of teaching, the teacher gives an introduction and a proper summary. It is normally accompanied with suitable examples for the better understanding of the learners.

Discussion method

This method involves a teacher posing a problem, initiating interaction and allowing the pupils to discuss among themselves possible solutions to the problem. Learners tend to practice oral communication skills when a teacher employs discussion method. In most cases, several skills like thinking and listening are developed. This method encourages peer learning which is quite effective. This method if not well control can lead to class disorganization. The method can consume time if care is not taken to utilize time well

Testing and questioning are always known to be effective teaching methods due to its interactive nature. The questions are asked by the teacher with an intention to know what the learners have learnt from earlier discussions and what it helps in deciding what should be taught further.

This can be even vice-versa, learners questioning the teacher to clarify the doubts that would enhance their understanding of the subject. The inquisitive instinct of the students evokes them to ask questions and satiate their query. The teacher encourages this in a positive way so that the learners' critical thinking is developed. Testing differs in one aspect from questioning because it is done in order to know about the previous knowledge and already taught things to the learners.

Demonstrating

With the help of demonstrative learning method in education, learners get an opportunity to explore the various aspects and understand the theory from a different perspective.

Demonstration is a step-by-step explanation along with their reasons and significance for the better understanding of the learners. It enhances the learner's understanding by practically applying the knowledge and sharpen their skills and hence they become capable of identifying and organizing the subject matter in a more efficient way. Practical experimentation is a very good method used for demonstrating the subject.

Modeling is a type of visual aid for teaching as well as learning. It is a known fact that human brain absorbs more and understands better when visual aid facilitates explanation. This method works on a three criteria – observing, retaining and replicating. The learner learn more by observing the things and acquire it by imitating it time and again.

According to Megha Tiwari (2010) this method of teaching is also known as reinforced behavior. This method of teaching helps the learners to visualize the things and then hypothesize the solution.

Cooperative teaching

Cooperative learning is another teaching method that is considered highly effective when done correctly. With cooperative learning, students are put in small groups to work together. They are usually not grouped by ability but put in a group with children at a variety of levels. The learners are then given tasks to accomplish together. Teachers may need to monitor these groups carefully to make sure they are staying on task and that all students are participating. This form of instruction also lends itself well to differentiation because the teacher can assign tasks to children at different ability levels.

Experimental

One more common teaching method is to teach information processing strategies. While it is often advisable to have learners understand the teaching methods and not just memorize facts, there are some cases when facts need to be memorized. Facts and concepts may also need to be grouped or organized in order to facilitate better understanding.

Teachers can use various teaching methods to help students with memorization or they can use graphic organizers, make maps, story webs or other ways to represent information visually.

Theoretical Perspective

This study is based on Jean Piaget, (1896-1980), Theory; His view of how children's minds work and develop has been enormously influential particularly in education theory. His particular insight was the role of maturation (simply growing up) in children's increasing capacity to understand their world: They cannot undertake certain tasks until they are psychologically mature enough to do so. His research has spawned a great deal, much of which has undermined the detail of his own, but like many other original investigators, his importance comes from his overall vision.

He proposed that children's thinking does not develop entirely smoothly: instead, there are certain points at which it "takes off" and moves into completely new areas and capabilities. He saw these transitions as taking place at about 18 months, 7 years and 11 or 12 years. This has been taken to mean that before these ages children are not capable no matter how bright.

According to Fredrick Froebel who was a German pedagogue, there was need to recognize the importance of the activity of the child in learning. He introduced the concept of free work into pedagogy and established the game as the typical form that life took in childhood and also the games educational worth. Activities included singing, dancing, gardening and self – directed play materials designed by were educational play materials designed by him for enhancing learning and aiding teaching methods.

John Dewey's educational theories were presented in "My pedagogic Creed, (1887), the school and society, (1900), The child and the curriculum, (1902), Democracy and Education, (1916) and Experience and Education, (1938). Dewey had a specific notions regarding how education should take place. In the child and the curriculum, (1902).

Dewey discusses two major conflicting schools of thought regarding educational pedagogy. The first is centered on the curriculum and focuses almost solely on the subject matter to be taught. Dewey argues that the major flaw in this methodology is the inactivity of the students; within this particular framework, "the child is simply immature being one who is to be matured; he is the superficial being who is to be deepened". He argues that in order for education to be most effective content must be presented in a way that allows the student to relate the information to prior experiences thus deepening the connection with this new knowledge.

At the same time, Dewey was alarmed by many of the "child-centered" excesses of educational –school pedagogues who claim to be his followers. He argued that too much of reliance on the child could be equally detrimental to the learning process. In this second school of thought, "we must take our stand and not the subject-matter which determines both quality and quantity of learning" Dewey, (1902).

According to Dewey, the potential flaw in this line of thinking is that it minimizes the importance of the content as well as the role of the teacher. In order to rectify this dilemma, Dewey advocated for an educational structure that strikes a balance between delivering knowledge while also taking into account the interest and experiences of the students. He notes that the child and the curriculum are simply two limits which define a single process. According to Dewey, the teacher should not be one to stand at the front of the room doling out bits of information to be absorbed by passive students. Instead, the teacher's role should be that of facilitator and guide.

Along with John Dewey, Jean Piaget researched childhood development and education. Their theories are now encompassed in the broader movement of progressive education. Their theory says that all knowledge cannot be imparted without the child making sense of it according to his or her current conceptions and that a child is not a blank slate.

Related studies

The efficiency of Montessori learning methods has most recently been demonstrated by the results of a study published in the US journal, *Science* (2006) which indicates that Montessori children have improved behavioral and academic skills compared with a control group from the mainstream system.

The authors concluded that "when strictly implemented, Montessori education fosters social and academic skills that are equal or superior to those fostered by a pool of other types of schools".

The Montessori Method of education that she derived from this experience has subsequently been applied successfully to children and is quite popular in many parts of the world. Despite much criticism of her method in the early 1930s -1940s, her method of education has been applied and has undergone a revival. It can now be found on six continents, but is still subject to some criticism.

According to Dr. Shaikh Imran, the learning methodology in education is a new concept in the teaching process. New methods involved in the teaching learning process are television, radio, computer and many others.

Other educators believe that the use of technology, while facilitating learning to some degree is not a substitute for educational method that brings out critical thinking and a desire to learn. Another modern teaching learning method is inquiry learning and the related inquiry –based science.

Elvis H. Bostwick recently concluded Dr. Cherry's quantitative study "The Interdisciplinary Effect of Hands on Science", a three -year study of 3290 middle school students and their scores in Math, Science, Reading and Social studies. This study divided students on the basis of whether they had hands-on trained teachers over the three-year period addressed by the study.

Students who had hands -on trained teacher for one or more years had statistically higher standardized test scores in Science, Math, and Social studies. For each additional year of taught by a hands-on teacher, the student's grades increased.

Mayer's, (2004) recommended that "we move educational reform efforts from the fuzzy and nonproductive world of ideology which sometimes hides under the various banners.

When community college students were asked to rank order 13 instructional modes including lectures, discussions, slides, field trips and audio tapes ranked at or near the bottom for the overwhelming majority of students surveyed.

Studies on teaching styles Oxford & Ehrman, (1993) consistently place reading in the visual category, implying that instructors can meet the needs of visual learners solely by relying on written instructional material.

Kirchner et al, (2006) agree with the basic premise of constructivism, that learners construct knowledge but are concerned with the instructional design recommendations of this theoretical framework. "The constructivist description of learning is accurate. But the instructional consequences suggested by constructivist do not necessarily follow." Kirschner, Sweller and Clark, (2006). Specifically, they say instructors often design unguided instructions that relies on the learners to 'discover or construct essential information for themselves" Kircher et a I. (2006)

For this reason they state that it is easy to agree with mayor's (2004) recommendation that we move educational reform efforts from the fuzzy and non productive world of ideology- which sometimes hides under the various banners of constructivism- to sharp and productive world of theory – based research on how people learn. Finally Kirschner, Sweller and Clark, (2006) cite Mayer to conclude fifty years of empirical results do not support unguided instruction.

Another important consideration in evaluating the potential benefits/limitation of constructivist teaching approach is to consider the large number of varied personal characteristics as well as prevalence of learning problems in children today.

Research on teaching methods in nursing education was categorized into studies on media and other nontraditional instructional strategies. While the research differed, some generalizations may be made from the findings. Multimedia, whether it is used for individual or group instruction, is at least as effective as traditional

instruction(lecture and lecture - discussion) in promoting cognitive learning, retention of knowledge and performance. Further study is needed to identify variables that may influence learning and retention. While learner attitudes towards mediated instruction tended to be positive, investigators failed to control for the effect of novelty. Control over intervening variables was lacking in the majority of studies as well. Research indicated that media is as effective as other teaching methods in terms of knowledge gain and retention. Attitudes towards media tended to be favorable, with similar problems in measurements as those evident in studies of media. Chang, (1986) also recommends that future research examine the impact of computer-video interactive instruction on students, faculty and settings. Research is needed on experimental teaching methods strategies for teaching problems solving and clinical judgment and ways of improving the traditional lecture and discussion. Limited research in these areas makes generalizations impossible. There is a particular need for research on how to teach students the diagnostic reasoning process and encourage critical thinking, both in terms of appropriate teaching methods and ways in which those strategies should be used. It is interesting that few researchers studied lecture and lecture – discussion except as comparable teaching methods for research on other strategies. Additional research questions may be generated on lecture and discussion in relation to promoting constant learning, and understanding of nursing and other theories, transfer of knowledge, and development of cognitive skills. Few studies attempted to identify variables that may influence learning, particularly characteristics of the learner. Only six investigators addressed learning styles and their interaction with the teaching methods and outcomes (Gillies, 1984; Goldsmith1984;Kirchoff & Holzemer, 1979; Kissinger & Munjas, 1981; Norris 1986; Stein et al 1972). Research in the future needs to focus on the relationship of different learner characteristics, attributes of the teaching methods and learning outcomes.

CHAPTER THREE

METHODOLOGY

Research design

This research adopted the use of descriptive survey to study both the dependent and the independent variables. This enhanced the researcher to obtain a better understanding of the variables. The method chosen allowed a collection of comprehensive intensive data and provided an in-depth study.

Research Population

This study was done in Bondo district. The district has a total of 72 primary schools. The researcher used systematic sampling technique to get the schools for the study. All the 72 schools were listed and every 24th school out of the list of 72 schools was picked for the study. The schools picked were, Maranda, Nyamira and Masita primary schools. Standard eight, seven and six Pupils were included in the study. The three schools would definitely give a general overview of the study. The population was as follows

SCHOOL	BOYS	GIRLS	TOTAL
MARANDA	60	49	109
MASITA	48	36	84
NYAMIRA	52	56	108
TOTAL	160	141	301

Source: Primary Data, (2011)

Sample Size

The researcher used the slovin's formula

$$S = \frac{P}{1 + P (0.05)^2}$$

The researcher used three schools with a total number of pupils adding to 301

$$\begin{aligned} \text{Therefore; } S &= \frac{301}{1 + 301(0.05)^2} \\ &= \frac{301}{1 + 301(0.0025)} \\ &= \frac{301}{1 + 0.75} \\ &= \frac{301}{1.75} \\ &= \mathbf{171} \end{aligned}$$

Sampling procedure

The choice of these schools was based on a number of factors which in totality provided a representative picture of the academic situation in the District.

The factors included;

Geographical representations from different Zones, Special cases like high drop-out rates, socio-economic diversity for instance rural and urban based schools, pupils of different ages and different classes, and different sexes.

Research Instrument

The study employed the use of questionnaires which were given to the pupils to fill in as a means of collecting data. The instruments used were standardized research instruments googled from the internet and which were relevant to the area of the researcher's study.

The research instrument had a four point answering scale which would aid the researcher in response modes, scoring and interpretation of scores needed for discussion in the study.

Validity and Reliability of the Instrument

The validity of instruments was ascertained by discussing the questionnaire with my supervisor.

Thereafter, two people knowledgeable about the theme of the study were asked to judge each item in the questionnaire either as Relevant (R) or Irrelevant (IR) . The content was then computed to get content validity index (CVI)

1st Questionnaire

$$CVI = \frac{(14+13)/2}{15} = 0.9$$

There were a total of 15 items. First expert said 14 questions were relevant while the second expert identified 13 questions as relevant. Then the 14 and 13 were added, divided by two to get the average before dividing by the total number of items (15)

2nd Questionnaire

$$CVI = \frac{(14+13)/2}{15} = 0.9$$

There were equally a total of 15 items. First expert said 14 questions were relevant which the second expert identified 13 questions as relevant. Then 14 was added to 13, the total was divided by two to get the average before dividing by the total number of items (15)

Since the content validity indices for both questionnaires were greater than 0.7 then it implies that both questionnaires were greater than 0.7 thus valid (Amin, 2005)

Data Gathering Procedures

A letter of introduction from the office of the Coordinator of Education School of Postgraduate Studies and Research (SPGSR) was given by the researcher to the District Education Officer, Bondo to facilitate in the Data collection exercise. The officer in-charge of the District where the research was to be carried out also gave a letter of consent and introduction which was handed to the head teachers before the questionnaires were distributed to the pupils in the various schools. The data was collected by the researcher from the pupils from the three classes in the three sampled schools with the aid of researcher assistants who were teachers from the schools.

The data collected was sorted and categorized for analysis using Statistical Package for Social Sciences (SPSS).

Data analysis

Data from questionnaires were categorized and coded for analysis using Statistical Package of Social Sciences (SPSS). Such data was presented in descriptive form which was used to discuss the results.

Pearson's Linear Correlation Coefficient (PLCC) technique was used to get the relationship between the two variables, frequencies and percentages were used to determine the profile of the respondents used in the research and means and ranks were used to determine teaching pedagogies used by teachers.

To interpret the obtained data, the following numerical values and descriptions was used;

Means Range	Response Mode	Interpretation
3.26- 4.00	Very Good	Very High
2.51- 3.25	Good	High
1.76- 2.50	Poor	Low
1.00- 1.75	Very poor	Very Low
3.26- 4.00	Strongly Agree	Very Good
2.51- 3.25	Agree	Good
1.76- 2.50	Disagree	Poor
1.00- 1.75	Strongly Disagree	Very poor

Limitations of the study

Time

1 .There was limited time to carry out the research because the researcher had to attend to normal duties of teaching.

Transport

2 . Transport was a major problem since some schools were located in the interior parts of the District. Geography other schools were very hard to reach

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Profile of Respondents

The study was carried out among selected primary pupils in Bondo district Kenya and these were described according to class, gender and age group. In each case, respondents were asked through closed ended questions to provide their profile information by ticking the appropriate option. Their responses were summarized using frequencies and percentage distributions as summarized in table 1 below;

Table 1

Profile of Pupils

Major Category	Sub -category	Frequency	Percent
Class	Class 6	22	13
	Class 7	71	42
	Class 8	77	45
	Total	170	100
Gender	Male	97	57
	Female	73	43
	Total	170	100
Age Group	Below 12 years	18	11
	12 - 15 years	146	86
	16 and above	6	3
	Total	170	100

Source: Primary data, 2011

Table 2

Types of learning pedagogies used by teachers in primary schools in Bondo District Kenya

(n = 170)

Items on learning Pedagogies and methods	Mean	Interpretation	Rank
<p><u>Lecture</u></p> <ul style="list-style-type: none"> - By listening to the teacher - Explaining 	3.59	Very good	1
<p><u>Experimental</u></p> <ul style="list-style-type: none"> - practical work - Question and answer - involving in memorization 	1.79	Poor	4
<p><u>Discussion</u></p> <ul style="list-style-type: none"> - By discussing - By co-operative teaching - Question and answer - Producing theme 	1.82	poor	3
<p><u>Demonstration</u></p> <ul style="list-style-type: none"> - through modeling - Observation - Engaging in dramatization and role play 	1.75	Very poor	5
<p><u>Field Trip</u></p> <ul style="list-style-type: none"> - By observation - By explanation 	2.45	poor	2
Overall mean	1.99	poor	

Source: Primary data, 2011

The means in Table 2 indicate that pupils rated the learning pedagogies utilized by teachers in Bondo as poor, for most of the items used to measure pedagogies. For example pupils rated their teacher's poor regarding the following pedagogies; producing a theme/project (mean=2.01), Cooperative teaching (mean=1.73), teacher explaining (mean=1.90), discussion (mean=1.82) and so on. However some items were rated very poor, for example on teachers demonstrations (1.75), Cooperative teaching (mean =1.73) and Involving in memorization (mean=1.66). Never the less there was only one item (lecturing) which was rated very high (mean=3.59), which corresponds with very good on the rating scale. These results imply that teachers in Bondo are very good at lecturing and poor at using other methods. To get a general view on how pupils rated the teaching pedagogies used by their teachers an overall mean was computed using all items in Table 3, which turned out to have a mean of 1.99, which confirms that pupils rated their teachers' teaching pedagogies as poor.

These results explain the general poor performance of pupils in most primary schools of Bondo district Kenya. The pedagogies are also poor simply because the Kenyan curriculum is ever changing and whenever it is changed, new methods are introduced and so teachers are hardly familiar with them. The results also indicate that teachers, skills of utilizing the relevant pedagogies in class are still low and need serious improvements. The poor results are also explained by the low level of motivation among many primary teachers in Kenya ad so on.

The Level of Pupils' Interest on the Learning Pedagogies Used in Primary School in Bondo District Kenya

The dependent variable in this study was pupils' interest (in the teaching pedagogies used by teachers in Bondo district), corresponding to the third objective of determining the level of pupils' interest in these pedagogies. Pupils' interest was measured using 15 items or questions in the questionnaire, three questions were closed ended but with different response options and were analysed using frequencies and percentage distributions as indicated in table 4, while 12 were Likert scaled using four points ranging from 1 for Strongly agree, 2 = Agree, 3 for strongly disagree and 4 for disagree. Pupils were required to rate their own interest by ticking the relevant number in the box. Their responses were analyzed using SPSS's summary statistics showing the means, as indicated in table 3;

Table 3

Pupils' Responses on the best Teacher Qualities

(n = 170)

Best Teacher Qualities	Responses	Frequency	Percent
How would you expect this teacher to introduce him/herself to you? By telling you;	His/her name	5	3.0
	Teaching experience	130	77.4
	Interests and hobbies	33	20
	Total	168	100
How would you expect this teacher to be dressed	Very smartly	111	66
	Smartly	22	13
	Casually	1	1
	Doesn't matter	34	20

Cont:

	Total	168	100
Think of your very first lesson with this teacher. Which one of the following would you expect him/her to be?	Efficient	43	26
	Friendly, sympathetic and understanding	87	52
	Firm and serious but fair	15	9
	Understanding	23	14
	Total	168	100

Source: Primary data, 2011

Results in Table 3 indicate that pupils are more interested teachers' experience than their names, interests and hobbies. When pupils were asked how they would expect a teacher to introduce him or her self to them, majority (77%) showed that they expect teachers to introduce them selves by revealing out their teaching experiences, which indicated that pupils' interests are in teachers' teaching experience and not other things. This also shows that pupils' have a high interest in academics related characteristics as compared to personal related characteristics of their teachers.

On the question of how they would expect their teacher to be dressed, most pupils (66%) indicated that they would expect a teacher to be dressed very smartly, which means that pupils' interest in teachers' proper dressing is high, as per these findings. This implies that dressing is a characteristic that is likely to affect the way pupils learn. So if a teacher dresses well pupils' interest in what he or she teaches is high but if he or she put on in a rough way, their interest in what he or she teaches is low.

Finally when pupils were given the option to give their opinion on features they would expect to see in a teacher at their first lesson, majority (51%) showed that they expect to see a friendly, sympathetic and understanding teacher. Others (26%) showed that they expect an efficient, orderly and business like teacher. This indicates that pupils' highest interest is in qualities of friendliness, sympathetic and

understanding, and a high interest in the qualities of efficiency, orderliness and business like. The implication here is that teachers who do not have or develop such qualities, may not attract pupils' interest to learn and so performance will not be good.

Table 4

Level of pupils' interest on the learning pedagogies used in primary school in Bondo District Kenya

Items on Pupils' Interest	Mean	Interpretation	Rank
This teacher would let you mark your own tests	2.99	Very low	1
This teacher would sometimes let you plan the work for the class.	2.14	High	2
The teacher would expect you to finish all work set by the end of the lesson	2.14	High	3
The teacher would punish pupils for not getting work done	1.77	High	4
The teacher would have lots of fun withy you in ession	1.73	Very high	5
This teacher would be a good listener	1.43	Very high	6
This teacher would help the slower ones catch up in a nice way	1.37	Very high	7
This teacher would always get the marking done on time	1.30	Very high	8
This teacher would want you to help each other when working	1.29	Very high	9
The teacher would help you learn a lot in every ession	1.28	Very high	10
The teacher would be quick to say something nice when you do well	1.26	Very high	11
This teacher would explain things clearly	1.10	Very high	12
Overall Mean	1.65	Very high	

Source: Primary data, 2011

Table 4 results indicate that pupils' have a high interest in most of the items in Table 4, except for the first item in which pupils were asked whether the teacher would let them mark their own tests, in which majority strongly disagreed (mean \approx 3). This indicates that the method or practice of teachers giving exercise books to pupils to mark them selves is not in any way of special interest to the learners and does not boost their interest to learn. However, for the rest of the items in Table 5, pupils on average agreed or strongly agreed which indicates a high level of interest. For example, pupils have a high interest in the teacher having lots of fun with them during the lesson (mean=1.73), than being very serious and tough. Pupils also had a very high interest in teachers who help slow to catch up in a nice way, than being rude and harsh to them. The same applies to marking in time (mean=1.30), explaining things clearly (mean=1.10) and so on. To get an overall picture on how pupils rated their interest in the various teaching pedagogies, an overall mean for all the items in table 5 was computed, which turned out to be 1.65, which falls under strongly agree on the Likert scale and confirms that pupils' interest in most of the teaching pedagogies is very high. These results imply that pupils have the desire for the good methods of teaching, although as indicated in Table 3, teachers are still poor in utilizing these methods.

Relationship between the type of learning pedagogies and pupil's interest in primary schools in Bondo District Kenya

The fourth and last objective of this study was to establish whether there is a significant relationship between the learning pedagogies used by learners and the level of pupils' interest in these pedagogies in primary schools in Bondo District Kenya. The researcher stated a null hypothesis that the current types of learning pedagogies utilized by teachers and pupils' interest in them are not significantly related. To test this null hypothesis, the two mean indices computed in Table 2 and 4 were correlated using the Pearson's Linear Correlation Coefficient (PLCC). Results of this test are presented in Table 5 below;

Table 5

The relationship between the type of learning pedagogies and pupils' interest in primary schools in Bondo District Kenya

Variables Correlated	r-value	Sig. Value	Interpretation	Decision on Ho
Teaching pedagogies Vs Pupils' interest	-0.368	0.000	Negative and significant	Rejected

Source: Primary data, 2011

The results in Table 5 indicate that there is a negative relationship between the current teaching practiced by the teachers and pupils' interests in them ($r = -0.368$), implying that the current teaching pedagogies teachers use are not attracting pupils' interest to learn at all. The sig. value suggests that the two variables in questions are significantly correlated at 0.05 level of significance. Basing on this, the stated null hypothesis is rejected and the researcher concludes that the current types of teaching pedagogies utilized by the teachers in Bondo district primary schools are significantly correlated, although this relationship is negative. These results indicate that what teachers are currently using, as their teaching strategies significantly discourage pupils' interests to learn.

The results imply that the learning pedagogies that learners use contribute significantly to the low levels of performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter shows the summary of major findings, conclusions and recommendations. The areas for further research are also indicated here.

Summary of Findings

The major purpose of this study was to find out learning methods of preference by pupils in primary schools in Bondo District.

The despondence in the study were from upper classes Eight, Seven and six. The majority of pupils who dominated study the male ones. The majority of them were falling between ages 12 to 15 years respectively being the average age limit of pupils in primary schools in Kenya.

To find out the types of learning pedagogies used, learning pedagogies were measured qualitatively and each item was likert scaled and given to pupils to rate item. The analysis of their responses was done using SPSS summary statistics showing their means. The means showed that most of the pupils rated the teaching pedagogies used by their teachers as poor and only one out of the fourteen pedagogies was rated well by the pupils. The results further rated lecturing method as the only method that teachers in Bondo district use best compared to the others which were seen to be poor. Lecture method was rated with very high (means 3.59) while other methods were related poor for example producing a theme / project (mean 1.90), cooperative teaching (= 1.73), memorization (mean 1.66) and so on. The overall mean of how the pupils rated their teacher's methods of teaching was (mean 1.99) which confirms that pupils rated their teachers' teaching pedagogies as poor. This result further explains the general poor performance of pupils in most primary schools of Bondo District Kenya. It clearly shows that the teachers skills of utilizing the relevant pedagogies in teaching is low and need to be improved in order to meet the demand of pupils academically.

Pupils interest on their best teacher qualities was analyzed using frequencies and percentage distributions as well as Likert scaled using four points ranging from 1-4. Pupils' were interested in teachers' teaching experiences than their names, interest and hobbies. Pupils (77%) showed that they were interested in teachers working experiences than other things. It thus showed that pupils have high interest in academics related characteristics as compared to other personal related characteristics of their teachers.

The study showed that pupils also have interest in their teacher's mode of dressing. They expect their teachers to be very smartly dressed with (66%) of them showing that interest. Dressing of teachers is therefore a factor which contributes to pupils' learning and that pupils are motivated by the teachers' mode of dressing.

The findings showed that pupil's interests inculcated from any normal person's interest. Asked on how they expect their teachers to be like majority (51%) showed they expect to see a friendly, sympathetic and understanding teacher only (26%) showed other qualities. This implies that teachers with qualities of friendliness, sympathetic understanding, efficient, orderliness and business like arouse pupils interest to learn and perform well than those who do not show them those qualities.

The method of teachers letting pupils to mark their own tests or exercises rated (mean =3) which showed that majority strongly disagreed with the idea of marking their own work, thus indicating that the practice of teachers letting pupils mark their work was not of their interest at all and not motivate their interest of learning. The pupil showed a high interest in the rest of items for example pupils have high interest in the teacher having lots of fun with their teachers during the lesson and so on. The overall (mean = 1.65) which falls under strongly agree was computed thus implying that the pupils had the desire for good methods of teaching, although the teachers are still poor in utilizing these methods.

The results of the null hypothesis were correlated using the person's linear correlation coefficient (PLCC). It showed that there was a pedagogies practiced by teachers and pupils' interest in them. ($r = -0.368$), which implied that the current

teaching pedagogies teachers use are not attracting pupils' interest to learn at all.

The Sig. value suggests that the two variables in the study are significantly correlated at 0.05 level of significance. Basing on this, this stated null hypothesis is rejected. It also shows that the current methods used by teachers significantly discourage pupils' interests to learn.

The findings show that teachers contribute significantly in making pupils hate the method of teaching they use. It further explains and support the fact that pupils level of performance in the district is low due to lack of motivation by the teachers teaching methods which are rated as poor by the learners. Teachers should use teaching instructional resources and strategies that are implicit Orodho, (1996)

Conclusions

Basing on the findings of the study the researcher generated the following conclusions. The male pupils dominated the primary schools as compared to female ones in Bondo District with most ages falling between 12 – 15 years.

Methods of learning used ⁱⁿ by learners in Bondo District is one of the factors that has been noted to have contributed to low academic performance of learners in the district. The findings also show that pupils have the interest to learn but are not motivated by the strategies used by their teachers which are seen not to be relevant thus creating low academic levels in Bondo District.

Most learners are interested in several qualities of their teachers and that the features like friendly sympathetic and understanding teachers earns high interest of learners implying that teachers should employ such qualities in order to motivate their learner's interest thus creating good rapport with the learner's hence conducive learning atmosphere.

Recommendations:

Based on the findings and conclusion of the study, the researcher recommends that if the level of academic performance of pupils in Bondo District is to be increased, the following should be done.

The education stakeholders in Bondo District should come to board and show serious concern of the general academic performance in the district. The district education officer who is the person directly concerned with in the district performance and whom the issues in the district falls under his docket should convey several meetings with his juniors for example the deputy district officer, the district quality assurance officer (DQASO) the officers in charge of examinations in the district and so on to discuss and lay strategies to help improve the standard of education in the Bondo District.

After several consultations with the district education officers, there should be arrangements put in place to meet the teachers in the district to discuss the same as concerns the academic performance in the district. The teacher's methods of teaching have rated as not of their interest. There should be seminars or workshop for teachers to help them improve on their strategies of teaching which were found to be poor. Teachers in Bondo should be sensitized and shown the need to help learners effectively hence improved academically. They should be sensitized in using teaching methods which are relevant and to learner's interest.

With the changing curriculums in Kenya the education stakeholders should plan and update the teachers methods to also suite the syllabus which keeps on changing now and again or else the teachers methods of teaching becomes irrelevant this making the academic performance of learners in the district to be poor or low. Smith and Renzulli, (1984) support this by cautioning that stress, frustration and burnout may occur when pupils are subjected over extended periods of time to teaching styles which are inconsistent of their interests.

Teachers in Bond district should be helped through workshops to learn and know the type of learners they have hence be able to know the methods of teaching which they can apply while teaching them in order to achieve their objectives. Dale, (1969) said, most pupils extract and retain more information from visual presentations than from written or spoken prose.

Teachers in Bondo District should be re-trained on new friendly teaching as opposed to traditional teaching methods which were teachers' centered. Smith and Renzulli, (1984), supports by saying effective instructions reaches out to all pupils with methods antithetical to their interests may be made too uncomfortable to learn effectively. They should have exposure to several methods to develop a full range of skills, interest and strategies.

There should be promotion of talents academies where talented pupils are given special training in the area of their talents. For example music, drama, athletics and so on. This will motivate the pupils hence make them be ready and eager to learn hence academic performance increases in the district. Skinners posited a motivation theory of learning whose central argument was that student's motivation to undertake a task, depends on expected reward. In this regard he said, a positive perceived reward induces positive motivation and subsequently realize high achievement. Orotho, (1996) supports this recommendation by saying that it is implicit that students high performance is influenced by how they are motivated by the teaching experience of their teachers, available instructional resources and teaching strategies.

Suggestions for further research

Research should be conducted on relevant teaching method in Bondo District.

Teaching strategies applicable in primary schools in Nyanza.

Leadership styles and academic performance in Bondo district in Kenya.

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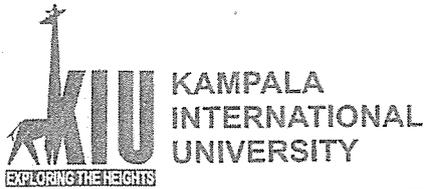
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APPENDICES

APPENDIX I

TRANSIMITAL LETER



Ggaba Road - Kansanga
P.O. Box 20000, Kampala, Uganda
Tel: +256- 41- 266813 / +256- 41-267634
Fax: +256- 41- 501974
E- mail: admin@kiu.ac.ug,
Website: www.kiu.ac.ug

OFFICE OF THE CORDINATOR OF EDUCATION SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)

April 27, 2011

Dear Sir/Madam,

**RE: REQUEST FOR ROSELINE ADHIAMBO OLOO MED/42488/92/DF
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Educational Management and Administration. She is currently conducting a field research of which the title is **"Teaching Pedagogies and Pupils' Interest in Selected Primary Schools in Bondo District, Kenya."** As part of her research work, she has to collect relevant information through questionnaires, interviews and other relevant reading materials.

Your organization has been identified as a valuable source of information pertaining to her research project. The purpose of this letter is to request you to avail her with the pertinent information she may need.

Any information shared with her from your organization shall be treated with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,



Ms. Kyolaba Sarah
Coordinator Education, (SPGSR)

MINISTRY OF EDUCATION



Telegrams "EDUC"; Bondo
Telefax (057) 520076.

When replying please quote

Ref.EDU/UED/92/1/176

District Education Office,
Bondo District,
P. O. Box 580,
Bondo

Date. 8th June,2011

TO WHOM IT MAY CONCERN

RE: ROSELINE ADHIAMBO OLOO TSC/276652

MED/42488/92/DF

The above mentioned is a bonafide teacher, currently teaching at Mileng'a Primary School, Bondo District. She is currently undertaking a Master of Education degree course at Kampala international University.

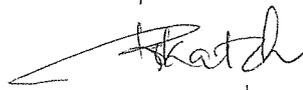
Kindly accord her the necessary assistance to enable her carry out her field research of which the title is "Teaching Pedagogies and Pupils' Interest in selected Primary Schools in Bondo District, Kenya."

Any information shared with her from your institution shall be treated with utmost confidentiality.

 FOR: DISTRICT EDUCATION OFFICER
BONDO DISTRICT
P. O. Box 580, BONDO.
ANDREW O. ANDREW
Date, 8/6/2011

OR: DISTRICT EDUCATION OFFICER,
BONDO DISTRICT.



Received and
Confirmed

H/T

APPENDIX II
INFORMED CONSENT

Dear Respondent,

I am a candidate for Masters. of Education in Educational administration and Management at Kampala International University and presently embarking on my thesis entitled, **LEARNING PEDAGOGIES AND PUPILS' INTEREST IN SELECTED PRIMARY SCHOOLS IN BONDO DISTRICT KENYA.**

In view of this requirement, may I request you to be part of this study by answering the questionnaires. The information you provide shall be kept with utmost confidentiality and will be used for academic purposes only.

As you answer the questionnaires, please be reminded to respond to all of the items in the questionnaires thus not leaving any item unanswered. Further, may I retrieved the filled out questionnaires after two weeks?

Thank you very much in advance

Your Faithfully,

.....

Mrs. Roseline Adhiombo

APPENDIX III

APPENDIX IV A

RESEARCH INSTRUMENT

FACE SHEET.

Tick one or write the relevant information

1. School.....

2. Division.....

3. age

(a) Below 11 years

(b) 12-13 years

(c) 14-17 years

(d) 18 years and above

4. Sex

a) Male

(b) Female

5. Class

(a) Seven

(b) Eight

Teaching pedagogies Questionnaire

Pupils learn things in different methods. Below are a number of methods of learning, each with four point scale. Insert your preferable choice

	Learning pedagogy and Method of learning	Good	V. Good	Poor	V. Poor
1	<u>Lecture</u> - By listening to the teacher - Explaining				

2	<p><u>Experimental</u></p> <ul style="list-style-type: none"> - practical work - Question and answer - involving in memorization 				
3	<p><u>Discussion</u></p> <ul style="list-style-type: none"> - By discussing - By co-operative teaching - Question and answer - Producing theme 				
4	<p><u>Demonstration</u></p> <ul style="list-style-type: none"> - through modeling - Observation - Engaging in dramatization and role play 				
5	<p><u>Field Trip</u></p> <ul style="list-style-type: none"> - By observation - By explanation 				

APPENDIX IV – B

Pupil's attitude Questionnaire

Imagine the best teacher in the world has been sent to teach at your school. In all the following questions, answer with this teacher in mind. The first three questions require you to circle the number of the statement you agree with.

1. How would you expect this teacher to introduce him/herself to you?

- i) By telling you his/her name.
- ii) By telling you his/her name and something about his/her teaching experience.
- iii) By telling you his/her name and something about his/her interests and hobbies.

2. How would you expect this teacher to be dressed?

- i) Very smartly
- ii) Smartly
- iii) Casually
- iv) Doesn't matter

3. Think of your very first lesson with this teacher. Which one of the following would you expect him/her to be?

- i) Efficient, orderly and business like.
- ii) Friendly, sympathetic and understanding.
- iii) Firm and serious but fair
- iv) Understanding, friendly and firm.

The next sets of questions have four – point answering scale.

The numbers mean:

Strongly agree	Agree	Strongly disagree	Disagree
1	2	3	4

4	The teacher would expect you to finish all work set by the end of the lesson				
5	The teacher would be quick to say something nice when you do well				
6	The teacher would punish pupils for not getting work done				
7	The teacher would help you learn a lot in every lesson				
8	The teacher would have lots of fun withy you in lesson				
9	This teacher would sometimes let you plan the work for the class				
10	This teacher would want you to help each other when working				
11	This teacher would help the slower ones catch up in a nice way				
12	This teacher would let you mark your own tests				
13	This teacher would be a good listener				
14	This teacher would always get the marking done on time				
15	This teacher would explain things clearly				



RESEARCHER'S CURRICULUM VITAE.

PERSONAL PROFILE.

DATE OF BIRTH : 1st APRIL 1970
MARITAL STATUS : MARRIED.
NATIONALITY : KENYAN
SEX : FEMALE
LANGUAGES : LUO, ENGLISH AND KISWAHILI
IDENTITY CARD NO: 9985883



EDUCATIONAL BACKGROUND

Year	Institution	Certificate award
2011	KAMPALA INTERNATIONAL UNIVERSITY	MASTERS DEGREE
2009	KAMPALA INTERNATIONAL UNIVERSITY	BACHELORS DEGREE
1994	MIGORI TEACHERS' COLLEGE	P1 CERTIFICATE
1986	KAPLON'G GIRLS' HIGH SCHOOL	O' LEVEL CERTIFICATE
1982	MONIRE PRIMARY SCHOOL	K.C.P.E CERTIFICATE

WORK EXPERIENCE.

Year	Institution	Position
2009	MILENGA PRIMARY SCHOOL	DEPUTY HEADTEACHER
2008	MARANDA PRIMARY SCHOOL	SENIOR TEACHER
2001	EREKI GIRLS' PRIMARY SCHOOL	TEACHER
1994	OGADA PRIMARY SCHOOL	TEACHER

OTHER RELEVANT DATA

- 2001 -Attended primary school Head Teacher course (PRISM) and awarded certificate.
- 2007 -Attended School based Teachers Development Course (SbTD) and awarded certificate.
- 2010 -Attended Electoral Commission Workshop and awarded certificate.
- 2010 - Attended Training for Africa Population and awarded certificate.