

**TEACHING PERFORMANCE OF THE MATHEMATICS TEACHERS OF
KWIHOTA PRIMARY SCHOOL IN THIKA DISTRICT, KENYA**

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**TEACHING PERFORMANCE OF THE MATHEMATICS TEACHERS OF
KWIHOTA PRIMARY SCHOOL IN THIKA DISTRICT, KENYA**

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by

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DEDICATION

This research project is dedicated to the researcher's dear wife, Mrs. Keziah Njeri Wainaina, for her wonderful patience and encouragement.

To the beloved children Susan, Daniel and Ann, who kept jovial mood with their mother through out this study at Kampala International University. May this work be an inspiration for them to seek higher learning.

DECLARATION

This research project is my original work and it has not been presented to any examining body for the award of any degree or certificate.

MWAURA WILLIAM WAINAINA

Reg. No. : BED/9088/51/DF

Date : August 2007

This research project is presented for the examination with the approval of Kampala International University research supervisor.

CYBELLE A. GONZALES, BSED, MATS

Date : August 2007

ABSTRACT

Objectives: This study determined the teaching performance of the mathematics teachers of Kwihota Primary School in Thika District, Kenya. Specifically, this study determined the profile of the pupils as to age, gender and class and it determined the level of teaching performance.

Design: This study employed the descriptive survey method of investigation.

Environment: This study was conducted in Kwihota Primary School of Thika District in Kenya. The school is located in Thika District, Ruiru Town about 4 kms off Thika-Nairobi Highway.

Respondents: This study involved 154 pupils in upper primary which were included 50 from Primary Six (P6), 54 pupils from Primary Seven (P7) and 50 from Primary Eight (P8).

Instrument: This study was a researcher devised instrument which was a questionnaire that contained questions about the profile of the respondents as to age, gender, class and level of teaching performance in four areas namely: teaching resources, teaching methods, teacher's qualities and classroom management. They were rated as follows: 4 strongly agree (you agree with no doubt at all), 3 agree (you agree with some doubt), 2 disagree (you disagree with some doubt), and 1 strongly disagree (you disagree with no doubt at all).

Data Collection Procedures: The frequency and percentage was used to determine the profile of the pupils. The weighted mean was used to determine the level of teaching performance of the mathematics teachers. The obtained data were expressed in the following mean range: 3.26 – 4.00 very satisfactory, 2.51 – 3.25 satisfactory, 1.76 – 2.50 fair, and 1.00 – 1.75 poor.

Results: Majority of the lecturers were rated poor. The teaching resources category had the lowest mean, followed by the classroom management, teacher's qualities and teaching methods categories.

Conclusion: The teaching performance of the mathematics teachers in the aspects of teaching methods, teacher's qualities, classroom management and teaching resources were evaluated generally poor. However, it needs to be improved.

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

A number of studies have been carried out by specific researchers to identify and analyze factors that influence performance of students in Mathematics in national examinations. Most of these studies have been conducted in developed countries. In Kenya for example, there are a few comprehensive studies that have been carried out on factors that affect the performance of students in mathematics. This is particularly so with the 8.4.4 system of education. Most of the studies have however come up with the proposed factors that affect the performance of mathematics as well as some recommendations. The fact that the situation has not yet improved may be an indicator that there is need for further research in this area.

The performance in mathematics is not a recent problem. Worldwide, the subject suffers a minority acceptance. Being a focal subject in achievement of industrialization the problem may be among other causative factors against fast industrialization in developing countries. In Kenya, yearly, mathematics has never gone missing in the subjects badly performed in the Kenya certificate of Primary Education. Years back the situation was no better for mathematics. In the study by Africa Academy of Science in several countries in sub Saharan Africa East Africa Standard (1999) it was revealed that less than 10% of all candidates who sit for national examination pass in mathematics. Mathematics is regarded as an important subject for

entering various types of employment and courses. Similarly, it also enjoys some special status in Kenya Schools curricula by being among the core subjects. If not effectively taught especially to the students who perform poorly then scores are likely to be low. This has therefore put pressure on mathematics teachers to ensure that students acquire the basic knowledge and skills in the subjects. Teachers in both low and high performing schools have tried to device various teaching strategies and learning resources which are important in helping learners improve performance in the subject. Whether these teaching strategies and learning resources are used by teachers as well as the teachers' capabilities in using them in classroom situations is the contention of the study. Performance in KCPE mathematics in Kwihota Primary School has been poor for the last five years.

A researcher who is a graduating student in Bachelor of Education at Kampala International University Seeks to investigate the factors contributing to poor performance in mathematics of pupils of Kwihota primary school for the last five years

Theory

This study is based on Vygotskys Sociocultural theory (1978), which states that human thinking and reasoning are products of social activity. As children interact with adults or more capable peers, they not only gain new information but also learn how to think. For Vygotsky, thinking itself is a product of social interaction. Vygotsky's theory is often described as taking a socio-cultural perspective on cognitive development. All cognitive activities reflect the cultural

context in which people live. Each culture provides its members (children and adults) with a distinctive set of tools for thought, including not only a specific language but also a mathematical system and strategies for solving cognitive problems.

The theory further states that the zones of proximal development is the difference between children's level of performance when working independently and their level when working under the guidance of an adult or more capable peer. Adult help children develop when their guidance stays within this zone. Due to the fact that a social interaction is important for cognitive development, this theory has great relevance to education. Vygotsky emphasized that humans have invented many aids to thought that are transmitted to children with the rest of a culture. Children learn to use these inventions as part of formal instruction.

A good example is a student learning how to use a protractor in a junior high school mathematics class or learning how to prepare an outline or use reference cards in an English class. These cultural inventions help children develop their minds as instruments for planning, reasoning and regulating their behaviour.

Education primarily as training in the use of tools for thought. Reciprocal teaching is one method that is consistent with this theory and that improves children's reading comprehension. This method involves the use of discussion groups with a teacher and several students. These groups are designed to provide children with instruction beyond their independent level of competence but in their

zone of proximal development. The theory further highlighted that students whose teachers use the reciprocal teaching method receive higher scores on standard tests of reading ability than children in regular classrooms. These students also receive higher scores on special tests of ability to summarize information. The method is effective with students who vary greatly in age and ability.

Review of the Related Literature

According to Kananu et,al. (2005), performance in National examination is seen as the greatest single influence on the school curriculum and children's learning in Kenya. The education system in Kenya is quite results oriented and any school or pupils' performance is measured by how well the pupils have performed. This is true because in the eyes of the public, success in education is based on good examination results.

The public outcry and concern by parents, students and educationists about the decline in performance in mathematics in local and national examination is a clear indication that factors influencing pupils' performance in mathematics need urgent investigation (Galava, 1999).

The candidates performed poorly in questions on areas such as arithmetic in data from tables, in geometry, graphs and algebra. The report advocated that teachers should endeavor to instill confidence to the learners in problem solving skills (Kenya National Examination Council, 2005).

The main objective of mathematics as a subject is to assist in the process of producing a person who will be numerical, orderly, logical, accurate and precise in thought. It is highlighted that a person should be competent in appraising and utilizing mathematical skills in playing a positive role in the development of modern society. Generally, the performance of mathematics in examinations nationally leaves a lot to be desired. There are various reasons attributed to this trend but the central cause is the quality of teaching. The major areas in teaching that may influence performance of pupils in mathematics are; the use of teaching/ learning resources, teaching strategies, teachers' qualities and classroom management skills. Studies have been carried out to try and identify the causes of poor performance of pupils in mathematics (Kenya Institute of Education, 2002).

The use of learning resources involves the use of more than one of the human senses at the same time during the learning process. This is true according to the researcher because studies by psychologists also found that different human senses account for varying percentages of learning. It is estimated that taste accounts for 1%, touch 1½ %, smell 3½ %, hearing 11% and sight 83%. It is believed that 20% of what is heard is retained, while 50% of what is seen is retained and therefore, there is need for the use of visual teaching aids for the active learners participation and better performance in mathematics (Wachiye, 1990).

The textbooks availability was positively related to achievements. The textbook as a teaching resource help individualize instructions and

give students a chance to refer to areas he/she did not understand during the lesson (Orodho, 1996).

The schools with adequate textbooks, apparatus and other instructional materials are an upper hand of performing better. They certainly agrees with these studies because the use teaching resources in learning and teaching is directly related to better performance (Angura, 2003).

The mathematics teacher should choose appropriate resources by considering factors such as size, quantity, quality, variety and availability of the resource. Mathematical resources should be used appropriately through proper timing, handling and display. The proper management of resources improves teaching and learning (Kervin L.M, 2003).

Careful use of proper mode of instruction is a key factor in individualizing instruction for a class of students with diverse needs (Wasiche, 2004).

The large group instruction (whole class) as one of the teaching strategies will help the teacher maintain students' participation and attention. If the teacher uses effective presentation techniques like demonstration, modeling and guided practice and supplement with co-operative learning, then large-group instruction can be effective for teaching (Kirk S.A et.al, 2000).

The child-centered approach is the best approach in teaching mathematics as opposed to the teacher centered approach, which reduces pupils to passive listeners. The child centered approach

includes methods such as investigations, discovery, experimentation and discussion which introduce mathematical ideas to learners in a way that appeals to their needs and interests and develops their understanding (Ndungu et.al, 2001).

The teacher's enthusiasm is an important aspect of teacher effort, which is positively correlated to student's achievement. Good mathematics teachers need to be cheerful, supportive and enthusiastic. Having those characters, students tends to feel more comfortable thus encouraging them to like mathematics.

The initial step in preventing classroom behaviour problem is to keep students motivated. Motivators can be either intrinsic or extrinsic. To motivate, effectively, the teacher should know students' initial motivators like interest, needs and aspirations and similarly external motivators such as peer influence and teacher approval. The teacher can use these motivators to personalize teaching thus motivating students to learn (Borich, 1992).

The utilization of lesson time in mathematics can greatly determine student's performance. Proper use of contact time between the teachers and the students could lead to proper syllabus coverage which could in turn lead to better performance. The researcher agrees with this study because proper utilization of contact time will lead to completion of the planned content (Kabui, 2005).

In some schools, there is no time for students to interact with teachers not even with other students. In order to encourage improvement in performance, students are supposed to work in

discussion groups and to solve problems together. This results to collaborative learning (Mpalampa, 2004).

A positive learning environment and student learning are enhanced when teachers believe that all students can learn and teachers themselves can make a difference. Positive learning environment is built upon the use of realistic expectations for student learning and the instructional strategy should be developed by considering the learners' characteristics and needs (Alderman, 1990).

The various ways the teacher can manage some behaviours in the classroom to enhance learning. Some of these includes, organizing time in the classroom, organizing space in the classroom, establishing classroom rules, preventing behavioral problems, presenting classroom procedures and preparing children for special events (Otiato, 2002).

Classroom management depends upon the teachers' attitude towards learning and the relationships they establish with students. Teachers may delude themselves into believing that they are doing a good job because some students consistently respond with good answers. Naturally, there will always be some students who are bigger risk takers than others. Some teachers especially young beginning teachers unwittingly fall into the trap of discouraging the youngsters from responding unless they know the answer. This is because the silence or incorrect answers are difficult to respond to and they often embarrass or threaten.

The incident with Biff illustrates two important points. First, teachers may encourage students not to listen by falling into ineffective

but consistent question styles. Secondly, often we can get enough evidence from what we see in classrooms to make decisions and to give firm suggestions to teachers but at other times we may have to consider teacher's behavior or teacher's assumptions. A good teacher controls his or her class not through fear or high-handedness but by virtue of his or her interest on the learner, a good command on the subject matter and ability to present it interestingly and effectively.

The teacher should build a close relationship with the students and use it to learn his or her point of view. A students' failure to respond to a reasonable and patient teachers' normal behaviors is a signal that some special problem is operating. He or she should encourage the student to talk his or her words, listen carefully and asking questions when confused (Thomas and Jere, 1991).

Significance of the Study

This study will benefit to the following disciplines:

The teachers will try to improve their teaching techniques. This will lead to improved performance of pupils in mathematics.

The parents will highlight some areas in which parents can give support in order to make teaching and learning of mathematics more effective. This may foster better performances in mathematics in schools.

The pupils will receive effective and appropriate service from teachers and this will lead to improved performances of pupils in mathematics.

The school administration could also use the findings of the study in formulating strategies of improving teaching and learning in their school. It could also assist them in supervisory roles especially where punctuality and teaching techniques are concerned. The findings of this study could also assist the school administration in decision-making.

The Ministry of Education Science and Technology may also use the findings of this study to formulate future mathematics education policies aimed at enhancing pupils' achievement in learning mathematics. This will alleviate problems and constraints encountered in teaching and learning mathematics.

The future researchers may also use this study as a source of literature review when conducting similar studies.

Objectives

General: This study evaluated the teaching performance of the mathematics teachers of Kwihota Primary School in Thika District, Kenya.

Specific: this study sought to

1. determine the profile of the respondents as to:

1.1 socio-demographic data

1.1.1 age

1.1.2 gender

1.1.3 class

2. determine the level of teaching performance of the mathematics teacher in terms of:

2.1 teaching resources

2.2 teaching methods

2.3 teacher's qualities

2.4 classroom management

RESEARCH METHODOLOGY

Design

This study utilized the descriptive survey method to evaluate the teaching performance of the mathematics teachers of Kwihota Primary School in Thika District, Kenya.

Environment

This study was conducted in Kwihota Primary School of Thika District in Kenya. The school is located in Thika District, Ruiru Town about 4 kms off Thika-Nairobi Highway.

Respondents

This study involved 154 pupils in upper primary which were included 50 from Primary Six (P6), 54 pupils from Primary Seven (P7) and 50 from Primary Eight (P8).

Instrument

This study was a researcher devised instrument which was a questionnaire that contained questions about the profile of the respondents as to age, gender, class and level of teaching performance in four areas namely: teaching resources, teaching methods, teacher's qualities and classroom management.

Each area contained seven questions quantified into the following:

- 4 - strongly agree (you agree with no doubt at all)
- 3 - agree (you agree with some doubt)
- 2 - disagree (you disagree with some doubt)
- 1 - strongly disagree (you disagree with no doubt at all)

Data Collection Procedures

The researcher developed an instrument from the objectives of the study and obtained a letter of introduction from the university and used this letter as proof that the researcher is a student of Kampala International University. The researcher showed it to the head teacher of Kwiwota primary school to start collect and distribute the data.

After the data was collected, the researcher went ahead to calculate the frequency and percentage to determine the profile of the pupils as to age, gender and class. The weighted mean was used to determine the level of teaching performance of the mathematics teachers in terms of teaching resources, teaching methods, teacher's qualities and classroom management.

Statistical Treatment of Data

The frequencies and percentages were used to describe the profile of pupils as to age, gender and class.

Formula:

$$f/n \times 100$$

where: f = frequency

 n = total number

 100 = constant

The weighted mean was used to determine the level of teaching performance of the mathematics teachers in terms of teaching resources, teaching methods, teacher's qualities and classroom management.

Formula:

$$\bar{x} = \frac{\sum x}{n}$$

where: $\bar{x}$ = mean score

$\sum x$ = summation of the individual scores
of the responses

n = total number of responses

The obtained data were expressed in the following numerical values:

Mean Range		Interpretation
3.26 – 4.00	=	very satisfactory
2.51 – 3.25	=	satisfactory
1.76 – 2.50	=	fair
1.00 – 1.75	=	poor

DEFINITION OF TERMS

For the purpose of the study, the following terms are defined operationally:

Level of Teaching Performance is whether it is very satisfactory, satisfactory, fair and poor in the following aspects:

1. teaching resources which includes the following: guides pupils to make models, prepares simple, clear and visible charts or diagrams, ensure that learners have adequate textbooks and geometrical sets, write clearly on blackboard during the lessons, displays proper sitting arrangement and care of class equipment such as charts and desks, ensures proper sitting arrangement and care of class equipment such as charts and desks and engages learners in activities such as mathematical games and figure puzzles.

2. teaching methods which includes whether the teacher uses simple, clear and understandable language, uses varied teaching methods to explain content taught, encourages interactions and co-operation among pupils, associates subject matter to real life situation, includes a variety of pupils' activities in the lesson, supportive with the pupils learning problems and prepares well for the lesson.

3. teacher's qualities which includes the following: wears clean decent clothes, reports to class on time regularly, dignified in his/her behavior, speaks with audible voice, shows concern for pupils, submits test and assignment results on time and available for academic consultation.

4. classroom management which includes the following: introduces the mathematics lesson, assesses pupils as bases to improve delivery of instruction, implements discipline among pupils in class, motivates pupils to learn, monitors the pupils' progress through tests and assignments, does not over-react to pupils' misbehavior but uses fair punishment and creates excellent teacher-pupil relations.

Profile is a description of the important information of pupils as to age, gender and class.

RESULTS AND DISCUSSION

This study presents and discusses the profile of the pupils as to age, gender, class, and level of teaching performance of the mathematics teachers in terms of teaching resources, teaching methods, teacher's qualities and classroom management.

Profile of Pupils

A total of one hundred fifty four pupils were included in this study where seventy nine were male and seventy five were female. The ages were categorized into three: sixteen years old to seventeen years old, fourteen years old to fifteen years old, and thirteen years old and below.

Eleven or seven percent were sixteen years old to seventeen years old, fifty nine or thirty eight percent were fourteen years old to fifteen years old, and eighty four or fifty five percent were thirteen years old and below. It gives the implication that the majority of the pupils were thirteen years old and below.

The classes were categorized into three: primary six (P6) were fifty pupils or thirty two and half percent, primary seven (P7) were fifty four pupils or thirty five percent, and primary eight (P8) were fifty pupils or thirty two and half percent. It implies that the majority of pupils were primary seven (P7).

Table 1
Profile of Pupils

Category	Frequency	Percentage (%)
Age		
16 - 17	11	7
14 - 15	59	38
13 - below	84	55
Total	154	100
Gender		
Male	79	51
Female	75	49
Total	154	100
Class		
P6	50	32.5
P7	54	35
P8	50	32.5
Total	154	100

Level of Teaching Performance

Table 2 shows that the majority of the teachers were rated poor. The teaching resources category had the lowest mean, followed by the classroom management, teacher's qualities and teaching methods categories.

The tabulated results showed that the teaching methods was rated fair followed by the teaching resources, classroom management, and teaching qualities categories were rated poor. This gives the impression that the teachers are not qualified to teach.

From the 1.9 (fair) calculated mean for the teaching methods category, we could assume that the mathematics teachers did not use simple, clear and understandable language very well, did not use varied teaching styles to explain content taught very well, did not encourage interactions and co-operation among pupils very well, did not associate subject matter to real life situation very well, did not include a variety of pupils' activities in the lesson very well, did not support with the pupils learning problems very well and did not prepare well for the lesson.

The calculated mean for the teacher's qualities category was 1.8 (poor), we could say that the mathematics teachers did not wear clean decent clothes, did not report to class on time regularly, did not dignify in his/her behavior, did not speak with audible voice, did not show concern for pupils, did not submit test and assignment results on time and did not available for academic consultation.

The classroom management category was rated 1.7 (poor), wherein we could say that the mathematics teachers did not introduce the mathematics lesson, did not assess pupils as bases to improve delivery of instruction, did not implement discipline among pupils in class, did not motivate pupils to learn, did not monitor the pupils' progress through tests and assignments, were over-reacted to pupils'

misbehavior but uses fair punishment and did not create excellent teacher-pupil relations.

The teaching resources category was rated 1.5 (poor), we could assume that the mathematics teachers did not guide pupils to make models, did not prepare simple, clear and visible charts or diagrams, did not ensure that learners have adequate textbooks and geometrical sets, did not write clearly on blackboard during the lessons, did not display proper sitting arrangement and care of class equipment such as charts and desks, did not ensure proper sitting arrangement and care of class equipment such as charts and desks and did not engage learners in activities such as mathematical games and figure puzzles.

Table 2

Level of Teaching Performance

Category	Mean	Interpretation	Rank
Teaching Resources	1.5	Poor	4
Teaching Methods	1.9	Fair	1
Teacher's Qualities	1.8	Poor	2
Classroom Management	1.7	Poor	3
Total	1.7	Poor	-

CONCLUSION

The teaching performance in mathematics in the aspects of teaching methods teaching methods, teacher's qualities, classroom management and teaching resources were evaluated generally poor. However, it needs to be improved.

RECOMMENDATIONS

The researcher would like to make the following recommendation as per the objectives of the study. To solve the problem of teachers failing to use adequate teaching and learning resources, the researcher has the following suggestions.

The teachers should adequately prepare for the mathematics lesson by preparing teaching aids and improvising the learning aids from the locally available materials. Teaching should improve their teaching by writing clearly on the blackboard, displaying charts and ensuring proper sitting arrangement. They should also engage learners in activities such as mathematical games and figure puzzles.

The education stakeholders at school level should solicit for funds through the ministry of education science and technology to purchase text books, teaching and learning aids like geometrical sets, pens, manila papers, and other relevant resources.

The mathematics teachers should not solely depend on course text books, but should also use supplementary books. In order to ensure that there is effective teaching methods, teachers should: use proper and effective teaching methods which are child centered, such as investigations discovery, experimentation and discussion. Vary the teaching methods to cater for diverse educational needs for the learner use simple, clear and understandable language. Include a variety of pupils activities of pupils activities in the lesson Support pupils in solving learning problems. Make their mathematics lesson to be lively in order to avoid boredom. In order for the teachers to improve on their

teaching qualities, they should, report in class on time regularly. Display dignified behavior Speak with audible voice Submit tests and assignment results on time and display dignified behavior. Teachers should also be committed and devoted to teaching mathematics. They should teach for understanding in order for pupils to apply the knowledge to various mathematics problems. Lastly they should initiate mathematic subject panel. To improve on the teachers' classroom management ability, the following measures should be put in place. The teachers should implement discipline among pupils in class, motivate pupils to learn, monitor the pupils' progress through test and assignment, check or control pupils' misbehavior through guidance and counseling and interact with the learners in order to create excellent teachers-pupils relationship.

The Ministry of Education science and technology should therefore continue unloading the primary school curriculum to have a manageable load for teachers and pupils. Adequate teachers should be employed in order to improve the teachers-pupils ratio. Teachers' good work should be rewarded by offering them better salary and other terms of service. Teaching performance can be checked and evaluated through inspection and advisory measures. The ministry of education should continue offering and supporting free primary education.

For social cultural background which influences the profile of the learners, the parents should be encouraged to take their children to school when they are of age and be made aware of the outdated cultural practices such as early marriages for girls.

For better performance in mathematics the student should be encouraged to work hard and strive to excel in learning, attend lessons regularly, do class activities and assignment, display good behavior and be focused in academic achievement.

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APPENDIX A**TRANSMITTAL LETTER FOR THE HEAD TEACHER OF KWIHOTA
PRIMARY SCHOOL**

May 5, 2007

MR. IRUNGU FRANCIS

Head Teacher, Kwihota Primary School

P.O. Box 186, Thika District, Kenya

Dear Sir,

I hereby write to request you to allow me carry out a research in your institution. I am a Bachelor of Education student at Kampala International University and I'm conducting a study entitled "**TEACHING PERFORMANCE OF THE MATHEMATICS TEACHERS OF KWIHOTA PRIMARY SCHOOL IN THIKA DISTRICT, KENYA**".

I would be grateful for your permission and assistance in conducting the study,

Faithfully yours,

MWAURA WILLIAM WAINAINA

Noted by:

CYBELLE A GONZALES, BSED, MATS
Adviser

GEOFFREY KASOZI, BCOM, ACCA
Assistant Director, Academics, ICDS

APPENDIX B

QUESTIONNAIRE

I. Profile of the Pupils

Age : _____

Gender : Male ☐

Female ☐

Class : P.6 ☐

P.7 ☐

P.8 ☐

II. Level of Teaching Performance

Direction: Please write on the blanks provided your best response which indicates your mathematics teacher's performance in class.

Kindly utilize the rating guide below.

- 4 - Strongly Agree (you agree with no doubt at all)
- 3 - Agree (you agree with some doubt)
- 2 - Disagree (you disagree with some doubt)
- 1 - Strongly disagree (you disagree with no doubt at all)

A. Teaching Resources

The teachers:

- _____ 1. guides pupils to make models
- _____ 2. prepares simple, clear and visible charts or diagrams
- _____ 3. ensure that learners have adequate textbooks and geometrical sets.
- _____ 4. write clearly on blackboard during the lessons
- _____ 5. displays proper sitting arrangement and care of class

equipment such as charts and desks

_____ 6. ensures proper sitting arrangement and care of class

equipment such as charts and desks

_____ 7. engages learners in activities such as mathematical

games and figure puzzles.

B. Teaching Methods

The teachers:

_____ 1. uses simple, clear and understandable language

_____ 2. uses varied teaching styles to explain content taught

_____ 3. encourages interactions and co-operation among pupils

_____ 4. associates subject matter to real life situation

_____ 5. includes a variety of pupils' activities in the lesson

_____ 6. is supportive with the pupils learning problems

_____ 7. prepares well for the lesson.

C. Teacher's Qualities

The teachers:

_____ 1. wears clean decent clothes

_____ 2. reports to class on time regularly

_____ 3. is dignified in his/her behavior

_____ 4. speaks with audible voice

_____ 5. shows concern for pupils

_____ 6. submits test and assignment results on time

_____ 7. is available for academic consultation.

D. Classroom Management

The teachers:

- _____ 1. introduces the mathematics lesson
- _____ 2. assesses pupils as bases to improve delivery of instruction
- _____ 3. implements discipline among pupils in class
- _____ 4. motivates pupils to learn
- _____ 5. monitors the pupils' progress through tests and assignments
- _____ 6. does not over-react to pupils' misbehavior but uses fair punishment
- _____ 7. creates excellent teacher-pupil relations.

APPENDIX C**PLAN FOR DATA PRESENTATION**

Table 1

Profile of Respondents

Category	Frequency	Percentage (%)
Age		
16 - 17		
14 - 15		
13 - below		
Total		
Gender		
Male		
Female		
Total		
Class		
P6		
P7		
P8		
Total		

Table 2

Level of Teaching Performance

Category	Mean	Interpretation	Rank
Learning Resources			
Teaching Methods			
Teacher's Qualities			
Classroom Management			
Total			



CURRICULUM VITAE

Personal Background

Name : Mwaura William
 Reg. No. : BED/9088/51/DF
 Age : 44 years
 Gender : Male
 Civil Status : Teacher
 Address : Box 186, Ruiru, Kenya
 Date of Birth : December 12, 1963

Educational Background

College : Kampala International University
 Bachelor of Education in Special Needs
 2005 - 2007
 : Kenya Institute of Special Education
 Diploma Certificate
 2001 - 2004
 : Eregi Teachers' College
 P1 Certificate
 1985 - 1987
 Secondary : Gaichanjiru High School
 KACE 1 Principle 3 Subsidiaries
 1982 - 1983
 : Ngenia High School
 KCE Division II Certificate

1978 - 1981

Primary : Ruera Primary School

CPE Certificate

1970 - 1977

Research Experience

Bachelor of Education in Special Needs

"TEACHING PERFORMANCE OF THE MATHEMATICS OF KWIHOTA
PRIMARY SCHOOL IN THIKA DISTRICT, KENYA"

Diploma in Special Needs Education

THE ATTITUDE OF TEACHERS TOWARDS INTEGRATING LEARNERS
WITH SPECIAL NEEDS IN REGULAR PRIMARY SCHOOLS IN RUIRO
MUNICIPALITY"