

**FACTORS CONTRIBUTING TO POOR ENGLISH PERFORMANCE
AMONGST LEARNERS IN AN INCLUSIVE SETTING, A CASE
STUDY IN SOI ZONE, KOIBATEK DISTRICT
KENYA.**

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DECLARATION

I Milka Kiptoo do hereby declare that 'Factors Contributing to poor English performances amongst Learners in an inclusive setting'. A case study in Soi Zone, Koibatek District, Kenya' is entirely my original work, except where acknowledged and that it has not been submitted before any other University or Institution of Higher Learning for the award of a degree.

Signature..........Date.....19/8/09.....

APPROVAL

This research has been submitted for examination with my approval as the candidate's university supervisor(s)

LECTURERS' NAME: SAMSON LAAKI

SIGNATURE.....

DATE.....

DEDICATION

This work is dedicated to my Loving sons, Roy, and Oliver, whose love for English, even at their tender age provided the zeal and impetus to accomplish the project.

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ABSTRACT

The knowledge of English is of great practical aspect in the scientific and technological fields. English is widely recognized as an important qualification for employment and further studies. It provides a unique type of experience in problem solving which is an essential component of a complete education.

Though English is important, many pupils in schools continue to perform poorly in the subject especially in internal and end term examinations. This is also the case in Soi Zone, Mogotio Division in Koibatek District. Schools put more emphasis on the cognitive aspects of Learning the subject for passing examinations and certifications while the effective aspects of Learning are not examined are seen as being of little value.

The purpose of this study was to examine and analyze the factors contributing to poor performance in English amongst learners in an inclusive classroom in Soi Zone, Koibatek District. A sample of class five in five schools and their teachers, headteachers and parents responded to questionnaire that measured pupils' English poor performance. The questionnaire was validated and found to be reliable. The results of the study showed that there are factors which contribute to poor performances and include poor teaching methods, negative attitudes amongst pupils and teachers, large class enrolment and inadequate teaching and learning materials.

The findings of this study are expected to be useful to the English teachers, pupils, teacher trainers and counselors in understanding and improving Learners' English performances through timely interventions. They are also important as a basis for future research.

APPENDICES

1. Letter of introduction from the University Director
2. Questionnaires to teachers of English
3. Questionnaires to pupils
4. questionnaires to H/Teachers
5. Questionnaires to parents representatives
6. Map showing area of coverage of the research

CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND INFORMATION

English is taken to be a very important subject in human life. It is the medium of instruction in schools in which individuals are to communicate fluently, independently and accurately in their everyday life. Other than being official language in Kenya and other countries, it is useful to an individual involvement in socio-economic and cultural activities.

The subject also plays an important part in career choice. According to H.A Curtis (1994) A guide to teaching English, state that without a knowledge of English, most of the better jobs in a country, commercial, technical or professional are out of reach. Further more a country needs educated manpower to run a modern state.

According to Ssebbunga C Masembe (2005) Principles and Techniques in language teaching, English is a means of communication, getting education and participating in Nation building. Moreover the proliferation of new technology worldwide, the world seems to be getting smaller. The technological knowledge is passed on through English Language.

English helps in communication of ideas and information activities involving imagination, intuition and discovery. This is also supported by English Handbook, Ministry of Education, Primary education by K.I.E.

According to Hillary Thomson (2005), Teaching English, states that English enables one to succeed in further education, travel overseas to communicate with people of different nationalities and keep up to date with events in the rest of the world. It also helps in spending leisure time. This is also supported by MOEST (2001) Teaching and learning English in primary classroom, English module school based teacher development SbTD by KIE.

Due to these factors, English is supposed to be taught well to all learners in an inclusive classroom. Learners should work very hard on the subject irrespective of their gender. They should also get rid of negative attitudes and neither should they fear the subject.

According to educational policy for education for all conference Dakar(2000) states that everyone child and adult should learn free.

Soi zone is in Mugurin Division which is in Koibatek District. It has twelve schools and well staffed by the Ministry of Education Science and Technology. Although this is so, the zone has been performing poorly in the subject. According to the zonal educational offices it shows that, if interventions are not carried out, it will continue to affect the performance in classes four and five in the zone.

Due to the poor performance of learners, parents, educational officers and the community at large blame teachers and that is why the writer has decided to find out the problems faced by the learners and teachers, that affect performance of English amongst learners in primary schools in Soi zone, Mogotio Division, in Koibatek District.

1.2 STATEMENT OF THE PROBLEM

It has become an increasing problem in the zone that learners in an inclusive setting are performing poorly in English. This is happening in the middle classes and more so, in class five. It has caused a lot of concern among all stakeholders. The stakeholders include parents, educational officers and teachers. They are wondering whether English will improve or not.

It is also evidenced by the comments made by the stakeholders whether examination results are out, for example mid-term examination, end of term and Kenya Certificate of Primary Examination results. They normally complain about English that the learners with specific learning difficulties lower the mean score of the class. The researcher therefore would like to find out the factors that

contribute to the poor performance of English among learners in an inclusive settings class five.

1.3 THE PURPOSE OF THE STUDY

The purpose of the study is to determine some of the factors which contribute to poor performance of English in primary schools in soi zone, Mogotio Division, in Koibatek District.

1.4 OBJECTIVES OF STUDY

The following are some of the objectives that will be used to find out what are some of the contributing factors towards the poor English performances in class five in soi zone, Mogotio Division, in Koibatek District.

1. To determine whether lack of inadequate use of learning and teaching material while teaching English can be a contributing factor to the poor performance in English.
2. To determine whether poor teaching methods used by teachers of English in Soi zone classes five can be a contributing factor to poor performance in English.
3. To investigate whether large class enrollment is a contributing factor to poor performance in English in class five soi zone, Mogotio Division.
4. To find out whether negative attitudes towards learning and teaching English among teachers and learners is a contributing factor in English poor performance.

1.5 RESEARCH QUESTIONS

The research questions are as follows;

1. In what ways can inadequate use of learning and teaching materials in English can be contributing factors for poor performance in English class five Soi zone?
2. How can poor teaching methods used by teachers in class five soi zone be a contributing factor to poor English performance?
3. How can large class enrolment be a contributing factor towards poor performance in English among learners in an inclusive class five, soi zone, Mogotio Division?
4. How can negative attitudes towards learning and teaching of English among learners and teachers be a contributing factor to poor performance in English standard five in Soi zone Mogotio Division?

1.6 SIGNIFICANCE OF THE STUDY

Once the study will be completed, the concerned groups of the people in the community will be able to take part and act accordingly. The study will be used to sensitize all the educational stakeholders.

The school administration will be able to learn about the problems and difficulties that are faced by the teachers while they are teaching English. It will try to solve the problems noted through organizing seminars and workshops at school based level concerning the subject of English. During the meeting which is the subject panel, teachers will discuss and learn better methods with the aim of achieving better English performance.

The Teachers Advisory Centre's office, through the District Educational office, should again come in to solve the already noted problems after the study is completed which concerns factors contributing to poor performance in English. At this level, seminars and workshops can be organized. The Teacher Advisory Centre's and District Quality Assurance Standard Officer will look for facilitators who are more conversant in the area of English.

He/she will induct the Zonal and Divisional level subject panel to the teachers of English with modern methods used to teach English. Through this, the performance in English will also improve.

Other local leaders and administrators are again asked to come in and act accordingly. These leaders are the assistant chiefs, chiefs, Divisional Officers, District Commissioner and others should also come in and use the findings of the study. This can be done through sensitizing the local community during barazas. The District Commissioner who is the chairperson of the District Educational Board will be able to guide the concerned on matters concerning education during the local in barazas with community which is comprised of many parents and will be advised on educational issues. Parents will be able to learn that English, requires a range of instructional material such as flash cards, substitution tablets, pictures and photographs, real objects, library books and many others which should be provided by parents and guardians.

The Member of Parliament and councilors will use the research findings during the meeting with the community members to sensitize them on the importance of the education and more so, the English subjects. They can also assist schools which are doing poorly in the subject by using Constituency Development Funds to help and buy the instructional materials. This is because the funds allocated to schools from Free Primary Education on purchasing of teaching materials are not enough.

The Ministry of Education Science and Technology will learn that there is shortage of teachers and hence they will provide. Again they will provide more instructional materials. The parents, when they read the report, will be made aware of their children's performance. They will come in to suggest on how their children should be handled. Learners will be able to learn several ways of tackling English and finally attain high marks and be admitted to good high schools. Later on they will join higher learning Institutions and acquire better jobs.

1.7 LIMITATIONS

The researcher faced a number of challenges while carrying out the research among them the inadequacy of funds. This made the researcher reduce the sample size.

The other problem was the distance covered by the researcher while collecting data because schools in the zone are sparsely distributed and hence the research wasted a lot of time from one school to the other administering questionnaires.

The researcher had difficulty convincing teachers that the exercise was purely academic and had nothing to do with exposing their laxity to their superiors. The sense of suspicion could not be completely removed from some teachers.

Some respondents, particular children, had difficulty answering the questionnaire and handed them over late, thus affecting the time schedule of the researcher.

Weather conditions where the researcher undertook the project during harsh dry spell had effect on the time completion.

Getting the relevant literature for the study was harsh since the area does not have adequately equipped libraries. This forced the researcher to travel more than 60KM to Nakuru where the facility could be found and this wasted time and funds.

1.8 DELIMITATIONS:

On the other hand, the researcher had the advantage of being a teacher in the zone and hence knew most of the teacher's respondents personality. This had the overall effect of instilling confidence on them that exercise was purely academic.

CHAPTER TWO

THE REVIEW OF THE RELATED LITERATURE

2.0 INTRODUCTION

In this chapter, the writer intended to find out what other different authors in their books had in relation to the topic of the study. The title of this study is about finding out some of the factors that contribute to poor performance in English among learners in an inclusive setting class five in Soi Zone in Koibatek District.

The author had to review the related literature from all sources, ranging from Magazine, bulletins, periodical, newspapers, African journals, books written by various authors. The writer has to compare the literature with other countries from the whole world and that of Kenya.

2.1 LEARNING / TEACHING MATERIALS

According to Gordon P McGregor (2002) English for life, talked of the world of great changes where technological knowledge is required. Things have changed and also English should be taught using new materials which are relevant to the changes for example Audio-visual equipments to enhance better understanding of the subject.

I agree with Gordon P. McGregor that relevant materials should be used in our schools to enhance better understanding of the subject.

According to MOEST (2001) Teaching and learning English in primary classrooms, states that the selection of variety of teaching and learning aids often follows the choices of the methods of teaching English. Most of the children are at the concrete operational stages. Due to this factor, provisions of learning and teaching activities and also materials are very crucial to every learner, regardless of any disability. They also need to play and manipulate the items.

The researcher affirms the idea. This is quite true because learning is more meaningful whenever it's done through activities and imitations.

English should be taught through rule and games which makes it easier to be understood. This is supported by the Ministry of Education, Primary handbook(2006). Teachers should provide lots of practice for the learners to understand English concepts. Learners, when well guided are able to discover and understand ideas in the subject for themselves.

The truth of this idea is exemplified by the saying that much work and no play makes Jack a dull boy. It has also been confirmed that when you teach without using learning and teaching materials, only 10% achieved. When you teach using real objects, which are manipulated, learning becomes realistic

2.2 POOR TEACHING METHODS

According to Ssebunga C Masembe (2005) principles and Techniques in language teaching, states that different methods need to be used for situations that work for pupils. The teacher needs to select and use effective teaching method that will help to deliver expected outcomes.

This is a pure fact because in class 5, learners should be taught while availing different types of materials which will cater for various diversities resulting to better understanding.

According to Anthony Claessen (1994) English Language teaching methods states that the approaches recommended in teaching of learners should be varied and should be pupils centred. The teachers should make sure that the pupils are actively involved. The researcher agrees with him and adds that learners learn better by doing. This also enhances self discipline.

Hillary Thompson (2005) Teaching primary English, states that to bridge the gap between classrooms and real world outside helps learners to learn English and a teacher therefore should use methods such as role play drama and communicator games.

This is true since learners discover rules or results by carrying out activities. Through this the learners are actively involved because it becomes learners centred

According to MOEST (2001) Teaching and learning English in primary classroom, states that the basic skills of listening, speaking, writing and reading are very important in learning English. They should be taught in the early primary classes.

The researcher agrees with the author and adds that it will help for curriculum in English to be covered faster.

According to Bell A.W (1984) Researcher on learning & teaching says that English curriculum should reflect the right age of the learner. This is as per the recommended types of the curriculum. When the curriculum is wide and time to cover is short, the work is not well understood and poor performance in the subject can occur.

This is a fact. The researcher also suggests that curriculum developer should come up with curriculum which caters for all learners in a regular class. More time is needed so that the teacher can be able to cope up with different disabilities in an inclusive class in which there are learners who are very fast getting what is being taught while others learn slowly.

2.3 LARGE CLASS SIZE (ENROLMENT)

In the East Africa standard newspaper of Tuesday, September 28th (2004) Teachers shortage, the government of Kenya has agreed to employ fifty thousand teachers to effectively teach the large numbers of pupils who joined classes the previous year due to free education which was initiated by the government.

The researcher tends to react. He recommends that subjects such as English needs an enrolment size in an average class situation. This help teaching in that individual pupils can be catered for resulting to effective teaching. Currently, the few teachers manning the large streams of not less than fifty pupils are burdened with work. English needs a lot of practice and very close monitoring by the teacher for better performance. The Kenyan government deserve praise because

of the positive action taken. This gives a lot of hope that the large class size and enrolment will be brought down to the recommended level.

In the daily Nation of March (2004) in-servicing teachers, Education Ministers professor George Saitoti, seriously lamented on poor English subjects performances. He was releasing Kenya Certificate of Secondary Education results where he mentioned that good performances for our secondary schools in Kenya especially in English should have good foundation in primary schools. He suggested that teachers should be in serviced so that they come out, teach English and performances both in primary and secondary schools are improved. This is agreeable and the government is urged to avail the in-services and the workshops to train teachers who were trained long time ago since they have already forgotten or do not know some of the new methods which are in use.

According to .H.A Curtis (1994) state that a guide to teaching English states that large classrooms requires proper organizations in which learners learn best by prepared discussions with the teachers guide. Classrooms should be well equipped with adequate supply of relevant books and other teaching/learning materials.

2.4 NEGATIVE ATTITUDES TOWARDS TEACHING / LEARNING ENGLISH

According to Gordon P. McGregor (2002) English for life states that attitudes towards pupils language based upon disapproval of accents and dialects of English has a damaging effect on learning.

The researcher's feeling is that it is the use of language by a teacher which depends mostly on the availability and the convenience affect learning because pupils learn the same way the teacher teaches.

According to Geoffrey Thornton (1974) Language experience and school states that if pupils have negative remarks about the English teacher (pseudo-Linguistic judgments) it is directed towards their learning which affects their performance.

The writer supports him in that she has also witnessed learners especially in the middle classes develop negative attitude towards English as a result of negative remarks about the English teacher. Such negative attitudes are hard to avert later.

According to MOEST (2001) teaching and learning English in primary classroom comments on the above issue it indicates that the performances of Girls in English is better than that of boys in classes while learning. Specifically this is so in class five. The difference in performance between both sexes is in participation in the lesson and attitudes of the learners, teachers and parents towards English. The researcher tends to disagree with this point because English should not be the preserve of the females only. Teachers, parents and learners should take English as an early subject and can be done effectively by both sexes. This will open career opportunities for both boys and girls.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION:

This chapter outlines the methods and procedures which were used by the researcher to obtain the data pertaining to the study. The researcher in this case decided to use qualitative type of method. In this method there is more use of words than numerals.

The methodology part also deals with research design, approach, strategies, population procedure, sampling procedure, instruments, data analysis and review.

3.1 RESEARCH APPROACH

The researcher will use the qualitative method of approach where data will be collected using words rather than numerical terms.

3.2 RESEARCHER DESIGN / STRATEGY

The researcher used the survey type of method where she collected the information from the groups of people, which in this case of class five teaching English. The respondents were class five pupils and were selected randomly. Sex was also considered. The headteachers and parent representatives of class five in the zone were included.

3.3 POPULATION / SAMPLE

The researcher conducted the study in Soi zone, Mogotio Division in Koibatek district, Kenya. The zone is comprised of several schools namely, Ngubureti, Noiwet, Chemogoch, Legetetwet, Lombogisu, Kelelwa, Kipsogon, St. Mary's Mogotio and Mogotio primary schools.

The researcher targeted schools with at least double class streams. They were Ngubureti, Mogotio and St. Mary's. single streams schools that were also targeted were Noiwet and Chemogoch primary schools. The pupils were selected

randomly and gender considered. Class five English subject teachers were used as respondents as well as Headteachers of every primary school and parents representative.

3.4 SAMPLING PROCEDURE

The researcher selected respondents to fill the questionnaire by random sampling method. Each stream produced one teacher and four from a group of ten pupils. Performance was not needed as criteria of selection. Among the four learners given, one of them had to be a female respondent. Class five representative representing the whole class were asked to fill the questionnaires.

3.5 PROCEDURE OF THE STUDY

Soi zone in Mogotio division, Koibatek District, Kenya has been performing very poorly in English for the last three years. It was the wish of the researcher to undertake the study and investigate what the real problem for the poor performance is.

Having settled on the study title, the writer reviewed various sources of the literature ranging from the textbooks, newspapers, bulletins, periodicals and journals. He also went to look for more literature in Nakuru National Library and in Nairobi at Kenya Institute of Special Education Libraries. The researcher also visited the local schools' libraries for more review on related literature.

After literature review, the researcher embarked on proposal preparation where objectives of the study and research questions were formulated. The tools and instruments were made from the objectives of the study. The age of the learners who were respondents was considered. Language was also considered and the standard appropriate for the parents and pupils was used.

The researcher visited the study area. This was to perform the task of pre-testing the tools developed. When the instruments and tools were pre-tested, they checked the validity and the standard. They were found to be appropriate.

Before the actual study began, the researcher wrote letters, seeking for permission to undertake the research in the sampled schools in the zone. He also wrote a letter seeking for permission from his headteacher to allow him to proceed to the study in the schools. These letters were filed as appendixes.

After the data were collected, analyzed and presented, it was typed in readiness for the presentation to the supervisor for marking and grading.

3.6 INSTRUMENTS / TOOLS

The researcher used self made questionnaires to conduct the study when gathering data from respondents.

The instruments were divided into four parts:- one for the pupils, teacher, parents and headteachers. The questionnaires for both groups were made simple in order to answer quickly so that the researcher gets the required information.

3.7 DATA ANALYSIS

The researcher gave out questionnaires to the respondents and waited for their return. They were given to the selected schools, teachers who teach English class five, headteachers and parents representatives of class five. After receiving them, they will be analyzed through thematic approach. The outline of the answers was summarized in tables.

CHAPTER 4

PRESENTATION ANALYSIS AND DISCUSSION OF DATA

4.0 Introductions

In this chapter, raw data taken from questionnaires, interviews guides and check lists were interpreted. The researcher gave out eight questionnaires for the teachers, thirty-two questionnaires for the pupils, five questionnaires for headteachers and five questionnaires for the parents' representatives. The questionnaires were distributed to five schools namely: Ngubureti, Noiwet, Chemogoch, St. Mary's Mogotio and Mogotio primary schools.

The researcher identified one class five – English teacher in every school to assist the learners and parents during filling of the questionnaires. Class five teachers of English and headteachers also filled theirs.

The researcher succeeded to receive all the questionnaires back. The table below indicate the results,

4.0.0 Questionnaires dispatched and received

Respondents	Actual questionnaires	No. of questionnaires
	Sent	Received
Teachers	8	8
Pupils	32	32
Head teacher	5	5
Parents	5	5
Total	50	50

All the sent out questionnaires were received back and this indicated 100% positive response.

4.1.0 Presentation and Analysis of Teachers' Questionnaires

4.1.1 Question 1 – Teachers use of Instructional materials/learning Aid while Teaching English

Table I

CATEGORY	FREQUENCY	PERCENTAGE
Sometimes	5	62.5
Never	1	12.5
Always when teaching English	2	25
None of the above	0	0
Total	8	100

In the above table, it was found that 62.5% of the teachers respondents use instructional materials/learning aid, 25% always use while 12.5% never use the teaching/learning materials.

Teaching/Learning material needs to be used always when teaching every subject. Learners need to manipulate learning materials for the concepts to be understood. Without using the teaching/Learning aids has made the performance in English to go down.

4.1.2 Question 2: Methods used while teaching English

Table 2

CATEGORY	FREQUENCY	PERCENTAGE
Methods are teachers own initiative	4	50
Methods recommended by subject panel	3	37.5
Teachers strictly use methods from the teacher text books	1	12.5
Total	8	100

According to this table, 50% of the teachers teaching class five English in the zone use their own initiated methods of teaching, 37.5% use methods recommended by the subject panel in the school level while 12.5% of teachers teach strictly using methods from the textbooks.

English panel should convene meeting with all members of the subject panel and come up with recommended methods and procedures of teaching English.

Since this has not been happening, it explains the reason why English performance in the zone has been on the drop.

4.1.3 Question 3: Large Class Enrolment/Size

Table 3

CATEGORY	FREQUENCY	PERCENTAGE
Between 41 - 50	5	62.5
Between 21 - 40	2	25
Between 11 - 20	1	12.5
Total	8	100

The results indicated that more teachers are teaching large classes of between 41 – 50 pupils (62.5%), 25% said they were teaching pupils between 21-40 while 12.5% said they were teaching between 11-20 pupils.

Soi zone schools standards five therefore indicate that there are several streams with high enrolment of learners. When learners are very many in one class, sharing of the few instructional materials available becomes a big problem. Again teachers will not be able to teach and mark for every individual learner's work within the specified time of thirty-five minutes per lesson. This contributes to poor performance in the subject.

4.1.4 Question 4: Negative Attitudes towards Learning/Teaching English.

Table 4

CATEGORY	FREQUENCY	PERCENTAGE
Between 40 – 59%	6	75
Between 60 – 79%	1	12.5
Between 30 – 39%	1	12.5
Total	8	100

In the above table it shows that most of the schools in Soi zone English mean score is ranging between 40-59%. This is a serious situation because a mean score of 50% is too low.

To remove this situation, teachers, parents and pupils should discuss together through seminars at school level and show how English is an easy subject. This is because most pupils fear and hate English reacting that is a hard subject. Some parents also confess that they also did poorly in it when they were in school. Some teachers also take the subject because it is the only option hence the performance in English shows a drop.

4.2.0 Presentation and Analysis of Pupils' Questionnaires

4.2.1 Question 1: Teaching/Learning Aids – Pupils Responses

Table I

CATEGORY	FREQUENCY	PERCENTAGE
Sometimes	20	62.5
Always	8	25
Never uses	4	12.5
Total	32	100

In the table above 62.5% of the teachers sometimes use instructional materials while teaching while 25% of the teachers always use. 12.5% of the teachers never and don't use any teaching/Learning materials. This is very serious.

For the learners to do well in English, the teacher must use aid but this doesn't happen. Due to the situation, poor performances in English have occurred. To eradicate the problem and make the teacher to use them, there should be lockable windows, doors, cupboards, shelves and tables to put books in place in the classroom. This can prevent the misuse and reduce stealing amongst learners. A good class environment can also encourage teachers to avail the aids at all times.

4.2.2 Question 2: Teaching Methods

Pupils asked whether they conduct pupil to pupil teaching and answering oral Exercises before Real Exercises

Table I

CATEGORY	FREQUENCY	PERCENTAGE
Sometimes	28	87.5
Always	3	9.375
Never	1	3.125
Total	30	100

In the table above clearly shows that most teachers don't allow the learners to talk freely and answer oral questions before doing in their exercise books.

When this is not done, they don't understand the concepts as required. Teachers just ask learners to answer questions from textbooks to exercise books and are brought for marking. This has created poor English performance.

Practice of English exercises can be done just during the introduction of the topic and sub-topic on English lesson. This can create a lot interest in many learners and hence reduce negative attitude in the subject.

4.2.3 Question 3: Class Enrolment/Size

Pupils were asked on the number of children sitting together on one desk.

Table 2 Pupils Response

CATEGORY	FREQUENCY	PERCENTAGE
Three pupils per desk	32	93.75
Two pupils per desk	2	6.26
Total	32	100

In this table, 93.75 percent sit three pupils on one desk while mere 6.25 sit two pupils in one desk. This is due to shortages of infrastructure and instrumental materials. It has made it difficult for them to share the few instructional materials in English when the teacher is teaching. This has resulted to very poor performance in English.

4.2.4 Question 4: Establishing the pupil attitudes towards English

Table 3

CATEGORY	FREQUENCY	PERCENTAGE
Science	12	37.5
Mathematics	10	31.25
Social studies	5	15.625
English	4	12.5
Kiswahili	1	3.125
Total	32	100

In this table above science is the most popular subject by the learners. English, which we are interested to know its performance, is placed number four. Pupils perform poorly in English due to fear that it is difficult.

4.3.0 Presentation and Analysis of Headteachers Questionnaires

4.3.1 Question 1 : Pupils Enrolment and Teacher Ratio

The responses were as follows:

Table I

CATEGORY	FREQUENCY	PERCENTAGE
1:50 and above	3	60
1:40	1	20
1:30	1	20
Total	5	100

The results indicated that teachers in the zone man large enrolment (60% 1:50 and above) while 1:40 is 20% and another 20% 1:30. This clearly tells that good performance in subjects such as English, which need closer scrutiny when teaching cannot be met, hence bring poor performance.

4.3.2 Question 2: Teachers training on special needs education

Head Teachers response

Table 2

CATEGORY	FREQUENCY	PERCENTAGE
None	3	60
Certificate	1	20
diploma	1	20
Degree	0	0
Total	5	100

The table above indicates that 60% of teachers in the school in the zone have not undergone special needs training. This makes it difficult to assist the

learners with specific learning difficulties in English. Hence there is a poor performance in the subject in the whole zone.

4.3.3 Question 3: Organization of any school based in-service or seminars and workshops for English teachers.

Head Teacher responses

Table 3

CATEGORY	FREQUENCY	PERCENTAGE
No	4	80
Yes	1	20
Total	5	100

The table shows that the schools in the zone do not organize seminars, schools based in-service courses and workshops at school level. The teachers just use the old methods of teaching English. When new methods are discovered through research, they will not know since there are no forums.

The headteachers should organize such meetings where modern methods can be discussed. Teachers of English will learn them, use them and uplift English performance.

4.3.4 Question 4: Availability of Instructional materials

Their responses are as follows:

Table 4

CATEGORY	FREQUENCY	PERCENTAGE
No	4	80
Yes	1	20
Total	5	100

Schools have few teaching and learning materials (80%). This results in schools attaining very poor grades in subjects such as English.

Headteachers, through their support groups in the zone, should try and organize ways of soliciting funds to buy more materials. If this is done, more materials can be bought and uplift the subject performance.

4.4.0 Presentation and analysis of parents' representatives' questionnaires

4.4.1 Question 1: Monitoring of performance of class five pupils in English

Table 1

CATEGORY	FREQUENCY	PERCENTAGE
Once in a term	3	60
Not at all	1	20
Three times in a term	1	20
Total	5	100

In the table above, parents of class fives representative rarely interact with the teachers of English in the zone (60%). Due to this, they cannot be able to find out the performances in that particular subject. This has made the subject performance to continue dropping year after year. Subject teachers cannot be able to tell what they lack in that subject in order to make it improve.

4.4.2 Question 2: Whether reports to parents about the progress of class five during meetings are given,

Parents response:-

Table 2

CATEGORY	FREQUENCY	PERCENTAGE
No	4	80
Yes	1	20
Total	5	100

According to the table, 80% of the class five representatives do not report about the class progress during parents' meetings while only the remaining 20% do

report. This is a small number and cannot make an impact. That is why there is poor English performance in class five in the zone.

Parents representatives should take their part in making sure that they track the learners' progress in English. When class and subject teachers require learning aids from parents, they should exert pressure on parents to provide the items needed.

4.4.3 Question 3: Adequate and conducive environment for learning English

Table 3

CATEGORY	FREQUENCY	PERCENTAGE
No	3	60
Yes	2	40
Total	5	100

The classroom conditions of schools in Soi Zone are below standard. There are no suitable chalkboards for writing on. Sometimes learners should practice writing on the chalkboards during their leisure time.

Again the classrooms have no enough desks, tables, cupboards and shelves. This has made the performances drop down. Learning requires conducive environment and sober minds. A well-managed classroom is needed for proper learning to take place.

4.4.4 Question 4: References material/books for class English

Parent responses.

CATEGORY	FREQUENCY	PERCENTAGE
No idea	2	40
one	2	40
Two	1	20
Total	5	100

Some class five parents representatives have no idea on the types of books used by teachers (40%) while teaching English. Other parents (40%) are just satisfied by the use of one main course book. Only 20% of the parents representatives are aware of two textbooks, which are used as reference materials in English class five. There should be several reference books to be used to have varied exercise by different authors. This can make the subject to improve because learners will be directed to the best stimulation of many experiences.

4.4.5 Question 5: Involvement in making classroom rules to curb indiscipline

Table 5

CATEGORY	FREQUENCY	PERCENTAGE
No	3	60
Yes	2	40
Total	5	100

Many class five representatives (60%) are never involved in making class rules. Class rules are very important in instilling discipline. Discipline is a vital issue in learning all subjects. English involves a lot of discipline, which helps in understanding the concepts in the subject. Parents' representatives should be involved in a joint effort with pupils, parents and teachers in creating rules for pupils in a class.

CHAPTER 5: SUMMARY, RECOMMENDATION AND CONCLUSION

5.0 Introduction

The researcher was able to summarize, recommend and concluded the study after going through chapter one to four.

5.1 Summary

(i) Use of instructional materials by teachers.

The researcher was able to discover that the factors which contribute to poor performance in English in class five, Soi zone in Koibatek district of Kenya are many.

In the first place, most teachers just use the instructional materials occasionally. In the real sense, teaching aids are supposed to be used always when teaching. To make matters worse, there were some teachers who teach learners and they never prepare any teaching/learning aid.

This is a very serious mistake in that according to Gordon P. McGregor(2002) learners should be provided with materials to manipulate while beingtaught. Again, MOEST (2001) insist that a lot of practice through the use of variety of teaching aids in English is essential in learning the subject.

The Ministry of Education primary handbook (2006) also confirmed that learning takes place when activities are carried out through manipulation of instructional materials. This is because most of the primary class fives can be in the early operational stage. The same fact is supported in chapter four, question/objective number one, table one that 62.5 percent of teachers uses instructional materials Sometimes but not always. Due to this situation, the results is that there is poor English performances in the zone's class fives.

Pupils in their questionnaires also confirm that teachers do not use teaching aids always when they are being taught English. In chapter four i.e. table 4.2.2, table

two has the evidence that 87.5% sometimes use teaching aids in English classes.

Also figure 4.3.4 – availability of instructional materials show that the head teachers supported the idea that the zone has been affected by lack of teaching resources. 60% said that the resources are not enough and they have some plans to solicit funds to buy more for their schools.

(ii) Poor Teaching methods

The use of recommended teaching methods in English is of high importance. The researcher also confirmed that most teachers do not use the methods prescribed by the Ministry and instead use their own devised methods which may not be appropriate. According to Hillary Thompson (2005) those learners require most appropriate methods to understand the facts in English.. Anthony Claessen (1994) recommends the teaching methods in English, which are exposition, discovery and rote learning. These methods can best be used in the middle cases such as class four and five.

When we also study Table 3. Figure 4.1.2 on the issue of recommended teaching methods, it is shown that 50% of teachers use their self styled methods. Teachers who use methods recommended by subjects panels are only 37.5 percent. Other methods used are the ones found in English books, which can be rigid. For English performances to improve there should be strong subject panels. Table 4.2.2 on pupils' reactions on teaching methods shows that large number of teachers refuse to use child centred methods. They just ask learners to do sums in their books and take for marking.

(iii) Class Enrolment/Size

The researcher discovered that class enrolment in Soi zone, Mogotio Division in Koibatek District is large. The streams have an average size of over forty learners. The Kenya government is urged to intervene on the matter. In the standard Newspaper (Kenya) article of Tuesday 28th September (2004) title

Teachers shortage; it urged for recruitment of more teachers. In the Daily Nation Newspaper (Kenya) of March (2004) it advocated for in-servicing teachers due to poor performances of English and Kiswahili. It noted that poor performances are caused by large class enrolment where teachers are few to man them. When there are large enrolments of more than thirty pupils, teaching becomes cumbersome and eventually leads to poor English performances. The same issue are supported by the tables 4.1.3 on pupils question 3 response, Table 4.2.3 on teachers response on class enrolment and table 4.4.4 on parents response on use of learning resources.

(iv) Negative attitudes towards teaching and learning English

It was noted that teachers and pupils have negative attitude towards English. This negative attitude, in most cases, has been caused by some parents who talk negative about the subject in the presence of their children. MOEST (2001) *Teaching and English* states that girls perform better than boys in the subject as a result of the fact, some teachers challenge girls more that the boys in the regular classroom. In most cases, English questions are directed to girls than boys. Tables 4.1.4, and 4.2.4 support this idea.

5.2 Recommendation

The researcher recommends the following to be done to reduce and eradicate poor English performance in class fives in Soi zone and Kenya at large:-

(a) Use of instructional material while teaching English

The Kenya government should produce more instructional resources in funding the free primary education. Funding free primary education will help schools to buy enough textbooks and English chart. Teachers will be able to assist the pupils in using the materials.

(b) Teaching Methods

The MOEST should recommend appropriate teaching methods to be put in place. The subject panels at district and zonal level need to convene seminars, workshops and induction courses to train on better teaching methods in order to uplift English performances.

Teachers also should complete English syllabus early enough to provide more time for revisions.

(c) Class Enrolments/Size

The government should see to it that more trained teachers are employed to assist large class enrolment following introduction of the free primary education in Kenya. More classrooms are needed and more time can be created through revising the present curriculum.

(d) Negative attitudes towards teaching and Learning English

Subject panel should have guidance and counseling to assist those learners and teachers who have negative attitudes and counseling to assist those learners and teachers who have negative attitudes towards English. Parents should be asked to support the subject by encouraging their children that English is an easy subject, just like any other.

Other recommendation which can help to bring up the performances in English are the need for teachers to be in-serviced through attending seminars and workshops so as to be handle special needs cases in classes.

Head teachers should see to it that there are individualized educational programmes or remedial in all schools so as to help those learners with learning difficulties.

5.3 Conclusion

Based on the analysis of the data of the study, it is clear that there are poor performances on English subject in Soi zone. The major findings include:

- (i) In adequate use of instructional materials in class five Soi zone for those teachers teaching English.
- (ii) The other evidence is that most teachers use un-recommended teaching methods.
- (iii) It was also noted that there are large class enrolments or size. The teachers are faced by more problems in handling the large sizes in teaching and marking the class work leading to poor English performance.
- (iv) There are negative attitudes towards teaching and learning English in both teachers and pupils. Teachers, parents and other models should avoid making negative statements about English since this can cause negative pupils' perception on the subject. It has been shown that pupils who do not receive positive reinforcement for their efforts and who are constantly criticized when learning English see themselves not capable. These pupils often develop a negative attitude which may affect their capabilities and hence lead to poor performance.

Therefore this is a serious matter that needs to be addressed not only by parents, teachers and pupils but by other stakeholders.

They have to come up with strategies of minimizing these problems once and for all.

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KAMPALA INTERNATIONAL UNIVERSITY

RESEARCH QUESTIONNAIRE FOR: TEACHERS

RESEARCH ON: FACTORS CONTRIBUTING TO POOR ENGLISH PERFORMANCE AMONGST LEARNERS IN AN INCLUSIVE SETTING, "A CASE STUDY IN SOI ZONE, KOIBATEK DISTRICT, KENYA."

Please, I do kindly request you to complete the research questionnaire by answering the following questions.

Tick **YES** or **NO**, write a short statement on the space provided for each question, or as to which is appropriate.

You are not required to indicate your names on the questionnaire.

RESEARCH QUESTIONNAIRE

Please tick where appropriately.

1. How often do you use instructional materials/learning aids while teaching English? (Insert your answer in the box provided)

(a) Sometimes

☐

(b) Never

☐

(c) Always

☐

(d) None of the above

☐

2. State the method you like using while you are teaching English class (5) in your school?

(i)

.....

(ii)

.....

3. What is the total enrolment of your class?

(a) Tick in the appropriate column

			Tick
Below	10		
Between	11	20	
Between	21	30	
Between	31	40	
Between	41	50	
Above	51		

(b) List down some challenges you face while teaching English class five in your school.

- (i)
- (ii)
- (iii)

4. (a) Are there learners in your English class five who score below average after a given test?

Yes ☐

No ☐

(b) If yes, in which category do they fall in?

- (i) Between 80% and 100% ☐
- (ii) Between 60% and 79% ☐
- (iii) Between 40% and 59% ☐
- (iv) Between 30% and 39% ☐
- (v) Between 30% ☐

(c) In your opinion, why do learners perform poorly in English?.....

5. What medium of communication do you use while teaching English class five?

(A) Kiswahili ☐

(B) Mother tongue ☐

(C) English ☐

(D) Combine English and Kiswahili

KAMPALA INTERNATIONAL UNIVERSITY

RESEARCH QUESTIONNAIRE FOR: PUPILS

RESEARCH ON: FACTORS CONTRIBUTING TO POOR ENGLISH PERFORMANCE AMONGST LEARNERS IN AN INCLUSIVE SETTING,
"A CASE STUDY IN SOI ZONE, KOIBATEK DISTRICT, KENYA."

Kindly, I request you to complete the questionnaire below by ticking YES or NO and by writing short answers in sentence form.

Don't indicate your names!

" Please standard five English teachers, assist by guiding the learners to respond to the questionnaires necessary"

"Thanks in advance"

1. (a) Does your English teacher uses charts and other teaching materials while teaching English? (Tick in the box provided)

(a) Never uses ☐ (b) Sometimes ☐
(b) Always ☐ (c) Don't know ☐

1. (b)

		Yes	No
(i)	Are there lockable windows		
(ii)	Doors		
(iii)	Cupboards		
(iv)	Shelves		
(v)	Tables to place books on		

2. How do often do you practice English on the chalk-board and in the exercise books, before doing the real exercise and the teacher to mark?

Tick in the box provided!

(A) Never ☐ (B) Sometimes ☐ (C) Always ☐

3. How many pupils do you sit with on one desk while in class? (choose one answer and insert in the box provided).

A. Two pupils per desk ☐

B. Three pupils per desk ☐

C. Four pupils per desk ☐

D. One pupils per desk

4. Which is your best subject in class five?

(i)

(ii) What is your average score in that subject?

A. Between 80-100%

B. Between 60-79%

C. Between 50-59%

D. Below 50%

5. Which language do you use whenever you wish to ask any English question from your teacher?

A. Kiswahili

B. English

C. Mother Tongue

D. Any language

KAMPALA INTERNATIONAL UNIVERSITY

RESEARCH QUESTIONNAIRE FOR: HEAD TEACHERS

RESEARCH ON: FACTORS CONTRIBUTING TO POOR ENGLISH PERFORMANCE AMONGST LEARNERS IN AN INCLUSIVE SETTING, "A CASE STUDY IN SOI ZONE, KOIBATEK DISTRICT, KENYA."

Kindly, I request you to complete the questionnaire below by ticking YES or NO and by writing short answers in sentence form.

Don't indicate your names!

1. As pertains to your pupil's enrolment, what is the teacher, pupil ratio?

A. 1:40

B. 1:50

C. 1:30 and above

2. How many teachers in your school have attended special needs education in any recognized institutions?

A. Certificate

☐

B. Diploma

☐

C. Degree

☐

D. None

☐

3. Does your school organizes any school based inservice or seminars and workshop for English to teachers?

YES

☐

NO

☐

4. Is your school having enough English books?

YES

NO

☐

If NO, what step is your school taking in ensuring that learner have adequate teaching and learning English Materials?.....

.....

KAMPALA INTERNATIONAL UNIVERSITY

RESEARCH QUESTIONNAIRE FOR: PARENTS

RESEARCH ON: FACTORS CONTRIBUTING TO POOR ENGLISH PERFORMANCE AMONGST LEARNERS IN AN INCLUSIVE SETTING, A CASE STUDY IN SOI ZONE, KOIBATEK DISTRICT, KENYA."

Kindly, I request you to complete the questionnaire below by ticking YES or NO and by writing short answers in sentence form.

Please don't indicate your names!

1. How often do you check and monitor the performance of class five pupils in English with the help of class teacher; the headteacher and subject teacher in a term?

A. Once in a term ☐

B. Three times in a term ☐

C. Not at all ☐

2. Do you report class five progress to the parents of the entire class on English during parent days?

YES ☐

NO ☐

3. (a) Does your class five have adequate and conducive environment for doing practice in English during their free time?

YES ☐

NO ☐

(b) List down the furniture available in the class (i) _____
(ii) _____
(iii) _____

4. How many English textbooks does class five teacher uses as reference books while teaching English? A. One B. Five C. Two D. No idea

5. Are you ever involved in making the classroom rules for class five to curb discipline cases?

YES ☐

NO ☐

KOIBATEK DISTRICT

