

Teacher College Education and its Impact on Pupils' Class Performance.

**A case Study of Public Primary Schools in Ndumberi Zone,
Kiambaa Division, Kiambu District**

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**A Research Proposal Submitted to the Department of Open and
Distance Learning in Partial Fulfillment of the Requirement for
the Award of a Bachelor's Degree in Arts in Education of
Kampala International University**

November, 2008

DECLARATION

I **Murigi Anne Nyambura**, hereby declare that to the best of my knowledge this report is original and has never been published in this university or any institution of higher learning.

Signed.....

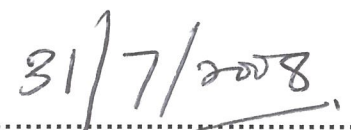
Murigi Anne Nyambura

DATE.....TH30 JUNE 2008.....

SUPERVISOR

.....

Mr. Mulegi Tom

Date.....

DEDICATION

First of all I dedicate this report to the almighty God who have enabled me and kept me alive up to this date.

Secondly to my family and all those who have participated financially and for the tireless effort in prompting me to move on in life with all tasks at hand. May the good Lord give them abundantly.

ACKNOWLEDGEMENT

Research work is quite demanding and cannot be done single handed. In this view i wish to register my sincere gratitude to the following persons who made this study a success;

My greatest appreciation goes to my supervisor Mr. Mulegi Tom for this professional and academic guidance she rendered while I prepared and worked on this study, sir, I am indeed grateful to the patience and advice you always accorded me. I thank all my lecturers who tirelessly did their best to make me what I am may the Almighty reward your efforts.

To my colleagues, I say thank you for the spirit of co-operation and team work you exhibited during our discussion and revision we always had together.

I also wish to extend my sincere appreciation to my children Cynthia and Dillen, My dear husband James and to the understanding and encouragement provided while I was on this course.

I owe my great thanks to the Head teachers and teachers of the selected schools sampled together with the people for their great co-operation in providing this needed information for the study.

I am indebted to all friends, clerks, my head teachers for the work of encouragement and time allowed during my course of study may the almighty reward you all abundantly.

Thanks so much.

Murigi Anne Nyambura

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ABSTRACT

The study investigated the relationship between teacher college education pupils performance in primary schools.

The study was guided by three specific objectives;

1. To identify the teaching and reading skills that are acquired in teacher college education
2. To assess the skills that can improve pupil performance in school.
3. To analyze the institutional facilities necessary to conduct pupil education

The data collection methods employed in this study includes, interviews, questionnaires, observation and review of related literature.

The study used multiple sampling methods that included simple random sampling, purposive sampling and stratified random sampling techniques.

The major findings of the study were: The ability to teach and speak eloquently/relevantly about a topic before one's audience. This it was seen is one way a teacher can clearly put across a given point before pupils. In this way the teacher prepares the mental state of a pupil to conceptualize given ideas.

Making learning Aids in form of notes, mind joggers and giving examples to illustrate points. This is a very important point in that it enables the pupil build a deeper understanding of taught concepts.

The study ended with the conclusion that; Pupil performance indeed depends on so many variables. Most important are; Trained teachers, Presence of Institutions, a formal curriculum, informal curricula, embracing appropriate extra-curricular activities, creating an environment for a pupil to attend and be involved in school schedules and industrial or vocational based skills and activities right from home, village, to school administration.

CHAPTER ONE

1.0 Introduction

The introduction to the study includes: the background to the study; the objectives of the study; the significance of the study; the statement of the problem; and the scope of the study.

1.1 Background to the Study

This section entails both the background to the subject of study and the area of study

1.2 Background to the Subject of Study

Until 1925 school education in Kenya was mostly in the hands of Christian missionaries. The government got more involved in formal education later in the years. This was similar to the view of British government white paper on education in Tropical Africa which also urged close attention to formal education. Although some attempts were made to make education respond to the needs of Kenya, colonial education was largely academic in content.

Having attained independence in 1963, Kenya recognized that education was a vehicle for national development and thereby a need arose to look into the needs of the newly independent country and recommend how post primary education could be made to respond to those needs. There was large scale expansion of post primary schools. The development of education to fight ignorance and enhance economic growth, was a pressing priority the Government of Kenya (GOK) had. Such efforts are captured in declarations such as sessional paper No. 10 of 1965 on African socialism and its application to planning in Kenya set a policy and pace for fighting illiteracy, ignorance and poverty in the country (GOK, 1965). The education sector has been subjected to more reviews by state funded special commissions and working parties. The major reviews included: the 1981 Presidential Working Party on the Establishment of the Second Public University; The Presidential Working Party on Education and Man Power Training for the Next Decade and beyond; and the 1998 Master Plan on Education and Training Task Force (GOK, 1964; 1976; 1981; 1988; 1998). These reviews indicate the extent to which the government and other stake holders have gone in search for a policy frame work and laying strategies to make education serve the nation and meet the country's development needs.

The need for universalizing education was recognized by all governments of East-Africa since independence. However, the attainment of the goal remained elusive until close to the end of the century. The lateness in introducing the scheme was due to decades of political Instability, civil wars, declining prices for the country's primary products, a heavy debt burden and rising orphan hood associated with the AIDS pandemic. As a consequence of these problems, school enrolment and performance were on the decline. Since gaining independence government has been making concerted efforts to improve the country in all sectors, including education. And the introduction of the 8:4:3 system has enabled produce qualified Kenyans at a pace unrivaled in Africa. But there are inter district disparities in educational development. Factors that are geographic, economic, political, social and educational are key determinants of the demand for, supply of, and quality of education in Kenya. They do not only influence the number of children requiring educational services, but also the ability of the government to provide all the school age going children in the country with good quality education in a sustainable manner.

1.2.1 *Background to the Area of Study*

The area of study has following economic activities in line of trading and Coffee farming on very big plantations. It is an area known as Ndumberi Zone, Kiambaa Division, Kiambu District. Ndumberi Zone has 20 Schools; most of them are Public Schools. Considering the population of this area, formal education in the primary section is fairly catered for.

1.3 Statement of the Problem

In the book "Education and Nation Building in Africa", O'Connell defines education as the social mechanism designed to bring about, in the persons submitted to it, certain skills and attitudes that are judged to be useful and desirable in his society. The introduction of free and compulsory Primary Education as a reflection of government's ideology that investing in primary education is investing in national development, was supposed to be supported by among other things, mounting a crash programme of teacher training to step up the implementation of the UPE policy, (Owolabi,2005). Evidently, with the introduction of UPE, school enrolment increased by 226%, with the pupil-teacher ratio of 100:1, (Owolabi, 2005). The

research study is therefore to analyze the impact of formal teacher college education on pupil class performance.

1.4 Purpose of the Study

To analyze the impact of formal teacher college education on pupil's class performance

Research Questions

1. What teaching and reading skills are acquired in teacher college education?
2. Which of these skills can improve pupil performance in school?
3. What institutional facilities are necessary to conduct pupil education?

1.5 Research Objectives

This part deals with both the general (covered in 1.3 above as purpose) and specific objectives of the study.

Specific Objectives

4. To identify the teaching and reading skills that are acquired in teacher college education
5. To assess the skills that can improve pupil performance in school.
6. To analyze the institutional facilities necessary to conduct pupil education

1.6 The Scope of Study

The study was carried out in Kiambu District, Ndumburi Zone Primary Schools. It covered both government and private owned primary schools. For quite some time now there have been concerns of the right teacher education to improve productivity of the human capital in this country. This study therefore lays emphasis on formal teacher education and how it impacts on pupil performance. The study considered the period from 1990 to 2007, to ensure that the required information is fully collected.

1.7 Significance of the Study

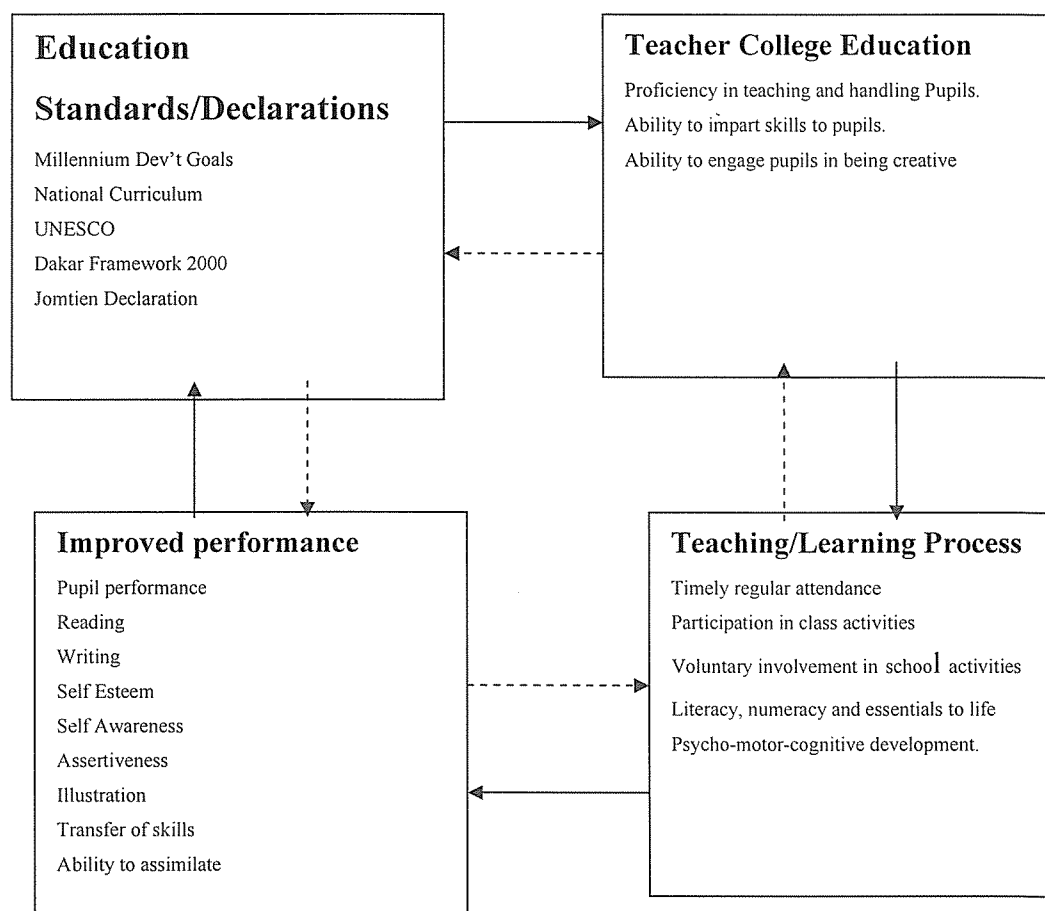
The study will have a significant contribution to: the policy makers, the teachers and most importantly the pupils who are the root beneficiaries of the education system.

The study will expose the challenges facing the education sector in providing primary school education. This will in turn enable government to come up with appropriate policies towards a more suitable formal teacher education system.

The study will in turn lead to an empowered teacher work force if their skills are improved under a proper teacher education system.

The study will also contribute significantly towards better performance of pupils both at school and in the wider socio-economic environment.

1.8 The Conceptual Framework



Source: Primary Data

This is the basis of enabling pupils to perform even better. The assumption is that all the above benchmarks in place re-enforce and improve on the status of the pupil. Through creating an environment of exchange of knowledge, Practices and skills, improve on teacher-pupil relations, and having a feedback mechanism in place. This system helps as a check and balance. The Universal education standards and declarations are the driving force behind which formal Teacher education can be calibrated. This, followed by logistics, funding and a general consensus built to address teacher education will in turn be the assembly line churning out qualified teachers. In turn, qualified teachers provide quality education in schools to pupils. The assumption is that schools and an environment for instruction is put in place. A qualified teacher is able to provide and sustain a teaching /learning climate whose

competences and outcomes are; literacy, numeracy, essential life-skills and improved psychomotor-cognitive skills on part of pupil. This will be visible when a pupil is able to read, write, and hold articulate conversation flowing in a logical way, transfer skills in form of answering questions or application in vocations. Assimilate and relate issues in the immediate environment. Imbibe knowledge and be able to use it in everyday life, this is the essence of all the Education declarations and standards.

CHAPTER TWO

LITERATURE REVIEW

2.0 Philosophy of Education

Webster defines education as the process of educating or teaching. Educate is further defined as “to develop the knowledge, skill, or character of---”(ADEA,2004) Thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students. Unfortunately, this definition offers little unless we further define words such as develop, knowledge, and character.

What is meant by knowledge? Is it the body of information that exists “out there”- apart from the human thought processes that developed it? If we look at the standards and benchmarks that have been developed by many states - or at E.D. Hirsch’s list of information needed for cultural literacy(1), we might assume this to be the definition of knowledge. However, there is considerable research leading others to believe that knowledge arises in the mind of an individual when that person interacts with an idea or experience. This is hardly a new argument. In ancient Greece, Socrates argued that education was about drawing out what was already within the student. (As many of you know, the word education comes from the Latin *e-ducere* meaning “to lead out.”). At the same time, the sophists, a group of itinerant teachers, promised to give students the necessary knowledge and skills to gain positions within the city state (Scheerens, 2000). There is a dangerous tendency to assume that when people use the same words, they perceive a situation in the same way. This is rarely the case. Once one gets the meaning we assign to a word is a belief, not an absolute fact. Here are a couple of examples:

“The central task of education is to implant a will and a facility for learning; it should produce not learned but learning people. The truly human society is a learning society, where grand parents, parents, and children are students together.” Eric Hoffer
“No one has yet realized the wealth of sympathy, the kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure.” Emma Goldman

“The only purpose of education is to teach a student how to live his life –by developing his mind and equipping him to deal with reality. The training he needs is

theoretical, that is to say, conceptual. He has to be taught to think, to understand, to integrate, to prove. He has to be taught the essentials of the knowledge discovered in the past-and he has to be equipped to acquire further knowledge by his own effort.”----Ayn Rand

“The central job of education of schools is to maximize the capacity of each student.”---Carol Ann Tomlinson

“The one real object of education is to leave a man in the condition of continually asking questions.”----Bishop Creighton

These quotations demonstrate the diversity of beliefs about the purpose of education. How would you complete the statement, “The purpose of education is--”? If you ask five of your fellow teachers to complete that sentence, it is likely that you will have five different statements. Some will focus on knowledge, some on the teacher, and others on the student. Yet people’s beliefs in the purpose of education lie at the heart of their teaching behaviors.

Education is a systematic and deliberate influence exerted by the mature person upon the immature, through instruction, discipline and harmonious development of physical, intellectual aesthetic, social and spiritual powers of the human being according to individual and social needs and directed towards the union of the educated with his creator as the final end (Redden, 2005). Aristotle on the other hand defines education as the creation of a sound mind in a sound body...it develops man’s faculty especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness essentially consists.

Education is a conscious and deliberate process in which a person acts upon another in order to modify the development of that other by the communication and manipulation of knowledge. For education to be complete, it must be human, not only including the training of the intellect but also the refinement of the heart and discipline of the spirit. Despite what many think, there is no definition of education that is agreed upon by all, or even most, educators. The meaning they attach to the word are those complex beliefs arising from their own values and experiences (Harker, 1990). To the extent that those beliefs differ, the experience of students in today’s classrooms can never be the same. Worse, many educators have never been asked to state their beliefs- or

even to reflect on what they believe. At the very least, teachers owe it to their students to bring their definitions into consciousness and examine them for validity.

2.1 Education Quality

Education is a set of processes and out comes that are defined qualitatively. The quantity of children who participate is by definition a secondary consideration: merely filling spaces called “schools” with children would not address even quantitative objectives if no real education occurred (Bourdieu, 1984). Thus, the number of years of school is a practically useful but conceptually dubious proxy for the processes that take place there and the out comes that result. In that sense, it could be judged unfortunate that the quantitative aspects of education have become the main focus of attention in recent years for policy makers (and many quantitatively inclined social scientists). It should come as no surprise, therefore, that the two most recent United Nations International Conference declarations focusing on education gave some importance to its qualitative dimension. The Jomtien Declaration in 1990 and, more particularly, the Dakar frame work for Action in 2000 recognized the quality of education as a prime determinant of whether Education for All is achieved. More specifically than earlier pledges, the second of the six goals set out in the Dakar Frame work commits nations to the provision of primary education “of good quality”. More over, the sixth goal includes commitments to improve all aspects of education quality so that every one can achieve better learning out comes, “especially in literacy, numeracy and essential life skills.” Notwithstanding the growing consensus about the need to provide access to education of “good quality”, there is much less agreement about what the term actually means in practice. Although the details differ, two key elements characterize the meaning of “good quality education”

First, cognitive development is identified as a major explicit objective of all education systems. The degree, to which systems actually achieve this, is one indicator of quality. While this indicator can be measured relatively easily—at least within individual societies, if not through international comparison—it is much more difficult to determine how to improve the results. Thus, if quality is defined in terms of cognitive achievement, ways of securing increased quality are neither straight forward nor universal.

The second element is education's role in encouraging learner' creative and emotional development, in supportive objectives of peace, citizenship and security, in promoting equality and in passing global and local cultural values down to future generations(ADEA,2004). Many of these objectives are defined and approached in diverse ways around the world. Compared with cognitive development, the extent to which they are achieved is harder to determine.

2.1.1 The Impact of Education Quality on Development Goals

It is commonly presumed that formal schooling is one of several important contributors to the skills of an individual and human capital. It is not the only factor; parents, individual abilities and friends undoubtedly contribute. Schools nonetheless have a special case, not only because education and "skill creation" are among their prime explicit objectives, but also because they are factor most directly affected by public policies (Scheerens, 2000). It is well established that that the distribution of personal incomes in society is strongly related to the amount of education people have had. Generally speaking more schooling means higher life time incomes. These out comes emerge over the long term. It is not people's income while in school that is affected, nor their income in their first job, but their income over the course of their working life (Harker, 1990). Thus, any noticeable effects of the current quality of schooling on the distribution of skill and income *will* become apparent some years in the future, when those now in school become a significant part of the labour force.

2.1.2 Impact of Quality on Individual Incomes

One challenge in documenting of differences in the quality of human capital has been its measurement. Much of the discussion of quality-in part related to new efforts to improve accountability- has identified the importance of enhancing cognitive skills via schooling, and most parents and policy makers accept that such skills represent a key dimension of schooling out comes (ADEA, 2000). If cognitive skills do provide proxy evidence, however incomplete, for school quality, the question arises as to whether these skills are correlated with student's subsequent performance in the labour market and with the economy's ability to grow.

There is mounting evidence that the quality of human resources, as measured by test scores, is directly related to individual earnings, productivity and economic



growth. A range of research results from the United States shows that the earnings advantages due to higher achievement on standardized tests are quite substantial(Harker,1990). These studies typically find that measured achievement has a clear impact on experience, and for other factors that might influence earnings. In other words, for those leaving school at a given grade, higher-quality school outcomes are closely related to subsequent earnings differences and, we therefore suppose, to differences in individual productivity.

2.2 The Education System in Kenya

The existing structure of the education system in Kenya has been in force since the early 1960s. It consists of eight years of primary education followed by the lower secondary school cycle of four years, after which, there are three to five years of university studies. The Kenyan education system has been standardized to ensure that every school teaches the same material and to the same level (Owolabi, 2004). The national education curriculum specifies the knowledge and skills that learners should acquire from primary one to primary eight. Assessment according to set criteria and national testing is given at primary eight, and senior four. Universities are given considerable autonomy regarding programs on offer, course content, admission regulations, and entry requirements.

On successful completion of the primary school cycle, one can either join lower secondary school or take a three-year craft course in a technical school. However, only about 40% of the primary school graduates are absorbed into the secondary cycle, which implies that there are fewer schools than available students, presenting an investment opportunity to private investors. The important feature of the country's educational structure is its flexibility in permitting one to exercise their discretion in choosing a course of study, especially after completing upper secondary education. The education system in Kenya consists of pre-primary, primary, secondary and post secondary or tertiary education (Owolabi, 2004). For purposes of this research, however, emphasis is to be put on pre primary and primary education.

2.2.1 Pre-primary Education

The demand for pre- primary education is still low and only a bout 10 percent of the total school going children pass through pre-primary schools. There has so far been

lack of government control over this sector resulting into questionable trends regarding the content and quality of the curriculum, teaching methods, facilities, age of entry, quality of teachers and school charges to mention but a few.

2.2.2 Primary Education

The demand for primary education has radically increased with the introduction of free primary education. This saw school enrolment increase. There are variations however, between urban and rural areas with the former having more permanent schools and better teaching and instructional materials than the latter

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section highlights the over all plan for executing the study. It gives light to the research design, study population, data collection methods, sampling techniques, data presentation and analysis, and the limitations of the study if any.

3.1 Research Design

The study used both qualitative and quantitative methods of data collection, analysis and presentation. It is both a descriptive and an analytical study, critically looking at a cross-section of issues. This study is comparative in nature in terms of the teaching performance of the certificate holder teachers versus those holders of diplomas.

3.2 Study Population

The study population included the parents, teachers, community leaders and pupils from the selected schools. Key informants such as the District Education Officers, Head teachers and members of PTA played a key role in the study. A total of 100(one hundred) respondents was be used in the study. This included 50 pupils; ten from each selected schools picked using the simple random sampling technique; 30 teachers six from each selected school picked randomly though with some positive bias towards gender focus, 15 of whom were certificate holders and the other 15 diploma holders; 10 school PTA committee members two from each selected school picked using the purposive sampling technique (this is because such members are deemed to have the required information for the study and also they are in a position to influence the budgeting in the schools); 5 staff members from the department of education at the District Education Officer, picked using the purposive sampling technique because they are expected to have information related to the education policy in schools on teaching and learning skills . Both female and male

respondents were employed in the study to avoid positive gender bias in the study. The study also involved government to ensure that the study is representative.

Table 3:1: Indicating the category of respondents

RESPONDENTS	NUMBER	TOTAL
Head Teachers	5	5
Certificate holder teachers	15	15
Diploma holder teachers	15	15
District Education council Staff	5	5
Pupils	50	50
School PTA committee members	10	10
Over all Total	100	100

Source: Primary data

3.3 Data Collection Techniques

The researcher employed both primary and secondary data collection techniques. The primary methods of data collection included observation, interviews (both structured and none structured), and questionnaires. Secondary methods included review of text books, journals, news papers, records of performance from schools and the internet. Both Questionnaires and interviews were applied on head teachers and the teaching staff. While to the pupils and members PTA committees, interviews were suffice to collect the required data. Care was however taken to include both male and female respondents to minimize bias and maintain objectivity of the study. Participant observation was used as classes were going on, guided by an observation checklist.

3.4 Sampling

Multiple sampling techniques were employed to ensure the validity and reliability of the research findings. Simple random sampling was employed to the pupils however; care was taken to ensure that there was a fair representation between the male and

female pupils. Simple random sampling technique was also applied during the selection of the respondents from within the members of the general community where the pupils come from. Purposive sampling was used to the district education officer and the staff in that office because, this category of respondents was deemed to have information and are aware of the requirements of given school facilitation grants at play in given areas of jurisdiction.

Table 3:2 Showing sampling technique per category of respondent

Respondent Category	Number	Sampling Technique
Head Teachers	5	Purposive Sampling
Certificate holder teachers	15	Simple Random Sampling
Diploma holder teachers	15	15
District Education Council Staff	5	Purposive Sampling
Students	50	Simple Random Sampling
School PTA Committee members	10	Purposive Sampling

Source: Primary Data

3.5 Data Analysis and Presentation

Data was analyzed using largely descriptive qualitative methods and simple quantitative methods. Analysis and presentation of data was in form of frequency tables, and bar graphs. The classification, coding and sorting of data was done both manually and by use of simple computer packages like the Spss.

3.6 Ethical Issues in the Study

Since the researcher attaches great significance to the uprightness of the study, ethical issues were rated highly from data collection, analysis, reporting and presentation of the research findings. Great attention was given to the different categories of the respondents to ensure that none was offended both during and after the entire process of study. To fellow researchers and academicians, the researcher took all measures to ensure that there are no intentions of “academic

theft” in the process of study. Most importantly, the researcher also ensured that, to the best of her ability, she complied with the requirements of an objective academic study, while observing the guidelines stipulated by Kampala International University, the awarding institution.

3.7 Limitations to the Study

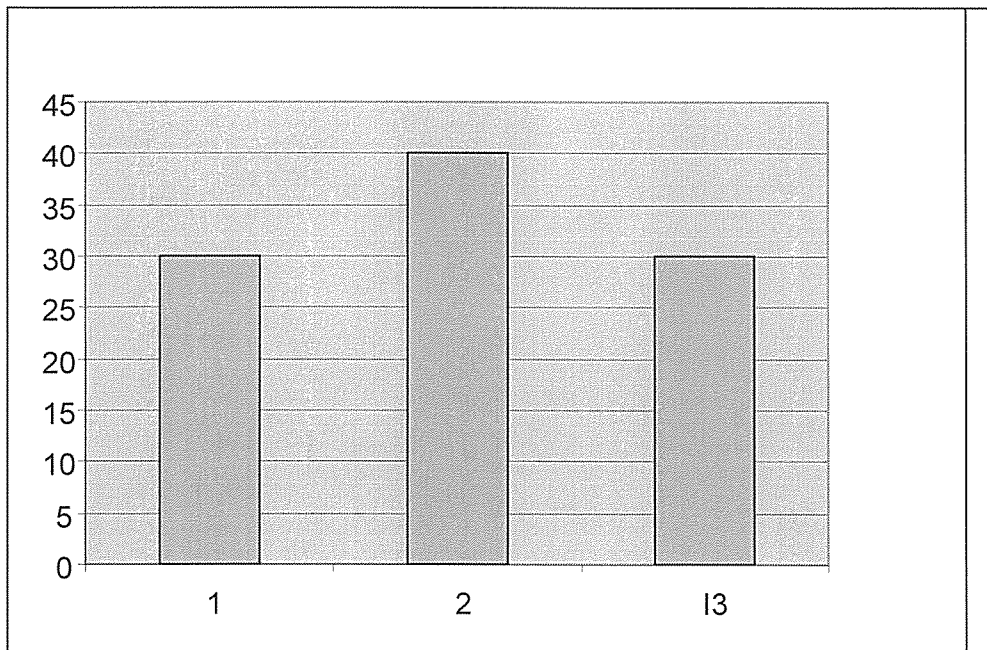
The main limitation to the study arose mainly as a result of the various categories of respondents with holding and falsifying information. This however was over come through strict adherence to the ethical norms expected of an academic research, with an aim of making respondents build confidence in the researcher, hence making them freely release the anticipated information.

CHAPTER FOUR

4.0 Introduction

This chapter presents the discussion of findings as received from respondents who were selected by the different sampling methods. The chapter introduces the results and interpretation of the study findings from both primary and secondary data as regards the teaching and reading skills acquired in the teacher College Education; Assessment of skills that can improve pupil performance in school; and analysis of the institutional facilities necessary to conduct pupil Education.

Figure 4:1 Showing Category Respondents on the impact of teachers' qualification on pupils' performance



Source: Primary data

KEY: The Vertical Axis represents respondents in numbers

The Horizontal Axis represents the category who answered different questions where

1= means teaching skills

2 = pupils return demonstration skills

3= information communication technology

The researcher contacted respondents who have been categorized as 1, 2, 3, and enabled them to express their views on the teaching and reading skills acquired in teacher College Education; and the responses as elaborated below were generated.

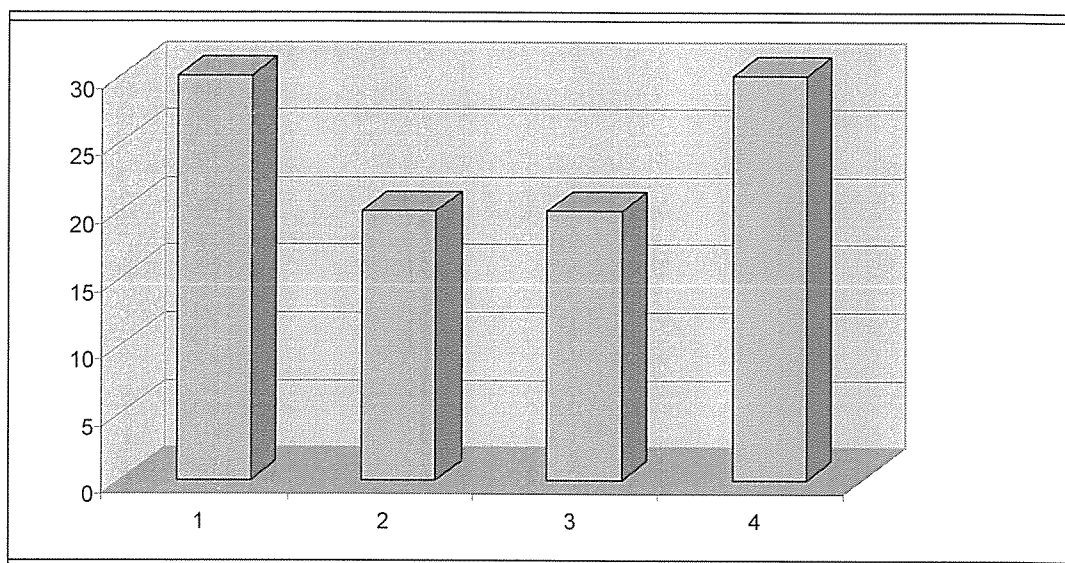
The majority of respondents involved reported the following, 30% as seen in category 1 on the above table who comprised mainly of the teaching staff, that is, both certificate holders and the diploma holders reported that ability to teach, speak authoritatively on a subject, learning Aids, maintaining a learner centered environment , ability to be exemplary at all times, depict oneself as a mentor, and ability to impart ideas to pupils are crucial in determining the levels of performance of students. This clearly shows how the quality of teachers is directly linked to the performance of pupils in schools. The inability to show character and express the above issues automatically has a negative effect on students which in turn influences the level of performance of students hence it is to this point that schools, head teachers, policy makers, higher institutions of learning all school aim at producing high quality teachers for not only the benefit of pupils but also the country at large.

While conducting the study 40%(40) of the respondents as shown in Category 2 on the table above were however of the view that Information technology in facilitating both teacher delivery in school in this era of globalization; alongside improving teacher understanding of issues from a broader perspective were also important in improving performance of students in schools. This view puts direction to the point that for teachers to get a competitive advantage in this global era they need to embrace the modern digital age (ICT) which is a skill that goes a long way in adding value to the reading and teaching skills acquired by teachers which in turn impacts positively on the teaching process and hence improving levels of performance of both the teachers and pupils.

Category 3 which also made up 30 %(30) of the respondents, noted that extra skills were equally important to facilitate teacher performance; which included making notes with examples, making activities that make pupils discover and relate what they have learnt to everyday life; Making lesson plans in order to be prepared and deliver relevant topics. Ability to review what has been taught and to gauge how pupils grasp through continuous assessment, ability to set objectives for teaching

and topics to be taught are critical issues as far as performance of both teachers and pupils are concerned.

Figure 4:2 Showing Respondents' views on Skills that Impact on Pupil Performance



KEY;

Vertical Axis shows number of respondents

Horizontal Axis shows 4 categories who answered differently and

1= pupil return demonstration skill s

2= illustrations

3= interpersonal skills

4= revision self assessment

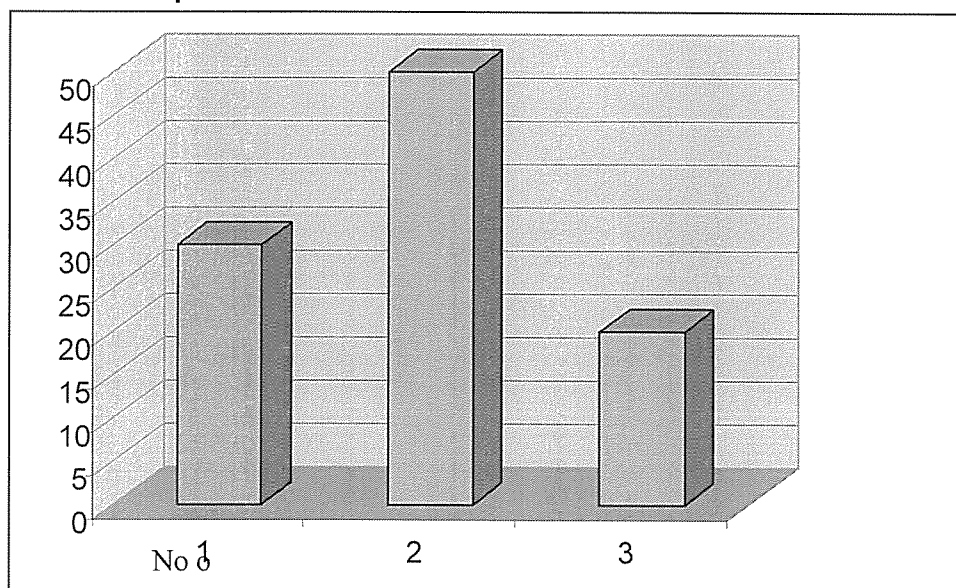
Source: Primary Data

Its presumed that the quality of teachers always determines pupils outcome and performance however during the study 30% of the respondents as shown in the above figure 4.2; where of the view that the most important skills that would improve on pupil performance in schools were being able to write, read and speak about a given subject especially the important points covered in class. This emphasizes the need for teachers to improve and develop excellent abilities to write, read and speak. Knowledge strategically applied translates into wisdom ensuring success, this makes

the role of the educator vital since a teacher affects eternity and the ripple effect is immeasurable

Category number 2 which makes up 20% (20) of the respondents as per Figure 4.2 above, were of the view that observation, drawing and illustration were skills that would improve pupils performance while Category number 3 on the table indicates that 20% of the respondents agreed with all the above but also added that sharing, playing, singing and composition as skills required if the pupil's performance in class was to improve. Category number 4 on the table shows that 30% of the respondents said, that with all the above present, it was also necessary to have the ability to carry out self assessment on a more regular basis on the part of all teachers and encouraging pupils to make it a culture to revise their work during free time or at home this is the only way teachers can have a positive impact on performance of pupils.

Figure 4.2: Showing Respondents Views on Institutional Facilities Required to Conduct Pupil Education



KEY;

Vertical Axis represents number of respondents in percentages

Horizontal Axis represents categories of respondents

1= infrastructure

2= non teaching staff

3= Sanitation facilities

Source: Primary Data

During the study it was found out that respondents in category 1 as shown on the table above representing 30% when asked to make recommendations towards institutional facilities necessary to conduct pupils' education advised on improving infrastructure in form of classes, staff quarters, offices and laboratories. This is in the view that improving infrastructure enables to create a learner centered environment which in turn motivate both teachers and students to stay and learn more in school and thus helping them improve their performance.

While category 2 on the table represents 50% of the respondents and they said that, non teaching staff who have to run other duties related to the holistic formation of the pupil should be recruited and given set tasks e.g., the Kitchen staff, Agro-production staff, wardens, sports staff, and security staff. By doing this it will help in the smooth running of schools and pupils will always get necessary facilities and services on time which in turn can help in improving levels of performance in classes.

The table above shows category number 3 which represents 20% of the respondents who were of the view that, Sanitation facilities with separate gender sections were vital in schools as they promote community hygiene. Improved sanitation reduces communicable diseases like (diarrhea, dysentery, chorea, etc). Poor sanitation has diverse effects for school populations since it leads to constant illness and increase of drop out rates of pupils which in turn effects their performances. More still extra-curricular facilities such as sports fields, Music/dance/drama equipments and social clubs like Scouts /Guides Clubs, Provision to transport pupils or to enable pupils participate in inter-school competitions as well as social events in the communities, Districts and the country at large would all go a long way to compound as facilities necessary to conduct pupil education.

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introductions

This chapter lays down the summary, conclusions and recommendations as was derived from the research findings. The researcher also suggested areas for future research. The results obtained show the interplay between skills acquired in Teacher training Colleges, transfer of same skills to pupils and the facilitation necessary to conduct meaningful pupil education.

There is a mixture of grades among Teachers and educationists at the Kiambu district Schools. Teachers have certificate level qualifications, others have diploma and some are upgrading through the TDMS and In-service Training Opportunities.

Formal Teacher Training prepares a teacher who can be able to instruct, guide, teach and supervise a learner towards facing the reality of understanding issues at hand. However; more has to go into the training besides being a preparation ground for teaching. Training colleges should prepare a teacher to learn even further.

5.1 Summary of Key Findings

5.1.1 The Teaching and Reading Skills Acquired in Teacher Colleges among Selected Schools of Ndumberi Zone, Kiambaa Division in Kiambu District

There are 15% of teachers in the area of study with Diploma Level Qualifications, 15% are certificate holders, 30 % were pursuing teacher training qualifications and some were on Teaching Practice. The following is a list of what the researcher realized was the general consensus on teaching and learning skills a teacher has to acquire;

The ability to teach and speak eloquently/relevantly about a topic before one's audience. This it was seen is one way a teacher can clearly put across a given point before pupils. In this way the teacher prepares the mental state of a pupil to conceptualize given ideas.

Making learning Aids in form of notes, mind joggers and giving examples to illustrate points. This is a very important point in that it enables the pupil build a deeper understanding of taught concepts.

Making activities that in turn make pupils discover and relate what they have learnt to every day life. A pupil taken through an activity, especially one that has components of discovering enables that pupil realize possibilities and opportunities for further exploration

Lesson plans that show preparedness before lessons are given was seen to be a pre-requisite. It prepares a teacher before hand and it is also a tool for assessment and progress. A well prepared teacher will walk into a class with confidence and be able to keep track with pupils.

Ability to review what has been taught and how pupils have grasped. This can be done through giving weekly tests, home-work, and continuous assessment exercises. It enables teacher to understand how pupils are progressing and how much they understand work given in classroom.

Ability to set objectives for teaching and topics to be covered. Once objectives are set and they are shared with pupils a spirit of voluntary participation develops. Pupils seem to get a picture of where they are going and will be more involved in the work. In turn this will enable them pick interest in what they are doing.

5.2 The Skills that Can Improve Pupil Performance in Schools

There is an inter play of skills from various persons that directly influence on pupil performance or indirectly can impact on performance. These, it was seen range from who is handling the pupil at a particular time of day or event. However, all factors being a school atmosphere with learner centered facilities the following skills do really improve pupil performance;

Speaking enables a pupil say out loud a given argument or make words out of an idea. A pupil is taken through the alphabet, syllables, vowels, taught how to join

words into sentences, pronounce words and put sentences in a tense form. The training enables a pupil to give context and meaning to expression.

Listening enables a pupil to follow carefully what is being said and be able to relate it with time. Listening also builds on the capacity of what is in a pupil's brain. It is one way of increasing on a pupil's vocabulary.

Writing enables a pupil put into legible writing an idea. In writing a pupil expresses a logical flow of the mind. Writing enables a teacher gauge whether a pupil is following instructions given; this therefore shows understanding of questions.

Sharing of Ideas and tangible perishables enables a pupil develop a social circle with whom they can share various experiences .During sharing pupils tend to refer to various topics taught. It is through this that a further understanding occurs.

Reading enables the pupil use private time to further get information from books, and print media. Also, it enables a pupil see how others write about a topic. Indirectly, this improves on a pupil's way of writing and ambitions.

Playing enables the pupil to recreate, relax, and gain motor skills. Playing is healthy in that it makes a pupil stimulate all senses and this interplay in turn contributes to how well a pupil coordinates all senses. This can contribute so much to ability to learn. Once a pupil discovers they are improving in a given motor skill it drives them to keep on practicing. This discipline is related to class work and the pupil is always driven to take in new information.

Observation enables a pupil take note of changes and be able to follow sequence of events. Through observation, a pupil sees how things are done and the next is the pupil takes initiative to try out an activity. Observation prompts action.

Singing like a any other sport enables a pupil explore vocal talents, ability to entertain others and the role of working in a group.

Composition enables a pupil form stories, and also develop a self esteem. Composition being wide encompasses ability to form words into grammatical

sentences, ability to write prose and also the general appearance of someone. It is during this period that someone's self esteem is developed.

Drawing, enables a pupil develop linear, scalar and isometric dimensions about objects, Illustration, enables a pupil be articulate on given points about issues. It also develops a pupil's articulation of issues.

5.3 Institutional Facilities Necessary to Conduct Pupil Education

The following were presented;

- Infrastructure in form of good cemented Classroom blocks, staff quarters, offices and laboratories, roads and good compound.
- Trained staff members, trained non –teaching staff in handling pupils, and a community that is friendly to the school.
- Sanitation facilities that have separate Female and male sections with water facility.
- Extra-curricular facilities such as fields, pitches, music dance and drama facilities
- Social clubs such as scouts and Guides, Debating clubs, writing and nature clubs.
- A school transport facility to simplify travel and delivery needs

5.4 Recommendations

The schools where research was carried out need to form an association so that they lobby for supplies and share facilities.

The national curriculum development centre is mandated to develop such competence based trainings and make them accredited. Competence and performance benchmarks need to be developed and distributed to all schools. All teachers in training should have access such a tool.

The government's Universal Primary Education should be facilitated in form of timely teacher payments. This would help motivate them to handle overwhelming class numbers. The buildings, Furniture and facilities should enable pupils and teachers alike have an environment enabling them teach and learn properly

The public sector-wide areas such as agricultural-production, water, electricity and utilities provision are areas that pupils need to have access to their potential to improve on pupil performance skills is enormous.

To pupils and teachers; Education should enable both the teacher and pupil to learn even beyond the bounds of a school environment. The school should be a formation ground in improving continuously both the teacher and pupil. That is why such projects liking Animal-husbandry, Agro-forestry Vitamin A gardens, Demonstration Plots and Arts/Crafts should be encouraged at those formative years.

However, all the above is against the background of two issues that have been researched upon by other people on pupil performance in other areas of Uganda. One is the fact that poor performance by primary Schools blamed on low teachers' incentives (NEW VISION MONDAY, JANUARY 21, 2008). Poor performance of pupils in Kiambu district has been attributed to lack of staff housing for teachers, the Minister for Higher Education, is quoted saying in the paper. Out of 161 schools, 36 have completely no staff houses. Most teachers commute from their homes not from within school premises. It affects the performance of teachers leading to absenteeism, late coming and resulting in early lessons not being taught.

The second issue that has come up is the redesigning of national education system so that the new legislation is captioned as the business, Technical, Vocational and Training Bill 2007. It in essence seeks to reinforce industrial initiatives among pupils. It is believed pupils will be given skills other than writing and reading. Skills will be in vocational and technical skills. The National Curriculum Development Centre will be responsible to plan, develop and produce appropriate curricula and support materials for quality education and accreditation. This helps in creating opportunities and possibilities for pupils in other fields. This widening of possibilities improves on capacity to perform of a pupil.

5.5 Conclusion

Pupil performance indeed depends on so many variables. Most important are; Trained teachers, Presence of Institutions, a formal curriculum, informal curricula, embracing appropriate extra-curricular activities, creating an environment for a pupil to attend and be involved in school schedules and industrial or vocational based skills and activities right from home, village, to school administration.

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APPENDIX 1: QUESTIONNAIRE

Dear respondent, I am a student of Kampala International University carrying out a research on Teacher College Education and its Impact on Pupil performance in schools in Ndumberi Zone, Kiambaa Division Kiambu District. You are kindly requested to assist me in answering a few questions whose confidentiality will be ensured. The results of this research will in no way reflect you as an individual.

PART A

Administrative details.

1. District.....
2. subcounty.....
3. School.....

Personal details.

Tick where applicable (✓)

Gender Male ☐ Female ☐

Age 18-25 ☐ 33-40 ☐

25-33 ☐ 40 and above ☐

1. What are the various qualifications of the teachers in schools in this area?

(a).....

(b).....

2. Is one's qualification an enabler in handling pupils?

Yes ☐ No ☐ not sure ☐

3. How have the teachers' skills been very crucial in teaching and learning in schools for pupils?

(a).....

(b).....

4. What skills show a pupil as competent in an activity?

(a).....c).....e).....g)

(b).....d).....f).....

h).....

5. Are there other areas that can help in teaching and learning these schools?

Yes ☐ No ☐ Not sure ☐

(a).....

(b).....

(c) If no why?.....

6. Is there any other extra -curricular taught in these school?

Yes ☐ No ☐ Not sure ☐

If No why? Explain.....

7. How is pupil performance assessed in the school?

(a).....

(b).....



APPENDIX 2: INTERVIEW GUIDE

PART A

Administrative details.

4. District.....
5. subcounty.....
6. School.....

Personal details.

Tick where applicable (✓)

Gender Male ☐ Female ☐

Age 10-14 ☐ 15-19 ☐

20-24 ☐ 25+ ☐

2. What are the various qualifications of teachers in schools in this area?

(a).....

(b).....

2. Is one's qualification an enabler in handling pupils?

Yes ☐ No ☐ not sure ☐

3. How have teachers' skills been crucial in teaching and learning in schools for pupils?

(a).....

(b).....

4. What skills show a pupil as competent is in an activity?

(a).....c).....e).....g).....

(b).....d).....f).....h).....

5. Are there other areas that can help in teaching and learning in these schools?

Yes ☐ No ☐ Not sure ☐

(a).....

(b).....

(c)If no why?.....

6. Is there any other extra-curricular taught in this school?

Yes ☐ No ☐ Not sure ☐

If No why? Explain.....

7. How is pupil performance assessed in the school?

(a).....

(b).....

APPENDIX 3: INTERVIEW GUIDE FOR THE SCHOOL MANAGEMENT COMMITTEE MEMBERS/HEAD TEACHERS/DISTRICT EDUCATION STAFF.

1. For how long have you been on the school management committee of this school?
2. What programmes are run in this school?
a) School Agric programmes b) Sexual education c) Computer lessons
3. What other extra-curricular facilities exist in this school?
.....
4. Is there any problem you have been experiencing as a school management team member regarding running a school?
Yes ☐ No ☐
4. If yes what are these problems?
.....
5. What do you think contributes to the problem of this school?
Teachers ☐ students ☐ Facilities ☐
the curriculum
6. Is facilitation one of the problems?
Yes ☐ No ☐
7. Has this school been associated with EDUCATION policy formulation or implementation in the past five years?
Yes ☐ No ☐
8. Have you done something to IMPROVE on pupil performance in this school?
Yes ☐ No ☐ Not sure ☐
9. If yes what is it?
(a).....
(b).....

APPENDIX 4: QUESTIONNAIRES FOR TEACHERS

Dear respondent, I am a student from Kampala International University carrying out a research on Teacher College Education and its Impact on Pupil performance in schools in Ndumberi Zone, Kiambaa Division Kiambu District. You are kindly requested to assist me in answering a few questions whose confidentiality will be ensured. The results of this research will in no way reflect you as an individual.

PART A

Administrative details.

7. District.....
8. Zone.....
9. School.....

Personal details.

Tick where applicable (✓)

Gender Male ☐ Female ☐

Age 18-25 ☐ 33-40 ☐

25-33 ☐ 40 and above ☐

3. What are the various qualifications of the teachers in schools in this area?

(a).....

(b).....

2. Is one's qualification an enabler in handling pupils?

Yes ☐ No ☐ not sure ☐

3. How have the teachers' skills been very crucial in teaching and learning in schools for pupils?

(a).....

(b).....

4. What skills show a pupil as competent in an activity?

(a)..... c)..... e).....

g).....

(b)..... d)..... f).....

h).....

5. Are there other areas that can help in teaching and learning these schools?

Yes ☐ No ☐ Not sure ☐

(a).....

(b).....

(c) If no why?.....

6. Is there any other extra -curricular taught in these school?

Yes ☐ No ☐ not sure ☐

If No why? Explain.....

7. How is pupil performance assessed in the school?

(a).....

(b).....



