

**RELATIONSHIP BETWEEN INSTRUCTIONAL PRACTICES  
AND STANDARD FOUR PUPILS' ACHIEVEMENT IN ENGLISH  
IN PUBLIC PRIMARY SCHOOLS IN NAIROBI CITY COUNTY,  
KENYA**

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of the Degree of Doctor of Philosophy in Curriculum Studies,  
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## **DECLARATION**

This thesis is my original work and has not been presented for a degree in any other university

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## **DEDICATION**

I dedicate this work to my husband Silas Mutea and my children Eric, Stephen Emily and Paul for their love, encouragement, and unwavering support. May this work be a source of inspiration for them.

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## **ABBREVIATIONS AND ACRONYMS**

AIDS	Acquired Immuno-Deficiency Syndrome
APHRC	African Population and Health Research Centre
BMCL	Below Minimum Competency Level
CRT	Criterion-Referenced Test
DCL	Desired Competency Level
DFA	Dakar Framework of Action
DLAL	Desired Learning Achievement Level
EFA	Education for All
ELN	English Literacy Norms
FPE	Free Primary Education
FPESP	Free Primary Education Support Project
FY	Financial Year
GHC	Geography, History and Civics
GOK	Government of Kenya
GOS	Government of Swaziland
HIV	Human Immuno Deficiency Virus
ICT	Information Communication Technology
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KES	Kenya Shilling
KESSP	Kenya Education Sector Support Programme



KICD	Kenya Institute of Curriculum Development
KIE	Kenya Institute of Education
KLB	Kenya Literature Bureau
KNEC	Kenya National Examinations Council
LOI	Language of Instruction
M&E	Monitoring and Evaluation
MALP	Monitoring Achievement in Lower Primary
MCL	Minimum Competency Level
MDG	Millennium Development Goals
MLAL	Minimum Learning Achievement Level
MOE	Ministry of Education
MoEST	Ministry of Education Science and Technology
MPET	Master Plan in Education and Training
MT	Mother Tongue
NAPE	National Assessment of Progress in Education
NARC	National Rainbow Coalition
NAS	National Assessment Survey
NCC	Nairobi City County
NCEE	National Commission on Excellence in Education
NCEO	Nairobi City Education Office
NACOSTI	National Commission for Science, Technology and Innovation
NELTA	Nepal English Language Teachers Association
NER	Net Enrolment Ratio

NERCOM	National Education Reform Commission
OPEC	Organisation of Petroleum Exporting Countries
PCK	Population Council of Kenya
PRISM	Kenyan Primary School Management Project
PTE	Primary Teacher Education
QASO	Quality Assurance and Standards Officer
QUEST	Quality Education for Social Transformation
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SAP	Structural Adjustment Programmes
SBA	School Based Assessment
SBE	School Based Education
SMASSE	Strengthening of Mathematics and Science in Secondary Education
SPC	Swaziland Primary Certificate
SPSS	Statistical Package for the Social Sciences
TLMM	Teaching and Learning Materials Manual
TSC	Teachers Service Commission
UDHR	Universal Declaration of Human Rights
UK	United Kingdom
UNEB	Uganda National Examinations Council
UNESCO	United Nations Educational Scientific and Cultural Organisation

UNICEF	United Nations International Children's Education Fund
UPE	Universal Primary Education
USA	United States of America
USAID	United States Agency for International Development
WCOTP	World Conference of Organisations of Teaching Profession
WEF	World Education Forum

## ABSTRACT

The purpose of this study was to determine the relationship between instructional practices and standard four pupils' achievement in English in primary schools in Nairobi City County (NCC), Kenya. Studies by Uwezo Kenya have revealed that learners are achieving poorly in English as they progress through school. The objectives of the study were to examine the relationship between use of lesson plans, use of collaborative teaching methods, utilization of instructional resources, use of multilingual classroom communication, and use of continuous assessment tests, and achievement in English among standard four pupils in public primary schools in NCC. The study employed a mixed methods approach and a correlational research design, and was anchored on John Dewey's learning theory also referred to as pragmatism. The study targeted 205 public primary schools in NCC, 25,498 standard four pupils, 205 standard four teachers of English and 205 head teachers. A stratified random sample of 25 primary schools was drawn from which one head teacher and one teacher of English was obtained. The sample of pupils was 736. Data collection was by an achievement test for pupils, a questionnaire for teachers of English, a questionnaire for head teachers, a lesson observation guide, an interview guide for quality assurance and standards officers, and a document analysis guide for commercially developed tests. The validity of the achievement tests was established by adhering to the standard four English syllabus and using specialists to develop the tests. Basing the questions on the objectives of the study established the validity of the questionnaires. By use of the test-retest method instrument reliability was established. Data were analysed using SPSS and Excel. Pearson correlation coefficient was used to test the null hypotheses. Data were presented in-text and in tables, bar charts and pie charts. The study established that achievement in English among standard four pupils was below expectation especially in reading comprehension and writing composition. Most teachers did not prepare lesson plans and used collaborative methods sparingly. Textbooks were inadequate and, in some cases, pupils did not have desks or sat on overcrowded benches. The study established that Kiswahili, 'Sheng' and Mother Tongue were used during English lessons. Most schools used commercially developed assessment tests many of which were found to be of low quality. The testing of the null hypotheses showed that lesson planning, use of collaborative teaching methods, utilisation of instructional materials, and use of continuous assessment tests had no significant relationship with achievement in English. Use of multilingual classroom communication was however, found to have a significant negative correlation with achievement in English. This study is expected to provide useful information on school curriculum delivery among all stakeholders. The study recommends that the Ministry of Education (MOE) should revise the policy so that teachers teach only the subjects in which they specialised at the teacher training college. The MOE should provide guidelines on teaching load to make it manageable so that teachers are able to plan their lessons, teach efficiently, and provide adequate instructional materials. The government and the stakeholders should review the language policy to make it easier to apply and encourage teachers to set and use their own assessment tests.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

In 1990, representatives of more than 150 world governments congregated at Jomtiem, Thailand, for the World Conference on Education for All (EFA). The purpose of the conference was to address global deterioration of educational standards in the 1980s (UNESCO, 1990). This decline in education had not spared even the United States of America (USA). In 1983, the USA Department of Education published a report by the National Commission on Excellence in Education (NCEE) entitled, “A nation at risk”. This report revealed that USA was lagging behind in education compared with other developed nations. The poor standards of education were attributed to poor instructional practices such as inadequate utilisation of instructional materials and use of inappropriate teaching and assessment strategies. Poor achievement in English was one of the causes of the poor standards in education in the USA according to NCEE (1983). Among other recommendations, the report proposed establishment of literacy standards and development of language skills starting at elementary school level.

The Jomtien conference emphasised the importance of primary school education and called upon every participating government to provide primary education for all children. The Jomtien conference further recognised UPE and EFA as fundamental human rights (UNESCO, 2000). This recognition was an affirmation of declaration of education as a basic human right stated in Article 26 of the Universal Declaration of Human Rights (UDHR) by the United Nations (UN) in 1948. In the

same Article, UDHR proclaimed free and compulsory primary education as a basic right for all (UNESCO, 2000).The need for free and universal education was again emphasised in 1977 during the assembly of the World Confederation of Organizations of the Teaching Profession (WCOTP, 1977), which declared that the youth of the world had an inherent right to participate in a free education system.

Attainment of EFA has remained a challenge to most African countries such as Kenya, Ethiopia, Botswana, Lesotho, and Swaziland (UNESCO, 2000). In response to this challenge, the World Education Forum (WEF) was held in Dakar, Senegal, in 2000(Republic of Kenya, 2003). At the Dakar conference, a framework for action to meet EFA a goal was developed (Republic of Kenya, 2003). The participating countries set the goal of achieving UPE by 2015 (UNESCO, 2002). The framework highlighted the importance of assessing learning outcomes in addressing quality of education. One of the indicators of progress in meeting EFA goals was for the countries to have a percentage of learners having reached at least grade four of primary schooling and mastering a set of nationally defined basic learning competencies. In conformity with EFA recommendations, the USA, New Zealand, Australia, and United Kingdom (UK) governments linked economic growth with educational achievement and started using assessment to determine curriculum and to impose high standards in education (Munavu, 2001).

In line with the recommendations of the Jomtien and the Dakar conferences to which Kenya is a signatory, the Kenya government adopted a policy of providing education to all its citizens (Republic of Kenya, 2005).The Government of Kenya (GOK) views education as a means of developing human capital and enhancing the

quality of life for the citizens. To improve provision of education in Kenya, the government declared Universal Primary Education (UPE) from standard one to four in 1974. In 1978, the government abolished fees in all primary schools in the country, which led to improvement of enrolments from 2,705,878 in 1974 to 2,994,894 in 1978, a growth of 10.7%. In subsequent years however, enrolments declined due to the Structural Adjustment Programmes (SAP), which were introduced in 1988. This policy meant that parents had to meet the cost of tuition, instructional materials, activity fees, and examination fees. This resulted in high dropout rates and poor access to primary school education by many children especially those from economically challenged groups. The declaration of Free Primary Education (FPE) in 2003 was an indication that the government was committed to the attainment of UPE. It was also a means of achieving EFA by ensuring that all Kenyan children had the opportunity to enrol and remain in school to learn and acquire quality education, skills and training (Republic of Kenya, 2003).

When Kenya became independent in 1963, it adopted English as the official language of communication in the country. English was also adopted as the medium of instruction in schools (Republic of Kenya, 1964). Since then, English has continued to occupy a prominent position in both the school curriculum and in public life. In Kenya the language policy states that the child's first language either Mother Tongue (MT) or the language commonly spoken in the school's catchment area (usually Kiswahili or English) should be used as the Language of instruction (LOI) in lower primary up to end of standard three. The policy further states that English and Kiswahili should be taught as subjects in lower primary and English should be used as

the LOI from standard four (Republic of Kenya, 1976). Adherence to this policy is a challenge that often affects achievement in English (Gathumbi, 1985; Muthwii, 2002).

This study underscored the importance of assessing learning achievement in order to maintain standards in education. The study focus was on achievement in English at primary school level. The study further recognises mastery of English as critical at primary school level where learners are expected to build a strong foundation for learning all subjects and for furthering their education to higher levels by using English as the medium of instruction. English is also a vehicle for imparting literacy, which is fundamental for national development (Republic of Kenya, 2005). The study further viewed English not just as the official language in Kenya, but also as an important language of international communication in business, commerce, science, technology and education (Mujumdar, 2010).

Research has shown that in Kenya, achievement in English at primary school level is low (KNEC, 2010; Uwezo, 2011). When learners achieve poorly in English in lower primary, they are likely to perform poorly at the Kenya Certificate of Primary Education (KCPE) level as shown by KCPE English results of ten years from 2003 to 2012 presented in Table 1.1.

Table 1.1

*KCPE English National Results Mean Per cent Score – 2003 to 2012*

<u>Paper</u>	<u>Year</u>									
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Objective	44.9	44.7	43.1	45.9	47.0	41.6	45.8	49.1	46.2	49.9
Composition	30.7	35.8	36.3	35.5	41.1	40.5	32.4	42.7	42,5	42.4

Source: KNEC, Year 2012 and 2013 KCPE Examination Reports



The table shows that performance in English over this period was consistently poor. Learners achieved a mean below 50 per cent for the English Objective Examination, which tests reading, comprehension, grammar and vocabulary, and below 40 per cent for the English Composition Examination (KNEC, 2013). A number of studies conducted in Kenya have also revealed that many primary school learners are leaving school without acquiring the expected competencies in English (APHRC, 2012; Uwezo, 2012).

When 50 percent is accepted as the Minimum Competency Level (MCL) and 70 per cent as the Desired Competency Level (DCL) (Republic of Kenya, 2006), it can be argued that most learners are leaving primary school without acquiring the MCL in reading comprehension, grammar, vocabulary and writing composition. When pupils leave school without acquiring literacy in English, they are not able to participate effectively in personal and national development and this has a negative effect on national development.

In Nairobi, the capital city where better learning amenities are found, the mean performance in English over an eleven-year period was above the national average. However, it did not attain the expected level of above 70% as shown in Table 1.2.

Table 1.2

*Performance in KCPE English in Nairobi City County Public Primary Schools*

Year	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Score %	59.5	57.3	56.6	58.8	68.7	59.9	60.2	54.1	53.3	53.7	56.0

Source: Nairobi City County, Education Department, Advisory Section

Quality teaching begins with lesson planning because planning enables the teacher to organise material in a way that interests the learners. (Otunga, 2011). Lesson planning provides the teacher with the opportunity to develop a variety of activities and tasks suitable for the achievement of learning objectives, which results in learner achievement (Otunga, 2011). Due to the shortage of teachers in primary schools (Teachers' Service Commission, 2010), and large classes (Republic of Kenya, 2005), teachers have heavy workloads and therefore they are not able to plan their lessons effectively (Ndirangu, 2013; Imonje, 2011; Gachahi, 2014).

Best practices in teaching and learning English at primary school level entail the use of collaborative learning techniques. These techniques are learner-centred and provide opportunities for interaction and self-expression (KIE, 2002). Some of the collaborative methods that have been proven to be effective for teaching English at primary school level include reading events, story-telling, debate, dramatization, role play, reading and reciting poems, singing, dancing, riddling, practising with tongue twisters, painting, modelling, and language games. Use of collaborative approaches enhances acquisition of skills in listening, speaking, reading, writing, grammar and vocabulary (KIE, 2002; Gathumbi & Masembe, 2005; Gathumbi, Vikiru & Bwire, 2009). The shortage of teachers and large classes in primary schools results in heavy workloads and therefore teachers are not always able to use collaborative teaching methods. Under such circumstances, teachers resort to the use of teacher-centred instructional strategies such as lecture method, demonstration, dictation, 'chalk and talk', and writing notes on the board. The teacher-centred methods are not stimulating

to the learners and often lead to poor achievement in English (Gathumbi, 2010; APHRC, 2012; Uwezo, (2012).

Despite the provision of instructional materials at primary school level by the government since 2003 (Republic of Kenya, 2005), reports show that primary schools do not have adequate learning resources partly because some of these resources are poorly managed or wasted (Kihanya, 2014). Inadequate utilisation of learning resources leads to poor teaching, as learners are not exposed to adequate reading materials. This results in poor learner achievement. The Kenya Institute of Curriculum Development (KICD), requires that text books, exercise books, supplementary reading materials, real objects, flash cards, charts, audio-visual materials, black-boards, pictures, photographs, class libraries, work cards, word games, maps, atlases, class projects, cuttings from newspapers and magazines, and occasional resource persons be made available in the classroom in order to teach and learn English efficiently (KIE, 2002). Most of these learning materials are lacking in many public primary schools (Uwezo, 2012; Kihanya, 2014). In Kenya and many other developing countries, shortage of instructional resources leads to poor achievement in English (SACMEQ, 2002, 2004, 2008).

Experience shows that teachers of English and learners at primary school level face difficulties especially in non-native English-speaking countries such as India and Kenya. In such countries, English is used as the medium of instruction but it experiences competition from indigenous languages, which learners use in and out of class (Mujumdar, 2010).The situation in India is similar to that of many African countries like Kenya, Botswana, Zambia, Malawi and Uganda. In Kenya for instance,

most learners use English only in the classroom but speak Mother Tongue (MT) or Kiswahili at home and 'Sheng'(a mixture of English Kiswahili and local languages)during their free time (Kibui, 2006). Furthermore, classroom communication in Kenya primary schools is multilingual. Instruction at primary school level in Kenya is characterised by code switching between Mother Tongue, Kiswahili and English. This competition leaves learners with little time to use English thus contributing to their poor proficiency in it (Muthwii, 2002; Gathumbi, 1985).

Assessment tests should be used for formative purposes of guiding classroom instruction. They should provide diagnostic information to help the teacher to prepare remediation and other instructional interventions (Pido, 2001). However, teachers often disengage assessment from teaching. They also use norm-referenced tests mainly for summative purposes such as comparing and grading students in preparation for passing national examinations (Gathumbi *et al.*, 2009). This approach goes against the principle of mastery learning and teaching where assessment is supposed to be criterion-referenced in order to ensure that learners master all that they are taught (Mutea & Gathumbi, 2014). Mastery learning and teaching is in line with recommendations of Sessional Paper No. 14 of 2012, which calls on the government to review the primary school curriculum and make it competency based (Republic of Kenya, 2012). It was therefore necessary to determine the relationship between instructional practices and standard four pupils achievement in public primary schools in Nairobi City County.

## **1.2 Statement of the Problem**

Although Kenya's school curriculum recognises English as an important subject where it is also used as the medium of instruction, achievement in literacy among primary school learners has been found to be low by Uwezo 2011(, 2012) and (2014.) According to Uwezo 2014, two out of three standard three pupils in Kenya fail to pass basic tests in English set at standard two level. The same report shows that in Kenya six out of 10 children aged 10-16 possess Literacy skills at standard two level. These findings are supported by KCPE English results over the ten years 2003-2012 as shown in Table 1.1. This has raised concern from a wide range of stakeholders who view learners' lack of command in English (which is the medium of instruction) as a threat to learners' achievement in all the subjects across the curriculum.

If primary school learners do not attain adequate education and master literacy skills because of inadequate grasp of English, it means EFA, Millennium Development Goals (MDG), and Vision 2030 will be difficult to achieve. In recognition of poor achievement in English, the government mounted in-service teacher training courses with the aim of producing key resource teachers to in-service train other teachers at school level. This effort however, has not made any credible difference in improving learning outcomes in English at primary school level. There was need to therefore establish the relationship between: use of lesson plans, use of collaborative methods, utilisation of instructional resources, use of multilingual classroom communication, and use of continuous assessment test and achievement in English among standard four pupils in Nairobi City County.

### **1.3 Purpose of the Study**

The purpose of this study was to determine the relationship between instructional practices and standard four pupils' achievement in English in primary schools in NCC, Kenya.

### **1.4 Objectives of the Study**

The objectives of this study were to:

1. Examine the relationship between use of lesson plans and standard four pupils' achievement in English in primary schools in Nairobi City County.
2. Establish the relationship between the use of collaborative teaching methods and standard four pupils' achievement in English in primary schools in Nairobi City County.
3. Examine the relationship between utilisation of instructional resources and standard four pupils' achievement in English in primary schools in Nairobi City County.
4. Establish the relationship between multilingual classroom communication and standard four pupils' achievement in English in primary schools in Nairobi City County.
5. Determine the relationship between use of continuous assessment tests and standard four pupils' achievement in English in primary schools in Nairobi City County.

### **1.5 Research Hypotheses**

This study tested the following null hypotheses:

1. H<sub>0</sub>1: There is no relationship between use of lesson plans and standard four pupils' achievement in English in primary schools in Nairobi City County.
2. H<sub>0</sub>2: There is no relationship between the use of collaborative teaching methods and standard four pupils' achievement in English in primary schools in Nairobi City County.
3. H<sub>0</sub>3: There is no relationship between utilisation of instructional resources and standard four pupils' achievement in English in primary schools in Nairobi City County.
4. H<sub>0</sub>4: There is no relationship between multilingual classroom communication and standard four pupils' achievement in English in primary schools in Nairobi City County.
5. H<sub>0</sub>5: There is no relationship between use of continuous assessment tests and standard four pupils' achievement in English in primary schools in Nairobi City County

## **1.6 Significance of the Study**

The outcome of this study is expected to significantly influence many stakeholders across the education sector. The results are expected to lead teachers to attach more importance on lesson planning to improve their teaching methods by making them more collaborative. The results of this study should influence the teachers to improve their assessment strategies by making them criterion-referenced as opposed to norm-referenced.

The study is expected to encourage teachers to develop their own tests for classroom assessment instead of relying on commercially developed tests and tests developed by zonal and other examination panels. The study shows the areas where students are a week, for example, in reading comprehension and writing composition and so teachers can use the results of the study to put more emphasis in these areas. The Nairobi Directorate of County Education is expected to find the results of this study useful in providing them with information on achievement in English in public primary schools. This information should guide them to devise interventions to improve curriculum delivery in public primary schools in NCC.

The Directorate of Quality Assurance and Standards is expected to use the results of this study to create quality awareness and develop interventions by improving provision of instructional materials, intensifying in-service training for teachers and strengthening instructional supervision. Through this study, curriculum developers, policy makers and education specialists are further expected gain a broader understanding of achievement in English at primary school level. This broad understanding would be mainly in relation to; lesson planning, use of collaborative teaching methods, utilization of instructional resources, language policy, and the use of testing and assessment strategies.

The results of this study will hopefully help to intensify public dialogue and discussion concerning learning achievement in our school system where many learners are leaving primary schools without acquiring basic literacy skills. The study will hopefully, trigger more research on achievement at various points of the primary school cycle.



### **1.7 Limitations of the Study**

Although every effort was made to ensure success of this research, the researcher was aware of the following limitations:

1. Some teachers were uncomfortable with their lessons being observed by strangers. To overcome this, teachers were assured that their identities would not be revealed in the report.
2. Some head teachers were reluctant to participate in the study because of their busy schedules. To overcome this, the head teacher questionnaire was administered face to face at a time that was most convenient for them and they were assured of confidentiality in handling the information they provided.
3. Some teachers and head teachers were apprehensive about the English achievement test being administered to their pupils. To overcome this, teachers were assured that the results would be used for research only.

### **1.8 Delimitations of the Study**

Although the problem under investigation was viewed as a national one, NCC was chosen as the locale of the study as it was not possible to conduct a nationwide study due to timing and financial constraints. Nairobi City County was selected for this study because performance at KCPE level in Nairobi had been poor over the eleven years 2003-2013 (Table 1.3) and the performance in English in Nairobi although above the national mean, had not attained the required competency level (Table 1.2). Nairobi City County was also suitable for this study because it is a cosmopolitan area with pupils, teachers and head teachers from all parts of the country thus providing an excellent national sample. There are eight classes at

primary school level and this study focussed on standard four. Standard four was selected because it was the beginning of upper primary and the class where the learners started using English as the medium of instruction. Furthermore, this study was conducted only in public primary schools because the variables under this study were more relevant in public schools.

### **1.9 Assumptions of the study**

In the course of the study, it was assumed that:

- i) All the standard four pupils had covered the standard four English syllabus adequately.
- ii) The presence of the researcher in the classroom would not significantly influence the teacher's lesson presentation and classroom organisation.
- iii) All the respondents would give honest and accurate information, which would form the basis of the study findings.

### **1.10 Definition of Significant Terms**

The following terms are used:

**Continuous assessment tests** refer to tests that are conducted in the class, at school, zonal or any other level which is not national, which are developed by subject teachers, examination panels or are commercially acquired.

**Classroom instruction** refers to teaching and learning that takes place in the classroom guided by the teacher.

**Class size** refers to the number of pupils in a class.

**Cloze test** refers to a test where words are deleted in a passage leaving blanks for the candidate to fill.

**Collaborative teaching methods** refer to teaching strategies that provide the learners with the opportunity to engage with the teacher, fellow learners and with the instructional materials.

**Criterion-referenced test** refers to a test used to gauge the mastery of specific competencies and skills.

**Formative assessment** refers to assessment that takes place in the course of teaching and learning or as learner's progress through school.

**Instructional practices** refer to strategies used by the teachers and the learners to strengthen teaching and learning and enhance learner achievement.

**Instructional resources** refer to materials and facilities required to facilitate teaching and learning in the classroom.

**Instructional supervision** refers to a process of ensuring that teaching and learning results in high learning achievement by providing guidance and interventions that are required.

**Item writing** refers to setting questions in the process of developing an assessment test.

**Language of instruction** refers to the official language that is used for teaching and learning.

**Learner achievement** refers to the level of attainment a learner gets in a continuous assessment with reference to content and objectives of a given syllabus.

**Lesson plan** refers to a written teacher's work plan indicating the sequence in which the content and the learning and teaching activities should be handled within a single or double lesson.

**Multilingual classroom communication** refers to the use of English as the medium of instruction and any other languages used in the classroom, which include Kiswahili, 'Sheng' and Mother Tongue.

**Norm-referenced test** refers to a test whose purpose is to rank candidates and compare their abilities for purposes of selection to institutions of higher learning.

**Performance** refers to level of achievement a candidate attains in a national examination like KCPE.

**'Sheng'** refers to a language mainly spoken by the youth in Kenya, which is a mixture of Kiswahili, English and local languages

**Summative evaluation** refers to evaluation that comes at the end of a given cycle of education and is usually characterised by national and public examination such as KCPE.

**Syllabus refers** to an outline of all the topics of a prescribed subject for a given grade or level in an education cycle to be covered within a specified time.

**Test construction** refers to writing test items and arranging them to form a test according to a given format and standard.

### **1.11 Organization of the Study**

This study is organised into five chapters. The first chapter is the introduction to the study. This chapter presents a background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, research hypotheses, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and the organization of the study.

Chapter two presents review of related literature. It consists of the following sub-topics: introduction, objectives of primary education in Kenya, declaration of Free Primary Education in the 1970s, declaration of Free Primary Education in 2003, teaching and learning conditions in NCC primacy schools, the role of the head teachers, the role of the teachers, lesson planning, use of collaborative teaching methods, utilisation of instructional resources, use of multilingual classroom communication, use of assessment tests, summary of the literature review, theoretical framework, and the conceptual framework.

Chapter Three contains the methodology of the study. This includes an introduction, research design, target population, sampling size and sampling technique, research instruments, validity of research instruments, reliability of research instruments, procedure for data collection, data analysis techniques, and ethical considerations. Chapter Four has the research findings and discussion of the findings. In chapter five, a study summary, conclusions and recommendations are presented.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This Chapter presents a review of literature on achievement in English at primary school level for schools outside Kenya and in Kenya. The chapter presents a review of literature on objectives of primary education in Kenya, declaration of Free Primary Education in the 1970s, declaration of Free Primary Education in 2003, teaching and learning conditions in NCC primary schools, the role of the head teachers, the role of the teachers, lesson planning, use of collaborative teaching methods, utilisation of instructional resources, multilingual classroom communication, and use of assessment tests. It also presents the theoretical framework and conceptual framework.

#### **2.2 Objectives of Primary School Education in Kenya**

Primary school education is important all over the world because it is supposed to impart knowledge, skills and attitudes that should enable learners to live healthy productive lives and contribute to national development. Primary school education also provides the foundation for further education and training. According to KIE (2002), in Kenya, primary school education should provide the learner with the opportunity to:

- a) Acquire literacy, numeracy, creativity and communication skills,
- b) Enjoy learning and develop desire to continue learning,
- c) Develop opportunity for critical thinking and logical judgement,
- d) Appreciate and respect the dignity of work,

- e) Develop desirable social standards, moral and religious values,
- f) Develop into a self-disciplined, physically fit and healthy person,
- g) Develop aesthetic values and appreciate own and other peoples cultures,
- h) Develop awareness and appreciation of the environment,
- i) Develop awareness and appreciation of the national and international community,
- j) Instil respect and love for own country and the need for harmonious co-existence,
- k) Develop individual talents,
- l) Promote social responsibility and make proper use of leisure time, and
- m) Develop awareness and appreciation of the role of technology in national development.

For the objectives of primary school education to be achieved, learners should acquire the competencies spelt out in these objectives. For these competencies to be achieved, learners need to be proficient in English, which is the official language of instruction. As shown in this study, some of the accepted methods of improving learner achievement in English at primary school level are through lesson planning, use of collaborative methods, utilisation of instructional resources, classroom communication and use of assessment tests.

### **2.3 Declaration of Free Primary Education in the 1970s and its Effects on Learner Achievement in Kenya**

When Kenya attained independence in 1963, it recognised education as a tool for fighting the then three enemies of development; poverty, ignorance and disease. It also recognised the importance of primary education as the foundation of learning and

the springboard for further learning. This was in conformity with the Universal Declaration of Human Rights (UDHR) in 1948, which proclaimed free and compulsory primary education as a basic human right (UNESCO, 2000). To accelerate the realisation of the Universal Primary Education (UPE), the government of Kenya declared free primary education from standard one to standard four in 1974 (Republic of Kenya, 2003). Four years later, in 1978, the government abolished fees in all public primary schools in the country resulting in an increase in enrolment to 2,994,894 pupils in 1978 from 2,705,878 pupils in 1974, an increase of 10% (Republic of Kenya, 2003).

However, this high enrolment rate was adversely affected by the onset of the structural adjustment programmes (SAP) which introduced the cost sharing policy in 1988. This policy required the parents to meet the costs of tuition, instructional materials, school activities and examination fees. Many parents especially those from economically marginalised groups could not meet the cost of education and therefore their children could not access primary education. The policy also affected the standards of education and achievement by learners (Sifuna, 1990).

#### **2.4 Declaration of Free Primary Education in 2003 and its Effects on Learner Achievement in Kenya**

Free Primary Education (FPE), was declared by the National Rainbow Coalition (NARC) government in 2003 as a step towards achieving UPE by the year 2005, and realisation of EFA by 2015 as provided by the 1990 World Conference on Education for All and the Dakar Framework of Action (DFA) (Republic of Kenya, 2005). Attaining UPE was one of the ways of ensuring that all Kenyan children eligible for primary schooling had the opportunity to enrol and remain in school to



learn and acquire quality basic education skills and training (Republic of Kenya, 2003).

To ensure that all school-going children could access schooling, the government abolished all fees and levies for tuition in primary schools. The government and the development partners were to meet the cost of basic learning materials and co-curricular activities. This meant that the government and the development partners would pay Kenya Shillings (KES) 1,020 for each primary school child per year. The FPE did not require parent and communities to build new schools but they were expected to maintain and use existing facilities such as community and religious buildings. Schools were not expected to charge additional levies but if they wished to do so, they had to seek consensus from parents and send the request to the area Education Officer (EO) for onward transmission to the District Education Board (DEB) and the Provincial Director of Education (Republic of Kenya, 2003).

Following the declaration of FPE in January 2003, it was estimated that the national primary school Net Enrolment Rate (NER) rose from about 6,314,726 to 7,614,326 by the end of the year, which was a 22.3% increase. It was also estimated that another three million eligible children were not in school. However, while free primary education increased access to primary education, it faced considerable challenges. Because of the influx of pupils in schools, classrooms became congested and learning facilities were over-stretched (Republic of Kenya, 2005). A survey conducted to monitor free primary education indicated that the facilities available in schools were grossly inadequate to provide the required standards of education.

School committees are constrained to improve the learning facilities due to the governments ban on school levies (Sifuna, 2003). As a result of FPE, the teaching and learning conditions in most public schools are poor. Most schools are understaffed and teachers complain of large classes and heavy workloads. Because of inadequate facilities, enrolment has declined and dropout rates have increased. Districts that registered over 20% increase in 2003, hardly record more than 5% currently (Imonje, 2011).

In 2003/04 Financial Year (FY), the government increased the educational budget by 17.4% to KES 79.4 billion with KES 7.6 billion specifically allocated to the FPE programme. To meet its obligations, the Government of Kenya (GOK) was assisted by development partners who included The World Bank, the British Government, Organisation for Petroleum Exporting Countries (OPEC), Swedish government and the United Nations Children's Fund (UNICEF). At present, the cost of FPE is far beyond the education budget allocation and for the country to sustain the programme GOK must devise new ways of funding it.

## **2.5 Teaching and Learning Conditions in NCC Primacy Schools and their Implications for Learner Achievement**

According to Nairobi City County (2014), public primary schools in NCC were short of 409 teachers in 2014. Given that there were 205 schools, it meant that on average each school was short of two teachers. Teachers were inequitably distributed with some schools with many pupils having fewer teachers and those with fewer pupils having more teachers. This appeared to be a national problem going by the announcement by the Chairman of TSC in early 2015 that the commission was in the process of transferring teachers from schools, which were over-staffed to those

that had shortages of teachers. According to Imonje (2011), 12.1% of head teachers interviewed in NCC schools reported that schools were under-staffed and there were cases where teachers had to handle two classes concurrently. These situations were common and were aggravated by the observed teacher absenteeism as a result of sickness, maternity leave, study leave, transfer or other social challenges that teachers frequently faced.

In an article entitled “Teachers are the unsung heroes in Kenya” in the *Daily Nation* newspaper issue of Saturday 2<sup>nd</sup> May 2015, Z, Kipruto and J. Mugo, (researchers from Twaweza East Africa and Uwezo Learning assessment) described their findings about teacher shortage in East Pokot. The two researchers visited a school with only one teacher and 94 pupils. In this school, the teacher doubled up as the head teacher and attended to parents and visitors. This particular teacher, according to the researchers, had redesigned the curriculum into ‘common units’ which he taught to all the pupils in a plenary. For the “specialisations”, the teacher differentiated the learners at different levels and taught them by moving from class to class. The researchers further observed that this particular teacher did not have a place to sleep. He had a small mattress placed at the corner of one of the classrooms (Kipruto & Mugo, 2015).

According to Nairobi City County (2014), most of the teachers in Nairobi primary schools were over fifty years of age and nearing retirement and therefore they were unsuitable for handling young learners. The report explained further that many teachers in Nairobi had been transferred from other parts of the country because they had been sickly and had therefore to come to Nairobi to seek specialised medical

attention. For this reason, they were not able to give optimal performance. According to Imonje (2011), 75.3% of the head teachers were aged between 41 and 50 years. The researcher attributes this situation to the government policy that froze recruitment of teachers in 1998.

Nairobi City County (2014) further revealed that there was rampant absenteeism among the primary school teachers in Nairobi most of which could not be well explained. These findings were in line with Gori (2012), where the researchers found out that absenteeism by teachers and pupils was one of the major causes of poor performance at KCPE in Gucha district. The same researcher observed that those teachers whose homes were near the school where they taught, were ironically more often absent from schools than those who worked away from their homes. Teachers whose homes were near their workstations spent school time doing their private work and engaging in community activities at the expense of teaching. Similar findings were reported by Uwezo (2011) and Ngware (2014) (as cited in the Global Monitoring Report (GMR) which estimated that 20% of teachers in Kenya were absent from school every day).

Ngware (2014) cites a study by APHRC conducted in private and public secondary schools in major towns in Kenya, which, revealed that between 35% and 40% of lesson time was lost during teaching. The APHRC report claims that class time is lost when teachers are busy marking assignments, arranging seating positions, looking for teaching materials among other activities that do not contribute to learning. Absenteeism by teachers is a serious problem because it leads to loss of teaching time which means that teachers cannot cover the syllabuses or rush over the

teaching content without giving learners time to master the same content and this leads to poor achievement.

Nairobi primary school teachers live in faraway suburbs and outskirts of the city far from their workstations because they could not afford house rents in the city owing to inadequate housing allowance. As a result, they reported to work late and left early and this affected curriculum delivery because it ate into productive time. Majority of the primary school teachers in Nairobi are female and so when they take maternity leave, the remaining teachers are bound to carry a bigger workload (Nairobi City County, 2014).

In schools, most teachers do not have offices or space to work from, as many schools do not have staffrooms while others have staff rooms that are too small to accommodate all the teachers. Some staff rooms are dilapidated and in dire need of repair. Many primary schools in Nairobi have no perimeter walls and this has exposed school property including learning resources, to vandalism. Some schools have been encroached by unlicensed businesses such as garages and kiosks and this exposes learners and teachers to muggings, thefts and general insecurity. Cases of gender violence are reported especially in schools in the slum areas. These conditions are not conducive for teachers to prepare their lessons in readiness for teaching and this has a negative impact on teaching and learner achievement (Nairobi City County, 2014).

In the class, primary school teachers in Nairobi have to deal with a combination of different types of learners most of whom are not easy to handle. The classes are large with some having as many as 100 pupils (Imonje, 2011). According to Nairobi City County (2014), most of the learners in public primary schools in

Nairobi come from dysfunctional families. This leads to pupils' absenteeism, high dropout rates, poor discipline, and poor concentration. According to (Nairobi City County, 2014) some pupils are commercial sex workers and drug peddlers. Most of the learners in these schools come from poor families living in the slums. Many pupils' parents in Nairobi are barmaids, watchmen, and hawkers living from hand to mouth and some parents are people without a particular livelihood (Nairobi City County, 2014). Many pupils in Nairobi are difficult to teach and it is hard to get them to excel in their work as they miss classes often to work and earn some money to supplement the earnings of their parents and guardians. Odhiambo (2012) expresses similar sentiments when he asserts that learners home backgrounds, age, maturity and gender determine achievement, which dictates transition from primary to secondary school (Odhiambo, 2012). The same researcher asserts that when parents are poor and without formal education, they cannot be role models to their children and so such children often achieve poorly in school or drop out altogether.

When learners are over-age and involved in delinquent behaviour like drug abuse and child prostitution, they pose discipline problems and it is difficult for them to achieve well in school. According to Nairobi City County (2014), the challenges of teaching in Nairobi primary school are compounded by the conflict between City Department of Education (CDE) and the office of the County Director of Education (CDE). This conflict hinders monitoring of schools and therefore quality assurance remains a big challenge in the schools and this leads to poor learner achievement.

According to Imonje (2011), with the introduction of FPE, user charges and tuition fees were abolished and this had a devastating effect for teachers and pupils in

Nairobi public primary schools. Tuition fee was a fee that used to be charged for extra tuition that teachers used to give to slow learners after school, during the weekends and over the school holidays. Some of the money from this fee was used to pay a motivation allowance to teachers who gave tuition to the pupils outside the normal teaching hours. The school justified tuition fees as beneficial to slow learners and learners who could not be taught effectively during school term time because of large classes, heavy teacher workloads and wide syllabuses. The tuition fee provided by the teachers with some extra money to supplement their “poor salaries” and motivated them to teach. With the abolition of this fee, the teachers withdrew the extra tuition and this affected teaching and learning in different ways.

Imonje (2011), 20% of the teachers interviewed said that weak learners who used to benefit from extra tuition were affected and 40% of the teachers said withdrawal of tuition money demotivated them and reduced their morale for teaching. According to 39% of the teachers interviewed, abolition of tuition fees lead to increased workload as a lot of work had to be covered within the term and this placed a heavy burden on the teachers Imonje (2011). When teachers lack motivation, commitment and enthusiasm for their work they cannot teach effectively and this has negative effects on teaching and learning and learner achievement. According to Nairobi City County (2014), primary schools that perform well in Nairobi have motivation programmes for their teachers.

Given the above circumstances, this study sought to establish how the primary school teachers were conducting activities that entail teaching and learning. Specifically the study aimed to examine how the teachers of English were planning

lessons, using collaborative teaching methods, utilising instructional resources, maintaining classroom communication and using test and assessments to produce the expected learning achievement for their pupils.

In 2014, there were 205 public primary schools in NCC, which, previously had been owned and managed by the former City Council of Nairobi but were passed on to the Nairobi City County under the devolved government structure. As has been noted, after the introduction of free primary education, the schools became overcrowded and the facilities overstretched. As a result of this overcrowding, most parents withdrew their children from these schools and enrolled them in private schools and in non-formal schools also referred to as 'complementary' schools. The parents also withdrew their support for the public schools leaving many of them poorly maintained and in dire need of rehabilitation (Nairobi City County, 2014).

According to Nairobi City County (2014), these schools are in a pathetic state as the buildings have become old and dilapidated with most physical facilities overstretched. Many classrooms have broken windows thus exposing learners to the natural elements. The classrooms have old and inadequate furniture. The toilet facilities are deplorable with no running water and poor drainage systems expose learners to health risks. The capitation grant has remained KES 1,020 per child per year since 2003 and schools are not allowed to raise additional levies to improve infrastructure and replace equipment. Schools therefore find it difficult to operate with such minimal funding in the wake of high costs of living.



The analysis of KCPE results of eleven years from 2003 to 2013 for NCC show that the public primary schools mean has not attained the pass mark of 250 as shown in Table 1.3.

Table 1.3

*Performance of Nairobi City County Public Primary Schools at KCPE*

Year	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Mean mark	242.1	239.0	240.2	239.6	234.3	229.7	230.0	233.9	233.2	236.6	239.6

Source: Nairobi City County, 2014

In 2011, only eleven out of 205 schools attained a mean mark of 300 and above and in the same year the worst performing school in Nairobi was a public school with a mean mark of 149.45. Nairobi City County (2014) indicates that the few public schools that perform well in KCPE have supportive stakeholders who are involved in the activities of the schools. Parents attend school meetings, provide materials and moral support to their children and the teachers and monitor school activities to ensure that their children do homework and private studies. Well performing schools have adequate teachers and strong leadership with head teachers involved in teaching and motivating the teachers and the learners thus providing a favourable teaching and learning environment.

According to Nairobi City County (2014), Some well performing schools have a reward system that enhances positive competition among the teachers and the pupils. Although the facilities in such schools may be old, they are well maintained and the compounds are clean. What this means is that the well performing schools

have defied the policies that prohibit them to raise levies. They therefore raise levies to supplement the support given by the government and so they are able to provide quality education in learner-friendly environments. This shows that if schools and the stakeholders are allowed to manage the schools, the schools can be well maintained and they can perform well.

Poorly performing schools lack support from stakeholders including local leaders, parents and the local community. In such schools, even political leaders do not attend meetings when they are called to discuss ways of revamping them. Parents shun such schools and take their children to neighbouring private or complementary schools. Such schools are poorly staffed, and the staff turnover is high. Such schools have weak leadership with head teachers who are weak, and dysfunctional school management committees. For such schools to do well in examinations, they need extra funding, strong leadership and stakeholder support. It has been shown in Table 1.3 that the performance of NCC primary schools in English is below the desired competency level of 70%. However, the results show that compared with the overall mean, across the subjects, learners perform better in English than other subjects.

## **2.6 The Role of the Head Teacher in Learning Achievement**

Head teachers play a critical role as instructional supervisors. Instructional supervision is expected to translate into effective curriculum delivery and lead to higher learner achievement (Peters, 2011). Because of their crucial role of ensuring that teaching and learning take place effectively in schools, head teachers were important respondents in this study. Head teachers are expected to ensure that teachers prepare schemes of work, lesson plans, lesson notes, records of work and

carry out all the other duties expected of them in order to promote efficiency and improve learner achievement (Peters, 2011; Okumbe, 1998).

Head teachers are also expected to visit classrooms and observe lessons so that they can learn first-hand by gathering information about the methods and materials being used and the attitudes and reactions of learners. Such observations provide opportunities for supervisors to identify challenges that teachers may be facing and come up with ways of addressing them (Okumbe, 1998; Peters, 2011). Head teachers are expected to provide instructional leadership by being role models for the other teachers so that they can promote cooperation and teamwork where teachers are allowed to talk freely in a relaxed atmosphere. In addition to their administrative work, head teachers are expected to actually teach so that they can understand the challenges involved and be in a better position to address them (Fullan, 2001).

Haris (1985) (as cited in Kithuka, 2009), reports that in the United States of America (USA) and in many commonwealth countries, the principal or head teacher is recognised as an instructional supervisor. The place of the head teacher as an instructional leader is well documented in Republic of Kenya (1988) commonly known as the Kamunge Report. The report indicates that school inspectors are recruited to inspect and advise on specific subjects of their specialisation and that inspectors are not enough to inspect the schools effectively. The report therefore proposes that head teachers and senior teachers should be adequately trained to do most of the supervision in their school and in their subject areas (Republic of Kenya, 1988). According to Mohanty (1995), head teachers in India are actively involved in classroom supervision.

In his research conducted in secondary schools in Rift Valley Province, Kithuka (2009) established that inspection services were limited and many of the inspectors were not subject specialists in the subjects they inspected. Kithuka (2009) further established that head teachers in the research area hardly exercised their role as instructional supervisors because of lack of a policy on instructional supervision that is acceptable to both the teachers and the head teachers. The researcher recommended that the MOE should formulate a policy that empowers and encourages head teachers to inspect the teachers in their schools and reduce the fear of witch-hunting by external inspectors. Kithuka (2009) further recommended that head teachers, deputy head teachers, and subject heads should be directly involved in the inspection of their own schools. This innovative approach would ensure that inspection services were available to the schools in abundance and on a daily basis. This would also ensure that inspectors were specialists in the subject they inspected. It would also be cost-effective and would address the challenge of lack of transport experienced by inspectors for the better part of the year (Kithuka, 2009). This recommendation is similar to the recommendation made in Republic of Kenya (1988).

According to Ofsted (2008) (as cited in Gachahi, 2013), Her Majesty's Inspectors (HMI) conducted a study to establish factors that contributed to successful curriculum change in Britain. The results showed that in most of the sampled schools educational innovations had led to improved learner achievement. This was attributed to head teachers' persuasive and visionary leadership.

Nairobi City County (2014) found that there was a shortage of teachers and rampant teacher absenteeism in the NCC primary schools. Under such circumstances,

instructional supervision is critical, as the head teacher should ensure that lessons are taught as this is the surest way to enhance learner achievement. Nairobi City County (2014) also reports that the well performing schools in Nairobi have efficient and committed head teachers and the school stakeholders have a say in the appointment of the head teachers. The same report however, also indicates that many head teachers are often away from school attending to many other responsibilities that they have. For instruction and supervision to be carried out efficiently such head teachers should practice the skill of delegation so that their deputy head teachers or their senior teachers can carry out the duties of instructional supervision as recommended by Okumbe (2001), Kithuka (2009) and Republic of Kenya (1988).

Motivation plays a large part in determining the level of performance of students and teachers, which in turn influences learner achievement (Okumbe, 1998). Motivation is a function of management. It is imperative for school management to motivate teachers, and teachers should in turn motivate students by initiating programmes which arouse enthusiasm, creativity and commitment in staff members, Okumbe (1998). According to Nairobi City County (2014), well performing schools in Nairobi have motivational programmes for their pupils and teachers.

## **2.7 The Role of the Teacher in Learning Achievement**

The purpose of this study was to establish the relationship between instructional practices and standard four pupils' achievement in English. The instructional practices addressed in the study are; lesson planning, use of collaborative teaching methods, utilisation of instructional resources, use of multilingual classroom communication and use of continuous assessments tests. These practices are activities

that the teacher implements in the process of instruction. The teacher is therefore at the centre of this study and so it became necessary to review literature on the role of the teacher in learner achievement.

Educational planners, policy makers and educational administrators all over the world agree that provision of quality education is dependent on teachers (Gachathi, 2013; Shiundu & Omulando, 1992; Gathumbi & Masembe, 2005; Petty, 2009; Oluoch, 2011). These authors and researchers have argued that any curriculum is as good as the quality of the teachers as teachers are at the heart of curriculum implementation. The skills and attitudes of the teacher are critical for curriculum implementation because it is the teacher's creativity in the classroom which dictates the level of learners' achievement (Bishop (1985). A qualified and highly motivated teaching force is a prerequisite for the promotion of high achievement and performance among the pupils (Republic of Kenya, (1998). Achievement in English at primary school level particularly depends on the teachers because teachers are supposed to be role models for their pupils (Gathumbi & Masembe, 2005).

In Uganda, the National Assessment of Progress in Education (NAPE) conducted a national assessment survey in 2003. The study targeted all primary three and primary six pupils in both government and private schools. The results revealed that in primary three only 34.3% of the pupils attained the desired level in English literacy and in primary six only 20% of the pupils attained the desired level for English literacy. Teacher factors such as qualification, experience and workload correlated positively with pupils' achievement (UNEB, 2003). The results of the

UNEB study are similar to those of the studies conducted by SACMEQ (2000, 2004), which attributed poor performance in English in Kenya and many other African countries to poor quality of teaching.

The training teachers receive and their working conditions determine their performance. At primary school level in Kenya, teachers are expected to teach all the subjects across the curriculum regardless of whether or not they specialized in them during their training (Mutisya, 2013). The same researcher argues that having to teach all subjects across the curriculum is an impediment to the implementation of Inquiry Based Science Education (IBSE) since it is assumed that any teacher can teach science without considering how competent a science teacher should be. The researcher found out that teachers who had not specialized in science at teacher training college did not have the required competencies, skills and attitudes to teach it at primary school level. He argues that a teacher who is not competent in science cannot teach Science Process Skills (SPS) which are critical for learning science and therefore their teaching cannot lead to achievement on the part of the pupils.

Mutisya (2013) recommended that Science subjects in Kenya primary schools should be taught by teachers who specialized in science during training. The study further recommended in-service training of primary school teachers to enable them implement IBSE. Mutisya (2013) conducted the study in the area of science in primary teacher training colleges. The current study was conducted in the area of English and the main respondents were primary school pupils and teachers. The findings by Mutisya (2013) are relevant to the teaching of English in primary schools as supported by Ndavi (1989), who found out that on the assumption that any teacher

could teach English, English lessons are allocated to teachers who were not competent in the subject leading to poor teaching and poor achievement.

According to Imonje (2011), classroom observations in Nairobi primary schools revealed that some primary school teachers were struggling to teach subjects they were not competent to teach as they lacked mastery of content in these subjects. She recommended that academic qualifications of teachers in individual subjects should be examined to ensure that teachers specialize and teach the subjects that they have excelled in at KCSE level and at the teacher training college. When teachers teach what they are competent to teach the learners are likely to achieve better results.

The findings by Imonje (2011) are similar to those of Ngware (2015). The latter conducted studies for African Population and Health Research Centre (APHRC) in rural and urban primary schools in Kenya in 2010 and 2013 which reveal that teachers are assigned subjects regardless of their competence in those subjects and so they are not able to deliver quality teaching and thus learning achievement is affected. The researcher recommends that primary school teachers should be assigned only the subjects in which they are competent. He further proposes that pre-training qualification for primary school teachers should be at least three subjects with a grade C+ at KCSE level. He recommends that Kenya should learn from South Korea which is investing heavily in teacher quality by attracting only the best university graduates to the teaching profession and paying them well to ensure provision of quality primary school education.

The observations and recommendations by Ngware (2015) are similar to those of Rao (2011). According to Rao (2011), there is urgent need for change in the



curriculum and methodology in the contemporary teacher training institutions in India. Rao (2011), argues that the current teacher training programmes in India are producing teachers of questionable calibre and motivation. He proposes that teacher-training programmes should be rigorously designed to impart skills, proficiencies and attitudes essential for the teaching profession. Although this observation was mainly about India, it could be true of Kenya where the teaching profession has been discredited and many young teachers are teaching as they look for better jobs and so they do not take the profession seriously. To be eligible to train as a primary school teacher in Kenya all that is required is a C plain pass at KCSE and therefore many students are eligible to train as teachers. Such students opt to train as teachers because they qualify to join the profession and not because they necessarily like the profession.

In a paper entitled “*Primary Teacher Education in Jeopardy: Pre-service Teachers’ Under-achievement in Attainment of Desired English Competency Levels in Kenya*” (Gathumbi, 2010), the researcher decries the poor quality of primary school teachers of English. The paper reports the findings of a study conducted to find out the competency levels of pre-service teachers who aspire to teach English. Performance scores were placed in three competency levels: Below Minimum Competency Level (BMCL), Minimum Competency Level (MCL), and Desired Competency Level (DCL). Most of the pre-service teachers’ scores fell in the BMCL category. These results can be interpreted to mean that poor mastery of English on the part of teacher trainees would inevitably translate to poor teaching and to poor learning achievement on the part of the pupils.

In an article entitled “*Shock as teachers fail subject tests*”, APHRC (2012) “*The Standard*” newspaper issue of 28<sup>th</sup> November 2013 reports the results of a study conducted by the APHRC between January and March 2012 in urban informal settlements in Kisumu, Eldoret, Mombasa, Nairobi, Nakuru and Nyeri. The purpose of the tests was to establish whether the teachers had mastery of content and the skills to teach the subjects. The study revealed that a third of the primary school teachers tested scored below 40% with some scoring as low as 10% in English and mathematics. These results clearly show that most primary school teachers are not competent to teach.

The studies reviewed above firmly suggest that when teachers have good qualifications the qualifications should translate into improved teaching and better achievement by learners. However, according to Nairobi City County (2014), KCPE performance by public primary schools in Nairobi has remained poor as the eleven year results from 2003 to 2013 indicate (Table 1.3), with the mean mark not attaining the pass mark of 250 marks. This is despite the large the number of teachers enrolling for continuous professional courses in universities. The report reveals that despite the rising numbers of teachers with high qualifications, their input has not translated into improved learning outcomes in the schools.

## **2.8 Lesson Planning and its Relationship with Achievement in English**

According to Kiruhi, Githua and Mboroki (2009), lesson-planning entails organising and structuring learning experiences in a way that makes teaching more effective (Kiruhi, Githua, & Mboroki (2009). It involves preparing an outline of a series of activities and strategies that should help the teacher achieve stated

objectives. The same authors observe that before a lesson plan is prepared, the teacher must understand the syllabus and prepare the scheme of work, which is subsequently used as the basis for daily lesson plans. Aggarwal (2007) expresses similar views by indicating that a lesson plan is a plan of action that outlines the aims to be realised by teaching a lesson. The same author also observes that a lesson plan includes the methods to be employed and the activities to be undertaken in the class so that learners are kept engaged throughout the lesson. Muitungu and Njeng'ere (2010) agree with Aggarwal (2007) as they posit that lesson planning provides the teacher with the opportunity to outline the content to be covered so that it is systematic and realistic.

Otunga (2011) agrees with Aggarwal (2007) and Muitungu and Njeng'ere (2010) when she argues that quality teaching begins with planning for instruction because planning allows the teacher to organise material in a way that interests the learners by providing a variety of activities and tasks suitable for the range of abilities in the class. Otunga (2011) further indicates that adequate planning and preparation leads to appropriate lesson presentation, efficient time management, mastery of content, and ability to use a variety of teaching techniques. The same author explains that good lesson planning leads to effective teaching, which creates a good relationship between the teacher and the learners and ensures that classroom discipline is maintained.

Aggarwal (2007) indicates that a lesson plan carries the philosophy of the teacher, his knowledge of the subject matter, his understanding of his pupils, his comprehension of the general objectives of education and his ability to utilise

effective methods. The same writer posits that lesson planning involves living through the classroom experience in advance both mentally and emotionally. The teacher is able to visualise this experience in advance of the actual delivery of the lesson. It is therefore inevitable for the modern teacher to plan his lessons very skilfully and carefully. The views expressed by Aggarwal (2007), are in line with those of Mungai (2013), who posits that the major role of the teacher is to organise learning through careful lesson planning based on their understanding of the curriculum and the syllabus in use. In agreement with Aggarwal (2007), and Mungai (2013), Kimamo (2012), argues that in the process of planning, the teacher is also able to select appropriate media and resources for teaching and thus communicates information more effectively to the learners, which enhances learner achievement (Mukwa & Too, 2002).

According to National Association for Research in Science Teaching (NARST) (2011) (as cited in Mutisya, 2013), pupils can acquire science process skills if they are planned as expected outcomes of learning science. The study recommends that planning of teaching science, should state in specific terms the activities to be provided and the specific skills targeted by the learning process. This study recognises the importance of planning for teaching in English where teachers are expected to come up with specific learning outcomes and to ensure that these outcomes are achieved.

Although use of lesson plans is an important instructional practice, researchers have identified difficulties experienced by teachers in the process of lesson planning and lesson execution. Aggarwal (2007) argues that a lesson plan

should be flexible and a teacher does not have to be a slave to it as the teacher should be able to change the lesson plan to address emerging needs of the learners. Petty (2009) supports the views expressed by Aggarwal (2007), that the lesson plan should be adjusted in the course of lesson delivery to suit learners with differing needs. In Imonje (2011), primary school teachers in Nairobi said that they were not able to follow lesson plans due to large classes and presence of many weak learners who could not read and write. The teachers were therefore forced to adjust their teaching to cater for these slow learners.

In a study to establish the impact of instructional methods on learners' achievement in business studies in Kenya secondary schools, the researcher found out that 67% of the sampled teachers did not prepare lesson plans (Odundo, 2005). They therefore conducted lessons without prior preparation as required by the MOE. The study also revealed that in most cases the lesson had no set objectives. (Odundo, 2005) was conducted in the area of business studies at secondary school level while the current study is in the area of English at primary school level.

In a study to establish the level of the implementation of Strengthening Mathematics and Science in Secondary Education (SMASSE) innovation in Nyeri County, Ndirangu (2013) found out that over 80% of the teachers were not using lesson plans. The teachers indicated that they had no time to prepare the required lesson plans as they had heavy teaching loads and other responsibilities. The teachers were also handling large classes. These findings were supported by the SMASSE project Impact Assessment Survey (IAS) conducted in 2004, which established that although most teachers appreciated the value of lesson planning, they still went to

class without a lesson plan. The reason given for the failure to plan was that lesson planning would delay lesson coverage. Ndirangu (2013) further found out that most head teachers were not supervising the use of lesson plans by the teachers as expected of them by the SMASSE programme. He recommended that the government should employ more teachers to improve the teacher/student ratio and to reduce the teaching load. This would give teachers ample time to prepare lesson plans and apply the learner centred approaches recommended by SMASSE. In line with use of e-learning, the researcher further recommended that the Kenya Institute of Curriculum Development should consider developing common science lesson plans for all the levels of the secondary school curriculum to accompany the syllabuses they prepared for the schools. The lesson plans would be posted on the internet for the teachers to download for their teaching. This recommendation however does not auger well with principles of teaching which require teachers to prepare their own lesson plans so that in the process of so doing they can have a clear understanding of the lessons they teach (Aggarwal, 2007; Petty, 2009; Kiruhi, Githua, & Mboroki, 2009; Otunga, 2011; Muitungu & Njeng'ere, 2010).

The study by Ndirangu (2013) investigated the use of lesson plans in the teaching of science in secondary schools in Nyeri County. The current study looks at the use of lesson plans in the teaching of English in primary schools in NCC. Although Ndirangu (2013) was carried out in secondary schools and investigated use of lesson plans in science subjects, its findings are relevant to this study because lesson planning is practiced across the subjects in the curriculum and across all levels of instruction. The study was also in the area of curriculum innovation. The current

study targets primary school level English in NCC and it is on curriculum delivery and achievement.

In a study conducted in Nairobi City Council primary schools, the researcher sought to examine teachers' use of lesson plans (Imonje, 2011). The study found out that 53% of the teachers were not using lesson plans. These teachers reported that the large numbers of pupils in the class made it difficult for them to adhere to a written lesson plan as many of the pupils were non-readers and slow learners and therefore the teacher had to adjust instruction to include them. The study established that according to 11% of the teachers, coverage of the syllabus was low due to the large number of slow learners. The results of Imonje (2011) are similar to those of Gachahi (2014). In a study conducted in primary schools in Muranga the researcher found out that 85% of the teachers had incomplete lesson plans and 63% of the teachers repeated lessons already taught to cater for slow learners who did not understand the lesson when it was first taught.

## **2.9 Use of Collaborative Teaching Methods and its Relationship with Achievement in English**

Collaborative methods are methods that enable learners learn with one another and with the teacher. Collaborative teaching methods encourage co-operation, interaction and consultation among learners to engage their collective capacities to learn from different sources. This enables them to learn more and achieve more (Petty, 2009). In collaborative teaching, students learn mainly in groups and groups do not compete with each other, which makes learning friendly and more conducive for concentration and enjoyment (Pratt, 1994).

Pratt (1994) argues that there is too much competition in the world and therefore schools should concentrate on teaching cooperation. The same writer further indicates students who learn cooperatively tend to like each other, the teacher and the subject more thus becoming more accepting of ethnic, class, gender, and ability differences. The same author contends that when students learn cooperatively they engage more in critical thinking, achieve more in subject content and develop higher levels of self-esteem.

Collaborative methods give students an opportunity to develop their skills and the teacher an opportunity to get feedback about students learning (Petty, 2009). The same author observes that since in collaborative teaching students learn through participating in various activities, they should be adequately introduced to the activity so that they can understand what they are expected to do and how best to do it. Petty (2009) further posits that collaborative learning activities must be of the right level for the learners and learners should be given the opportunity to ask questions and get clarification and ideas from the teacher. In English, for example, learners can be asked to do exercises in groups where they discuss quietly and then write the correct answers in their individual exercise books. This would make class work more enjoyable as learners do not feel as if they are competing. This would also enable them to share the books more effectively, Petty (2009). The same author explains that during such activities, the teacher must check the students work by moving systematically round the class, looking over the shoulders of the learners to correct and encourage them and to maintain class control.



Peer tutoring and peer checking is a collaborative method that involves students checking or helping each other. This goes on mainly informally as has been observed in Kenya when teachers are on strike. However, teachers are encouraged to take it more positively as it allows the faster learners to teach the slower ones and the slow learners have an opportunity to ask questions without embarrassment (Petty, 2006; Petty, 2009). Using these methods pupils can write compositions and read them to each other, tell stories, practice spelling, dramatize situations or engage in role-play (Petty, 2009). The teacher should be alert to make corrections on any wrong ideas or concepts acquired during peer tutoring and ensure proper time management.

Learning through play is a collaborative method that contributes to cognitive, physical, social and emotional wellbeing of young learners (Petty, 2009). It requires the use of toys and other play things which help learners to adjust themselves to the material world they grow up in (Petty, 2009). Play also involves make believe and pretence games in which learners imitate what they see with the people and the things around them (Petty, 2009; Petty, 2006). The same author further observes that play gives learners an opportunity to experiment during learning which improves their creativity and ability to learn through discovery.

The views expressed by Petty (2009) are supported by Sifuna and Otiende (2009), who indicated that traditional educators applied play as one of the methods for attaining the various learning purposes that were desired. The same authors observed that in most communities, play was highly recognised as a learning mode and as an important aspect of children's growth and development. A child who did not participate actively in play was suspected to be ill or challenged in one way or

another. In the traditional society, children were left to take their own initiative to make toys for play from their rich environment where they made toys of animals, houses or people (Sifuna & Otiende, 2009). The same authors explained that wrestling was a popular form of play, which youngsters enjoyed and from which they developed physically, emotionally and socially and learnt discipline, respect and leadership.

Children in the traditional society engaged in many other play activities, such as swinging, chasing one another, singing and dancing. During these play activities learners perfected their language skills (Sifuna & Otiende, 2009). In traditional African society, children enjoyed imitating their parents or other grown-ups especially in activities, which they themselves enjoyed, some of which they would pursue in later years. Boys would imitate masculine activities such as building grass huts, digging, or hunting while girls would imitate their mothers cooking, grinding, fetching water, and collecting firewood (Sifuna & Otiende, 2009). Learning through imitation is a recognised collaborative language learning technique (Petty, 2009; Petty, 2006; Gathumbi & Masembe, 2005; Hill & Flynn, 2006).

Today, play is a collaborative method used in language education in various ways such as dramatization, drawing, modelling, questioning and observing. Games can produce intense involvement and a quality of concentration which most teaching methods cannot match (Petty, 2009). Learning and enjoyment are not mutually exclusive and so students can play games for enjoyment and learning at the same time when they are provided with a variety of toys and other learning materials (Petty, 2009). In English for example, Petty (2009) suggests that a set of cards with words

can be prepared for the learners to play with. The words can be nouns, verbs, adjectives, or prepositions, and learners can be asked to match them. Using cards learners can match questions and answers or words and their meanings. Learners can prepare questions and answers and get their fellow pupils to match them. Cards can also be used to teach vocabulary as pupils are given words with target vocabulary on one side and meaning on the other side. Pupils can be encouraged to read their meanings and use them in sentences (Petty, 2009; Hill & Flynn, 2006).

According to Petty (2009) and Hill & Flynn (2006), role-playing is a collaborative method, which is very useful in developing language skills of learners. Unlike drama, role-play is impromptu, as learners are not given much time to rehearse but to think on their feet. It enables learners to practice language skills in a friendly environment. Using role-play learners can practice scenarios such as a teacher and a student, or a student and another student. Role-play gives learners an opportunity for critical thinking and it is an excellent method for building confidence (Petty, 2006). For use in teaching English, role-play is an excellent method for practicing listening and speaking skills. After engaging in role-play learners can be asked to write dialogues based on their role-play, thus they get an opportunity to practice their writing skills as well (Petty, 2009; Hill & Flynn, 2006).

According to Ronoh (2008), “the Maasai people’s indigenous knowledge is popular, comprehensive and functionally transcendental”. This popularity of the Maasai’s indigenous system of education has slowed down Maasai people’s adoption of School Based Education (SBE), which for many years they have considered irrelevant to their needs, interests and aspirations. One of the reasons for the strength

and endurance of the Maasai indigenous education according to Ronoh (2008), is in its mode of instruction which is learner-centred, activity based, and collaborative. In his study conducted in Narok district, Ronoh (2008) established that Maasai instructors gave learners opportunities to actively take part in the teaching and learning process where they acted as guides and catalysts to drive the learner's impetus for engaging, interacting, and learning. The indigenous modes of instruction included storytelling, riddling, singing, dancing, cooking, milking, and herding. Important knowledge and information was transmitted through riddles, proverbs, legends, myths and folklore. These methods have also been identified as effective collaborative methods for teaching English (KIE, 2002).

Ronoh (2008) further observed that children learnt by watching and observing bigger children or adults perform tasks, which they then imitated through role-play, dramatization and mimicry. Children imitated the roles of parents and adults in real life situations, doing everyday activities and in their own environment. Games, sports and play are integral parts of the pedagogy of the Maasai indigenous education. "Collective enjoyment of games develops co-operation and team spirit leading to solidarity among the children and while participating in the games happiness or joy is engendered". The methods and approaches discussed in Ronoh (2008) are recognized by many language educators as suitable for teaching English as confirmed in Gathumbi & Masembe (2005), Petty (2006), Petty (2009), and Hill & Flynn (2006).

The observations made by Ronoh (2008), further agree with the findings by Odhiambo (2012). The researcher established that poor performance at KCPE and high dropout rates prevalent in Narok North District were due to teachers' negative

attitudes towards slow learners. Odhiambo (2012), found out that teachers did not adequately involve weak learners in classroom activities and so these learners felt neglected and eventually dropped out of school altogether. These findings are in line with Ornstein, Pajak and Ornstein (2009) cited in Odhiambo (2012), who found out that teachers frequently directed their teaching and explanation to some students and ignored others and that teachers gave much positive reinforcement to some students but not others. This discriminative teaching approach is common where teacher-centred approaches are used at the expense of collaborative and participatory learning. Odhiambo (2012) further established that teachers in Narok North District used teacher-centred approaches and hardly used activity based learning. The curriculum was too academic and games, sports and play were not emphasized. Maasai learners who were used to activities and outdoor play found school confining, restricting and boring, and so they dropped out of school. Using collaborative and stimulating activities that are interesting and engaging is one of the surest ways of improving achievement and keeping young learners in school not just in Narok but in Nairobi and in all primary schools in Kenya and beyond.

According to Ronoh (2008), when the Maasai instructors taught about cultural practices such as preparation of indigenous medicine, they reinvented the lecture method used in SBE by making it informal and friendly. They encouraged questions, interaction, discussion and participation in a relaxed atmosphere where learners were able to understand and internalise the content. The findings by Ronoh (2008) are in conformity with the ideas expressed by Petty (2009), Hill & Flynn (2006), Sifuna and Otiende (2009), and Odhiambo (2012). For curriculum reform to be meaningful, it

should be designed in such a way that it includes local subject matter and indigenous modes of teaching, which are interactive, co-operative and collaborative (Ronoh, 2008).

In Kenya, primary education continues to experience challenges, which include overstretched facilities, overcrowded schools, and high pupil to teacher ratios especially for schools in urban low income and densely populated areas (Republic of Kenya, 2005). The recommended school based establishment is 40 pupils per teacher, yet some primary schools in Nairobi have more than 100 pupils in a class (Imonje, 2011). Large classes make teaching inefficient as teachers resort to teacher-centred strategies where the teacher talks most of the time and the learners simply listen and take instruction with little interaction both among the learners and with the teacher (Imonje, 2011). This reduction of learners to passive listeners robs them of the opportunity to develop, practice and enhance their speaking skills. This goes against the collaborative approach to language teaching, which proposes that learners learn best by using the language to communicate with others as opposed to studying rules (Kibui, 2006).

Discussing English language instruction at the senior secondary school level in Nigeria, Amuseghan (2007) points out that most teachers are more concerned with disseminating facts, information and principles than allowing students to learn, practice and engage in language activities aimed at acquiring communicative competence. In Imonje (2011), 23% of the teachers reported that due to large classes many of them with more than 100 pupils' collaborative methods of teaching such as group work were not practical and therefore not used. When teachers teach large

classes of a diverse student population they are more likely to concentrate on a portion of the brighter learners in the class and give little attention to the weaker learners (Ornstein, Pajak & Ornstein, 2009) cited in Odhiambo (2012). In such classrooms, collaborative methods are difficult to apply and achievement by most learners is inevitably poor.

According to the KICD 2007 monitoring report, many primary school teachers of English had a problem covering the syllabus in good time (KIE, 2007). In order to cover the wide syllabus, teachers adopted pedagogy that was centred on delivery of content at the expense of employing interactive, collaborative, supportive and active learning techniques best suited for language teaching (Gathumbi & Masembe, 2005; Gathumbi, Vikiru, & Bwire, 2009). Teaching, whose purpose is solely to cover the syllabus deviates from the expected strategy of teaching English that focuses on the learners' achievement of required competencies and standards in listening, speaking, reading, writing vocabulary, and grammar (Gathumbi, Vikiru, & Bwire, 2009). The monitoring study by KICD targeted all classes at primary school level. The current study will concentrate on standard four English learners in NCC.

In the KNEC monitoring learner achievement study (KNEC, 2010) class three teachers of English reported inability to complete the syllabus within the school hours and 71% of the teachers reported existence of remedial teaching programmes in their schools. Observation shows that these remedial programmes although outlawed by the government, still take place during the holidays and over the weekends. They are characterised by rote teaching, drilling, and competition to prepare learners to pass KCPE. The remedial programmes have no room for collaborative learning, as they are

primarily teacher centred. The KNEC study targeted standard three learners and teachers in both literacy and numeracy. The current study was carried out among standard four learners and teachers of English.

The teaching approaches that teachers use are also influenced by the kind of training they receive. According to Wasiche (2006), cited in Mungai (2013), teacher-centred methods are commonly used in class because teachers lack confidence, mastery of content and basic teaching skills as a result of inadequate teacher training. Mutisya (2013) observed that PTE trainees were exposed to expository teaching methods of teaching science at primary teacher training colleges. When they graduated, these teachers tended to use expository teaching methods because they were more familiar with them. The researcher recommends that primary school teachers should spend more time on collaborative activities that promote acquisition of scientific skills and understanding of subject matter. The same views are supported by Khatete in Mutisya, (2013), where he found out that the most prevalent methods used by science teachers in primary schools were question and answer, lecture, demonstration, and explanation. Collaborative activities such as project, role-play, and outdoor activities were least used.

These studies examined the teaching of science in primary schools. The current study examines the use collaborative methods in the teaching of English in primary schools in NCC. According to the United States Agency for International Development (USAID, 2005), institutional constraints may make successful implementation of learner-centred and collaborative strategies difficult even when



teachers acknowledge the advantages of these active learning approaches. The constraints include class size and the amount of time allocated for instruction.

Shortage of teachers in Kenyan schools has had a negative influence on teaching and has forced teachers to adopt teacher-centred methods. The government declared a freeze on employment of teachers by implementing a demand-driven recruitment policy in 1988 because of financial strain. Teachers were employed only to replace those who exited the service through natural attrition. This led to a growing demand to recruit more teachers to cope with the demand occasioned by FPE (KESSP, 2005; Economic Survey, 2006, 2007, & 2008). With increased enrolments, the number of teachers declined by 5.4 per cent from 180,860 in 2011 to 171,033 in 2005, a decline of 5.74% (Economic Survey, 2006).

With the introduction of FPE, Nairobi Province recorded the highest percentage of the average national class increase, which was 41.1% (MoEST Statistical Booklet, 2014). According to UNESCO (2005), 20% of the City Council primary school classrooms in Nairobi had more than 100 pupils whose admission included overage youth, street children, abandoned orphans, household servants, and children with disabilities. The large classes with a heterogeneous mix of learners made it difficult for the teachers to employ learner-centred collaborative teaching methods. As observed by Imonje (2011), the shortage of teachers in the city council primary schools often forced teachers to handle two classes at the same time especially in lower primary level. This situation was made worse by the current teaching policy, which demands that a primary school teacher should be able to teach all the subjects in the primary school curriculum (Republic of Kenya, (2005). The

large classes and rigid teaching policies make it difficult for teachers in Nairobi to use collaborative teaching methods, which could lead to better learner achievement in English.

### **2.10 Utilisation of Instructional Resources and its Relationship with Achievement in English**

Since independence, the GOK has recognised the importance of providing and enforcing utilisation of instructional resources for provision of quality education. The report of the first commission on education after independence placed emphasis on the preparation and utilisation of instructional materials for teaching and learning (Republic of Kenya, 1964). The report called upon the MOE to produce and avail to the schools the relevant instructional materials to be used for teaching and learning.

The second commission on education also recognised the importance of instructional resources (Republic of Kenya, 1976). The report postulates that instructional resources form the medium through which teaching is carried out. The same report explains that instructional materials can be divided into two categories - those used by the teachers, and those used by the learners. (Republic of Kenya, 1976) explains that materials used by the teacher are important because they help the teacher prepare schemes of work and lesson plans to facilitate teaching. It points out that materials used by the learners are equally important because they are used during lessons and outside the class for independent study and homework. The same report stipulates that books and other materials such as chalkboard, maps, charts and pictures are the basic tools for educational development and therefore they must be available to the teachers and learners in the right quality, quantity and at the time they are required.

The third education commission report also underscores the importance of instructional resources to provision of quality education (Republic of Kenya, 1988). This policy document says that instructional materials should be planned for and utilised in an effective manner in order to enhance teaching and help improve learner achievement. According to UNESCO (2005), provision of instructional materials, especially textbooks, was identified as one of the major achievements of the FPE programme in Kenya. The study recognised provision and proper utilisation of instructional resources as a means of not only improving access to primary education, but also as a means of improving learner achievement across the school curriculum. In Kenya however, head teachers complain that teaching and learning materials are not purchased in time due to slow disbursement of funds and this affects teaching and learning which in turn affects learner achievement (Kapeen, 2015; Odhiambo, 2012).

According to Oluoch (2011), for a curriculum to be implemented efficiently, relevant and good quality materials should be provided. He further asserts that materials such as textbooks should be durable and attractive to the learners. The same author observes that for young learners, reading materials should be in colour and presented in a large print, which they read easily. Such materials should also be illustrated well, with pictures and diagrams to stimulate the interest of the learners. Oluoch (2011) further proposes that printed materials such as textbooks, teachers' guides and handbooks should be written by teams of experts to ensure their quality. Observation shows that most curriculum support materials in Kenya are actually written by teams of authors. This is particularly important for English because this

subject has many different aspects and components and therefore a team of authors brings different abilities to ensure that the book is of the required standard.

Oluoch (2011) stresses the importance of provision of a variety of instructional materials, which can allow for flexibility in the teaching and learning process and improve learner achievement. Fullan (2001) points out that it is not important to simply provide instructional materials such as textbooks, effort must be made to ensure that they are adequately and properly utilised to improve learning and enhance learner achievement. Utilising instructional materials per the stated objectives benefits the learner by enhancing achievement (Shiundu & Omulando, 1992).

According to the Teaching and Learning Materials Manual (TLMM) by MOEST in collaboration with UNICEF, most classrooms in Kenya lack basic teaching aids and other learning materials (Republic of Kenya, (2005). The same report asserts that absence of attractive and stimulating materials makes school unattractive and this is often a reason for learners dropping out of school. The manual stresses the importance of effective utilisation of teaching and learning resources and gives practical ideas on how teachers can make their own teaching aids to supplement the ones available.

Printed media in the form of newspapers and magazines can also be used to facilitate learning (Aggarwal, 2007). Teachers can work with students to prepare newspaper cuttings and prepare books that learners can read and exchange with their fellow pupils. Cuttings of children's stories and poems can make interesting and useful materials for teaching English to young learners. Newspapers are useful for

learning languages as pupils learn many new words and expressions from them. They also learn how to express themselves and follow the expressions of others (Aggarwal, 2007).

Aggarwal (2007) further notes that community resources such as projects, farms, factories, open-air markets, supermarkets, and playgrounds can also be used as learning resources. Social halls, theatres, stadiums, churches, mosques, community libraries, animal orphanages and museums can also be used as learning resources. For learning English community libraries can be a useful resource and theatres can be used to enhance learners' proficiency in the language. For community resources to be used efficiently, field trips have to be organised for the learners to visit these facilities. For such trips to be effective they should be well organised with their objectives clearly stated in line with the target subject. The security of the learners and the teachers should be taken into consideration by using safe transport and choosing venues that are well secured.

Tanner and Tanner (2007) cited in Mungai (2013) carried out a comparative study in different countries on the use of textbooks. Their findings were that the number of volumes of books borrowed for the library had a significant relationship with academic achievement among students. The study also established that frequent use of the library had a direct effect on students' performance. This is in line with Peters (2011) who indicated that a school with adequate supply of textbooks exposed students to a wide range of reading and diverse ideas capable of influencing student achievement in national examinations.

For teaching the standard four English syllabus the following materials have been recommended: real objects, flash cards, charts, audio visual materials, supplementary books, blackboard, pictures, photographs, work cards, maps/ atlases, library books, class projects, HIV/AIDs materials and cuttings from newspapers and magazines (Republic of Kenya, 2002). The syllabus also recommends field and workshop visits. The syllabus is silent on the use of electronic media such as television, radio, and computers yet for effective teaching today the multimedia approach is recommended (Aggarwal, 2007; Petty, 2009).

The radio is a suitable supplement for classroom teaching as its teaching possibilities are not confined to the school day. The radio can be used in and outside the classroom. Radio broadcasts give supplementary information on the various topics in the syllabus and they are useful for both the pupils and the teachers Aggarwal (2007). The television is another effective teaching tool, which provides the opportunity for teaching a large audience of learners. What is broadcast on television can be preserved on video tapes or films for later use. The television provides the opportunity for the teacher to observe the instructional methods and ideas of experts to increase his knowledge of teaching and stimulating new ideas from the learners. As an audio-visual tool, the television and the radio provide technical advantage not readily available in the classroom for illustration or demonstration (Aggarwal, 2007).

Aggarwal (2007) argues that films are an effective way of enhancing classroom instruction. He observes that a film is a multi-media communication, which presents facts in a realistic way and dramatizes human relations by arousing emotions and transmitting knowledge and attitudes. The author further indicates that

educational films are designed to educate according to the requirements of the syllabus and the philosophy of the society and argues that what can take a teacher many hours to teaching can be captured in a short film and in a relaxed and entertaining manner. The same researcher explains that research conducted on the use of films for teaching in India shows that films arouse and increase reading interest in children who are stimulated to get more information about the facts they observe in the film. This implies that by watching educational films, learners read more and they can also write better because they acquire ideas to write about as the films also stimulate their creativity. Films are a good method of enhancing writing skills as learners learn about continuity, coherence and development. Films are vivid and detailed and therefore by watching films learners can learn about detail and vividness qualities necessary for good writing. The multi-media approach is therefore suitable for improving teaching and enhancing learner achievement, (Aggarwal, 2007; Petty, 2009).

According to Nairobi City County (2014), there is limited use of Information Communication Technology (ICT) in the primary school classrooms in Nairobi although many teachers have been trained on the use of ICT. Some schools use digital content from KICD, KLB and others from private vendors. Many schools use computers for administrative purposes of preparing examinations, keeping records and issuing out notices. The same report observes that some computers are old and obsolete and thus present a challenge of e-waste.

With the introduction of FPE in 2003, the Free Primary Education Support Project (FPESP) focussed on the provision of materials for use by pupils and teachers.

The instructional materials comprised textbooks for pupils, stationery for pupils, exercise books for pupils, teaching guides, manuals, reference books, chalk, dusters and supplementary readers for the pupils (World Bank, 2003). The proposed book sharing ratio was one textbook for every three pupils in lower primary and one textbook for every two pupils in upper primary by 2006 with an eventual textbook ratio of 1:1 in all classes by the year 2010 (World Bank, 2003). The MOEST and MOE field surveys and monitoring studies conducted between 2004 and 2008 reveal that provision of instructional materials had improved overtime whereby the national pupil textbook ratio ranged between 1:2 and 1:6 (MoEST, 2004, 2005, & MoE, 2005, 2006, 2007, & 2008). These surveys were conducted in selected parts of the country in all subjects in the primary school curriculum. The current study targets Nairobi.

According to the Master Plan in Education and Training (MPET), providing physical facilities and instructional materials can raise the morale, motivation and performance of teachers leading to improved learning achievement (Republic of Kenya, 1998). Physical facilities and instructional materials are an important factor in pupil attendance. Availability of instructional materials and physical facilities makes the teaching task easy and is related to learner achievement (Fuller, 1986). SACMEQ II study in Kenya reported that provision of quality basic education should be supported with an efficient system of delivery and that the teaching and learning process and the pupils learning achievement are influenced by inputs such as availability and utilisation of instructional resources (SACMEQ, (2000). The SACMEQ study focussed on standard six pupils in the area of reading. The current



study focussed on standard four pupils in the areas of grammar, vocabulary, reading comprehension, and writing composition.

A study conducted by the MOE on monitoring and evaluation of FPE in three provinces namely; Rift valley, Western, and Eastern, the findings revealed that the increase in enrolment had resulted in inadequacy in teaching and learning resources (MoEST, 2004). The study revealed that in the participating provinces, the pupil/book ratio was between 1:5 and 1:7 in most classes. The study recommended provision of additional textbooks to boost learning achievement. While this study was conducted in former Rift valley, Western, and Eastern provinces, the current study is conducted in NCC.

Eshiwani (1984) points out the importance of not just provision of instructional materials for quality teaching, but also stresses the importance of maintenance and utilisation of such materials. In his study on the impact of instructional methods on learner achievement in Business Studies in Kenya secondary schools, Odundo (2005) found out that Business Education teachers rarely used instructional materials to enhance their teaching. The researcher found out that only 16.6% of the sampled teachers used instructional materials together with varied instructional methods. Nyamok (1997) (as cited in Mungai, 2003) posits that if a teacher uses teaching materials effectively learners understand faster and hence the teacher can use the time saved to carry out other educational activities. He concurs with Mungai (1992) that adequate resources take care of individual differences and they encourage learners to participate effectively during the lesson leading to better understanding and better learner achievement. Ouma (1987) states that learning

resources motivate learners and enable them to interact actively and gain knowledge by using their senses.

According to Mungai (2013), appropriate printed media facilitates effective learning in a school by assisting learners to learn at their own pace. The same researcher further argues that when a school has enough textbooks a teacher can give many exercises to the learners without having to write them on the board. This saves the teacher time of talking and this time can be used for research and lesson preparation, which improves teaching and enhances learning achievement. Mungai (2013) further posits that for a curriculum to be implemented as planned, schools should be supplied with adequate instructional resources such as textbooks, teaching aids, and stationery. Ball and Cohen (1996) support these views when they state that resources and materials should be designed to help teachers put the curriculum into practice and help shape ideas about teaching and learning.

The Population Council of Kenya (PCK) and the MOE carried out a study to establish the effects of material inputs on the performance of students in single and mixed secondary schools. It was observed that in some mixed secondary schools, textbooks were collected for safekeeping at the end of the day (Republic of Kenya, 2009). It was argued in this study that this practice deprived the students of the opportunity to utilise the textbooks at home for studying and doing homework and this was seen as one of the reasons why these schools performed poorly in national examinations.

In an article "*The Secret behind the Sterling Performance*" (Mwololo, 2015). published in the *Daily Nation* issue of January 22 January 2015, the author asserts that

private schools in Kenya continue to outperform public primary schools at KCPE level because the former are well endowed with teaching and learning resources. She explains that most private schools have fully equipped themselves with the needed resources and infrastructure to provide effective teaching and learning while public schools suffer from frequent teacher strikes, insufficient resources, and poor education infrastructure. Mwololo further observes that private schools in Kenya remain competitive by investing heavily in learning resources, which include libraries, computer laboratories, science laboratories, well-equipped music and art rooms, and amphitheatres which give learners practical experience, which complements what they learn in class. The same writer further observes that private schools use child friendly and interactive multi-media educational technologies to enhance learning and improve learner achievement. These multi-media technologies include games, posters, e-books and interactive white boards, which give learners the practical experience they require to enhance learning. These technologies help create a conducive learning environment by making learning interesting and enabling teachers to use different approaches to enhance classroom experience and improve learning achievement (Mwololo, 2015).

Commenting on the recent abolishment of ranking of schools and candidates based on their performance in national examinations, Gicharu (2015) observes that one of the major reasons given by the MOE for the banning of ranking in schools was the glaring disparity in schools in terms of provision of instructional resources. The writer agrees that these disparities are major and a great concern for all stakeholders in education. He however, argues that the prudent thing to do would have been to

provide the resources where they were needed. To do away with ranking instead of equipping the schools is glossing over a serious problem given that all candidates are expected to study the same curriculum and sit the same national examinations.

In recognition of the importance of instructional materials for quality teaching and learning, the GOK has been meeting the cost of providing text books to primary schools since 2003 under KESSP (Republic of Kenya, 2005). According to a report published in August 2009 by the MOE, the Kenya National Audit Office and the UK National Audit Office, KESSP procured and distributed 58 million textbooks between 2003 and 2009 (MOE, 2009). By the time of reporting in 2009, only 36 million of them were still in use in schools. This is a decline of 38% suggesting that a large percentage of the books are lost, misplaced or stolen. This is an indication that instructional materials are poorly handled and ineffectively utilised. While these findings refer to all the instructional materials, this study targets to establish how the English instructional materials are utilised.

The recommended book/pupil ratio is 1 to 3 in lower primary and 1 to 2 in upper primary. For the teaching of English to be effective, each pupil should have their own textbook (a ratio of 1:1) so that they can read, do class exercises and homework. Sharing books means that learners are not responsible for taking care of the books and therefore many of them get lost, torn or stolen. Sharing of book also deprives the learners of time to interact with the instructional material and thus leads to poor learner achievement. Utilisation of instructional materials is often poor as wastage in the use of exercise books and other materials is rampant in primary schools.

Oluoch (2011) observes that the cost of providing education has always been high and therefore it is important for stakeholders including teachers, pupils and parents to ensure that the books are taken care of and utilised efficiently. A look at the management of textbook and other resources however shows that there is a lot of wastage. According to Kihanya (2014), 63% of all exercise books are wasted as schools do not have stringent procedures for issuing new exercise books. New exercise books are issued at the beginning of the term regardless of whether the ones issued earlier were fully used. These findings are supported by Nairobi City County (2014) where the loss of books in Nairobi is reported to be orchestrated by the black market that buys and sells books with school rubber stamps on them. Verspoor (2008) argues that increases in public spending will be inadequate to generate increases in educational attainment and learning achievement unless accompanied by reforms that aim at an efficient use of available resources.

According to Gori (2012), there is wastage of textbooks and other instructional resources in Gucha district as result of corruption and misappropriation of funds. The same researcher blamed this wastage on poor leadership by school principals. He recommended that the principal's office should be monitored and controlled by the central government and supervised by the county government to ensure accountability and prudent management of resources. The recommendation by Gori (2012) agrees with the current government policy, which has stipulated that school principals should be answerable to the Principal Secretary of the MOE on matters of budgetary and expenditure control. This directive has however, been vehemently resisted by the

school principals who see it as a means of imposing control and the TSC, which views it as usurpation of their role.

In Imonje (2011), 87% of the head teachers involved in the study in Nairobi primary schools reported that the level of adequacy of textbooks was adversely affected by pupils who transferred from one school to another taking with them the books issued to them. The head teachers also reported that most parents did not bother to replace books, which were torn or stolen by their children. Oluoch (2011) proposes that parents and communities should participate actively in the provision of instructional materials. A look at the situation in Kenya today however, shows that since the declaration of FPE, community support for the provision of instructional materials has diminished.

### **2.11 Multilingual Classroom Communication and its Relationship with Achievement in English**

A teacher spends most of his or her time passing on messages, information and instructions to students who in turn receive and respond to these messages and instructions. In this way, a teaching and learning relationship is established whereby communication plays a crucial role. Communication in the classroom implies that knowledge is socially constructed and shared information enhances individual learning (Kimamo, 2012). In the classroom, communication occurs through a language referred to as the Language of Instruction (LOI).

In Kenya the language policy states that the child's first language either Mother Tongue (MT) or the language commonly spoken in the school's catchment area (usually Kiswahili or English) should be used as the LOI in lower primary up to end of standard three. The policy further states that English and Kiswahili should be

taught as subjects in lower primary and English should be used as the LOI from standard four (Republic of Kenya, 1976). The policy in Kenya is similar to that of Uganda but the language of the catchment area in Uganda is Luganda and not Kiswahili (Muthwii, 2002). In Kenya, various policy statements have supported this language policy over the years (e.g. Republic of Kenya, 1981; Republic of Kenya, 1988; Republic of Kenya, 1999). However, the policy is not always adhered to (Gathumbi, 1985; Muthwii, 2002).

According to (Muthwii, 2002), many teachers in Kenya and Uganda were unaware of the language policies in their countries and did their business according to the dictates of the prevailing pressures exerted on them often from parents and the examination system in the country. The author contends that having formulated the national language policies in education, the governments of Kenya and Uganda seem to have made little effort to promote their implementation hence the current dilemma in primary schools of translating policy into action.

In the two countries, teachers, learners, parents and the public have not been sensitised on the importance and benefits of the language policy. According to Kimsop (2015), Kenya has no clear language policy, no workable action plan, and no person taking charge and guiding the nation in a definite roadmap, and so the country is groping in the dark. In Kenya most people are not aware of the language policy. When recently the cabinet secretary for education said that children should be taught in Mother Tongue from standard one to three, many people thought it was a new directive and that it was not a progressive one. In an article in the *“Daily Nation”* Kimsop (2015) talks of a recent directive in which the education cabinet secretary

directed that Mother Tongue be the medium of instruction from standard one to three yet this is a part of the language policy which has been in force since 1976 (Republic of Kenya, 1976).

Respondents in Muthwii (2002) asserted that the introduction of many languages in standard one to three creates many problems to the child especially because these languages are structurally different. The near sound system and phonetics of many Mother Tongue languages and Kiswahili are deemed helpful relative to those of English. This makes many teachers assume that once a child can read and write in Kiswahili, there is no need to teach in Mother Tongue any more. Many teachers think the teaching of MT is a waste of time and they would rather concentrate on English and Kiswahili. In this process, the argument for MT being used as a LOI from standard one to three is virtually lost at the expense of the child who has to cope with English and Kiswahili - two new languages at the same time (Muthwii, 2002).

In Kenya, the most common practice is to use a mixture of MT, Kiswahili and English as LOI in lower primary school. In the classroom, teachers are constantly faced with the dilemma regarding what language to use in the course of teaching English. This dilemma is due to a combination of factors, such as the inability of pupils to understand and communicate in English and the teachers' inability to communicate in the first language of the catchment area (Bunyi, 1986). In Kenya, Gathumbi (1985) found out that teacher failure to use MT as the language of instruction was mainly because national examinations were conducted in English and therefore teachers and other stakeholders did not see the need to use MT.



According to the studies conducted in Kenya and Uganda on language policy and practices in Kenya and Uganda, this language policy poses challenges and dilemmas for the teachers and pupils (Muthwii, 2002). Teaching in MT or Kiswahili posed many challenges for teachers, as most teachers were not trained to teach in MT or even Kiswahili. They had learnt MT at home and they had never studied it as a subject in school. Researchers in the above study established that there was a severe lack of books written in MT or Kiswahili for the teaching of various curriculum subjects including English. Only some limited materials for teaching MT itself were available. Teachers felt left alone to wrestle with the difficult task of translating everything from English to MT and Kiswahili given that some English words have no equivalents in MT or Kiswahili. Some teachers said they did not feel competent enough in Kiswahili to use it to teach. Vocabulary in MT was said to be limited and so it was hard to be expressive in it. Teachers complained that MT was wordy and giving notes in it was cumbersome. Mother Tongue was also found to be inadequate for teaching terminology in science and mathematics because scientific terminology did not exist in MT (Muthwii, 2002).

Muthwii (2002) established that since English is introduced alongside Kiswahili in standard one in Kenya, children are suddenly faced with many new and unfamiliar words often leading to confusion as children are often not able to distinguish the two languages. This definitely has a negative effect on learners' achievement in English as most children have a problem reading English if they had first learnt to read in MT or Kiswahili. The above study further established that no examinations are set in MT even though most students fail to understand questions set

in English. While the government policy advocates for MT as LOI in lower primary, it allows schools to set examinations in English. For this reason rural schools see themselves as disadvantaged as they obey the policy while urban schools are allowed to teach in English yet all children must sit KCPE which is set in English. Some school authorities neglected MT as there was only one lesson assigned to MT per week, which is a relatively short period to instruct pupils adequately. Some parents therefore discouraged their children from taking MT seriously because it was not examined at the end of primary education. Such parents refused to buy the few books available in Mother Tongue.

Muthwii (2002) again established that in both Kenya and Uganda there was no situation where English or MT were used solely as languages of instruction. Mixing of languages occurred in all schools from an early age in both rural and urban schools. Mother Tongue languages were extensively used with English and/or Kiswahili in Kenya. This situation was necessitated by the lack of materials to teach all subjects in MT and the children's inability to understand English or Kiswahili used in the school textbooks. However, although the teacher switched codes to sort out the language problems in the class, pupils were not allowed to use the same gymnastics in the examinations where they were required to use only English. Teachers and pupils at primary school level have a big burden of using three languages in the course of ensuring that learners are competent enough in English to use it as language of instruction in upper primary and in national examinations. This implies that learners' achievement in English is curtailed by having to use two other languages. They

therefore perform poorly in examinations because they are forced to write them in English, a language they are not proficient in.

In an exploratory study conducted in standard four classrooms the researcher found out that in an area where Kikuyu was the language of catchment area only 30% of the mathematics lesson was conducted in English while 70% of the lesson was conducted in Kikuyu (Bunyi, 1986). In the same locality, 90% of the English lesson was conducted in English while 10% was conducted in Kikuyu. In a Kiswahili speaking area in a Geography, History and Civics (GHC) lesson, the teacher taught 65% of the lesson in English and 35% in Kiswahili. In the same area, 65% of the standard four English lesson was conducted in English while 35% of the lesson was conducted in Kiswahili. The results of this study reveal that English does not become the medium of instruction in standard four and hence the language policy is not strictly adhered to. Bunyi conducted the study in Kiambu to establish the problems of implementing English across the curriculum. The current study was conducted in Nairobi. Obura (1990) also found out that both English and Kiswahili were used as mediums of instruction beyond standard three and that code switching and code mixing occurred frequently in both urban and rural area schools.

Commenting on the current debate on the language policy and promotion of local languages, Kimosop (2015) observes that emphasis on English at the formative stages is good for learners to prepare them for their rightful roles in the world stage. He also suggests that we should not dismiss the widely accepted notion that English is an important instrument of communication and instruction all over the world. Kimosop (2015) asserts that no language is superior to another and that it is the usage

and not the heritage that counts in the choice of language in education. He argues that professionals must use a language that is used internationally, and in Kenya that language is English.

In his inaugural lecture on language policy Okombo (2011) contends that the current development and governance needs of Africa require that international languages such as English or French be given a place in African countries. African masses must not be denied chances to receive information and express themselves in languages in which they feel competent. Okombo (2011) further argues that an international language such as English can co-exist with indigenous African languages in a non-antagonistic relationship where all the languages serve the development and governance needs of a multilingual nation and where multilingualism becomes a resource rather than a problem. While Okombo (2011) recognises the importance of English and national languages he does not suggest a cure for antagonistic relationships among various languages in the education arena in Kenya today. The challenge of multilingual classrooms impedes discussions among learners and teacher and this affects learner achievement, Mutisya, (2013). This poor communication curtails not only achievement in English which is the official medium of instruction but also achievement in all subjects across the curriculum. In the recent times, 'Sheng' (a mixture of Kiswahili and local languages) has also found its way into schools and classrooms thus complicating the language problem. There was the need therefore to conduct this research to establish the relationship between use of multilingual classroom communication and standard four pupils achievement in English in public primary schools in Nairobi City County.

## **2.12 Use of Continuous Assessment Tests and its Relationship with Achievement in English**

Continuous assessment is the determination of learner achievement in a school subject and it is an integral part of classroom instruction (Ginindza & Mazibuko, 2005). Continuous assessment is also referred to as School Based Assessment (SBA). It is formatively conducted as learners progress through school as opposed to national examinations which are summative and administered at the end of a given education cycle. Continuous assessment can be oral or taken in the form of teacher-made quizzes, tests, assignments or projects (Ginindza & Mazibuko, 2005). The major purpose of continuous assessment is to provide feedback to learners, teachers, school administration as well as parents or guardians so that they can take measures to enhance learner achievement by addressing identified challenges (Ginindza & Mazibuko, 2005). Teachers however, often use continuous assessment for summative purposes of comparing and grading learners, which deprives it of much of its instructional worth (Ginindza & Mazibuko, 2005).

Using continuous assessment tests merely for comparing and grading learners goes against the competence-based learning models where learners' acquisition of skills is valued more than competition and comparison (Makerere University, 2012 cited in Gachahi, 2014). Competence-based models emphasise the importance of continuous assessment for enhancing learners' competence and achievement as revealed in a study conducted in Swaziland, Ginindza & Mazibuko, (2005). The Swaziland, study was conducted during the 1980s and 1990s when the rapid expansion of primary education in Swaziland had resulted in repetition. This led to many primary school pupils taking ten to twelve years to complete primary school

instead of the normal seven years. Large numbers of pupils also dropped out of school before attaining basic education. The dropout rate was 36.6% with more girls than boys dropping out of school (Ginindza and Mazibuko, 2005). This resulted in serious wastage in terms of physical and material resources in schools. For those who remained in school, their achievement was low and it was apparent that the quality of education the pupils were receiving was not helping them meet the demands of the society and a rapidly changing world.

In 1985, the National Education Reform Commission (NERCOM) recommended that continuous assessment be introduced at all levels of primary school in Swaziland. The commission further recommended that at the end of the primary school level, the award of Swaziland Primary Certificate (SPC) be based on the continuous assessment record and the pupil's performance in the National Public Examination (NERCOM, 1985). The commission recommended further that remediation should be introduced to cater for pupils who were slow in learning and that teachers in these schools be trained in continuous assessment methods for the successful implementation of the programme. The ministry of education through the curriculum centre introduced continuous assessment in 1990. Continuous assessment was expected to improve the quality of education through improved curriculum delivery and enhanced learning achievement. It was also intended to improve access to basic education and provide an opportunity for all pupils to succeed according to their abilities. Continuous assessment was also aimed at improving learning by helping teachers teach towards clearly defined goals and prepare effective remedial and enrichment activities.

The programme was supposed to assist policy makers to develop policies that would help improve the quality of education in Swaziland so as to reduce the number of students who were dropping out of school and those who were repeating various classes. The programme aimed at increasing chances that those who left primary school would have the necessary skills to earn a decent living and become productive and useful citizens (Ginindza and Mazibuko, 2005).

The evaluations carried out on the project in 1995 revealed that through the continuous assessment programme, the quality of primary school education in Swaziland had improved. This was evident because through the programme, teachers were able to provide timely assistance to pupils with learning difficulties. Since continuous assessment was an on-going process, teachers were able to establish at an early stage how well the learner was doing at all the different stages of the teaching and learning process. Problems were identified early and the teachers were able to give appropriate help before problems accumulated.

It was found that focussing on the individual child and on the teaching/learning objectives improved classroom instruction because the most disadvantaged groups benefited. Deliberate and cautious efforts designed for girls' education ensured that all children had access to and completed primary education (GoS/UNICEF, 1996). The continuous assessment programme brought a paradigm shift from traditional norm-referenced testing to criterion-referenced testing. The shift represented a situation where competition was a central factor to one where the individual and his/her mastery of certain objectives were the focus. This shift was seen as an important feature of the child-centred teaching approach.

There was evidence to the effect that there was a reduction in the number of girls who repeated classes or dropped out of primary school. There was reason to believe that continuous assessment contributed towards the retention of girls in school. There was further evidence that the continuous assessment programme made a significant contribution in improving the quality of teaching and learning in primary schools. The issue of the continuous assessment component contributing to the final assessment of pupils in public examinations made the teachers feel that they were contributing to the success of their pupils and this was a source of motivation for them (GoS/UNICEF, 1996). Although managing the continuous assessment programme was expensive and demanding for the teachers, this programme proved that continuous assessment was beneficial to learner achievement and it had more instructional value than summative assessment.

According to Holbrook (2009) (as cited in Mutisya, 2013) the attainment of goals in science needs to be measured against expected standards based on appropriate and measurable criteria and this student assessment should be criterion-referenced based on the set standards. For this to be achieved, school curricular should set standards on the competencies to be measured. Holbrook (2009) in Mutisya, 2013) argues that formative assessment should be given equal weight with summative assessment. In Botswana, monitoring of the progress of education was conducted in 1999 to assess the progress of class four pupils. Achievement of the pupils in literacy in English was 21.9% showing that most of the pupils did not reach the expected competency level, which was 70% (Republic of Botswana, 2001). This



dismal performance was attributed to poor continuous assessment practices among other factors.

The assessment system in Kenya is dominated by national examinations, which are conducted at the end of every educational cycle with little emphasis being put on the assessment of learners as they progress through school. At primary school level, KCPE has a very strong influence on teaching and learning as teachers tend to teach what is going to be examined instead of teaching to impart knowledge and skills which learners need for their life out of school. The focus on KCPE is mainly because it is a selection examination, which determines learners' entry into secondary schools, which, are categorized into National, County, and Sub-County schools. The national schools are few and prestigious as they have superior resources and they post good examination results. The competition to enter national and other well performing secondary schools is fierce as these are the schools that guarantee good performance in Kenya Certificate of Secondary Education (KCSE) examination. In turn, a good pass at KCSE promises easy admission into public universities (Musau, 2003; Mutisya, 2013).

In Kenya, national examinations have a great influence in the curriculum. Instead of the curriculum guiding examinations, the examinations determine what is to be taught. According to Musau (2003), the analogy of the tail wagging the dog is applicable to Kenya especially at primary school level where the examination tail wags the curriculum dog. According to Khatete (2010), the assessment system used at primary school level in Kenya is a great impediment to teaching of science process skills since these skills are not assessed at KCPE level and therefore teachers do not

teach them. In a survey conducted on the factors influencing achievement in written compositions in primary schools in Thika and Nairobi districts, (Kembo-Sure, 1983). found out that the learners' imaginations and experiences were hardly used in written compositions as suggestions on what to write were given by teachers in line with national examinations. As a result, most learners performed poorly in national examinations because they were not taught to be creative.

According to Gathumbi, Vikiru and Bwire (2009) listening and speaking skills, which form part of the primary school English syllabus, are not taught effectively because they are not examined at KCPE level. The above study focussed on the four language skills of listening, speaking, reading, and writing. The current study focuses on reading comprehension, grammar, vocabulary, and writing composition. There is need to rethink the assessment strategies currently in use at primary school level in Kenya to ensure that they contribute positively to the learning process (Mutisya, 2013; Khatete, 2010, Gathumbi, 2009).

In a paper entitled "*Construction of Tests for Classroom Assessment: Are Teachers up to the Task?*" Odongo (2005) reports the findings of a study on classroom assessment in secondary schools in Uganda. The study was conducted to compare assessment procedures adopted by teachers of advanced level biology to those developed by the Uganda National Examinations Board (UNEB). The results showed that classroom assessment tests had weaknesses and that the procedures the teachers used to arrive at the final grade were not clear. In the study, none of the respondents reported the use of table of specifications (which is the blueprint for developing quality test) as they prepared the internal assessment tests. The results showed that the

classroom assessment tests had a higher proportion of low order ability items than the national examinations administered by UNEB.

Apart from one school, test items used in all the schools had over 50% recall questions contrary to Blooms Taxonomy of Education Objectives (Bloom, (1956). The taxonomy stipulates the six levels of cognitive learning, which are; knowledge, comprehension, application, analysis, synthesis, and evaluation, which are accepted as guidelines for quality teaching and testing. For a test to be balanced it should include low and high level cognitive demands so as to engage learners in high order thinking (Mutisya, 2013). Many tests reported in Odongo (2005) were found to be inadequate in terms of syllabus coverage, as they did not cover the syllabus adequately. There were also questions, which were lifted wholly or slightly modified from the national examination papers by UNEB.

Of the 17 respondents in the same study, 58.8% admitted relying “always or often” on UNEB past papers when preparing tests. Six respondents (33.3%), reported they “rarely” did, while 5.9% reported that they “never” used past papers to guide them in constructing test items. The reasons given for using past papers were shortage of time and lack of expertise in testing. All the respondents indicated that they prepared marking schemes prior to scoring students work and 70% (12) indicated that they would discuss the marking guides with colleagues to standardise them. A correlation between the classroom test and the national examination scores revealed that students scored better grades in national examinations than in mock examinations. In one of the schools, 88.5% of the candidates failed in the mock examinations but only 15.4% of the same candidates failed in the UNEB

examinations. This correlation was attributed to poor testing and poor test construction on the part of the assessment tests. Experience has shown that at secondary school level in Kenya, students tend to perform better in national examinations than in mock examinations.

The results reported in Odongo (2005) further show that teacher-training does not equip the teachers sufficiently with the necessary skills in assessment. Out of the 17 respondents 64.7% (11) felt that they did not receive adequate training in test item construction while in the university. The study recommended establishment of school review panels to moderate questions so as to improve quality of classroom assessment and a deliberate effort to improve the teacher training curriculum to put more focus on testing and assessment (Odongo, 2005). Although this study was conducted in biology at the advanced level, it is an accurate pointer to the weakness of teacher-made assessment tests in all the subjects across the school curriculum. This study was conducted in secondary schools in Uganda and it targeted testing in biology at the advanced level. The study reported by Odongo (2005) was conducted on mock examinations sat by candidates ready to sit advanced level certificate examinations which are summative, national, and terminal examinations. The current study targeted formative tests sat by pupils in standard four who were not yet preparing for national examinations. The findings by Odongo (2005) are supported by Niwagaba (2010), who found out that secondary school teachers in Kampala had difficulties constructing credible continuous assessment tests. These teachers were not able to effectively identify learners' weaknesses and address them, which led to poor grades. The current study targetted learners at primary school level in English in NCC.

In a Study conducted in Mombasa secondary schools to establish the effect of integrating continuous assessment with KCSE examination on student's performance, (Bundu, 2008), found out that the teacher made continuous assessment tests were of poor quality. The same researcher established that many records of marks were poorly maintained and the marks were often exaggerated rendering them invalid. Bundu (2008) recommended that intensive pre-service and in-service programmes should be developed to train teachers on the concepts, modalities and techniques of managing and developing credible assessment tests. The researcher further recommended that there should be regular and compulsory in-service training in test development for all the education officials especially the Quality Assurance and Standards Officers (QUASOs). The researcher further suggested that participants in such forums should be awarded certificates for purposes of motivation. This study was conducted in Mombasa at secondary school level but the current study was conducted in Nairobi at primary school level and specifically the study targeted standard four learners and teachers of English. The study in Mombasa also focussed on KCSE, which is a summative, national, and terminal examination. The current study focuses on formative assessment of learners at standard four level as they progress through school in line with the argument that formative assessment is more important for learners and teachers because it has immediate instructional value. This is unlike summative assessment whose major function is to make final judgement about a learner's achievement.

A look at testing and assessment at primary school level today shows that many schools are administering commercially developed tests for all levels. These are

set using the KCPE examination format. Other teachers use past KCPE papers to drill their learners to answer specific questions (Gathumbi *et al.*, 2009). Commercial tests are administered frequently at a high cost but their results are yet to be determined through research. The reasons given for using commercially developed tests is that teachers do not have time to set tests due to their heavy workloads, large classes and no facilities to prepare assessment tests.

However, research has also shown that many teachers do not have test-construction skills and the capacity to develop the tests as reported by Ngugi (2008). The researcher found out that primary school teachers in one division in Kitui district were not skilled in test construction and lacked the necessary mastery of Kiswahili content to develop credible continuous assessment tests. Ngugi (2008) focused on commercially developed tests but the current study administered achievement tests and analysed standard four commercially developed tests in use in NCC primary schools. Miano and Mwanza (2005) support the findings reported by Ngugi (2008). The authors posit that many of the tests developed by teachers are wanting in terms of quality. The researchers assert that such tests are deficient in originality, clarity of language, and abilities tested. These findings are in line with those of Odongo (2005). Miano and Mwanza (2005) further observed that some teachers did not bother to develop their own tests but instead, they simply lifted questions from past national examination papers or from the commercially developed tests. Such practices do not improve the learning process but instead, they encourage rote learning, which both the teachers and the learners believe would improve performance in national examinations. These findings were based on review of research in all subjects across

the primary and secondary curricular; the current study concentrated on English at standard four level in primary schools in NCC.

### **2.13 Theoretical Framework**

This research is underpinned on John Dewey's theory of learning also referred to as pragmatism and supported by progressive educators such Jean Jacques Rousseau, Johann Pestalozzi, and Friedrich Froebel. According to Dewey, learning is an active personally conducted process that involves both the mind and the body. In what he called his pedagogical creed, Dewey emphasised learner's participation and sharing with the teacher through expressive and constructive activities. He said learning should be a vital personal experience where subject matter is made to become a personal experience for the learner. He advocated for learning to be a direct consequence of activities where the educator communicates the habits of doing, thinking, and feeling to the learner.

According to Dewey's learning theory, the teacher should be there to select the experiences that affect the child and assist the child to properly respond to influences and challenges that are part of life. He proposed that all learning decisions should be made with the learner in mind and that the learner should determine the quality and quantity of learning. He viewed education as a process of living and not a preparation for the future and said learning should reflect the child's home and community. This theory is applicable to primary school children because their minds are active and naturally inquisitive and full of spontaneity. The theory is particularly suitable for learning English because language learning is best done through practice and exposure. Young learners should therefore be encouraged to learn through

discovery and through active participation in activities that are part of their everyday experience. This study recognises the importance of using learner-centred collaborative approaches for teaching English at primary school level as advocated by Dewey. These activities include reading events, storytelling, debate, dramatization, role play, classroom projects, reading and reciting poems, singing, dancing, riddling, practising with tongue twisters, painting, modelling, and language games. It also advocated for the use of a variety of teaching and learning resources, which include the use of modern technologies such as radio, television and computers in line with Dewey's ideas, which advocate resource based learning where learners learn by manipulating learning materials. This is in line with one of the objectives of this study, which was to examine the utilisation of instructional resources.

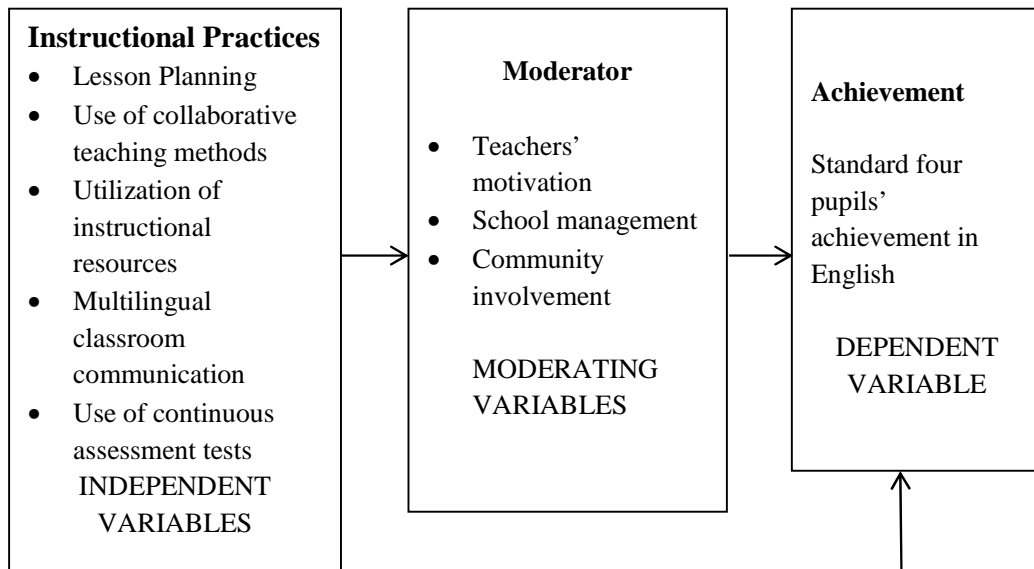
Dewey's theory recognises the teacher as a designer of activities and experiences for the learner without isolating the school from the wider community. Dewey advocates order in the learning process where learners learn progressively from easier concepts to ones that are more difficult. This means that the teacher should plan instruction so that pupils can learn in a systematic manner. This is in line with the current study, which sought to examine teachers' lesson planning in the teaching of English. For the learners to learn progressively it is important for them to master the easier concepts before they move to the more difficult ones. This means that teachers should assess learners' mastery of easier concepts before learners can proceed to the more difficult one. In line with this, the current study has focussed on the importance of continuous assessment. For there to be a free and conducive learning atmosphere among learners and between the learners and the teacher as



advocated by Dewey, effective communication should be maintained between the learners and the teacher, and among the learners (Dewey, 1897). This is in line with the current study, which focussed on classroom communication.

## 2.14 The Conceptual Framework

The conceptual framework carries instructional practices, which are the independent variables, a moderator made up of three moderating variables and achievement in English as the dependent variable – Figure 2.1.



*Figure 2.1.* Relationship between instructional practices and standard four pupils' achievement in English.

The conceptual framework shows the relationship and linkage that exists among the independent, dependent and moderating variables in the study. The independent variables in this study are lesson planning, use of collaborative teaching methods, utilisation of instructional resources, multilingual classroom communication, and use of continuous assessment tests. The dependent variable this is standard four pupils' achievement in English. The independent variables form the

inputs through which the teaching and learning process takes place to influence standard four pupils' achievement in English, which is the output of the study. Further, there are a number of moderating variables that may also influence standard four pupils' achievement in English. These variables include pupils' home background, pupils' attitude towards learning, teachers' level of motivation, school management and community involvement.

### **2.15 Summary of the Literature Review**

This section has presented a review of literature on achievement in English at primary school level for schools both outside and in Kenya. It has reviewed literature on objectives of primary school education in Kenya, declaration of Free Primary Education in the 1970s, declaration of free primary education in 2003, teaching and learning conditions in primary schools in NCC, the role of the head teachers, the role of teachers, lesson planning, use of collaborative teaching methods, utilisation of instructional resources, multilingual classroom communication, and use of assessment tests. The section has also presents literature review on the theoretical framework and the conceptual framework. The review shows that there are very few studies targeting English at primary school level and no specific studies have been done targeting standard four pupils in English in Nairobi or any other part of the country. Most of the results so far documented relate to standard eight, the final year of primary education and not standard four, which is a critical grade for primary school learners.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research methodology for the study. It comprises of this introduction, research design, target population, sample size and sampling procedure, research instruments, pilot study, validity of study instruments, reliability of study instruments, procedure for data collection, data analysis, and ethical considerations.

#### **3.2 Research Design**

Research design is the blue print that guides the researcher to structure the collection, analysis, and interpretation of data for a study (Creswell; 2008; Kothari, 2008). This study employed correlational research design. Correlational research design is suitable for a research that is interested in determining relationships between two or more variables (Creswell; 2008; Kothari, 2008). This study sought to determine the relationship between instructional practices, and achievement in English among standard four pupils in public primary schools in Nairobi City County. Correlational research design was therefore found to be suitable for the study.

This research employed a mixed methods approach where both quantitative and qualitative methodologies were used. According to Leedy and Ormrod (2005), and De Vaus (2001), quantitative research is a study that involves measuring quantities of things, usually numerical quantities. Quantitative data are obtained when the dependent variable being studied is measured along a scale that indicates “how much” of the variable is present. The data are reported in terms of scores. Higher

scores indicate that more of the dependent variable is present and lower scores indicate that less of the variable is present. This study was therefore mainly quantitative because the variable being studied was the achievement in English by the standard four pupils. The scores they attained in the administered test was the quantitative measure of their level of achievement. The higher the score the learners obtained, the better their level of achievement, and the less they scored, the lower their level of achievement.

Qualitative research uses techniques and measures that do not produce discreet numerical data. Qualitative data is mainly in the form of words rather than numbers and is collected mainly through observation and interviews or content analysis (Mugenda & Mugenda, 2003). The basic purposes of qualitative research are to describe, interpret, verify and evaluate (Hiltlem & Simon, 2002). By using the qualitative method, researchers are able to collect data and explain phenomena more deeply (Mugenda & Mugenda, 2003; Hiltlem & Simon, 2002).

The mixed methods approach is suitable when diverse information is required from many stakeholders (Greene, Benjamin & Goodyear, 2001). This applied to this study, which sought information from pupils, teachers, head teachers and quality assurance and standards officers. The approach was appropriate for this study because it was found necessary to complement data from the achievement tests, which was purely quantitative, with data from the questionnaires, lesson observations, interviews, and content analysis, which were mainly qualitative. By applying triangulation, it was possible to crosscheck the results from the various data collection instruments, thus the study results attained greater confidence (Bryman, 2008).

### **3.3 Target Population**

Nairobi City County was selected as a suitable site for the study because it was a cosmopolitan area with pupils and teachers drawn from all parts of the country. The study targeted the 205 public primary schools in NCC (NCEO, 2015) and 25,498 standard four pupils in public schools in NCC. The study further targeted 205 standard four teachers of English and 205 head teachers. Public primary schools in NCC were selected for the study because KCPE results of the eleven years from 2003 to 2013 showed that public primary schools in NCC were performing poorly (Table 1.3). KCPE results over the same period showed that the performance in English by the public primary schools had not attained the desired level (Table 1.2). The study therefore sought to investigate this situation.

The study further targeted standard four pupils and teachers because standard four was a critical stage that marked the transition to upper primary. It was in standard four where pupils start using English as the medium of instruction. The expectation was that at standard four learners were proficient enough in English to learn all the other subjects in it. The study addressed skills that were tested at KCPE level namely; reading, comprehension, grammar, vocabulary and writing composition.

### **3.4 Sample Size and Sampling Technique**

A sample is a small proportion of a population selected for observation and analysis (Best, 1981). By observing the characteristics of a sample, one can make certain inferences about the characteristics of the population from which it is drawn as long as the sample is representative of the entire population (Best, 1981). Sampling refers to taking a portion of the population or the universe as a representative of that

population (Kerlinger & Lee, 2000). The study was conducted in a sample of the public primary schools in the nine sub-counties of Nairobi County namely; Embakasi, Makadara, Kamukunji, Starehe, Njiru, Kasarani, Westlands, Langata, and Dagoretti.

To determine the sample size of the schools, pupils, teachers and head teachers, the researcher was guided by Mugenda and Mugenda (2003) who acknowledges that 10% of the cases may form a viable representative study sample. The same views are supported by Best (1981) who contends that large samples are required in mailed questionnaire studies where the responses may be as low as 20% or 30%. This does not apply to face-to-face interviews, which this study adopted. The same author argues that in determining the sample size the researcher should put into consideration the availability of the respondents and the cost implications. In this study, the questionnaires and the tests were administered face-to-face and the lesson observations were also done on the same day. High per cent response rate was assumed and attained.

Since there were 205 public primary schools in Nairobi, random sampling was used to select a sample of 25 (12.9%) schools from all the nine sub-counties. Although 21 schools provided the 10% required, the schools were increased to 25 to cater for any unforeseen circumstances that would lead to 10% not being achieved. Random sampling was suitable since all public primary schools were similar and there was no distinguishing factor among them. On average, there were 125 standard four pupils in each school, 20% of whom were sampled for the study. The sample of pupils was therefore supposed to be 25 pupils per school giving 525 pupils. It was however, decided to increase this number to 30 pupils per school to have an even number of 15

boys and 15 girls. Again, from the pilot study, it had been observed that some pupils did not answer some of the questions and some did one paper and did not turn up for the other paper. Having slightly more pupils would therefore cater for what could be termed as incomplete attempts or “spoilt answer sheets”. This increase also catered for a situation where a school had fewer than 25 pupils.

The head teacher and one standard four teacher of English from each sampled school participated in the study. Table 3.1 presents the sample obtained. Of the 25 sampled schools, a minimum of two schools were from each sub-county (the highest integer from  $25/9$ ) and the remaining schools were drawn at random from any of the nine sub-counties.

Table 3.1

*Sampling Frame and Sample Size*

Sampled item	Population	Sample of respondents	Per cent sampled
Sub-counties	9	9	100%
Schools	205	25	12%
Teachers of English	205	25	12%
Standard four pupils per school	125	30	24%
Standard four pupils in NCC	25,498	736	3%

Table 3.2 shows the distribution of sampled schools per sub-county.

Table 3.2

*Sample of Primary Schools in NCC*

No.	Name of Sub-county	No. of schools in sample
1.	Dagoretti	2
2.	Embakasi	4
3.	Kamukunji	3
4.	Kasarani	3
5.	Langata	2
6.	Makadara	2
7.	Njiru	2
8.	Starehe	3
9.	Westlands	4
	Total	25

Stratified random sampling techniques with gender considerations were applied to select ten high performing pupils, ten average performers and ten low performing pupils from among the standard four pupils based on the preceding end of term English results. The sampling ensured an equitable number of boys and girls. In a school where there were more than one stream of standard four classes one stream was randomly selected to take part in the study. Experience from the pilot study showed that it was disruptive and time consuming to draw a sample of thirty pupils from several streams, as it would inconvenience several teachers and interfere with the smooth running of the school. It was also established that where there were several streams, all the classes were of equal ability, as they were not ranked according to performance. In a school where there was only one stream of less than



thirty pupils in the standard four class, the achievement tests were administered to the whole class.

### **3.5 Research Instruments**

The researcher developed six research instruments to collect quantitative and qualitative data in line with the objectives of the study. These instruments were: a questionnaire for head teachers (Appendix C), a questionnaire for standard four teachers of English (Appendix B), two English achievement tests which were sat by standard four pupils (Appendices D and E), a lesson observation guide (Appendix F), a content analysis guide for analysing standard four English commercially developed tests (Appendix G), and an interview guide for QASO and other field officers (Appendix J).

#### **3.5.1 Questionnaire for Head Teachers**

The questionnaire for head teachers (Appendix C) had five sections. The first section collected information about the head teacher's gender, age, professional qualifications, administration experience, and in-service training. The second section sought information about instructional supervision. It sought to establish the number of pupils and teachers in the school. This section sought to collect information on how often the head teacher supervised the teaching of English in standard four. The section also sought information on the role of the head teacher in facilitating the use of lesson plans.

The third section sought information on the utilization of instructional resources. It sought to find out whether the school had a functional library and whether pupils had enough textbooks and exercise books. The section also sought to

establish the role of parents in the provision of instructional resources and what could be done to ensure adequate provision of instructional materials.

The fourth section of the questionnaire was on the use of multilingual classroom communication. It sought to find out whether pupils were expected to speak English in school and whether they spoke other languages in school. The section aimed to find out whether in the head teacher's opinion, speaking other languages affected pupils' achievement in English and what steps the school took to promote the speaking of English.

The fifth section of the questionnaire was on the use of assessment tests. It aimed to find out who sets the tests administered to standard four pupils of English and whether the standard four teachers of English had been trained in item writing and test construction. It also had questions to establish whether the school used commercially developed tests for standard four English and what other methods were used to set assessment tests used in the school.

### **3.5.2 Questionnaire for Teachers of English**

The questionnaire for standard four teachers of English (Appendix B) had seven sections. The first section collected information about the teacher's gender, age, professional qualifications, teaching experience, and in-service training. The section also sought to establish whether the teacher felt he or she had received adequate training as a teacher of English. The section also sought to find out how many other subjects the teacher taught besides English and how many lessons the teacher taught per week.

The second part of the questionnaire sought information on lesson planning. It sought to find out whether the teacher always used a lesson plan for teaching and what challenges they experienced in the use of lesson plans. The section also sought to find out how the challenges the teacher experienced in lesson planning could be addressed.

The third section was on multilingual classroom communication. It had six true or false items to establish whether pupils used 'Sheng' in class, whether the teacher sometimes used Kiswahili during English lessons, whether pupils used Mother Tongue during English lessons, whether the teacher used Mother Tongue during English lessons, whether pupils always spoke English in school and whether pupils were able to communicate fluently in English.

The fourth section was on use of collaborative teaching methods. It sought to find out the number of lessons the teacher taught per week, and whether the teacher conducted any extra tuition. The section had eight true or false items to gather information on the use of collaborative teaching methods. The questions sought to establish whether during the English lesson: pupils often engaged in group discussion, took part in storytelling, engaged in debates, engaged in drawing and painting, read their compositions to other pupils, recited poems, used role play and dramatization and whether the teacher regularly conducted a library lesson.

The fifth section was on utilization of instructional resources. It had eight true or false items, which sought to establish information on utilization of teaching and learning resources. The questions sought to find out whether during the English lesson teaching took place in comfortable and well-maintained classrooms, each pupil

had a desk, each pupil had the recommended textbook, the teacher used the syllabus to plan lessons, pupils read and exchanged books from the class library, pupils read storybooks from the school library, the teacher used class readers to teach, and vii) the teacher often conducted a library lesson.

The sixth section of the questionnaire was on the use of assessment tests. The section sought to establish whether the teachers thought they had received adequate training in developing tests when they were in college and whether they had received further training and what kind of training it was, and who trained them. The teachers were also asked whether they used commercially developed tests and if they did, why they did so. The teachers were also asked to indicate how many tests they gave per week and whether they were able to mark the tests in good time, and if not, to explain why not. The seventh and last section of the teacher questionnaire asked teachers to give their views on the teaching of English in standard four.

### **3.5.3 English Paper I - Grammar, Vocabulary and Reading Comprehension**

The first achievement test (English Paper 1) (Appendix D) comprised questions in grammar, vocabulary and reading comprehension in the format of KCPE, which is the standardised national examination for the primary school cycle in Kenya. A cloze test with multiple-choice items tested various aspects of grammar as follows: use of simple past tense, the present tense, present continuous tense, articles, and expressions. The other grammar items tested prepositions, relative pronouns, the comparative form, tenses, word formation, and plural forms. The test had items to test pupils' mastery of vocabulary comprising: giving synonyms of words, giving opposites of words (antonyms), using words to construct sentences, using words to

complete similes, giving sounds made by animals, giving words that describe professions, and giving words that describe a category of things.

The test also had two reading comprehension passages from which pupils answered comprehension questions. The first passage was shorter and easier. From that passage, pupils answered multiple-choice questions. The items tested reading and cognitive skills. With reference to Blooms Taxonomy of Educational Objectives and bearing in mind the level of the learners, the items mainly tested knowledge and comprehension. The second passage was a little longer and slightly more difficult than the first one. From this passage, pupils were required to answer questions in complete sentences and no multiple choice items were given.

#### **3.5.4 English paper II - Writing Composition**

The second test was composition writing (Appendix E) where pupils were given a heading (*A day I will never forget*) and they were expected to write a composition based on it. This composition tested handwriting, spelling, sentence construction, vocabulary, punctuation, fluency, originality, and creativity.

#### **3.5.5 Lesson Observation Guide**

The researcher applied a lesson observation guide (Appendix F), while listening to the English lesson as it was being delivered, to determine the following:

- Lesson Planning,
- Use of collaborative methods,
- Utilisation of instructional resources,
- Maintenance of classroom communication, and
- Use of assessment tests

After the lesson, the lesson was evaluated on these aspects and the performance of each was given a score on a Likert Scale as either 1-Very low (VL); 2-Low (L); 3-Satisfactory (S); 4-Good (G); 5-Excellent (E)

### **3.5.6 Guide for Analysis of Commercially-developed Tests**

The researcher applied a guide for analysing the commercially developed tests (Appendix G) used by teachers of English to ascertain their quality and appropriateness for assessing achievement by standard four learners. The sample schools provided the commercially developed tests. The guide was used to analyse ten aspects of the tests namely; rubric, clarity of instructions, question wording and lack of ambiguity, mark allocation, spelling and punctuation, correctness of language, paper layout and level of difficulty, coverage of the syllabus, and balance of components tested. For each paper analysed, the ten aspects were rated on a five-point scale of very poor, poor, satisfactory, good, and excellent. These rating scores were then compared, combined and presented in narrative form.

### **3.6 Pilot Study**

According to Mugenda & Mugenda (2007), a pilot study refers to a mini version of the study. It involves testing of research instruments to enhance their validity and reliability. A pilot study also enables the researcher to assess the proposed data analysis techniques to uncover and address potential problems before the actual data collection takes place. Before the data collection for the study was conducted, a pilot study was carried out in October 2014 in two primary schools in Langata Sub-County which were not part of the main study. These two schools were not part of the main study. The purpose of the study was to determine whether the

instruments could elicit the kind of data anticipated and to determine whether the questions adequately addressed the research objectives. The pilot study was also conducted to check the validity and reliability of the instruments. The results of the pilot study assisted in the improvement of the instruments and helped to give insights into the duration and organisation of the study. Two teachers of English, two head teachers, and fifty-two standard four pupils were involved in the pilot study. After the pilot study the instruments were adjusted and fine-tuned before the main study.

### **3.7 Validity of Research Instruments**

The term validity indicates the degree to which an instrument measures the content and construct under investigation (Kothari, 2008; Best & Kahn, 2011). According to Best (1981) validity is the quality of a data gathering instrument or procedures that enable it to determine what it was designed to determine. For a data collection instrument to be considered valid, the content included must be relevant to the study (Kothari, 2008; Best & Kahn, 2007). The same authors define content validity as the extent to which a measuring instrument provides adequate coverage of the topic under study.

In order to ensure validity of the questionnaires they were structured in sections with each section addressing a different objective of the study. Further, the researcher conducted a pilot test of the instruments in two primary schools in Nairobi, which were not part of the main study. Any items that were found to be unsuitable were improved or replaced. In order to ensure validity of the English achievement tests, the tests were based on the standard four English syllabus and they were similar to the tests found in the standard four English textbooks. In order to ascertain validity

of the tests further, with the guidance of the researcher, the tests were developed by a panel of three experienced teachers of English from Nairobi drawn from primary schools not among those participating in the study. These teachers have taught English for at least five years and are known to produce good results. According to Mugenda and Mugenda (2003), expert advice is suitable and admissible for ascertaining test validity. The same view is expressed by Best (1981) who recommends engagement of subject specialists in ensuring validity of achievement tests. To ensure content and construct validity of the tests, the team of item setters prepared a table of specifications indicating the content to be tested, the number of items and their level of difficulty according to Blooms Taxonomy of Educational Objectives (Bloom, 1956). The panel also put into consideration the qualities of a good test as stipulated in Best (1981) and in Gathumbi & Masembe (2012). The panel developed the marking scheme, which was used by the researcher to mark the pupils work.

### **3.8 Reliability of Research Instruments**

Reliability refers to consistency and stability of an instrument and its ability to produce the same results every time it is applied (Kothari, 2008). Reliability is further defined as the quality or consistency that the instrument or procedure demonstrates over a period by producing the same results every time it is applied (Best, 1981).

Reliability was tested through the test-retest method. The English achievement test and the questionnaires were administered in two schools, which were not part of the sample. These schools were, St. Marys primary School Karen and Karen 'C' primary school both in Langata sub-County.



When administered a second time the results were found to be the positively correlated. (see Table 3.3).

Table 3.3

*Test-Retest Results for Pupil English Achievement Test*

Test	School Code - SM		School Code – KC	
	Mean score	% Mean	Mean score	% Mean
Grammar	11.7	58.2%	15.6	78.3%
Vocabulary	9.5	47.7%	11.8	59.2%
Comprehension	9.0	45.0%	11.4	57.1%
Composition	6.1	30.6%	7.6	37.9%
Mean	9.08	45.39%	11.63	58.13%

### 3.9 Procedure for Data Collection

The researcher applied for a research clearance permit from the National Council for Science, Technology and Innovation (NCSTI). The researcher was further advised to seek clearance from the Nairobi City County Director of Education, which was issued. The researcher then identified four teachers with a Bachelor of Education degree and pursuing a Master of Education degree and engaged them as research assistants. Practising teachers were found to be suitable because they were conversant with the teaching and learning process. Since they were pursuing postgraduate studies, they were familiar with research methodology and therefore easy to train. The research assistants were given one-day training in the objectives of the study and the data collection procedures.

Between September and October 2014, the researcher, in the company of the research assistants visited the sampled schools to inform them about the research and create rapport with them. During these visits, introductory letters were delivered to the head teachers and standard four teachers of English were introduced to the researcher and the research assistants with whom they exchanged telephone contacts. Appointments were also made for data collection, which was scheduled for the months of January and February 2015. It was explained to the head teachers and the teachers of English that since the tests would be administered in January, the standard four pupils would already have moved to standard five. The tests would therefore be administered to standard five pupils but the test would be based on the standard four syllabus which they would already have fully covered by November 2014.

For each school, the appointment dates were set at the convenience of the head teacher and the standard four teachers of English. It was agreed that the data collection from head teachers, standard four teachers of English and standard four pupils would be conducted on the same day in each school. This made data collection efficient and allowed teachers ample time to organise the lessons for the pupils to sit the tests.

On the data collection day, the researcher started by paying a courtesy call at the head teacher's office. The head teacher and the standard four teacher of English assisted the researcher to prepare the logistics for the day. The teacher of English organised for the pupils to sit the tests during the time scheduled for English lessons to minimise loss of teaching time. The teachers filled the questionnaires as the pupils did the tests. The researcher administered the head teacher questionnaire on a one-to-

one basis at the convenience of the head teacher. The researcher created rapport with teachers of English and the head teachers to enlist trustworthiness of the qualitative data to be collected from them. After the first test, the pupils were given a break and then they sat the second test. Once the head teacher and the teacher of English completed filling the questionnaires and the pupils finished sitting the tests, the scripts and the questionnaires were collected. The researcher conducted a lesson observation and held a debriefing meeting with the participating teachers and pupils before leaving the school.

### **3.10 Data Analysis Techniques**

After data collection, the researcher checked the instruments to ensure completeness and accuracy of information obtained. Data was coded appropriately based on the objectives of the study. It was then entered into the computer, cleaned and analysed using Statistical Package for Social Science (SPSS) and Excel software.

Descriptive and inferential statistics were used in this study. Data from the questionnaires and tests administered to the pupils was presented in tables, pie charts and bar graphs. Descriptive statistics such as percentages and means were calculated mainly in the analysis of pupils' achievement tests and demographic information obtained from teachers and head teachers. Pearson correlation coefficient ("r") was used to establish the correlation between the dependent variable and each of the independent variables. Testing of the null hypotheses was also achieved using the Pearson correlation coefficient. Inferential statistics were used to correlate the information collected from the teachers and the head teachers in each school. Through

triangulation and corroboration, qualitative data was validated, organised in various themes, analysed, and presented in narrative form.

The goal of correlational research is to find out whether one or more variables can predict other variables. Correlational research allows us to find out what variables may be related. A correlational coefficient is used to represent this relationship and is often abbreviated with the letter 'r'. It typically ranges between  $-1.0$  and  $+1.0$  and provides a measure of intensity and direction. Positive correlations mean that as variable A increases, so does variable B. A negative correlation is defined as when variable A increases, variable B will decrease. In the social sciences, a correlation of  $0.30$  (in either direction) may be considered significant and any correlation above  $0.70$  is almost always significant. However, the fact that two things are related or correlated, whether weakly or strongly, and in any direction, does not mean there is a causal relationship. Two things can be correlated without there being a causal relationship; and even where there is a causal relationship, the extent to which one variable contributes to the recorded effect on the other is difficult to determine. For these reasons, the discussion below regarding the correlation of the various instructional practices with achievement in English is intended only to indicate whether there exists a relationship and whether that relationship is negative or positive.

Statistical Package for Social Science (SPSS) software was used to calculate correlation coefficients. According to Cohen (1988), the interpretation of Pearson correlation coefficients should be as follows:

$r = .10$  to  $.29$  or  $r = -.10$  to  $-.29$  small correlation

$r = .30$  to  $.49$  or  $r = -.30$  to  $-.49$  medium correlation

$r = .50$  to  $1.0$  or  $r = -.50$  to  $-1.0$  large correlation

The two variables can correlate with each other negatively or positively (Cohen, 1988). The yardstick for interpretation of correlation is that when Pearson's Correlation Coefficient returns an  $r$  value below 0.1 there is no correlation between the variables. Small correlations are recorded from  $r = \pm 0.1$ , medium from  $r = \pm 0.3$  and large from  $r = \pm 0.5$ . As the value of  $r$  approaches 1, the correlation gets stronger in either negative or positive way. Positive correlation means that as one variable increases, so does the other, while negative correlation means that as one variable increases, the other decreases. Two-tailed significance is recorded only when the analysis returns a value of less than 0.05 (i.e. 5%), meaning that results obtained fall within a 95% confidence limit i.e. with each tail in a normal distribution carrying 0.025 (i.e. 2.5%) or less of all the results.

### **3.11 Ethical Considerations**

Prior to the administration of the instruments, letters were sent to the head teachers of the participating schools telling them that they had been selected to take part in the study. It was explained to them that their responses would be used for research purposes only and their identities would be kept confidential. Before the pupils sat the tests, it was explained to them that the test was not for examination purposes and that they would not be given any results but nonetheless they should do the test to the best of their ability. All participating schools suggested a convenient time for their interaction with the researcher.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter deals with data presentation, discussion and analysis against the objectives of the study. Descriptive statistics were used to analyse quantitative and qualitative data while content analysis was used to analyse some of the qualitative data. Tables, bar graphs, pie charts have been used to present that data which is arranged in percentages, frequencies and in-text interpretation. The interpretation and discussion of the findings was linked to the review of related literature and current practice.

The themes discussed in this chapter include: instrument return rate; demographic information of head teachers and teachers disaggregated on basis of gender, age, professional qualifications, training and experience; results of the achievement test; and relationship between learner achievement and lesson planning, collaborative teaching methods, utilisation of instructional resources, multilingual classroom communication, and use of continuous assessment tests. Analysis of the English achievement test is presented, interpreted and results discussed. The chapter further presents qualitative data obtained from the head teacher questionnaire, teacher of English questionnaire, lesson observation guide and content analysis guide.

#### **4.2 Research Instrument Return Rate**

Table 4.1 shows the rate of return of the applied research instruments.

Table 4.1

*Research Instrument Return Rate*

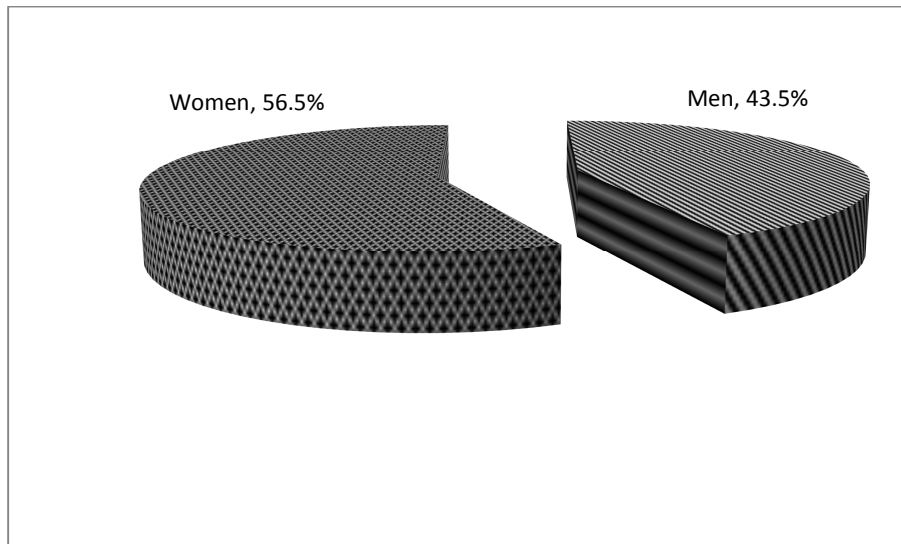
Name of instrument	Sample Size	Returned (N)	Return rate (Per cent)
Head teacher questionnaire	25	23	92%
Teacher of English questionnaire	25	24	96%
Lesson observation guide	25	24	96%
Number of schools	25	25	100%
English achievement test pupils (N)	736	736	100%

Of the 25 questionnaire administered on head teachers, 23 were returned giving a 92% return rate. Out of 25 questionnaires administered to teachers of English, 24 were returned giving a return rate of 96%. Of the 25 observation guides used 24 were returned which gave a 96% return rate. All the question papers from the 736 pupils who sat the achievement test were received which was a 100% return rate. From the table one can see that the return rate was good. This was because the respondents were cooperative.

### **4.3 Information on Background of the Head Teachers**

#### **4.3.1 Head Teacher Gender**

Information regarding the gender of the head teachers is presented in Figure 4.1.



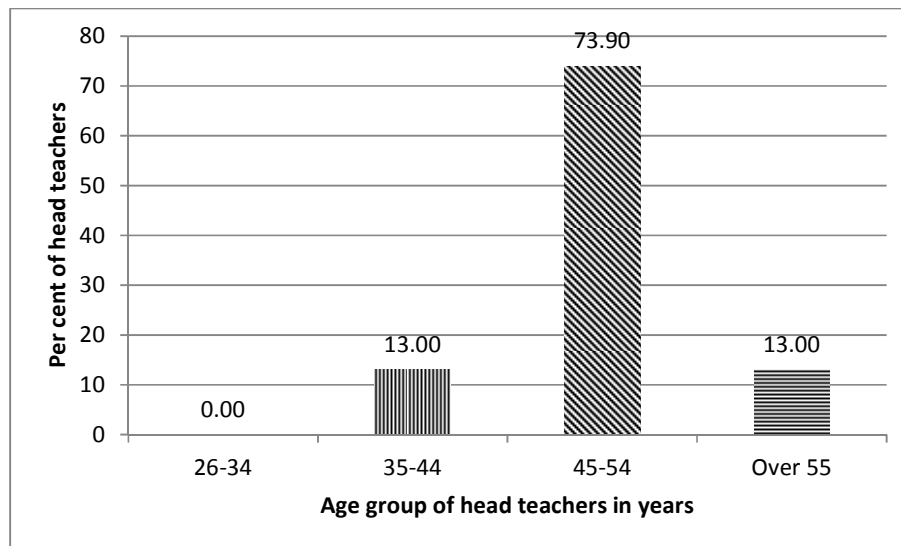
*Figure 4.1.* Gender of the head teachers.

The data presented in Figure 4.1 shows that 43.5% of the head teachers who took part in the study were male and 56.5% were female (N=23). These results show that the national recruitment policy, with respect to primary school headship was adhered to in accordance with the Constitution of Kenya, which stipulates that at least a third of any appointments to a public office should be taken by either gender (Republic of Kenya, 2010).

#### **4.3.2 Age of the Head Teachers**

Information regarding the age of the teachers is presented in Figure 4.2.





*Figure 4.2.* Age distribution of the head teachers.

The study found out that 73.9% of the head teachers were in the age bracket of 45-54 years, 13.0% were in the age bracket of 35-44 years and 13.0% were over 55 years old. No head teachers were in the age bracket of 26-34 years, which means that young teachers were not appointed to school leadership positions in NCC. The results therefore show that school leadership in the study region was entrusted to mature persons who had been in the teaching service for long and had acquired school management experience. Such mature head teachers are capable of supervising curriculum implementation in the schools, because they can command respect from teachers, pupils, parents, contemporaries, suppliers and other school stakeholders.

These results are in agreement with those of Imonje (2011) where it is shown that 73.3% of the head teachers of primary schools in NCC were in the age bracket of 41-50 years, 14.3% were in the age bracket of 31-40 years, and 10.4% were in the age bracket of 51-60 years. It would however, have been better to have more head

teachers in the age bracket of 35-44 years as the rigours of administration require youthful individuals energetic enough to manage schools and supervise teaching and learning for better learner achievement.

### 4.3.3 Highest Qualification of Head Teacher

Information regarding the highest qualification of teaches is found in Table 4.2.

Table 4.2

#### *Highest Qualification of Head Teacher*

Academic qualification	Frequency	Per cent
M.Ed.	2	8.7
B.Ed.	12	52.2
Diploma	8	34.8
P1	0	0
Other	1	4.3
Total	N=23	100

The results in Table 4.2 reveal that majority of the head teachers (52.2%) had a Bachelor of Education degree, 34.8% had a diploma, 8.7% had a Master of Education degree, and 4.3% had undisclosed qualifications. The results further show that no teachers with a P1 qualification were appointed to the position of head teacher in NCC. This means that graduate and diploma teachers managed most of the primary schools in NCC. It is evident from these findings therefore that the primary schools in

NCC were managed by head teachers who were highly qualified. Similar results were established by NCC (2014).

#### 4.3.4 Head Teacher’s Administrative Experience

The study sought to establish the head teachers’ administration experience and obtained the data presented in Table 4.3.

Table 4.3

*Number of Years as a Head Teacher*

No. of years as head teacher	Frequency	Per cent
1-5	6	26.1
6-10	14	60.9
11-15	2	8.7
Over 15	1	4.3
Total	N=23	100

The study established that 60.9% of the head teachers had school headship experience of 6-10 years and 26.1% had experience ranging from 1 to 5 years, 8.7% had 11-15 years’ experience while only 4.3% had over fifteen years’ experience. It can therefore be assumed that since majority of the head teachers had long administrative experience they had acquired adequate supervisory skills to enable them supervise teaching and learning to promote quality teaching and attain expected learner achievement. This is in line with UNESCO (2005) which underscores the need to have experienced school managers who can work efficiently with other stakeholders to ensure success of educational programmes, which leads to acceptable

learner achievement. The fact that 26.1% had administrative experience of 1-5 years indicates that the appointment of head teachers was a continuous process which was good for ensuring a balance in headship experience. A head teacher's administration experience is a key attribute in determining their performance, which translates into good learner achievement.

#### 4.3.5 Head Teachers' Further Training

The study sought to establish the head teachers' further training. This information is presented in Table 4.4.

Table 4.4

##### *Further Training of Head Teachers*

Form of further training for head teachers	Frequency	Per cent
KEMI Diploma in Educational Management	16	69.6
Diploma in Education	1	4.3
Bachelor of Education Degree	4	17.4
Master of Education Degree	1	4.3
Further studies in university	1	4.3
Head teachers' seminars and workshops	5	21.7
Trained by PRISM	1	4.3
Riara University leadership training	2	8.7
Psychology, guidance and counselling	1	4.3
	N=23	100.0

**Notes:** PRISM - Kenyan Primary School Management Project

The results show that 100% of the teachers had received further professional training after college. Majority of the head teachers (69.6%) had acquired a Diploma

in Educational Management at the Kenya Educational Management Institute (KEMI). A small 4.3% had earned a diploma after qualifying with a P1 certificate. Another 17.4% had attained a Bachelor of Education degree after qualifying with a P1 certificate. Results further indicate that 4.3% of the head teachers were pursuing a Master of Education degree, 4.3% were doing unspecified further studies at Strathmore University, 21.7% had attended head teachers' seminars and workshops, 4.3% were trained by PRISM, 8.7% had attended Leadership Training at Riara University, and 4.3% were trained in psychology and guidance and counselling.

Table 4.4 further shows that at least 33% of the head teachers had attended further training more than once. From Table 4.4 it is clear that head teachers in NCC have attended a variety of training courses after qualifying as teachers. This is commendable as head teachers need to build capacity continuously in order to be effective in their administrative duties.

#### **4.3.6 Level of Head Teacher Supervision of English Teaching**

For this study, head teachers were asked to indicate how often they supervised the teaching of English in standard four each term. Results obtained over this question are presented in Figure 4.3.

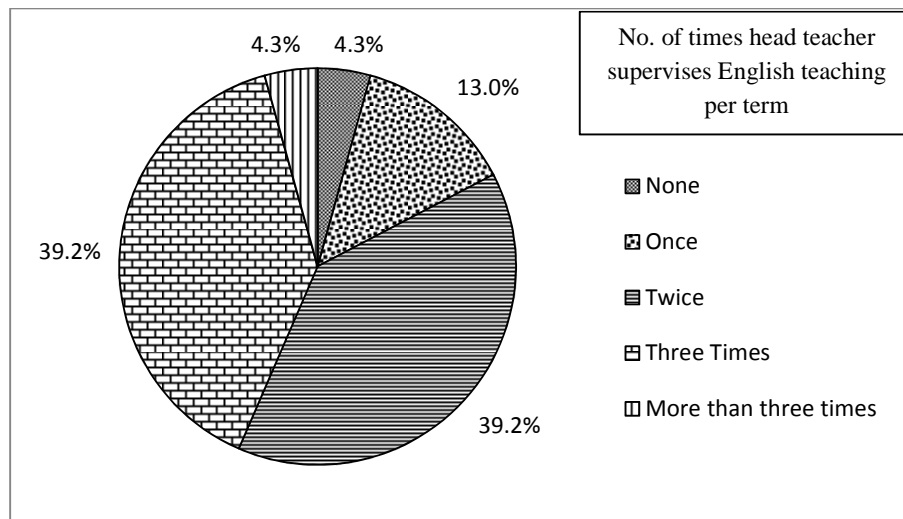


Figure 4.3. Pie chart showing supervision of English lessons by head teacher.

The responses obtained are follows: 39.1% said they supervised the teaching of English in standard four three times every term, 39.1% said they supervised two times, 13.0% said they supervised once, 4.3% said they supervised more than three times, and 4.3% indicated that they did not supervise the teaching of English in standard four at all. Overall, it would appear that there was a fair degree of supervision of teaching of English in standard four.

#### 4.4 Background Information of the Teachers of English

##### 4.4.1 Gender of the Teachers

The study sought to establish the gender of the teachers of English involved in the study. This information is presented in Table 4.5.

Table 4.5

*Gender of the Teachers of English in Standard Four*

Gender	Frequency	Per cent
Male	7	29.2
Female	17	70.8
Total	N=24	100.0

The results show that 70.8% of the teachers were female while 29.2% were male. This is in agreement with NCC (2014) where it is observed that there were more female teachers in NCC primary schools than there were male teachers. Although the NCC report indicated that the presence of more female teachers did not affect learner achievement, it is important to establish gender balance in staffing to ensure that both male and female pupils have adequate role models.

#### 4.4.2 Age of the Teachers

The study sought to establish the age of the teachers of English. The data is presented in Figure 4.4.

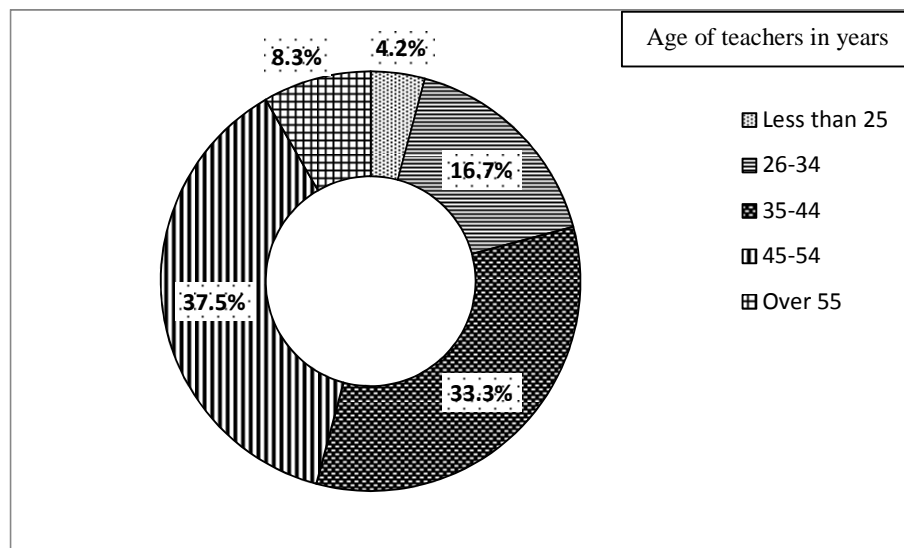


Figure 4.4. Pie chart showing age groupings of the teachers of English.

Figure 4.4 shows that only 4.2% of the teachers were less than 25 years of age while 16.7% were in the age bracket of 26-34years, 33.3% were in the age bracket of

35-44 years, 37.5% were in the age bracket of 45-54 years, and 8.3% were over 55 years old. Figure 4.4 further shows that the teachers were well distributed across the age brackets and there was a good number of relatively young teachers teaching in primary schools in NCC. This is contrary to the assertion in NCC (2014) where it is stated that majority of the teachers teaching in primary schools in NCC are aged 50 years and above.

#### 4.4.3 Highest Qualification of Teachers of English

The study sought to establish the highest qualifications of the sampled teachers of English. This data is presented in Figure 4.5.

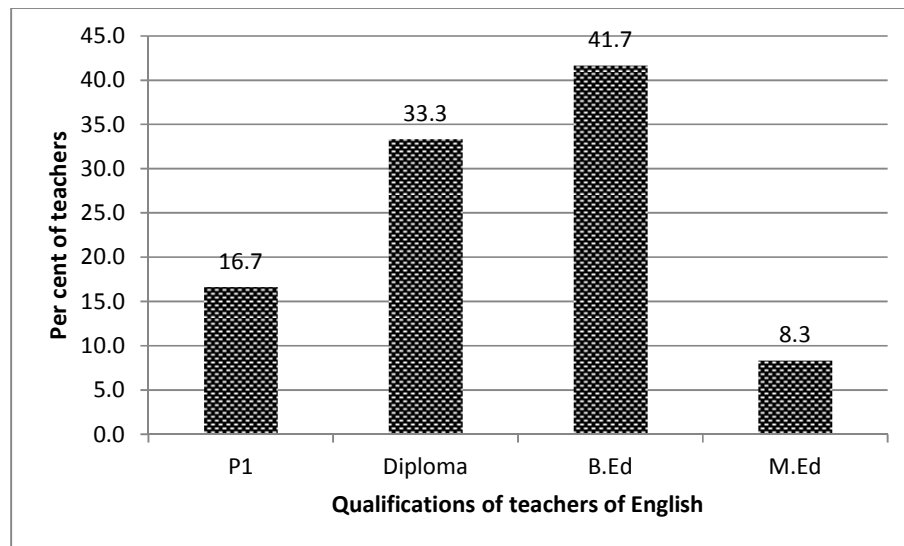


Figure 4.5. Teacher of standard four English highest qualifications.

The results of the study show that 16.7% of the teachers had a P1 qualification while 33.3% were diploma holders. A majority of 41.7% had a Bachelor of Education qualification and 8.3% were holders of Master of Education degrees. These findings indicate that in NCC primary schools the target of Vision 2030 that all primary school teachers should have qualifications ranging from diploma and above are almost



achieved (Republic of Kenya, 2007). The findings are similar to those reported in NCC (2014). This report however, says that the qualifications gained by teachers as a result of further training had not translated into better achievement for the learners.

#### 4.4.4 Teachers' Teaching Experience

The study sought to ascertain the teaching experience of the teachers of English assigned to standard four. The results obtained are plotted in Figure 4.6.

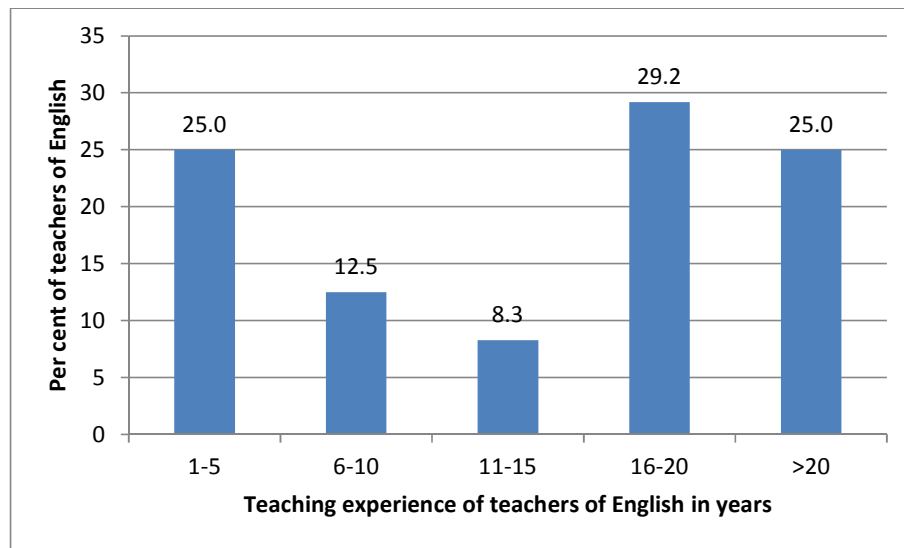


Figure 4.6. Teaching experience of teachers of English for standard four.

The majority of the teachers (29.2%) had a teaching experience of 16-20 years. Those with experience of 1-5 years were 25% and those with over 20 years were 25%. Those with 6-10 years were 12.5% and 8.3% had a teaching experience of 11-15 years. Altogether, 62.5% of the teachers had over 10 years of teaching experience showing that NCC has a relatively experienced population of teachers of English at standard four.

#### 4.4.5 Teachers' Sufficiency of Training and Further Training

The study sought to establish whether teachers considered themselves as having received adequate training in English while in college and whether they had received further in-service training after qualifying as teachers. The results from these two questions are presented in Table 4.6.

Table 4.6

##### *Teachers' Responses on Adequacy and further Training in Teaching English*

Teacher received adequate training			Teacher received further training	
Response	Frequency	Per cent	Frequency	Per cent
Yes	19	79.2	17	77.3
No	5	20.8	5	22.7
Total (N)	24	100.0	22	100.0

As shown on Table 4.6, majority of standard four teachers (79.2%) indicated that they had received adequate training while 20.8% replied that they had not received adequate training. A majority of the teachers (77.3%) reported that they had received further training and 22.7% said they had not received further training. This shows that the majority of teachers felt confident teaching English as they consider themselves as having been adequately prepared to deliver this service. It is of concern however, that a sizable proportion of the teachers (20.8%) feel that they did not receive adequate training while others (22.7%) have not received further training. This means that there is need to re-examine the teacher training programmes to make them more effective. Further training of teachers is one way of updating their teaching skills and giving them greater confidence in teaching. Such training may involve engagement in seminars, workshops and short courses where teachers' skills are

upgraded and where peers share experiences that empower them to improve in their teaching.

#### 4.4.6 Teachers of English Teaching Load in other Subjects

The study sought to establish the number of subjects taught by teachers other than English. The results are summarised in Table 4.7.

Table 4.7

*Number of Subjects other than English taught by the Teacher of English*

Additional subjects		
taught	Frequency	Per cent
1	1	4.3
2	4	17.4
3	10	43.5
4	4	17.4
5	2	8.7
6	2	8.7
Total	23	100.0

The results revealed that in addition to teaching English all the interviewed teachers taught other subjects too. Specifically, 4.3% of the teachers taught one other subject, 17.4% of the teachers taught two other subjects, 43.5% taught three other subjects, 17.4% taught four other subjects, 8.7% taught five other subjects and 8.7% taught six other subjects. These findings are similar to those reported by Gachahi (2013), and (Mutisya, 2013).

Since majority of the teachers (43.5%) taught three other subjects, it can be seen that most teachers were teaching at least four subjects. It is also common for a standard four teacher to teach all the subjects across the primary school curriculum.

The results show that there was lack of specialisation and therefore teachers were teaching subjects that they had not specialised in and this was likely to affect learner achievement. It also shows that learners were teaching too many subjects and therefore they did not have time to prepare and plan for lessons and this could adversely affect learner achieve.

#### 4.4.7 Weekly Teaching Load of Teachers of English

The study sought to establish the number of lessons a teacher taught per week and data is presented in Table 4.8.

Table 4.8

*Lessons taught by Teacher of English per Week*

No. of lessons	Frequency	Per cent
23-30	9	37.5
31-40	14	58.3
Above 40	1	4.2
Total	24	100.0

The table shows that the workload of teachers of English ranged from 23 to over 40 lessons a week. Results reveal further that 16.7% of the teachers of English were teaching 34 lessons a week while 12.5% were teaching 36 lessons a week. In addition to this teaching load, 73% of the teachers reported that they gave extra tuition so as to cover the syllabus and engage more closely with weaker pupils. Only 26.1% reported that they did not give extra tuition. This shows that teachers have full workloads and on top of that, majority of them give extra tuition. Heavy workloads may not always allow teachers plan and deliver their lessons efficiently, a situation that might have negative effects on teaching and learner achievement.

## **4.5 Standard Four English Test Results and Discussion**

### **4.5.1 Overall Results of English Test**

Table 4.9 presents the results of the English achievement test administered on standard four pupils.

Table 4.94  
*Pupil Achievement in English*

Primary School Code	Number of Pupils			English Test Class Mean Score					
	Male	Female	Total	Grammar Out of 20	Vocabulary Out of 20	Comprehension Out of 20	Composition Out of 20	Total Out of 80	Per cent score
MF	15	15	30	16.47	14.67	14.47	11.50	57.11	71.39
MA	14	16	30	17.13	14.30	13.23	11.30	55.96	69.95
SL	16	14	30	16.33	14.03	14.37	10.77	55.50	69.38
NR	17	13	30	13.87	13.30	13.10	10.50	50.77	63.46
KR	14	16	30	14.97	13.37	11.10	11.00	50.44	63.05
MN	16	13	29	13.66	11.90	12.62	11.07	49.25	61.56
KF	6	14	20	14.60	13.45	9.70	11.00	48.75	60.94
NO	15	15	30	15.80	11.97	10.43	10.30	48.50	60.63
KI	12	16	28	13.68	11.68	12.07	9.79	47.22	59.03
OJ	12	18	30	14.73	11.20	11.70	9.80	47.01	58.76
KV	12	17	29	13.90	11.66	11.17	10.24	46.97	58.71
PK	13	17	30	13.87	12.07	10.60	10.13	46.67	58.34
MB	14	15	29	13.03	10.55	10.62	10.52	44.72	55.90
LK	14	15	29	12.34	11.90	11.17	9.14	44.55	55.69
MZ	16	14	30	13.10	11.03	10.53	9.30	43.96	54.95
RI	15	15	30	13.83	10.47	10.67	8.93	43.90	54.88
HM	19	11	30	11.77	10.47	9.67	11.03	42.94	53.68
RR	12	16	28	12.57	11.11	10.00	8.39	42.07	52.59
NA	15	15	30	12.60	10.13	9.67	9.47	41.87	52.34
VR	16	16	32	12.06	9.94	9.19	7.66	38.85	48.56
MU	14	16	30	11.83	7.70	7.17	7.90	34.60	43.25
NF	15	15	30	10.13	7.10	8.00	7.87	33.10	41.38
TH	15	15	30	9.60	7.17	6.33	6.63	29.73	37.16
KN	14	18	32	8.50	6.38	6.31	6.84	28.03	35.04
CH	15	15	30	9.07	6.57	6.53	3.90	26.07	32.59
<b>Total</b>	<b>356</b>	<b>380</b>	<b>736</b>	<b>329.44</b>	<b>274.12</b>	<b>260.42</b>	<b>234.98</b>	<b>1098.54</b>	<b>1373.21</b>
<b>Mean</b>	<b>14.24</b>	<b>15.20</b>	<b>29.44</b>	<b>13.18</b>	<b>10.97</b>	<b>10.40</b>	<b>9.40</b>	<b>43.94</b>	<b>54.93</b>

Overall, 736 pupils from 25 NCC primary schools made up of 51.63% girls and 48.37% boys took the test. The difference in numbers between girls and boys occurred because in the cases where there was only one stream, the whole class did the test and in most cases, these classes had more girls than boys. Performance of the schools as given by the mean score shows that only 4% of all the schools scored a mean above the desired competency level of 70%. This shows that 86% of the schools did not attain the desired competency level mean. The majority of the schools (72%) had a mean above 50% which is the minimum competency level (as set by the MOE and recognised by NNC where 50% is recognised as the pass mark at KCPE), while 24% of the schools had a mean below the minimum competency level of 50%.

The mean score of 54.93% attained in this study compares closely with the KCPE mean score for NCC for the years 2010 – 2013 which were 54.07%, 53.33%, 53.70%, and 55.96%, respectively. This implies that unless interventions are put in place to address the challenges facing learning at standard four level before the present pupils sit their KCPE in the next four years, the performance they have exhibited in standard four is likely to be replicated at KCPE. Those who cannot read in standard four will not be able to read by the time they sit KCPE and those who cannot write in English in standard four will most likely write unintelligible compositions when they sit for KCPE.

The individual achievement level in English of standard four pupils is presented in Table 4.10.

Table 4.10

*Standard Four Individual Pupils' English Achievement Level*

Test Score	Frequency	Per cent	Achievement Level
70% and above	155	21.1	Desired Competency Level
50%-69%	315	42.8	Minimum Competency Level
Below 50%	266	36.1	Below Minimum Competency Level
Total	736	100.0	

Table 4.10 shows that 21.1% of all the pupils attained the DCL while 42.8% had attained the MCL and 36.1% were below the MCL. There should be great concern over the large proportion of pupils who have not attained the MCL because unless urgent action is taken, their performance at KCPE is not likely to enable them to proceed to secondary school where the qualifying mark for entry is 50%. Figure 4.7 presents the comparative English test mean scores for grammar, vocabulary, comprehension and composition for the sample of 736 pupils.

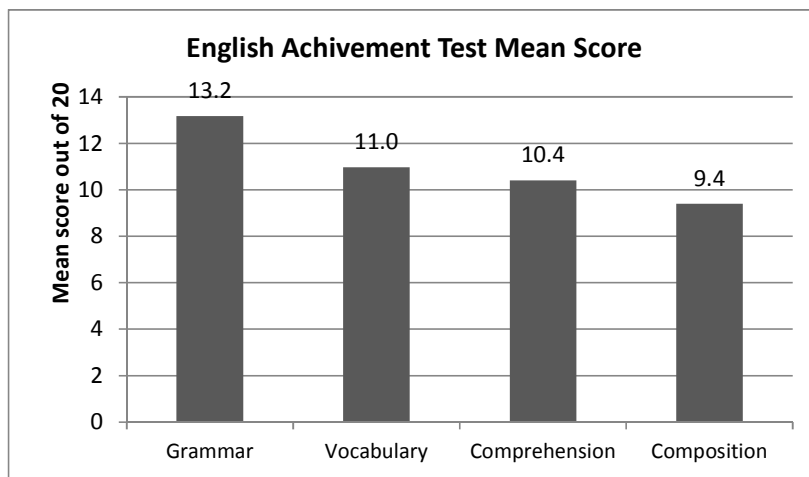


Figure 4.7. Comparative English achievement test scores for grammar, vocabulary, comprehension and composition.



### 4.5.2 Achievement in Grammar

As shown in Figure 4.7, of the four components of the English test, grammar, vocabulary, reading comprehension, and writing composition, the pupils performed best in grammar. Many pupils however, had a problem with the articles “the”, “a”, and others had difficulties choosing the right tenses. For the part where the choices were not given, most pupils could not get the correct answer. Further, those who appeared to know the correct answer could not spell the words correctly.

### 4.5.3 Achievement in Vocabulary

As shown in Figure 4.7, vocabulary was the second best performed component of the test. However, pupils had major challenges in handling vocabulary questions. Pupils scored more marks in the multiple-choice items than in the items where they were required to respond without the help of picking choices. It is possible that the choices gave them clues and others were able to make intelligent guesses. Where pupils were required to come up with words without being given any choices, some of them left the questions unanswered, or wrote answers obviously wrong answers. Those who had an idea about the right answer could not spell the words correctly and therefore they did not score the marks for these items.

Spelling posed a major challenge for most of the pupils. For example, question 40 was as follows: One word for tables, chairs stools and desks is? \_\_\_\_\_. Although many of pupils knew that the correct answer was *furniture*, they could not spell it correctly. They wrote things like: *fanichar*, *feaniture*, *fernachr*, and *featre*. Therefore, no marks were for the item. If the question had been a multiple choice item, they would definitely have picked the correct answer.

Questions 34 and 35 asked: What sound do the following animals make? 34. An elephant \_\_\_\_ 35. A snake \_\_\_\_ . While many of the pupils knew that an elephant *trumpets* and a snake *hisses*, they could not spell these words correctly and so they wrote things like: *trapets*, *tromets*, *trambets*, and *trumps*. For the noise made by a snake some of the responses were: *heses*, *issis*, *ssss*, and *whises*. No marks could be awarded for these answers. Since these pupils appeared to know the sound, had these been multiple-choice questions, they would have chosen the correct answer. Most pupils could not compose sentences using the words given. Many of them responded by giving only one word or providing mere phrases without meaning. Others wrote incomplete sentences.

#### **4.5.4 Achievement in Comprehension**

In this study, teachers reported that there were many pupils in standard four who were not able to read any material written in English. Teachers popularly referred to these learners as “non-readers”. The results of reading comprehension administered in this study also showed that a proportion of the pupils achieved extremely poorly in comprehension and this is most likely because they could not read and understand the comprehension passages. The test had two reading comprehension passages from which pupils answered comprehension questions. The first passage was shorter and easier. From this passage, pupils answered multiple-choice questions. The items tested reading and cognitive skills. For this passage, there were ten multiple-choice questions. Majority of the pupils were able to choose the correct answers and therefore they scored well on this passage. The second passage was a little longer and slightly more difficult than the first one. From this passage, pupils were required to answer the questions in complete sentences. Majority of the pupils scored very low

marks here because they were not able to respond in complete sentences. Many pupils wrote one-word answers or just a few words. Many pupils left questions unanswered. For example, a question asked, “Where did pig hide his money?” They were expected to write: **Pig hid his money in a hole at a corner of the house.** Many of them wrote “hole”, “house”, or “corner” others wrote: *in hole* or *in house* or *in corner*. Many pupils could not spell *hole*, *house* or *corner* correctly although they were clearly written in the passage.

These results agree with Kirigia (1991) who found out that pupils completing primary school found it difficult to understand general statements with words with special usage. The findings are also similar to those of Gichaga (1986) who reports that learners had weaknesses in reading comprehension because they had limited exposure to English Language.

#### **4.5.5 Achievement in Composition**

The second test was a writing composition where pupils were given a heading: “*A day I will never forget*” and required to write a composition based on it. This was the worst performed component of the test. Composition tested handwriting, spelling, sentence construction, vocabulary, punctuation, fluency, originality, and creativity. Some pupils could not express themselves in English and wrote what could be termed as nonsense. This observation was in line with KCPE examination results of the ten years 2003-2012 where the national mean percentage score remained below 50% (Table 1.1). Uwezo (2012) reported similar results where they found out that many learners could not express themselves in English. Some pupils could not write more than a paragraph as they seemed to have no ideas and no words. Some kept repeating

the same thing, for example, “it was a beautiful day,” “it was a beautiful day, “It was a beautiful day.”

In a study conducted to establish the factors that influence achievement in written compositions in Thika and Nairobi districts (Kembo-Sure, 1983), the researcher argued that learners’ lack of imagination was caused by the fact that teachers gave these learners guided compositions and points from which to develop paragraphs. This inhibited their imagination, originality and intrepidity. The researcher concluded that learners performed poorly in composition writing because they had not been taught to be creative. In this study, pupils were given an open-ended topic, “*A day I will never forget*” but majority of them did not demonstrate creativity or imagination. Okello (1989) investigated performance in written composition among secondary school learners in Busia district. The findings were that performance was low which implied that most learners had not mastered the writing skill which is the most difficult skill to acquire.

While most of the pupils had legible handwriting in their compositions, their spelling was extremely poor. The following are examples of poor spelling: *taid* instead of tired, *driming* instead of dreaming, *cach* instead of catch, *finis* instead of finish, *brothe* instead of brother, *lauch* instead of lunch, *praviouse* instead of previous, *bathday* instead of birthday, *becouse* instead of because, *cusine* instead of cousin and *maiz* instead of maize. Most of them could not construct complete sentences. Their attempt to use vocabulary was hampered by their poor spelling. Their attempt to use expressions or to create interest by using figurative language did not achieve the desired effect. For example, many pupils referred to going to take a bath

as going to **'the frog's kingdom'**. Some said I love my aunt or my friend or my mother **'like bananas'** which did not create the intended effect.

Most of the pupils did not seem to understand paragraphing and even when they used spaces to separate sentence, such spacing was arbitrary and had nothing to do with the flow of ideas. Some started every sentence on a new line. Punctuation was not used or very poorly used. Commas and full stops were used without good reason. Instead of writing one coherent story, most pupils wrote about many different things, which were not connected, and therefore their work lacked fluency and connectedness as it was in bits and pieces. Sometimes they wrote things that were not relevant to what they wanted to say. For most of the compositions, the ideas were not presented in any order. Most of the compositions were devoid of creativity. Pupils wrote about their birthday party, a visit to the museum an accident or wedding. They mainly talked about food and eating.

The study sought to find out the pupils test scores by range for grammar, vocabulary, comprehension and composition. This information is presented in Table 4.11.

Table 4.11

*Pupils English Achievement Test Scores by Range*

English test	Range of test score out of 20 marks and number of				Total
	pupils scoring within range				
	0-5 marks	6-10 marks	11-15 marks	16-20 marks	
Grammar (Frequency)	25	147	354	210	736
%	3.4	20.0	48.1	28.5	100
Vocabulary (Frequency)	89	228	315	104	736
%	12.1	30.9	42.9	14.0	100
Comprehension (Frequency)	87	297	272	80	736
%	11.8	40.4	37.0	10.9	100
Composition (Frequency)	94	371	265	6	736
%	12.8	50.4	36.0	0.8	100

Table 4.11 shows that in Grammar, 76.63% of the pupils scored above 10 marks, which was above the pass mark of 10 marks out of 20, but 23.37% scored below the pass mark. Pupils performed best in this part of the test which compares poorly with Composition writing where only 36.83% were able to score above 10 marks out of 20. In Vocabulary and Reading Comprehension, pupils scoring above 10 marks were 56.95% and 47.83%, respectively.

In Composition, out of the 736 pupils who took the test, 12.77% scored five marks or below out of 20 marks. Pupils at this level cannot communicate intelligibly in written English. A majority of 50.41% also scored below the pass mark. These results are similar to those found in KCPE reports of 2003-2013 by KNEC, which

have examples of compositions written by KCPE candidates which are not intelligible. It is shown that more than 10% of the pupils did not seem to have learnt much by way of writing compositions. This situation is unlikely to change unless deliberate remedial measures are urgently taken. The results also show that most learners are average and very few of them are achieving at the desired competency level score of 70% and above.

#### **4.6 Relationship between Lesson Planning and Achievement in English**

##### **4.6.1 Teacher and Head Teacher Responses**

The first objective of the study was to examine the relationship between lesson planning and learner achievement in English in public primary schools in NCC. For this objective, lesson planning was the independent variable while achievement in English was the dependent variable. For this objective one null hypothesis was formulated. The Null hypothesis (Ho1): Stated, “there is no relationship between use of lesson planning and standard four pupils’ achievement in English in primary schools in NCC”. Table 4.12 presents teachers’ responses on the use of lesson plans.

Table 4.12

*Teachers’ and Head Teachers’ Responses on the Use of Lesson Plans*

Response	Teacher responses - always using lesson plan		Head teacher responses – teachers always using lesson plan	
	Frequency	Per cent	Frequency	Per cent
	Yes	18	78.3	19
No	5	21.7	5	20.8
Total, %	23	100.0	24	100.0

Majority of the teachers (78.3%) said that they always used lesson plans for teaching, while 21.7% of the teachers said that they did not always use lesson plans.

The head teachers' responses were similar to the teachers' responses. Majority of the head teachers (79.2%) said that teachers always taught using a lesson plan while 20.8% said that teachers did not always teach using a lesson plan.

#### **4.6.2 Results of Lesson Observation on the Use of Lesson Plans**

The lesson observations showed that all the teachers had incomplete lesson plans. The completeness of the lesson plans varied from teacher to teacher. Some teachers had "lesson plans" which indicated the topic to be taught and the page of the textbook where the topic was located. Some teachers had written-down notes or points to which they seemed to refer to occasionally. They mainly referred to the textbook and wrote a large portion of the lesson on the board. This was mainly because pupils were sharing textbooks and so many of them could not access the contents of the lesson from the textbook. Strictly speaking, the teachers did not have what could be termed as lesson plans.

The findings of this study are in agreement with Imonje (2011) who, in her study conducted in NCC primary schools found out that 53% of the teachers were not using lesson plans and the rest had incomplete lesson plans. However, although the lesson plans were not elaborately written and in many cases almost non-existent, it was evident that the teachers had read and understood the content of the lesson and they had thought out the method and procedure for delivering the lesson.

#### **4.6.3 Evaluation of the Use of Lesson Plans and Lesson Delivery**

To capture how the lessons were planned and taught the lessons were evaluated and graded using a four-point scale of low, satisfactory, good and excellent where low was 25%, satisfactory 50%, good 75%, and excellent above 75%. Results of this evaluation are presented in Table 4.13.



Table 4.13

*Results of Lesson Observation*

Likert scale	Lesson Planning		Use of collaborative methods		Utilization of instructional resources		Maintenance of classroom communication		Use of assessment tests	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
Excellent	5	20.8	4	16.7	2	8.3	6	25.0	0	0.0
Good	14	58.3	15	62.5	11	45.8	14	58.3	18	75.0
Satisfactory	4	16.7	4	16.7	11	45.8	4	16.7	6	25.0
Low	1	4.2	1	4.2	0	0.0	0	0.0	0	0.0
N/%	24	100.0	24	100.0	24	100.0	24	100.0	24	100.0

From Table 4.13 it can be seen that only 4.2% lessons were rated 'low', while 16.7% lessons were rated 'satisfactory'. At 58.3%, the majority of the lessons were rated as 'good', and 20.8% were rated as 'excellent'. The results show that despite the challenges teachers were facing, they delivered the lessons quite well. This could be because the teachers were experienced and qualified. The lesson observations were in relative agreement with the head teachers' views as 78.3% of them said that teachers in their schools always planned and taught their lessons well. A combination of 58.3% which were rated good and 20.8% which were rated excellent gives a percentage of 79.1% which is close to the head teachers rating of 78.3%.

#### **4.6.4 Challenges Faced by Teachers in Using Lesson Plans**

In this study teachers reported that they had difficulties preparing lesson plans due to their heavy workloads and having to teach many other subjects. On average the teachers were teaching 30 lessons a week, which translated to six lessons a day and on average each teacher taught three other subjects besides English. The teachers also reported that following a lesson plan strictly was difficult as learners did not always understand the content easily forcing teachers to repeat the lesson or part of the lesson for the learners to understand and the objectives to be achieved. The lesson time was only 35 minutes and one often ended up teaching very little of what was planned.

Teachers also said that there were many slow learners and non-readers in the class and so teachers would adjust the teaching to try to address the needs of these slow learners. There were also many pupils who were admitted in the course of the term and came with poor backgrounds in English and so they derailed the progress of the lesson. They also said some lessons were missed as a result of weather conditions

or co-curricular activities and other non-academic programmes. This forced the teachers to adjust their teaching to make up for lost time.

Some teachers reported that using lesson plans was too restrictive and did not give them room to be innovative and to address different challenges in the classroom. It was also difficult to follow the timings of the various activities as stipulated in the lesson plan, as activities usually took longer than expected. Other teachers said that shortage of teaching and learning materials such as textbooks, dictionaries and teaching aids made it difficult to follow a lesson plan. The teachers who said they did not use lesson plans also said they did not have time to plan as lesson planning was time-consuming and it was boring to keep on lesson planning as you might never cover the syllabus. Time was spent checking pupils' homework and many learners did not do their assignments due to shortage of textbooks. Some of the lesson time was spent on such unfinished assignments.

In Imonje (2011) teachers said they were not able to plan the lesson on paper as it was often difficult to follow a written lesson plan due to the large classes, the many non-readers, and slow learners who made it necessary for the teacher to adjust the pace of instruction to include them. The findings of the current study are also similar to those obtained in a study conducted in primary schools in Muranga, (Gachahi, 2014). In the Muranga study, the researcher found out that 85% of the teachers had incomplete lesson plans and 63% of the teachers repeated lessons already taught so as to cater for slow learners who did not understand the lesson the first time it was taught.

#### **4.6.5 Quality Assurance and Standards Officers on Use of Lesson Plans**

The quality assurance and standards officers (QASO) reported that whenever they inspected schools they found teachers using lesson plans. This was because whenever they planned to visit a school, they called the school in advance and informed the teacher about the inspection. The teachers therefore would prepare the lesson plans and all the other professional documents in advance. The purpose of doing this was to remove the hostility between the teachers and the inspectors and so that teachers did not feel ambushed by the inspectors. The officers also said the teachers were not always free with them and the teachers were not always willing to discuss their challenges with the QASO. The QASO said they always had a meeting with the teachers after the lesson. During such meeting they would give any required advice on use of lesson plans.

#### **4.6.6 Head Teachers' Responses on Facilitation of the Use of Lesson Plans**

The head teachers said that to facilitate lesson planning by teachers of English they checked teachers' lesson plans regularly with the support of deputy head teachers, panel heads and senior teachers. They also provided the teachers with the required materials such as syllabuses, lesson preparation books, textbooks, Manila paper, felt pens and pin boards. Head teachers reported that it was a requirement for teachers to prepare lesson plans and submit them for checking and stamping once a week. They also said that they occasionally supervised lessons and reminded teachers about lesson planning during staff meetings. These responses by head teachers show that they attach great importance to lesson planning and quality lesson delivery.

#### 4.6.7 Hypothesis Testing on Use of Lesson Plans

The null hypothesis ( $H_0$ ) is that there is no relationship between use of lesson plans and standard four pupils' achievement in English in primary schools in Nairobi City County. This hypothesis was tested using Pearson's correlation coefficient  $r$ . Results are presented in Table 4.14.

Table 4.14

*Correlation between Use of Lesson Plans and Achievement in English*

Use of lesson plans		Always teach using a lesson plan	English
Always teach	Pearson Correlation	1	-.086
English using a lesson plan	Sig. (2-tailed)		.689
	N	24	24
English	Pearson Correlation	-.086	1
	Sig. (2-tailed)	.689	
	N	24	735

The question whether teachers 'teach English using a lesson plan' has a negative correlation insignificant value of  $r = -0.086$  indicating that using a lesson plan has no correlation with learner achievement in English. During the English lesson observations for this study it was established that teachers did not use elaborate written lesson plans when teaching English. It was also established that despite not using lesson plans teachers delivered their lessons satisfactorily. Similar results were reported by Imonje (2011) and Gachahi (2013). The measure of two-tailed significance is also way above the required 0.05 level. The null hypothesis  $H_{01}$  is therefore accepted.

## **4.7 Collaborative Teaching Methods and Achievement in English**

### **4.7.1 Introduction**

The second objective of the study was to establish the relationship between the use of collaborative teaching methods and standard four pupils' achievement in English in NCC. The dependent variable for this objective was the pupils' achievement in the English test administered in the course of the study. Use of collaborative teaching methods by the teachers was the independent variable. These methods included among others group discussions, telling stories, debates, reading compositions to other pupils, reciting poems, role-play and group assignments. The Null hypothesis (Ho2): states that "there is no relationship between use of collaborative teaching methods and standard four pupils' achievement in English in primary schools in Nairobi City County".

### **4.7.2 Teachers' Responses on the Use of Collaborative Teaching Methods**

Majority of the teachers (79.2%,) agreed that pupils used group discussions during the English lesson while 20.8% said that their pupils did not engage in group discussions during the lesson. Majority of the teachers 95.8% agreed that pupils used story telling during the lesson while 4.2% said that story telling was not used during the English lessons. Majority of the teachers (58.3%) agreed that pupils engaged in debate during the English lessons while 41.7% said that pupils did not engage in debates during the English lessons.

Again, most of the teachers, (70.8%), reported that drawing and painting were never used as methods of teaching during the English lesson while 29.2% of the teachers said that drawing and painting were used as methods of teaching English. Majority of the teachers (70.8%) said pupils read their compositions to others during

the English lesson, while 29.2% disagreed. Majority of the teachers agreed that pupils recited poems during the English lesson while 37.5% disagreed. About use of role play, 70.8% affirmed that role play was used during English lessons while 29.2% said role play was not used during English lessons. Dramatization was used by 66.7% of the teachers but 33.3% never used it. Most of the teachers, 70.8%, disagreed that teachers gave group assignments as a method of teaching English while 29.2% of the teachers agreed that group assignments were given as a way of facilitating the teaching of English.

#### 4.7.3 Lesson Observation on Use of Collaborative Teaching Methods

The lesson observation sought to establish the teacher use of collaborative teaching methods. Table 4.15 presents the results obtained.

Table 4.15

*Lesson Observation Results on Use of Collaborative Teaching Methods*

Likert scale	Frequency	Per cent
Low	1	4.2
Satisfactory	4	16.7
Good	15	62.5
Excellent	4	16.7
Total	24	100.0

The results in Table 4.15 show that 4.2% of the teachers were rated low in the use of collaborative teaching methods, 16.7% were rated satisfactory, while 62.5% were rated good, and 16.7% were rated excellent. These results therefore show that most of the teachers were using collaborative teaching methods. Some of the methods observed were: question and answer method, working in pairs or groups of three, exchanging books for learners to read each other's work, marking each other's work

and reading aloud in turns. For reading aloud, the teacher picked only the pupils who put up their hands. Storytelling, debates, role-play, dramatization and other methods were not observed. Perhaps this is because only one lesson was observed and these methods were not suitable for the particular lessons observed. From the teachers use of question and answer method however, it was noted that many pupils were timid and had difficulties in responding in complete sentences. They responded better when the answer required one word and in many cases, their pronunciation of English words was poor. The teacher spent some time correcting the pronunciation and often involved other learners to pronounce the words. In such classes, collaborative methods such as storytelling, debates, dramatization and role play would be difficult to use due to the learners' limited mastery of the English language and their poor speaking skills. This shows that at standard four most learners in public primary schools in NCC have not acquired the expected competencies spelt out in the standard syllabus.

#### **4.7.4 Quality Assurance and Standards Officers on Use of Collaborative Teaching Methods**

The quality assurance and standards officers reported that it was not always easy for them to identify the kind of methods that the teachers were using. This was attributed to the fact that in many cases they were not subject specialists in the subjects they inspected since they were understaffed. They were therefore not aware of the most suitable methods for most of the subjects they inspected. Their work was to look at the overall delivery of the lessons without putting emphasis on special methods used and the content delivered. These findings are similar to those reported in Kithuka (2009). On the occasions when they inspected subjects in which they were



specialised they would inspect the lesson delivery in detail by assessing the methodology used and the content delivered.

#### **4.7.5 Hypothesis Testing on the Use of Collaborative Teaching Methods**

The objective of this enquiry was to establish the relationship between the use of collaborative teaching methods and standard four pupils' achievement in English in Nairobi City County. The null hypothesis ( $H_0$ ) is that there is no relationship between the use of collaborative teaching methods and standard four pupils' achievement in English in Nairobi City County. Nine questions on use of collaborative methods were asked and results of Pearson 'r' correlation are presented in Table 4.16.

Table 4.16

*Correlation between Use of Collaborative Teaching and Achievement in English*

Collaborative teaching practice		Achievement in English, 'r'
1. Pupils engage in group discussions during English lessons	Pearson Correlation	.124
	Sig. (2-tailed)	.565
	N	24
2. Storytelling during English lessons	Pearson Correlation	.042
	Sig. (2-tailed)	.846
	N	24
3. Engage in debate during English lessons	Pearson Correlation	-.012
	Sig. (2-tailed)	.955
	N	24
4. Pupils engage in drawing and painting during English lessons	Pearson Correlation	-.250
	Sig. (2-tailed)	.238
	N	24
5. Pupils read their compositions during English lessons	Pearson Correlation	.147
	Sig. (2-tailed)	.492
	N	24
6. Pupils often recite poems during English class	Pearson Correlation	-.047
	Sig. (2-tailed)	.826
	N	24
7. Role play is often used during English lessons	Pearson Correlation	.147
	Sig. (2-tailed)	.492
	N	24
8. Dramatization is often used during English lessons	Pearson Correlation	-.030
	Sig. (2-tailed)	.889
	N	24
9. Teacher often gives group assignments	Pearson Correlation	.082
	Sig. (2-tailed)	.705
	N	24

The question whether pupils engage in group discussion during English lesson has an  $r$  value of 0.124 indicating that it has a small positive correlation with learner achievement. The question whether pupils read their compositions to each other during the English lesson has an  $r$  value of 0.147 also indicating that it has a small positive correlation with learner achievement. Use of role-play during English lessons has an  $r$  value of 0.147, also indicating a small positive correlation with learner achievement. These positive correlations with achievement are proof that the more each of these practices were used, the better would be pupils' achievement in English. Whether pupils engaged in drawing and painting during English lessons has a small negative  $r$  value of -0.250 denoting negative correlation i.e. the more they used drawing and painting, the less they achieved in English. The question whether storytelling, debate, reciting poems and dramatization were used during the English lesson has no correlation with learner achievement as they return values that all fall below  $r = 0.1$ . Whether the teacher gives group assignments to pupils has an  $r$  value of 0.082 indicating no correlation with learner achievement.

On the strength of these results, the null hypothesis  $H_{O2}$  is accepted.

#### **4.8 Utilisation of Instructional Resources and Achievement in English**

##### **4.8.1 Presentation of the Third Objective**

The third objective of the study was to examine the relationship between utilisation of instructional resources and standard four pupils' achievement in English in NCC. For this objective, one null hypothesis was formulated ( $H_{O3}$ ): stating that, "There is no relationship between utilisation instructional resources and standard four pupils' achievement in English in primary schools in NCC". The independent variable

for this objective was utilisation of instructional resources while achievement in English was the dependent variable.

#### 4.8.2 Teachers Responses on the Utilisation of Instructional Resources

Most of the teachers, (75%) (N=24), agreed that teaching took place in comfortable well-maintained classrooms while 25% disagreed with the statement. Again, 80% of the teachers said they had a table and comfortable chair while 20% of the teachers said they did not have a table and comfortable chair. This meant that a sizable proportion of the teachers did not have a desk where they could place their books and other teaching materials. Many of the teachers' tables and desks were found to be in bad state of repair. Majority of the teachers (75%) said they had a copy of the English syllabus but 25% said they did not have a copy of the syllabus. Also a majority of the teachers (75%) said they used a variety of textbooks to prepare for lessons while 25% said they did not use a variety of textbooks to prepare their English lessons.

Responding on whether each pupil had a desk and chair, 58.3% of the teachers disagreed while 41.7% of the teachers affirmed. Table 4.17 presents results on utilisation of desks and chairs for pupils and tables and chairs for teachers.

Table 4.17

*Availability of Desks, Tables and Chairs for Pupils and Teachers*

Response	Each pupil has desk and chair		Teacher has table and chair	
	Frequency	Per cent	Frequency	Per cent
True	10	41.7	19	79.2
False	14	58.3	5	20.8
Total	24	100.0	24	100.0

Observation confirmed that most of the pupils' furniture was however, in bad state of repair. In some schools, pupils shared desks and sat facing each other instead of facing the front of the class and the teacher.

Majority of the teachers (58.3%) agreed that pupils had all the exercise books they needed for English while 41.7% said pupils did not have all the exercise books they needed. All the teachers (100%) said that pupils did not have enough textbooks. More than half of the teachers (56.5%) said the class did not have a class library while 43.5% agreed that the class had a class library. On the use of borrowed library books by pupils, 54.2% of the teachers agreed that pupils used books borrowed from the class library while 45.8% said that pupils did not use books borrowed from the class library. A majority of 66.7% of the teachers disagreed that pupils read and exchanged class readers often while 33.3% said it was true that pupils read and exchanged class readers often. The class libraries observed were in the form of cupboards. Many of them were rather old and the few class readers in them were poorly arranged. Records on the borrowing of books were not well kept.

#### **4.8.3 Head Teachers Responses on the Utilisation of Instructional Resources**

Majority of the head teachers (59.1%) reported that the pupils did not have enough textbooks while 40.9% of the head teachers reported that pupils had enough textbooks in the class. Concerning exercise books, 86.4% of the head teachers reported that pupils had enough exercise books while 13.6% reported that pupils did not have enough exercise books. About whether parents contributed to the procurement of instructional materials, 59.1% of the head teachers responded in the affirmative while 40.9% said that parents were not involved in providing this learning resource.

The study sought to establish whether the school had a functional library. According to 65% of the head teachers, schools had a school library and 35% of the head teachers reported that the schools had no library. A look at the libraries however, revealed that they were old and poorly maintained. Most of them were mere bookstores with very old books most of which were not useful for the teachers or the learners.

From the head teachers' responses, 86.4% of them said that pupils had enough exercise book as compared to 58.3% of the teachers. This shows that the head teachers and the teachers do not agree on actual provision and utilisation of exercise books in the standard four classes.

All the teachers said that the provided textbooks were not enough and the researcher confirmed this fact during the lesson observations. From the head teachers' responses however, 59.1% indicated that the textbooks were not enough and 40.9% said that the textbooks were enough. This is an indication that teachers and head teachers do not agree on the provision of textbooks in standard four. When head teachers believe that the books are enough, they are not likely to facilitate additional provision.

#### **4.8.4 Observations on the Distribution of Textbooks to Pupils**

The researcher observed that in some classes there were as few as five textbooks shared among all thirty or more pupils. Where a class had textbooks that two or three pupils shared, in many instances these books were torn and had several missing pages. During some lessons some textbooks could not be used because they did not have pages that the lesson was based on. This meant that the pupils were forced to keep their books aside and share the few books that were usable thus

lowering the book/pupil ratio. In most cases, the teacher was forced to write most of the content of the lesson on the board. Writing on the board consumed a big portion of the lesson time and so the teacher would be unable to cover the content that they intended to cover within the time of the lesson. Standard lessons were 35 minutes for a single lesson and 70 minutes for a double lesson. Teachers reported that loss of books was common as new books would be systematically stolen and sold on the streets. These views are also recorded in NCC (2014).

#### **4.8.5 Lesson Observation on Utilisation of Instructional Resources**

The lesson observation sought to find out how the teachers were utilising the teaching and learning resources. In this respect, no teacher was rated low while 45.8% were rated satisfactory, 45.8% were rated good while 8.3% were rated excellent. The results show that teachers were utilising the available resources effectively. These findings are contrary to those reported by Odundo (2005) where the researcher found out that most teachers were not using instructional resources for teaching business studies. It was observed that many pupils did not have pencils rubbers, rulers and sharpeners. This observation was contrary to the findings by Imonje (2011) where the researcher found out that most of that learners had all the materials they needed.

#### **4.8.6 Factors Affecting Utilisation of Instructional Resources**

When pupils sat the English test, many did not have pencils, rubbers and sharpeners. The invigilator allowed them to borrow from their fellow pupils and in some cases from pupils in other classes. This was contrary to the findings by Imonje (2011) where 80.7% of the pupils reported adequate instructional resources, which boosted teaching and learning. In the current study, teachers reported that utilisation of teaching and learning materials was adversely affected by pupils who transferred

from one school to another taking away learning materials with them. It was common for pupils to transfer from public schools to private schools or to non-formal schools also referred to as complementary schools.

It was also established that many pupils were moving back from private or complementary schools due to the new policy of admission to secondary Form One which seems to favour children from public schools. In the process of moving from school to school, many textbooks, exercise books, pens, pencils and other writing materials get lost. Schools are finding it difficult to keep track of book losses and to maintain efficient replacement.

#### **4.8.7 Quality Assurance and Standards Officers on Use of Instructional Resources**

The QASOs said that when they inspected lessons they expected the teacher to utilise instructional resources effectively to deliver the lesson. They said in their assessment most of the teachers utilised the available resources well. They said they were aware of the shortage of teaching materials and the poor condition of some of the furniture in the classes. They agreed that the shortage of textbooks had a negative impact on the teaching of English. They said they normally wrote reports to the authorities on their observations about instructional resources but their reports were often not acted upon.

#### **4.8.8 Measures for Improving Utilisation of Instructional Resources**

Teachers suggested that to improve the utilisation of instructional resources the government should provide more funding to schools to procure sufficient instructional resources. They expressed views like involvement of more donors and engagement of more stakeholders, provision of the actual materials instead of funds



by the government since funds were easily mismanaged, and involvement of parents in cost-sharing arrangements. The government should let the parents know that FPE was not really free and that they needed to provide some of the materials. Parents and communities should be sensitised on the need to supplement the government funding. Materials should also be procured in good time so that they can be utilised when they are needed most. Books should be bought early in the year instead of being bought in small batches as is currently the case. There should be strict auditing to ensure transparency and accountability in the purchase and disbursement of instructional materials. Proper mechanisms should be put in place to ensure those materials were properly handled and those lost were replaced.

Teachers reported that most parents were not supportive of efforts to procure teaching and learning materials because the government had given them the impression that primary education was free. Parents claimed that they could not afford to contribute anything under the pretext that primary school education was ‘free’.

#### **4.8.9 Hypothesis Testing on the Utilisation of Instructional Resources**

The objective was to examine the relationship between utilisation of instructional resources and standard four pupils’ achievement in English in NCC. The null hypothesis ( $H_03$ ) states that there is no relationship between utilisation of instructional resources and standard four pupils’ achievement in English in Nairobi City County. Ten questions regarding instructional resources were asked with Yes/No responses and the responses were analysed for Pearson correlation and presented in Table 4.18.

Table 4.18

*Correlation between Utilisation of Instructional Resources and Achievement in English*

Instructional resource		Achievement in English, 'r'
1. Teaching often takes place in comfortable well maintained classrooms	Pearson Correlation	.312
	Sig. (2-tailed)	.137
	N	24
2. Each student has a desk and chair	Pearson Correlation	-.083
	Sig. (2-tailed)	.701
	N	24
3. Pupils have all exercise books needed for English	Pearson Correlation	.109
	Sig. (2-tailed)	.613
	N	24
4. Each pupil has the required English text book	Pearson Correlation	.246
	Sig. (2-tailed)	.246
	N	24
5. Pupils read and exchange class readers often	Pearson Correlation	-.060
	Sig. (2-tailed)	.780
	N	24
6. Teacher has a copy of the English syllabus	Pearson Correlation	.332
	Sig. (2-tailed)	.113
	N	24
7. Pupils use books borrowed from the class library	Pearson Correlation	.244
	Sig. (2-tailed)	.251
	N	24
8. Pupils have a class library	Pearson Correlation	.144
	Sig. (2-tailed)	.511
	N	23
9. Teacher uses a variety of textbooks to prepare for lessons	Pearson Correlation	-.150
	Sig. (2-tailed)	.484
	N	24
10. Teacher has a table and comfortable chair	Pearson Correlation	.375
	Sig. (2-tailed)	.071
	N	24

The question on whether teaching takes place in comfortable well-maintained classrooms has positive medium correlation with  $r = 0.312$  indicating that when the teaching environment is comfortable, learners achieve better in English. Each student has a desk and chair has no correlation at an  $r$  value of minus 0.083. Pupils have all exercise books needed for English has a positive small correlation of  $r = 0.109$ . Each pupil has the required English textbook has a small positive correlation of 0.246. 'Pupils read and exchange class readers' has no correlation at an  $r$  value of minus 0.060. Teacher has a copy of the English syllabus has a positive medium correlation of 0.332 meaning teachers having copies of the English syllabus contributes positively towards pupil achievement in English. Pupils use books borrowed from the class library has a small positive correlation of 0.244 meaning that borrowing books and reading widely improves pupils' achievement in English. Pupils have a class library has a small positive correlation of 0.144. Teacher uses a variety of textbooks to prepare lessons has a small negative correlation of -0.150. Teacher has a table and comfortable chair has a positive medium correlation of 0.375. This translates to a teacher being relatively comfortable in the class environment. Overall, there is positive correlation between the use of instructional resources and achievement in English but it is not significant because none of the questions returned a two-tailed significance value of less than 0.05. Because of these results depict no significant correlation, the null hypothesis ( $H_03$ ) is accepted.

## **4.9 Relationship between Multilingual Classroom Communication and Achievement in English**

### **4.9.1 Introduction**

The fourth objective of the study was to establish the relationship between multilingual classroom communication and standard four pupils' achievement in English in NCC. For this objective, the null hypothesis was: Ho4: "There is no relationship between multilingual classroom communication and standard four pupils' achievement in English in primary schools in NCC".

### **4.9.2 Head Teachers' Responses on Multilingual Classroom Communication**

All the head teachers (100%) reported that pupils were expected to speak English in school and all again reported that despite this expectation, pupils spoke other languages in school. Most of the head teachers (90.95%) agreed that speaking other languages affected pupils' achievement in English. Only 9.1% of the head teachers said that use of other languages did not affect learner achievement in English.

### **4.9.3 Teachers' Responses on Multilingual Classroom Communication**

Table 4.19 has the results obtained teachers on the use of multiple languages in the classroom by both teachers and pupils.

Table 4.19

*Multilingual Classroom Communication*

Response	Pupils use 'Sheng' in class		Teacher uses Kiswahili during English lessons		Pupils use mother tongue during English lessons		Teacher uses mother tongue during English lessons	
	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
True	21	87.5	18	75.0	4	16.7	1	4.2
False	3	12.5	6	25.0	20	83.3	23	95.8
Total	24	100.0	24	100.0	24	100.0	24	100.0

According to 87.5% of the teachers, pupils often spoke “Sheng” in class. Only 12.5% of the teachers said pupils did not speak ‘Sheng’ in class. Majority of the teachers (75.0%) again agreed that they too often used Kiswahili during English lessons. Most teachers (83.3%) said that pupils did not use Mother Tongue during English lessons while 16.7% of the teachers agreed that pupils used MT during English lessons. Majority of the teachers (95.8%) said that teachers did not use MT during English lessons. A small 4.2% agreed that teachers sometimes used MT during English lessons. Majority of the teachers at 83.3% agreed that many pupils were not fluent in English, while only 16.7% disagreed that many pupils were not fluent in English. For the above responses, it was found that the standard four classes in NCC were multilingual where English, Kiswahili, ‘Sheng’ and Mother Tongue were all used as languages of instruction to varied degrees.

Lesson observation showed that no lesson was rated low in terms of multilingual classroom communication while 16.7% of the lessons were rated

satisfactory, 58.3% were rated good, and 25.0% were rated excellent. This means that the observed lessons applied English for the greater part of the lesson.

#### **4.9.4 Efforts made by School Administration to Ensure Pupils Speak English in School**

Schools have set rules such as compulsory use of English from Monday to Thursday i.e. four out of five days in the week, while on Fridays learners are allowed to speak Kiswahili. In some schools, Kiswahili speaking is allowed for two days and the rest of the week learners are expected to speak English. Learners are encouraged to communicate in English in school as English is the medium of instruction in schools. By introducing discs, monitors, storybooks, and light punishment like rebuking those found speaking vernacular languages, schools hope to inculcate the need to speak English. Pupils are encouraged to speak English more than Kiswahili since examinations are set in English. Learners are however, encouraged to speak English without being coerced to do so. The school administration sets an example by making announcements in English at morning assembly, in social meetings, and using it to teach. To promote the standards of English pupils who perform best in English are awarded gifts.

Schools are making an effort to encourage the speaking of English but it is also true that English is facing stiff competition from Kiswahili, which is also an official language and an examinable subject. The fact that teachers are allocating more time to the speaking of English than Kiswahili shows that teachers realise the importance of English as the medium of instruction and the language of examinations. It is also clear that speaking of vernacular languages is discouraged but the slight punishment given for speaking Mother Tongue might not be sufficient deterrent. It is

however, interesting to note that, despite 87.5% of the teachers in this study saying pupils spoke Sheng during English lessons and 90.95% of the head teachers agreeing that speaking other languages affected learner achievement in English, the head teachers did not report making any attempts to stop the speaking of ‘Sheng’ in public primary schools in NCC.

#### **4.9.5 Quality Assurance and Standards Officers on Multilingual Classroom Communication**

The QASO reported that they were aware of the language policy but they made no attempts to enforce the policy. They also said that although government officials often indicate that speaking of ‘Sheng’ affected learners’ achievement in English, no government regulations had been formulated on its use in schools. They said the school regulations that required pupils to speak English and Kiswahili in school were commendable. They were aware that speaking Mother Tongue was discouraged in schools in order to promote English and Kiswahili. They agreed that discouraging local languages was not good for cultural development. The QASOs said that they let schools interpret and use the language policy in the way that suited them.

#### **4.9.6 Hypothesis Testing on the Relationship between Multilingual Classroom Communication and Achievement in English**

The objective was to establish the relationship between use of multilingual classroom communication and standard four pupils’ achievement in English in NCC. The null hypothesis ( $H_04$ ) states that there is no relationship between multilingual classroom communication and standard four pupils’ achievement in English in primary schools in Nairobi City County.

Questions on classroom communication practices included use of Sheng, use of Kiswahili, use of mother tongue, pupils speaking English in school all the time, and whether many pupils were fluent in English. Data obtained was correlated with achievement in English and the Pearson correlation results are presented in Table 4.20.

Table 4.20

*Correlation between Classroom Communication and Achievement in English*

Classroom communication practices		Achievement in English, 'r'
1. Pupils use Sheng in English class	Pearson Correlation	-.182
	Sig. (2-tailed)	.395
	N	24
2. Teacher uses Kiswahili during English lessons	Pearson Correlation	.037
	Sig. (2-tailed)	.864
	N	24
3. Pupils use mother tongue during English lessons	Pearson Correlation	-.432*
	Sig. (2-tailed)	.035
	N	24
4. Teacher uses mother tongue during English lessons	Pearson Correlation	-.212
	Sig. (2-tailed)	.319
	N	24
5. Pupils always speak English in school	Pearson Correlation	-.175
	Sig. (2-tailed)	.413
	N	24
6. Many pupils are not fluent in English	Pearson Correlation	.192
	Sig. (2-tailed)	.368
	N	24

\*. Correlation is significant at the 0.05 level (2-tailed).



The question on whether pupils use 'Sheng' in the English class has a small insignificant correlation of -0.182. This result means that as pupils use 'Sheng' more, the poorer they perform in English but the result is not significant. Whether the teacher uses Kiswahili during the English lesson has no correlation with achievement in English as it presents an r value of 0.037 which falls way below the minimum of  $\pm 0.1$ . Pupils use mother tongue during English lessons returned a medium r value of minus 0.432 and a two-tailed significance value of 0.035. This is proof that the more pupils use MT during English lessons, the poorer they are likely to perform in English. Whether teacher uses MT during English lessons has a small negative correlation of minus 0.212, which means that teachers use of MT during English lessons negatively affects pupils' achievement in English. The r value for pupils always speak English in school at -0.175 indicates that it has a small negative correlation. Many pupils are not fluent in English returned a small insignificant positive r value of 0.192 meaning that it does not affect their achievement in English.

Since there is a significant positive correlation between pupils' use of mother tongue in class during English lessons and achievement in English, the null hypothesis  $H_{04}$  that there is no relationship between multilingual classroom communication and achievement in English is rejected.

#### **4.10 Relationship between use of continuous Assessment Tests and Achievement in English**

##### **4.10.1 Introduction**

The fifth objective of the study was to examine the relationship between use of continuous assessment tests and standard four pupils' achievement in English in NCC. For this objective, one null hypothesis was formulated thus:  $H_{05}$ : "There is no

relationship between use of continuous assessment tests and standard four pupils' achievement in English in primary schools in Nairobi City County”.

#### **4.10.2 Head Teachers and Teachers Responses on the Use of Continuous Assessment Tests**

According to the head teachers, a variety of methods were used to set the assessment tests used by standard four teachers of English. In the course of teaching, teachers set continuous assessment tests based on the topics covered which they administer to their pupils on weekly or monthly basis. Some teachers also gave short quizzes based on each topic they taught and others used the revision questions from the textbooks and the teachers' guides. Some head teachers said that teachers used past examination papers to set the tests, which they administered to their pupils. Many head teachers reported that they bought commercially developed tests from printers and exchanged such tests with other schools.

Head teachers also reported that assessment tests were also set and conducted at zonal, divisional and sub-county levels. Teachers of English set the questions according to topics and submitted them to the zonal, divisional or sub-county examination panels who then moderated the questions and constructed the assessment tests in a pool. The tests were then printed and then distributed to the subscribing schools. The tests that were set by panels were administered at the beginning of the term, end of the term, or end of the year and their results were mainly used for ranking the schools at Zonal, Divisional or Sub-County levels. Majority of the teachers (61.9%) gave three tests per term, 19.0% gave two tests per term and 9.5% gave four tests. It was also reported that 59.1% of the teachers had no difficulties

marking pupils' work in good time but 40.9% said that marking of pupils' work in good time was a challenging task.

The above data confirms that testing at primary school level in NCC is a rigorous activity that takes a substantial portion of the teacher's time and the pupils' learning time. While testing is important for identifying learners' weaknesses and helping them to improve, the assessment tests conducted in primary schools are mainly for ranking pupils. They are also set in the KCPE format with the purpose of training pupils to handle KCPE. These tests have a negative impact on teaching and learning as the teaching is reduced to coaching and helping the learners pass KCPE at the expense of teaching them to develop command in the English language.

#### **4.10.3 Classroom Observation of the Use of Continuous Assessment Tests**

During lesson observation no lesson was rated 'low' neither was any rated 'excellent' in the usage of assessment tests. The lesson observations based their assessment on oral questions posed by the teachers during the lesson and pupils' responses, the written questions answered in the pupils' exercise books, and teacher activities such as going round the class marking pupils' work. Observation showed that assessment tests that were conducted by the teacher during the class were mainly derived from the textbook being used in a particular class as schools used different textbooks picked from those recommended by the MOE. This confirmed the information given by the head teachers.

Unlike the tests developed by panels and those developed by commercial developers, the classroom assessments by subject teachers were not influenced by KCPE. For example, during the lesson, pupils would engage in dictation, reading aloud and oral work - skills that are not tested at KCPE level. In classroom

assessment, pupils were not given multiple choice questions unlike the panel-set tests, commercial tests, and KCPE. They were also expected to answer questions in complete sentences unlike the format used for KCPE, which is restrictive and affects learner's expression and creativity.

#### **4.10.4 Teachers' Training in Item Writing and Test Construction**

The study sought to establish whether the standard four teachers of English had received adequate training in item writing and test construction. Of the interviewed head teachers, 68.2% agreed that teachers had received adequate training while 31.8% said teachers had not received such training. At least 69.6% of the teachers also reported having received adequate training in test development when they were in college, but 30.4% responded in the negative. Asked whether they had received further training in test development, 73.9% of the teachers said they had while 26.1% said they had had no such further training. From the responses by the head teachers and the teachers it can be seen that majority of the teachers had received training in item writing and test construction. A sizable proportion of the teachers however, required further training.

#### **4.10.5 Prevalence of Use of Commercially Developed Tests and Tests developed by School Panels**

Questionnaire results showed that 54.5% of the head teachers reported that commercially developed tests were used in their schools but 45.5% denied that such tests were used in their schools. The latter category reported that instead of commercial tests, their schools used tests developed by subject panels. This result was not confirmed by teachers of English as 73.9% of them admitted that they used commercially developed tests for their English class while only 26.1% reported not

using them. From the responses given by teachers and head teachers, it is clear that commercial tests and tests developed by school panels are in prevalent use in schools.

#### **4.10.6 Quality Assurance and Standards Officers on Use of Continuous Assessment Tests**

The QASO reported that the use of commercially developed tests and their administration at zonal, divisional and sub-county levels was against government regulations issued in 2008. This is when it was established that mock examinations were one of the major causes of school riots by students. Instead, teachers are expected to set their own tests and administer them to their pupils. Assessment tests set by school panels were allowed but they should be school-based or administered to a cluster of three or four schools. The QASO reported that although schools had been instructed not to use commercial tests as end of term, end of year or mock examinations, they continued to do so in disregard to the regulations.

These officers also observed that commercial test printers claimed to be licensed by the government and so they openly operated their examination businesses. According to the QASO, commercial tests were popular because they were used widely by private schools, which posted good KCPE results, and they were also said to be good predictors of KCPE examinations results. Although the QASOs agreed that using continuous assessment tests based on the KCPE format was detrimental to learner achievement, they said that enforcing the government regulations was an uphill task. Since they wanted the schools in their zones to perform well, enforcing the ban of the commercial tests was a dilemma.

#### **4.10.7 Analysis of Commercial and Panel Tests**

Standard four commercially developed tests and those developed by panels were analysed to determine their quality and suitability. Two categories of tests were found to be similar in that they were based on the standard four English syllabus and largely, they used the KCPE format. Overall, the tests developed by panel were found to be of better quality than those developed by commercial entities. The tests developed by panels had fewer errors and they were better in terms of syllabus coverage. This could be because only the best teachers were appointed to develop the tests and also because such test were also moderated by the same teachers.

*Presentation and layout.* An analysis of the standard four English commercially developed tests revealed that the quality of the paper used was cheap and was easily creased and defaced. The printing was also rather poor and many test papers had black ink marks on them. The papers were dull and therefore not attractive to the pupils who were attracted by colourful materials. The layout of the test was also not always user-friendly as content was squeezed in little space to save paper. This kind of presentation was not attractive especially for young learners. The commercial developers, who were out to make a profit, used cheap paper and squeezed the material in limited space to make them affordable for the schools most of which were not able to buy expensive well-spaced colour tests.

*Paper format.* Most of the tests comprised multiple-choice items set using the KCPE format. Learners were mostly expected to just tick the correct answers. In comprehension, for example, learners were never asked questions where they were expected to respond in complete sentences. Most of the time they were required to fill gaps and they were always given the choices of words to fill the gaps. The reason

given for this was that such tests were easier to mark and therefore teachers found them user friendly. In this type of testing however, learners get limited opportunity to use test-taking as an opportunity to practice sentence construction in order to sharpen their writing skills. Yet tests and assessment are also supposed to add instructional value by giving learners an opportunity to practice and sharpen their skills. Like KCPE, the tests administered in the schools were mainly norm-referenced, aimed at grading and comparing learners. These tests were used to compare and rank schools at Zonal, Divisional or Sub-county and County levels. At this, level tests are supposed to be criterion-referenced aimed at targeting each learner and ensuring that each learner acquires the expected competencies. Test set by class teacher targeting a particular class are more likely to be of instructional worth for the learners.

***Test correctness and accuracy.*** Some test items were found to have errors in spelling and in content. For example, many questions were not punctuated well as they did not have full stops at the end of the sentence. Here is an example:

“Underline the adverbs in the sentences below:

1. Children ate food hurriedly
2. She spoke loudly at the meeting
3. They lived happily with their parents”

Some instructions were written in bad English. For example:

“Choose the correct spelt word should have read, Choose the correctly spelt word.

There were cases where some instructions were not clear. For example:

“Choose the best to fill the gap.” The instructions do not say the best what.

Some items were not clear on the parts of speech to be tested. For example: “Write the opposite of the underlined words: I asked you a question but you did not\_\_\_\_\_.” Going by the stem of this item, “question” is a noun and therefore answer should also be in its noun form. The item should therefore read: “I asked you a question but you did not give me an \_\_\_\_\_?” The gap would then be filled with the word ‘answer’, which is in its noun form.

Some questions were not realistic in their choice of words. For example: “Give the opposite of the underlined word:

1. She was very clean after playing in the mud.

A. Dirty B. Untidy, C. Ugly D. Unclean”

The correct choice is ‘dirty’ but the question would have made better sense if it had read: “She was very dirty after playing in the mud”, because this is realistic. The correct answer, which is the opposite of ‘dirty’ would have been ‘clean’.

***Test completeness and balance.*** Some of the papers were not balanced in terms of syllabus coverage. They seemed to have many items covering grammar at the expense of vocabulary yet for learners to be good in English, they need to master a wide range of vocabulary, which they also need to use appropriately. Some of the comprehension passages were too short and too simple for the level. When tests are too easy for the level, they give the wrong impression to teachers and learners and make them adopt low standards. Teachers should set their own criterion-referenced tests pegged at the level of the learners aimed at identifying learners’ weaknesses and addressing them including those of slow learners.

***Appropriateness of the testing procedure.*** Tests and assessments are supposed to contribute to teaching and learning. It is therefore important for learners to see and



learn correct words and their correct usage. In all the standard four test papers examined, the strategy for testing spelling was by giving wrongly spelt words alongside the correctly spelt one, for example:

“Choose the correctly spelt word:

- A. Computerter
- B. Computer
- C. Combuter
- D. Compuiter”

A better method would be to juggle up the letters and ask the learners to put them together to come up with the word. Another example is:

“Choose the correct verb:

Miss Okoth \_\_\_\_\_ us English.

- A. Teach
- B. Tought
- C. Teaches
- D. Teachs”

The word *teachs* does not exist in the English language and the word *taught* is spelt badly so that it becomes an obvious wrong option *tought*. This is wrong for teaching purposes as choices should be plausible.

Some of the test items especially those from comprehension passages were so easy they tested trivia. For example:

“\_\_\_\_\_ looked up and smiled.

- A. Mr Kamau
- B. Mr karim

C. Mr Mutiso

D. Mr Mwagi”

It was very easy for the pupils to choose Mr Kamau as all they needed to do was to lift the name from the passage since the others were not there. A better question would have been: “Why did Mr Kamau smile?” Another example of a giveaway question is:

“Peter and Jane were \_\_\_\_\_ home from school.

A. Running

B. Walking

C. Hurrying

D. Run”

This was much too obvious since the first sentence in the passage read: “Peter and Jane were running home from school”.

#### **4.10.8 Hypothesis Testing on the Use of Assessment Tests**

The fifth objective of this study was to determine the relationship between use of assessment tests and standard four pupils’ achievement in English in NCC. The null hypothesis ( $H_0$ ) stated that there is no relationship between use of assessment tests and standard four pupils’ achievement in English in primary schools in Nairobi City County.

Five practices in use of assessment tests were investigated and results were correlated with the test results of the English achievement test administered on the pupils. The Pearson correlation coefficients, two-tailed significance values and N values are summarized in Table 4.21.

Table 4.21

*Correlation between Use of Assessment Tests and Achievement in English*

Practices in use of assessment tests		Achievement in English, 'r'
1. Received adequate training in test development	Pearson Correlation	-.236
	Sig. (2-tailed)	.279
	N	23
2. Ever received further training in test development	Pearson Correlation	.220
	Sig. (2-tailed)	.314
	N	23
3. Whether uses commercially developed tests for class	Pearson Correlation	.020
	Sig. (2-tailed)	.927
	N	23
4. How many tests do you give your class in a term?	Pearson Correlation	.143
	Sig. (2-tailed)	.537
	N	21
5. Able to mark pupils work comfortably	Pearson Correlation	-.114
	Sig. (2-tailed)	.612
	N	22

The question on whether teachers received adequate training in test development returned an  $r$  value of minus 0.236 which is a small negative insignificant correlation with pupils' achievement. Whether teachers ever received further training in test development returned an  $r$  value of -0.220 which is a small negative correlation and insignificant because with a two-tailed test of significance value of 0.314, it affects only 0.372 of the population. Whether teacher uses commercially developed tests returned an  $r$  value of 0.020 which is an indication that there is no correlation. The number of tests the teacher gives the class in a term indicates a correlation of  $r = 0.143$  which is a small insignificant positive correlation. Whether the teacher is able to mark the pupils' work comfortably has a small negative

insignificant correlation of  $r = -0.114$  which is an indication that inability to mark pupils books might negatively affect learner achievement.

None of the practices in use of assessment tests returned a two-tailed significant Pearson 'r' value. The null hypothesis  $H_0$  is therefore accepted.

#### **4.11 Summary of Chapter Four**

This chapter deals with data analysis, presentation, and interpretation. Data is presented in tables, bar graphs and pie charts. The chapter also contains results on the testing of the null hypothesis using Pearson 'r' correlation coefficient. The testing of the null hypotheses showed that lesson planning, use of collaborative teaching methods, utilisation of instructional materials, and use of continuous assessment tests had no significant relationship with achievement in English. Use of multilingual classroom communication was however, found to have a medium significant negative correlation with achievement in English.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter deals with summary, conclusions and recommendations of the study. It is divided into the following sub-sections; introduction, Summary of the study, conclusions and recommendations. The last sub-section of this chapter is suggestions for further research.

#### **5.2 Summary of the Study**

The purpose of this study was to determine the relationship between instructional practices and standard four pupils' achievement in English in primary schools in Nairobi City County. The objectives of this study were to: examine the relationship between use of lesson plans and standard four pupils' achievement in English in primary schools in Nairobi City County; establish the relationship between the use of collaborative teaching methods and standard four pupils' achievement in English in primary schools in Nairobi City County; examine the relationship between utilisation of instructional resources and standard four pupils' achievement in English in primary schools in Nairobi City County; establish the relationship between multilingual classroom communication and standard four pupils' achievement in English in primary schools in Nairobi City County and determine the relationship between use of continuous assessment tests and standard four pupils' achievement in English in primary schools in Nairobi City County.

The study was anchored on John Dewey's learning theory also known as 'pragmatism' and supported by progressive educators such Jean Jacques Rousseau, Johann Pestalozzi and Friedrich Froebel. Literature was reviewed in line with each

objective of the study and the findings of the study were discussed and linked with the literature review. The study employed correlational research design with a mixed method approach where both quantitative and qualitative approaches were used to collect and analyse data. However, the study was mainly quantitative. The study targeted 205 public primary schools in NCC, 25,498 standard four pupils, 205 standard four teachers of English and 205 head teachers. Stratified random sampling was used to select 25 primary schools from the nine sub-counties that make Nairobi City County. These sub-counties are: Dagoretti, Embakasi, Kamukinji, Kasarani, Langata, Makadara, Njiru, Starehe and Westlands.

Data were obtained through an achievement test for pupils, a questionnaire for teachers of English, a questionnaire for head teachers, a lesson observation guide, an interview guide for quality assurance and standards officers, and a document analysis guide for commercially developed tests. The validity of the achievement tests was established by adhering to the standard four English syllabus and using specialists to develop the tests. Basing the questions on the objectives of the study established the validity of the questionnaires. By use of the test-retest method instrument reliability was established. Data were analysed using SPSS and Excel software and presented in-text, and through tables, bar graphs and pie charts. Pearson correlation coefficient ('r') was used to test the null hypotheses.

The findings of this study were consistent with findings of several related studies. The demographic information included gender, age, professional qualifications and teaching and administrative experience of the head teachers and the teachers of English. The results showed that the head teachers and the teacher had high professional qualifications, adequate experience and a good age distribution. In

terms of gender however, there were more female teachers than there were male teachers. The results also showed that other than English, the standard four teachers taught a number of other subjects.

Analysis of the test results showed that the performance was average. Only one school scored a mean of over 70%, which was the desired competency level. Out of the 25 schools sampled, 18 schools scored a mean above 50%, which was the minimum competency level and six schools scored below the minimum competency level. At the pupil level, 21.06% scored 70% and above, 42.80% scored 50-69%, which was the minimum competency level and 36.14% scored below 50% which was below the minimum competency level. The overall mean achievement by the sampled schools was 54.93%, which compared well with KCPE English performance mean over a reported immediate past period of eleven years. Of the four components examined, pupils achieved best in grammar and worst in writing composition.

Results on the first objective of the study showed that teachers did not always use lesson plans to teach due to many challenges which included large classes, heavy teaching loads and many slow learners in the class. Observations however, showed that despite these challenges, teachers delivered the lessons well. The null hypothesis, “there is no relationship between use of lesson plans and standard four pupils’ achievement in English in primary schools in NCC”, was accepted.

Findings on the second objective of the study showed that use of collaborative teaching methods was satisfactory. Some of the methods such as storytelling, debates, role-play and dramatization were not easy to use due to learners’ poor speaking skills. Such methods are also time-consuming, and lessons are short. The null hypothesis,

“there is no relationship between use of corroborative teaching methods and standard four pupils’ achievement in English in primary schools in NCC”, was accepted.

Results on the third objective showed that instructional resources were not adequate. Desks were not enough and pupils were over crowded on benches. Many teachers did not have tables and chairs and most of the furniture was old and in bad repair. Pupils did not have enough exercise books, pencils, rubbers, sharpeners and rulers. Ratios of pupils to textbooks were high and many textbooks were old and torn. Many pupils were transferring from public to private or non-formal schools and taking away the books with them and theft of books was common. Lesson observations showed that teachers were utilising the available resources effectively. The null hypothesis, “there is no relationship between use of instructional resources and standard four pupils’ achievement in English in primary schools in NCC”, was accepted.

Findings on the fourth objective showed that English, Kiswahili, “Sheng” and Mother Tongue were all used during English lessons. All head teachers agreed that speaking of other languages had a negative effect on achievement in English. To ensure English was spoken, schools had set particular days for speaking English and other days for speaking Kiswahili. Speaking of Mother Tongue was discouraged but schools were silent on the speaking of “Sheng”. The null hypothesis, “there is no relationship between use of multilingual classroom communication and standard four pupils’ achievement in English in primary schools in NCC”, was rejected.

Results of the fifth objective showed that other than the tests used by teachers in the course of teaching, teachers also used commercially acquired tests and tests developed by school panels. Commercially acquired tests and tests developed by



school panels were administered at zone, or sub-county levels and they were mainly used for ranking schools and pupils. Commercially developed tests were popular although they were outlawed by MOE. An analysis of the commercially acquired tests and tests developed by school panels showed that they had weaknesses in areas such as layout, quality of paper, balance of content and level of difficulty. The null hypothesis, “there is no relationship between use of continuous assessment tests and standard four pupils’ achievement in English in primary schools in NCC”, was accepted.

### **5.3 Findings of the Study**

The study established that teachers do not always prepare elaborate lesson plans for each of the lessons they teach. This is partly because most classes have a heterogeneous population of learners in terms of age, ability and entry behaviour. Teachers often adapt their teaching to cater for different needs in the class especially those of slow learners and non-readers. Following a written lesson plan was not always possible because lessons were only 35 minutes and timing various activities was not always possible. It was observed largely however, that most teachers delivered their lessons quite adequately in view of the prevailing circumstances in the classrooms. These findings are similar to those reported by Imonje (2011) and Gachahi (2013). The practice by the teachers is also supported by (Aggarwal 2007) and Petty (2009) who posit that a lesson plan should be adjusted in the course of lesson delivery to suit learners with different needs. The testing of the hypothesis on use of lesson plans indicated that there was no significant relationship between lesson planning and achievement in English among standard four pupils in public primary schools in Nairobi City County.

Teachers did not encourage learners to do assignments in groups and so pupils worked individually most of the time. Collaborative teaching methods such as group work and storytelling were rarely used were time consuming. Since lessons were only 35 minutes, teachers wanted to cover as much of the syllabus as possible and this forced them to use teacher-centred strategies such as the lecture method, explanation and writing on the board. Use of collaborative methods required a lot of supervision by the teacher. Given that the classes were large and standard four learners were young and easily distracted, teachers found it inconvenient to use collaborative methods such as group discussions. Classroom observations showed that most learners were able to respond to questions that required a yes or no answer or a one-word answer. Many learners found it difficult to respond in complete sentences collaborative methods such as storytelling, debates and role-play are easy to use when learners have a good command of the language and therefore they were not effectively used.

These results are similar to those reported in Odhiambo (2012) where teachers did not involve learners in classroom activities leading to learners dropping out of school. These findings are also supported by Amuseghan (2007) who points out that most teachers are more concerned with disseminating facts information and principles than allowing students to engage in activities aimed at acquiring communicative competence. The results of the testing of the hypothesis showed that there was no significant relationship between use of collaborative teaching methods and standard four pupils' achievement in primary schools in Nairobi City County.

The study establish that teaching and learning resources especially textbooks were inadequate in public primary schools in Nairobi City County. Teachers wrote

most of the content of the lesson on the board and this consumed a lot of the teaching time. The desks were not adequate and many pupils were squeezed together on benches. The shortage of sitting benches and the large classes interfered with the seating plan. Often, the seating arrangement forced some pupils to sit facing each other instead of facing the teacher. Many schools had libraries but these libraries had only a few old books. The books were poorly arranged and the so-called libraries were mere bookstores with no space for learners to sit and read. In some cases, teachers did not have desks or tables to place their books and other teaching materials. Some pupils' desks, benches and teachers' tables were in very poor condition. During the administration of the tests, it was established that many pupils did not have pencils, rubbers and sharpeners. They were allowed to borrow from their colleagues in the class and sometimes from other classes. The testing of the hypothesis on utilisation of instructional resources showed that there was no significant relationship between utilisation of instructional and learner achievement in English in public primary schools in Nairobi City County.

It was established that Kiswahili, 'Sheng' and Mother Tongue were used during English lessons. It was also established that most learners did not speak English in school. Code switching between English and Kiswahili was particularly prevalent. Learners spoke 'Sheng' during English lessons and, on rare occasions, teachers used Mother Tongue during English lessons. Schools discouraged the use of Mother Tongue and promoted the use of English and Kiswahili. English was given prominence because it was the language of instruction and so learners were expected to speak it most of the days of the week. Schools however did not seem to discourage the speaking of 'Sheng' in schools.

Teachers in NCC public primary schools were using tests set by other teachers or acquired commercially. Although use of commercially developed tests was banned in schools, they were widely used. Schools also used tests developed by school panels. These tests were based on the KCPE format which required learners to just tick the correct answer from given choices. These tests have a negative effect on teaching and learning of English at standard four level because learners get used to ticking the correct answers and so they do not get enough practice in spelling and sentence construction. This was evident from their responses on the achievement tests.

#### **5.4 Conclusions of the Study**

Due to heavy workloads characterised by many teaching lessons, many teaching subjects, large classes, slow learners, and inadequate instructional materials, teachers found it difficult to prepare lesson plans. It was however, observed that teachers delivered the lessons satisfactorily even without elaborate lesson plans. Teachers did not encourage learners to do assignments in groups and collaborative methods were not adequately used. Pupils worked individually most of the time and this approach can promote undue competition and pressure, which could easily, created a negative attitude towards learning. Slow learners had little opportunity to benefit from other learners in the absence of collaborative learning.

Since teaching and learning resources like textbooks were inadequate in public primary schools in Nairobi, learners were forced to share. Sharing of textbooks meant that most of the learners could not access the textbook adequately in class and they were not able to conveniently conduct independent study and do their homework. This inadequate access to learning materials can have a negative effect on learner

achievement. This also forced the teacher to write most of the content of the lesson on the board, a task that consumed most of the teaching time.

The desks were not adequate and many pupils were squeezed together on benches and were not comfortable enough to learn happily and efficiently. In some cases, the shortage of sitting benches and the large classes interfered with the seating plan. Often, the seating arrangement was such that some pupils sat facing each other instead of facing the teacher. When learners do not face the teacher, they miss some of the lesson, as the teacher does not maintain eye contact with them, which means that the teacher does not receive most of the non-verbal communication by the pupils. Poor communication and lack of contact between the teacher and the pupils can lead to poor achievement.

Although English was the approved language of instruction for standard four onwards, Kiswahili, 'Sheng' and Mother Tongue were used during English lessons. This competition adversely affected learner achievement in English. This shows that English does not become the sole language of instruction at standard four. Code switching between English and Kiswahili by the teacher was particularly prevalent and this is a source of confusion for some learners. Pupils spoke 'Sheng' during English lessons and the teachers did not seem to discourage it meaning that speaking 'Sheng' will continue to have a negative effective effect in achievement in English.

Teachers were using tests that were set by other teachers or acquired from commercial printers. Such tests are not always useful for improving learner achievement because they were not necessarily based on the material that the teacher has covered. These tests were therefore of little instructional worth for the learners.

The test was also used mainly for grading and comparing learners and not necessarily for ensuring they had acquired the expected skills.

### **5.5 Recommendations**

1. The MOEST through the teacher service commission should employ more teachers so that teachers can teach only the subjects which they have specialised in. This will reduce teachers' workload and give them time to plan their lessons better to enhance learner achievement.
2. The MOEST through the directorate of quality assurance and standards should encourage teachers to adapt collaborative teaching methods, which encourage learners to learn from each other and with each other. This will reduce competition, which is usually a source of stress for learners leading to poor achievement.
3. All stakeholders should mobilised communities to support the provision of teaching and learning resources by removing the misunderstanding that the government should provide all the teaching and learning materials required in schools because of FPE. Parents should work with the state and county governments to ensure that each pupil has their own textbook to foster effective learning and improved learner achievement.
4. The MOEST in collaboration with stakeholders should revise the language policy to make it easier to apply in the classroom to strengthen learner achievement.
5. The MOEST in collaboration with the stakeholders should organise in-service training for teachers to strengthen their development skills so that they can use testing to improve teaching and learning and hence learner achievement.

## **5.6 Suggestions for Further Research**

1. Similar studies can be conducted in other subjects across the primary school classes in NCC. Stakeholders or educational researchers can conduct these studies because performance is poor in all subjects across the primary school curriculum. The studies should be conducted any time when the schools are in session. The studies should be well organised and supervised.
2. This study was delimited to public primary schools in NCC. Similar studies should be carried out in other sub-counties where similar problems exist. Stakeholders or educational researchers can conduct these studies because performance is poor in many subjects across the primary school curriculum in many parts of the country. These studies should be conducted any time when the schools are in session.
3. This study was conducted in public primary schools; similar studies can be conducted in private primary schools because most of them are managed differently. Policy makers, development partners, or postgraduate students can conduct these studies in an organised supervised manner so that it can have a role in influencing policy. These studies should be conducted any time when the schools are in session

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## APPENDICES

### Appendix A: Letter of Introduction

Zipporah K. Mutea (Mrs)

P. O. Box 851-00502

NAIROBI

Date: \_\_\_\_\_

The Head teacher,

\_\_\_\_\_ Primary School,

PO Box

Nairobi

Kenya

Dear Sir/ Madam,

Re: Participation in Research on achievement in English

I am a postgraduate student in the Department of Educational Administration and Planning, School of Education, College of Education and External Studies of the University of Nairobi. I am carrying out research on the topic: *relationship between instructional classroom practices and class four pupils' achievement in English in primary schools in Nairobi, Kenya*

Your school has been selected to participate in this research. I am requesting you to allow me to collect information from you, your pupils and standard four teachers of English. Data collection will consist of two English tests to be administered to standard four pupils, a questionnaire for the standard four teacher(s) of English and a questionnaire for the head teacher. The identity of the respondents will be treated as confidential and will not be published as part of the thesis.

Your cooperation will be highly appreciated.

Yours Sincerely,

Zipporah Mutea (Mrs), Ph.D. Student

**Appendix B: Questionnaire for Teachers of English**

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Questionnaire No. \_\_\_\_\_  
Sub-County: \_\_\_\_\_ School Code \_\_\_\_\_

**SECTION A: Introduction**

1. Please indicate your gender.     i) Male ( )     ii) Female ( )
2. Which is your age bracket in years?  
Less than 25 ( )   26-34 ( )   35-44 ( )   45-54 ( )   Over 55 ( )
3. What is your highest professional qualification?  
P2 ( )   PI ( )   SI/ Diploma ( ) B.Ed. ( )   M.Ed. ( ) Other: \_\_\_\_\_
4. For how many years have you been a teacher of English? \_\_\_\_\_
5. In your opinion, did you receive adequate training in English during your training as a teacher? Yes ( )   No ( ) Not sure ( )
6. Have you ever received additional training in English in the course of your teaching? Yes ( )   No ( )
7. If yes explain \_\_\_\_\_
8. How many other subjects do you teach? \_\_\_\_\_
9. How many lessons do you teach per week in total? \_\_\_\_\_

**SECTION B: Planning for Instruction**

1. Do you always teach English using a lesson plan? Yes ( )   No ( )
2. What challenges do you experience in using lesson plans to teach English?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
3. How can the challenges of lesson planning be addressed? \_\_\_\_\_

**Section C: Classroom communication**

Please, state whether the statements below about your school are true or false.

Attribute	True	False
1. Sometimes pupils use ‘Sheng’ in their English class		
2. The teacher sometimes uses Kiswahili during English lessons		
3. Pupils use of Mother Tongue during their learning of English		
4. The teacher sometimes uses Mother Tongue during English lessons		
5. Pupils always speak English in school		
6. Many pupils are not fluent in English		

**Section D: Use of collaborative teaching methods**

- How many pupils do you have in your class? \_\_\_\_\_
- Do you give extra tuition? Yes ( ) No ( )
- If yes explain why \_\_\_\_\_
- If no explain why not \_\_\_\_\_
- Please, state whether the statements below about your school are true or false.

Collaborative Teaching Methods	True	False
1. Pupils often engage in group discussion during English lessons		
2. Pupils take part in story telling during English lessons		
3. Pupil engage in debates often during English lessons		
4. Pupils often engage in drawing and painting during English Lessons		
5. Pupils read their compositions to others during English Lessons		
6. Pupils often recite poems during English lessons		
7. Role play is often used during English lessons		
8. Dramatization is often used during English lessons		
9. Teacher often gives group assignments		

**Section E: Utilisation of instructional resources**

Please, state whether the statements below about your school are true or false.

Attribute	True	False
1. Teaching takes place in comfortable and well maintained classrooms		
2. Each pupil has a desk and chair		
3. Pupils have all the exercise books they need for English		
4. Each pupil has the required English textbook		
5. Pupils read and exchange class readers often		
6. The teacher has a copy of the English syllabus		
7. Pupils use books borrowed from the school library		
8. Pupils have access to a class library		
9. The teacher uses a variety of textbooks to prepare lessons		
10. Teacher has a table and comfortable chair		

**SECTION F: Use of assessment tests**

1. Do you think you received adequate training in developing tests when you were in college? Yes ( ) No ( )
2. Have ever received further training in test development after college?
3. If no, what kind of in servicing do you require? \_\_\_\_\_
4. Do you use commercially developed tests for your class? Yes ( ) No ( )
5. If yes, why do you do so \_\_\_\_\_
6. How many tests do you give to your class in a term? \_\_\_\_\_
7. Are you able to mark pupils working in good time? Yes ( ) No ( )
8. If the answer for 7 above is no explain \_\_\_\_\_

**Appendix C: Questionnaire for Head Teachers**

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Questionnaire No. \_\_\_\_\_

Sub-County: \_\_\_\_\_ School Code \_\_\_\_\_

**SECTION A: HEAD TEACHERS QUALIFICATION AND EXPERIENCE**

1. Please indicate your gender. Male  Female
2. Which is your age bracket in years? 26-34  35-44  45-54  Over 55
3. What is your highest professional qualification? P1  Diploma  B. Ed.  MEd  Other
4. For how many years have you been a head teacher? 1-5  6-10  11-15  Over 15
5. After your qualification as a teacher, have you ever received further professional training in school administration? Yes  No
6. If the answer to 5 above is yes, explain \_\_\_\_\_

**SECTION B: INSTRUCTIONAL SUPERVISION**

1. How many pupils are there in this school?
2. How many teachers do you have in your school? \_\_\_\_\_
3. How often do you supervise the teaching of English in standard four in a term? None  Once  twice  three times
4. Do the teachers always use lesson plans while teaching? Yes  No
5. What does the administration do to facilitate use of lesson plans by teachers? \_\_\_\_\_  
\_\_\_\_\_
6. How has your school performed in English at KCPE level over the last four years in terms of mean grade? \_\_\_\_\_

**SECTION C: PROVISION OF INSTRUCTIONAL RESOURCES**

Does your school have a library? Yes  No

10. Do your standard four pupils have enough English textbooks? Yes  No

11. Do your standard four pupils have enough English Exercise books? Yes  No

9. Do the parents contribute to buying of instructional materials for English? Yes ( )  
No ( )
10. If the answer to 9 above is no explain\_\_\_\_\_
11. Are the materials provided by the government sufficient Yes ( ) No ( )
12. How can the provision of instructional material be improved?  
\_\_\_\_\_

**SECTION D: USE OF CLASSROOM COMMUNICATION**

1. Are pupils expected to speak English in school? Yes ( ) No( )
2. Do pupils speak other languages in school?Yes ( ) No ( ).
3. In your opinion, does speaking other languages affect pupils performance in English? Yes ( )No( )
4. What efforts does the school make to ensure that pupils speak English in school?\_\_\_\_\_
- \_\_\_\_\_

**SECTION E: USE OF ASSESSMENT TESTS**

1. Who sets the standard four English tests? \_\_\_\_\_
2. Have teachers in this school been trained in item writing and test construction?  
Yes( )No ( )
3. Do you use commercially developed examinations in your school? yes ( )  
No ( )
- 4 What other method is used to set examinations used in the school?\_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Appendix D: Standard Four English Achievement Test

NAME OF PUPIL: \_\_\_\_\_ SCHOOL: \_\_\_\_\_  
SUBCOUNTY \_\_\_\_\_ DATE \_\_\_\_\_

### SECTION A: GRAMMAR

Read the passage below and answer questions 1–10. By ticking correct answer

One day Mr. Hyena \_\_1\_\_ very hungry. He decided to \_\_2\_\_ out to look \_\_3\_\_ food. As he was \_\_4\_\_ round, he \_\_5\_\_ meat which someone was roasting.

Mr. Hyena \_\_6\_\_ on and on following the path that lead towards \_\_7\_\_ thick forest where the smell of meat was coming from. Soon he \_\_8\_\_ to a place where two paths met. He did not know which path to follow. So he \_\_9\_\_ astride the two paths and started walking. He wanted to get to where the smell of meat was coming from but he did not know which path would lead him there. Soon his legs were wide open and at last he split into two parts and died on the \_\_10\_\_.

- |     | A        | B        | C      | D           |
|-----|----------|----------|--------|-------------|
| 1.  | is       | was      | were   | they        |
| 2.  | went     | go       | going  | is going    |
| 3.  | in       | to       | for    | by          |
| 4.  | going    | went     | go     | gone        |
| 5.  | smelt    | smelling | smell  | is smelling |
| 6.  | walking  | walked   | walk   | is walking  |
| 7.  | an       | a        | at     | the         |
| 8.  | came     | come     | coming | comes       |
| 9.  | standing | stand    | still  | stood       |
| 10. | spot     | sport    |        |             |

For questions, 11-14, choose the correct option to complete the sentence

11. The teacher's cup is \_\_\_ the table.

- A. to                      B. with  
C. on                      D. in

12. Kioko jumped \_\_\_ the stream.

- A. across    B. off

C. under D. over

13. I wanted to know \_\_\_ house belonged to Mr. Matende.

A. which B. whose  
C. what D. where

14. She performs \_\_\_\_\_ in class than her sister.

A. best B. good  
C. worst D. better

For questions 15-16 write the past tense of the following words:

15. Fight \_\_\_\_\_

16. Begin \_\_\_\_\_

For questions 17-18 write the correct word formation, for example:

Long - length

17. Wide \_\_\_\_\_

18. High \_\_\_\_\_

From 19-20 write the plural of the underlined word.

19. The leaf fell from the tree. \_\_\_\_\_

20. The sheep was grazing. \_\_\_\_\_

### SECTION B: VOCABULARY

**For questions, 21-23, give the opposite of the underlined words**

21. There were ten people present at the meeting.

A. absent B. attending

C. representing D. representing

22. The teacher was pleased with our class.

A. joyful B. happy  
C. annoyed D. excited

23. The present he bought for his daughter was very expensive.

A. bad B. ugly  
C. clear D. Cheap

24. The road has a smooth surface

A. nice C. Slippery  
B. rough D. Muddy

**From question 25-27, choose the word that means the same as the underlined word**

**From 25-28 make sentences using the words given**

25. The courageous boy saved his sister.

A. Big C. Brave  
B. Kind D. Happy

26. My aunt is a wealthy woman

A. Happy C. Rich  
B. Poor D. Sad

27. Mary gave the teacher the correct answer

A. Wrong C. Normal  
B. Right D. accurate

28. Destination \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

29. Delicious



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

30. Enough \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

31. Business \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Complete these similes**

32. As dirty as a \_\_\_\_\_

33. As blind as a \_\_\_\_\_

34. As happy as \_\_\_\_\_

35. As busy as \_\_\_\_\_

**Choose one word for the following:**

36. A person who builds houses using stones is called a \_\_\_\_\_

A. Builder      C. Engineer

B. Mason      D. Welder

37. A person who repairs radios, watches and television sets is called a \_\_\_\_\_

A. repairer      C. Broadcaster

B. Technician      D. Employee

**From 38-40 Fill the blank space with the correct word**

38. Cars, bicycles and motorcycles are means of \_\_\_\_\_

39. Spoons, forks and knives are known as \_\_\_\_\_

40. One word for tables, chairs, desks and stools is \_\_\_\_\_

**SECTION C: READING COMPREHENSION**

**Read the following passage and answer questions 31-40 by ticking the correct answer**

A long time ago, there lived three friends; a lion, a fox and a hyena. Every morning, the lion would go into the bush to trap animals. In the evening, he usually returned home with rabbit meat. The fox ate the inner part of the animal and the hyena ate the other parts.

One day the lion went into the bush to check his traps. As he was walking he heard loud cries of pain. Suddenly he saw a zebra caught in one of the traps. On looking at the zebra, he saw that the zebra looked thin and sickly. So, the lion released him quickly looking very frightened and sad. The zebra jumped with joy beyond belief and ran into the bush smiling. Since there were no other animals caught in the

traps the lion went out to hunt. That day he caught a gazelle and brought it home as usual.

41. The lion heard some cries of pain from the \_\_\_\_.
- A. rabbit                      B. antelope  
C. hyena                        D. zebra
42. The lion would go into the bush in the \_\_\_\_
- A. night                        B. morning  
C. evening                      D. afternoon
43. The lion often brought home meat from a \_\_\_\_.
- A. cow                          B. giraffe  
C. gazelle                        D. rabbit
44. Which was the last animal caught by lion in this story?
- A. camel                        B. gazelle  
C. monkey                      D. donkey
45. Animals are captured by use of \_\_\_\_.
- A. cup                          B. container  
C. soil                          D. trap
46. The lion went out to hunt means, the lion \_\_\_\_.
- A. chased other animals for food  
B. blamed other animals  
C. promised other animals  
D. released wild animals
47. The hyena and the fox were great friends of the \_\_\_\_.
- A. rabbit                        B. hawk  
C. zebra                         D. lion
48. How many animals are mentioned in the story?
- A. 3                              B. 4  
C. 5                              D. 6
49. Which animal enjoyed meat from the inner part of the animal?
- A. fox                            B. rabbit  
C. zebra                         D. hyena
50. Why did the lion release the zebra?
- A. The lion had mercy.  
B. The lion wanted to jump with joy.  
C. The lion was happy.  
D. The lion was unkind.

**Read the following passage and answer questions 41-50.**

A long time ago Pig and Tortoise were very good friends, so much so that they told each other everything and had no hidden secrets. One day Tortoise called Pig looking very sad.

“What is the matter?” asked Pig.

“I have no money to buy food for my wife and children,” Tortoise replied.

“Is that all?” wondered Pig lightly. “Don’t worry,” continued Pig, “a few days ago I found some money which I did not know what to do with. Now I know.”

Tortoise sighed and shook his head sadly. “No! --- No!--- No! My friend, I cannot take it,” he said. “Suppose you give it to me today and you need it yourself tomorrow?”

“Mr Tortoise,” pleaded Pig, “Of what good is a friend if he cannot help when you need him? Or aren’t I your friend?” continued Pig.

“Yes you are,” said Tortoise.

“In that case, please, take this money, use it and pay me back when things get better,” said Pig.

“You are a friend indeed,” said Tortoise with tears forming in his eyes. “A friend in need is a friend indeed.”

“I won’t keep you a moment”, said Pig. So saying, Pig went to his bedroom and removed the money from a secret hole in the corner of the room. He counted half of it, put the other half back, covered the hole neatly and returned to Tortoise. When he came out he saw tortoise stretching his neck, trying to see where the money was hidden. But Pig thought nothing of it.

“Here you are my friend”, he said as he handed over the money.

“Thank you, thank you”, said Tortoise wiping a tear or two from his face.

“I am glad to be of help”, said Pig.

“I will surely pay it back in a fortnight at the very latest”, said Tortoise.

“Please, pay me back whenever you can. You know that I trust you,” replied Pig.

“You are very kind Mr Pig, very kind indeed,” said Tortoise.

From then on Pig saw very little of Tortoise. Two months passed without a word from Tortoise. Then three months passed, then four months, and still no word from his friend. Pig later learned that Tortoise always avoided seeing Pig altogether and had changed the gate from his home to face the other side, away from Pig’s house.

One day Pig came home and found Mrs Pig crying. “What is the matter dear?” asked Pig.

“A terrible thing has happened, really terrible!” she said. And without another word she led him straight to the hole where he kept his money. The money was not there. Then he remembered that only his wife, Tortoise and he knew where the money was hidden.

51. What relationship was there between Pig and Tortoise?

\_\_\_\_\_

52. Why was Tortoise sad?

\_\_\_\_\_

53. What is a friend according to Tortoise?

\_\_\_\_\_

54. When did pigask Tortoise to pay the money?

\_\_\_\_\_

55. When did Tortoise promise to pay the money? \_\_\_\_\_

56. Where did Pig keep his money?

\_\_\_\_\_

57. How much money did Pig give to Tortoise? \_\_\_\_\_

58. Why did tortoise cry after he was given the money? \_\_\_\_\_

59. Why did Tortoise change the gate from his house to face the other side? \_\_\_\_\_

60. What is the terrible thing that happened ? \_\_\_\_\_



## Appendix F: Lesson Observation Guide

### Part A: Background Information

Date: \_\_\_\_\_

School: \_\_\_\_\_

Sub-county: \_\_\_\_\_

Teacher's Name (optional): \_\_\_\_\_

Teacher's Gender: \_\_\_\_\_

Class: \_\_\_\_\_

Time: \_\_\_\_\_

### Part B: Guide for observing lesson

Using the provided key, enter the score for each criterion of the lesson plan in the table below.

Key: 1-Very poor (VP); 2-Poor (P); 3-Satisfactory (S); 4-Good (G); 5-Excellent (E)

Lesson plan is available in the classroom: Yes \_\_\_\_\_ No \_\_\_\_\_

No.	Attribute of the lesson plan	VP	P	S	G	E
1.	Lesson objectives					
2.	Introduction/Set induction					
3.	Lesson development					
4.	Classroom communication					
5.	Use of teaching resources					
6.	Use of teaching methods					
7.	Lesson activities					
8.	Learner participation					
9.	Use of assessment					
10.	Conclusion/closure					

### Part C: Scorecard

Using the key below, please, tick the options of the classroom practices that summarise your observations and write the score in the space provided.

Key: 1-Very low (VL); 2-Low (L); 3-Satisfactory (S); 4-Good (G); 5-Excellent (E)

No.	Classroom practice	VL	L	S	G	E
I	Planning for instruction					
Ii	Use of collaborative methods					
Iii	Utilisation of instructional resources					
Iv	Maintenance of classroom communication					
V	Use of assessment tests					

## Appendix G: Document Analysis Guide

### Part A: Guide for analysis of tests

Using the provided key, enter the score for each criterion of the test in the table below.

Key: 1-Very poor (VP); 2-Poor (P); 3-Satisfactory (S); 4-Good (G); 5-Excellent (E)

No.	Criterion	VP	P	S	G	E
1.	Rubric					
2.	Clarity of instructions					
3.	Question wording and lack of ambiguity					
4.	Mark allocation					
5.	Spelling and punctuation					
6.	Correctness of language					
7.	Paper layout					
8.	Level of difficulty					
9.	Coverage of syllabus					
10.	Balance of components – grammar, spelling, vocabulary					

## **Appendix H: Interview Guide for Quality Assurance and Standards Officers**

### **School inspection**

1. How often do you inspect primary school in Nairobi?
2. What challenges do you experience in the process of inspection
3. How do you deal with these challenges

### **Lesson planning**

- i. What challenges do teachers have in using lesson plans?
- ii. How can the above challenges be addressed?
- iii. Do you think lesson planning has an effect on learner achievement?

### **Use of collaborative teaching methods**

- i. From your observation, do teacher use collaborative teaching methods
- ii. How can the use of collaborative methods be enhance?

### **Utilisation of instructional methods**

- i. Do teachers utilise instructional materials effectively?
- ii. What are the challenges of utilising teaching materials?
- iii. How can these challenges be addressed?

### **Use of multilingual classroom communication**

- i. Do you think of other languages affects mastery of English?
- ii. What is the ministry doing to enforce the language policy?

### **Use of continuous assessment tests**

- i. What is the position of the ministry on the use of continuous assessment?
- ii. What is the position of the ministry on the use of commercially developed tests?



## **Appendix I: List of Schools that Participated in the Study**

### **Langata Sub-County**

1. Ngong Foest primary school
2. Mbagathi Road primary school

### **Dagoretti Sub-County**

1. Kinyanjui Road Primary School
2. Ndurarua Primary School

### **Westlands Sub-county**

1. Karura forest Primary School
2. Kabete Vet. Labs. Primary School
3. Lower Kabete Primary School
4. Chelta Primary School

### **Kamukunji Sub-County**

1. Moi Firces Primary School
2. Moi Air Base Primary School
3. Nairobi River primary School

### **Kasarani Sub-County**

1. Haidemarie Primary School
2. Mathare North primary School
3. Kariobangi North Primary School

### **Njiru Sub-County**

1. Maua Primary School
2. Ruai Primary School

### **Embakasi Sub-County**

1. Mwangaza Primary School
2. Kifaru primary School
3. Peter Kibuksya primary School
4. Thawabu Primary School

### **Makadara Sub-County**

1. Ofafa Jericho
2. Rabai Road primary School

### **Starehe Sub-County**

1. Salama Primary school
2. Valley Ridge primary School
3. Ndururumo primary

### **Pilot Study Schools**

St, Mary's Karen Primary School  
and Karen C Primary School -  
Both in Langata Sub-county

## Appendix J: Marking Schemes for the English Achievement Test

### i) Grammar

1. B
2. B
3. C
4. A
5. A
6. B
7. B
8. A
9. D
10. A
11. C
12. A
13. A
14. D
15. Fought
16. Began
17. Width
18. Height
19. Leaves
20. Sheep
21. A
22. C
23. D
24. B.
25. A
26. C
27. B
28. Nairobi was our destination  
(Any other correct answer)
29. The food served by auntie was delicious (Any other correct answer)
30. There enough food for every one (Any other correct answer)
31. My uncle runs a business in Thika
32. Pig
33. Bat
34. Trumpets
35. Hisses
36. B
37. B
38. Transport
39. Cutlery
40. Furniture
41. D
42. B
43. D
44. B
45. D
46. A
47. D
48. D
49. A
50. A
51. Pig and Tortoise were good friends.
52. Tortoise was sad because he did not have money to buy food for his family.

53. A friend according to tortoise is someone who helps you when you have a problem.
54. Pig asked Tortoise to pay back the money when things get better.
55. Tortoise promised to pay the money after a fought night.
56. Pig kept his money in a secret hole at the corner of the house.
57. Pig gave Tortoise half the money.
58. Tortoise cried after he was given the money because he was very happy.
59. Tortoise changed the gate from his house to face the other side because he wanted to keep away from pig.
60. The terrible thing that happened was that Tortoise stole Pig's money.

Grammar	20 Marks
Vocabulary	20 Marks
Comprehension	20 Marks
<b>Total:</b>	<b>60 Marks</b>

## ii) Composition

This composition tested the following aspects:

1. Handwriting	2 Marks
2. spelling	3 Marks
3. Punctuation	3Marks
4. Sentence construction	3 Marks
5. Vocabulary	3 Marks
6. Fluency	3 Mark
7. Originality and Creativity	3 Marks
<b>Total Marks</b>	<b>20 Marks</b>

## Appendix K: Results from the Pilot Survey

### Karen C. Primary School, Langata Sub-county Pilot Survey English Test Score

No.	Name	Gender	Grammar	Vocab.	Compr.	Compo	Total
1	P. Boy	Boy	14	6	15	6	41
2	Fredrick. K	Boy	14	12	14	9	49
3	Nicholas Evans	Boy	19	16	15	10	60
4	James Kamau	Boy	14	10	15	7	46
5	Francis Ngugi	Boy	10	2	4	2	18
6	Mitch Njoroge	Boy	12	8	6	2	28
7	Dan Lumumba	Boy	18	12	11	9	50
8	Alex Musyoka	Boy	16	16	14	10	56
9	Stephen Githaiga	Boy	17	16	10	8	51
10	Andrew W	Boy	14	10	6	5	35
11	Milton Joshua	Boy	19	14	18	6	57
12	Valence Ouko	Boy	16	12	14	6	48
13	Eric Musangi	Boy	16	14	9	7	46
14	Tracy Kageha	Girl	14	12	14	12	52
15	Roseline Ambati	Girl	11	4	6	2	23
16	Faith Kithue	Girl	17	10	9	7	43
17	Brenda Wambui	Girl	17	16	14	9	56
18	Emily Karimi	Girl	17	14	14	12	57
19	Ann Njeri	Girl	12	14	12	9	47
20	Sharleen Wanjira	Girl	19	16	12	11	58
21	Lilian Wankiku	Girl	16	14	16	11	57
22	Nelly Njeri	Girl	20	14	16	11	61
23	Mercy Kaiondu	Girl	15	12	3	10	40
24	Ge.Munalo	Girl	16	14	12	8	50
25	Julie Njeri	Girl	19	14	10	6	49
26	Maiya Kawaia	Girl	15	6	8	2	31
	Total		407	308	297	197	
	Mean		15.65	11.85	11.42	7.58	

**St. Mary's Karen Primary School, Langata Sub-county Pilot Survey English  
Test Score**

No.	Name	Gender	Grammar	Vocab	Compr	Compo	Total
1	John Mwangi	Boy	5	0	4	2	11
2	Kevin Eruben	Boy	12	19	8	5	44
3	Killian Matheka	Boy	14	8	6	5	33
4	Godwins Ochieng	Boy	13	10	13	8	44
5	Martin Chege	Boy	17	18	10	10	55
6	Berryl Achieng	Girl	13	6	4	5	28
7	Gorge Klaria	Boy	5	6	5	2	18
8	Nurdin Hussein	Boy	5	2	5	2	14
9	Michael Yuri	Boy	13	10	13	6	42
10	Kevin Musa	Boy	12	8	6	6	32
11	Samuel Masila	Boy	12	10	9	7	38
12	Reuben Kimathi	Boy	16	2	7	6	31
13	Julius Mberati	Boy	7	6	7	5	25
14	Peter Monyenye	Boy	3	0	4	5	12
15	Stella Wangoi	Girl	17	14	11	5	47
16	Selina Atieno	Girl	18	18	16	11	63
17	Berry Abigail	Girl	14	12	14	8	48
18	Nicole Waringa	Girl	15	10	9	5	39
19	Joan Wanjira	Girl	13	18	10	6	47
20	Florence Wambui	Girl	9	10	9	8	36
21	Jania Warugure	Girl	19	18	13	11	61
22	Rose Khasoa	Girl	14	12	12	9	47
23	Trizah Atieno	Girl	11	5	7	6	29
24	Theresia Kamende	Girl	9	8	8	5	30
25	Amina Maua	Girl	7	10	10	6	33
26	Lilian Akinyi	Girl	10	8	14	5	37
	Total		303	248	234	159	
	Mean		12.12	9.92	9.36	6.36	

**Appendix L: Research Clearance**

**i) Research Clearance Certificate**

THIS IS TO CERTIFY THAT:  
**MS. ZIPPORAH KIENDE MUTEA**  
of UNIVERSITY OF NAIROBI, 0-502  
NAIROBI, has been permitted to conduct  
research in Nairobi County

on the topic: **RELATIONSHIP BETWEEN  
CLASSROOM PRACTICES AND STANDARD  
FOUR PUPILS' ACHIEVEMENT IN  
ENGLISH IN PRIMARY SCHOOLS IN  
NAIROBI CITY COUNTY, KENYA**

for the period ending:  
**31st January, 2017**

  
Applicant's  
Signature

Permit No : NACOSTI/P/15/8117/4677  
Date Of Issue : 16th March, 2015  
Fee Received :Ksh 2,000



  
Director General  
National Commission for Science,  
Technology & Innovation

iii) NACOSTI Letter of Clearance



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No.

Date:  
**16<sup>th</sup> March, 2015**

**NACOSTI/P/15/8117/4677**

Zipporah Kiende Mutea  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *"Relationship between classroom practices and standard four pupils' achievement in English in primary schools in Nairobi City County, Kenya."* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **31<sup>st</sup> January, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**DR. S. K. LANYAT, OGW**  
**FOR: DIRECTOR GENERAL/CEO**

Copy to:

The County Commissioner  
Nairobi County.


The County Director of Education  
Nairobi County.



iv) Nairobi City County Letter of Clearance

NAIROBI CITY COUNTY

TELEGRAM "SCHOOLING"  
TELEPHONE: 2221166/224281  
EXT: 2426 /2590



CITY HALL ANNEXE:  
P. O. BOX 30288 GPO- 00100  
NAIROBI, KENYA

**EDUCATION DEPARTMENT**

**GL/NC/141 VOL V/152**

**3rd February, 2015**

**ZIPPORAH KIENDE MUTEA  
MAASAI MARA UNIVERSITY,  
NAIROBI**

**RE: RESEARCH AUTHORIZATION**


Your letter to the Director Education Department dated 2<sup>nd</sup> February 2015 refers.

Authority has been granted to you to conduct research in public primary schools for your PhD degree course, entitled "*Relationship Between instructional Practices and Standard Four Pupils' Achievement in English in Primary Schools in Nairobi City County, Kenya*"

Please be informed that the survey should not interfere with teaching & learning in schools.

On completion, this office expects a copy of the research findings.

I wish you success.

  
**JECINTA A. CHARLES  
CHIEF ADVISOR TO SCHOOLS  
FOR: DIRECTOR EDUCATION DEPARTMENT**

Cc    Headteachers  
      Education Officers