

**PREPARATION AND ACADEMIC PERFORMANCE OF STUDENTS  
IN SELECTED SECONDARY SCHOOLS IN KIABUYA  
ZONE SUBA-DISTRICT KENYA**

**BY**

**RANGI ODHIAMBO KENNEDY  
BED/10717/61/DF**

**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILMENT OF  
THE REQUIREMENTS FOR THE AWARD OF THE DEGREE  
OF BACHELOR OF EDUCATION ARTS KAMPALA  
INTERNATIONAL UNIVERSITY**

**DECEMBER 2008.**

## DECLARATION

I Rangi Odhiambo Kennedy do hereby declare that

**“Teachers preparation and academic performance of students in selected secondary school in Kiabuya zone Suba District Kenya”** is entirely my own original work, except where acknowledge, and that it has not been submitted before to any other University or institutions of higher learning for a ward of a Degree.

Sign.....

Date..16/12/2008.....

## APPROVAL

This research report has been submitted for examination with my approval as the candidates University supervisor

Sign. .....

Date. 16/12/2008.....

Name of supervisor. TALIA ODLA..... 

## **DEDICATION**

I dedicate this dissertation to the following friends of mine: Caroline Odiambo, Joshua Okoth, Rose Awino and Thomas Rangi.

## **ACKNOWLEDGEMENT**

I take a special time to give thanks to the following people who really helped for the success of the work. My head teacher Elly Odundo who granted me permission to stay in the field during the study. The administrators of such schools like God-Bura, God-Oloo, Nyatambe and Nyandiwa for their good co-operation. I don't forget also to quote Mr. Joshua Rangi and Rose Awino who gave financial support to help me access the internet facilities and other areas that required financial support. Not least miss. Nyangoma Florah who helped in typing the work.

## DEFINITION OF TERMS

- Fluctuate** - To rise and fall; to swing back and forth or to change  
Continually and often irregularly
- Truant** - Pupil who stay away from school without good reason or  
Permission.
- Depreciate** - To lower the estimated value of something.
- Appraise** - To evaluate the worth, significance or status of  
Something.
- Open -ended questionnaire** -Questionnaires that do not restrict the  
answers to be given by the respondents.
- Close-ended questionnaire** -Questionnaires that regulate the  
answers to be given by the respondents. Yes or no  
answers are found here.
- Curriculum** -The courses offered by an educational institution or  
followed by an individual or group.
- Scheme** - Asystematic plan of programme for a course of action or  
putting an idea, project etc into practice.

## **ACRONYMS**

M.s.s – means standard score

## **ABSTRACT**

*The topic of study in this research work was, Teachers preparation and academic performance of students in selected secondary schools in Kiabuya zone Suba District Kenya. This study was guided by such objectives like these ones stated below:*

*To establish whether teachers do preparations of lesson plans. To find out if teachers prepare and use teaching aids. To find out the relationship between teachers preparation and academic performance of students in schools. The population of study was made up of 2100 students and 77 teachers giving a total of 2177. During the research, the following instruments were employed to help reach success, such included open ended questionnaire, rigid questionnaire and close-ended questionnaire. The findings were as follows: Scheming was not to date as only 16 out of 24 respondents managed to scheme. The lesson planning was very much below average, 3 teachers out of 24 made lessons above average. Teaching aids preparation was wanting as only 10 out of 24 did prepare them and finally success to students' performance was found to be based on teachers' preparation. To this, I therefore recommended that: teachers make schemes on the first week of school opening, the government should staff schools well to reduce teachers work load, workshops should be organized to make teachers know the importance of frequent and good preparation of schemes, lessons, teaching aids and other necessary records for teaching.*



## TABLE OF CONTENT

DECLARATION .....	i
APPROVAL .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
DEFINITION OF TERMS .....	v
ACRONYMS .....	vi
ABSTRACT .....	vii
TABLE OF CONTENT .....	viii
<b>CHAPTER ONE</b> .....	1
Introduction .....	1
Background .....	1
Statement of problem .....	2
Purpose of research .....	3
Specific objectives .....	3
Research questions .....	3
Scope of the study .....	4
Significance of the study .....	4
<b>CHAPTER TWO</b> .....	6
REVIEW OF RELATED LITERATURE .....	6
Introduction .....	6
<b>CHAPTER THREE</b> .....	10
METHODOLOGY .....	10
Introduction .....	10
Research Design .....	10
Study Area .....	10
Study Population .....	10
Sample Size .....	11
Sampling Technique .....	11

Instruments.....	11
Data Collection.....	12
Procedure.....	12
Data Analysis.....	13
<b>CHAPTER FOUR</b> .....	14
DATA PRESENTATION, ANALYSIS OF FINDINGS, INTERPRETATION AND DISCUSSION OF FINDINGS .....	14
4.0 Introduction.....	14
4.1 How frequently do teachers prepare schemes?.....	14
4.2 Do teachers carry out preparation of lessons?.....	15
4.3 Do teachers prepare teaching aids? .....	18
<b>CHAPTER FIVE</b> .....	24
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION .....	24
5.0 Introduction.....	24
5.1 Summary of findings.....	24
5.2 Conclusion.....	28
5.3 Recommendations.....	28
5.4 Future research areas .....	29
REFERENCES.....	30

## **CHAPTER ONE**

### **Introduction**

This chapter in short gives a background of what reasons the study is launched and why the education standards have been deteriorating rapidly in the Zone.

The chapter outlines few areas including background, statement of problem, purpose of the research and research objectives. Some other aspects under the same chapter are; the scope of study and significance of study.

### **Background**

The success of every teaching in any learning situation depends on the preparation done by the teacher. The preparation in itself revolves around the making of schemes, lesson plans, teaching aids, pupils' evaluation records and many other related records.

The policy of work preparation was given out after some feasibility study that proved no success can be realized without preparation.

To some extent, this looks to have been a forgotten factor as far as most teachers are concerned and this is the main factor for which the zone has realized a fluctuation in education standards.

There are several other factors like truancy on the side of the students, child labour, teachers' irregularity and lack of commitment on the side of the parents as far as fee paying is concerned among others. Even though the latter factors combined play a greater role in standards

depreciation, and inspection launched early 2007 by the Suba- District inspection team revealed that, each of these factors when looked at separately, preparation of teaching records played a leading factor in lowering the education standards in the zone.

Most of the schools that were visited were found with very few such record and this was a clear indication that teachers were getting into classes with very little or no preparation thus leading to random teaching.

The syllabus is a wide range of subjects put together which are further divided into topics which can never be taught as it is without first interpreting it into a breakdown normally done by schemes and further to lesson plans. Teaching without such records would be equally tantamount to academic murder as it has been discovered by district inspection team that visited Kiabuya zone in early 2007.

This research will therefore find out how teachers preparation influences students academically.

### **Statement of problem**

The policy of education clearly states that teachers must prepare and up-date their preparations at all times before they do any presentation in a class environment. This research would want to investigate how much is the preparations for teaching and other related records play an integral part in students' academic performance.

This is not just a small problem since if it works towards the positive side of it; would help in addressing party the fluctuation of the academic

standards in the surrounding schools in Kiabuya zone or even in the District as a whole.

### **Purpose of research**

The schools in the zone have been performing relatively below the average as compared to other schools in the neighboring zones. This is so because of the fluctuation of standards in the zone. This research would want to investigate what things can be done to help ignite the zone as far as the academic standards are concerned.

Success of this would help make an upward trend as a result of incorporating the resolutions that the research is likely to come out with to supplement those that are in existence.

### **Specific objectives**

To establish whether teachers do preparations of lesson plans and schemes of work.

To find out how frequently teachers prepare schemes and lesson plans.

To find out if teachers prepare and use teaching aids.

To find out the relationship between teachers preparation and academic performance of students in schools.

### **Research questions**

Do teachers carry out preparations before they teach the lessons?

How frequently do teachers prepare schemes and lesson plans?

Do teachers prepare teaching aids and use them?

How is the students' performance during those times teachers prepare as compared to those times they don't prepare?

### **Scope of the study**

The research is going to be based in Kiabuya zone Suba -District. The issue to be covered is: the teacher preparation and academic performance of students in selected secondary schools in the zone.

The variables are: teachers' preparation and academic performance of students.

Suggested period of the research is from September 2008 to December 2008.

### **Significance of the study**

The study has got a variety of significance and they spread across many education stakeholders.

When the research is a successful one, the beneficiaries would be

The students; as they would secure good chances in the good higher learning institutions.

The parents; this is because the achievements of their children are theirs since they invest in them.

The teachers; good work done in school is always counted on the teacher because they are known to be the moulders within school environment.

Education office; the office will benefit because their work of inspection would be easen.

The Kiabuya zone community; the community will benefit as their children would be joining good higher learning institutions.

The government; since the zone lies in Sub-District Kenya, it will make the country as well benefit from the human resource produced by the zone

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Introduction**

This chapter covers the review of all the related literature of the study. The review involves around the research objectives contained here in that talk about preparation which in itself is the art of putting in readiness the tools for class teaching.

#### **Do teachers carry out a preparation in scheme and lesson?**

The classroom is a formal place where teachers and pupils meet. The former for teaching and the later for learning. This meeting should be an occasion for learning, thinking and understanding which can best be done by preparation of schemes and lesson plans.

According to S.K. Kochhar 2002, the teacher should be able to break the curriculum to simpler teachable units by the tool known as schemes. The schemes of work can also further be broken to make simpler teachable units by the tool called lesson plan.

Lesson plan should tell simply the story, the ways the teacher intend rightly or wrongly to employ children for a given period, what he and they are to do.

Kochhar went on to site some importance of lesson plan as follows:

It keeps the teacher on the track, it is essential for effective teaching, It prevents waste and so on.



John .A. Zahorick 2001 observes, no idea in education is more widely accepted than the idea that specific, thorough planning for a lesson makes the teaching and learning encounter valuable and productive. Wasteful unproductive lesson.

Mrs. .K. Yadav 2001 prescribed some values of a lesson plan and said: lesson planning makes the work regular organized and more systematic. It induces confidence in the teacher, helps in making correlation between the concepts with the pupils' environment, stimulates the teacher to ask striking questions and provides more freedom in teaching.

### **How frequent do teachers prepare schemes and lessons?**

It is true that as the teaching process continues the tools for doing it should also be well put ready and updated and these are schemes and lesson plans. Failure to plan them is like planning to fail.

S.K. Kochhar 2002 had this to write; scheming and planning is the foundation of all good teaching from the first day to the last day of good teaching. The nature of the scheme and lesson plans may change as years go by, but scheming and planning should never stop.

J.C. Aggarwal 2000, wrote and said, however able and experienced the teacher, he could do never without his preliminary preparation. He went on to quote J.K. Davis saying " lesson must be prepared frequently for there is nothing so fatal to a teacher's progress as unpreparedness." On his observation according to R,L. Stevenson on teacher's planning, he

advised the teachers to always plan out their lesson before hand and should not be slave to them.

### **Do teachers prepare and use teaching aids?**

The empirical theory of knowledge acquisition recommends that teaching aids should be used in a class environment during any teaching for they reinforce the learning and understanding of the content given by the teacher.

Mrs. K. Yadav 2001 states, for teaching effectively and for realizing the stipulated objectives of the subject matter, the teacher should seek an effective communication with his/her students in quite interesting and useful way. For such communication, the teacher should resort to teaching aids which are referred to as the teaching process goes on. Most of the teaching aids are sensory and their function is to make teaching concrete, effective and interesting.

Yadav continued to say that teaching aids help in varying dimensions that include: making the teacher to get the attention of his students, creating interest and activating their mental process, helping the students to have a clear conception on ideas, information, facts and principles. It also helps them to understand some complicated and difficult concepts.

## **What is the relationship between teachers' preparation and academic performance of students in school?**

In schools where teachers know their work and prepare frequently, such schools normally realize some improvement in the students' performance academically.

N.P. Pahuja 2001 writes, effective instructional planning and evaluation of students' performance have always stressed up on the attainment of instructional objectives so that they are of great help to students. By coupling continuous evaluation with immediate application of what has been learned, the teacher can be sure of raising the academic performance of the students.

J.C. Aggarwal 2000 said preparation help in assessing pupils' progress from time to time and predicting their future in academic performance. It appraises the status and change students' behaviour as well as expanding the concept of worthwhile goals beyond pure achievements.

It also serve as a means of improving school community relation and familiarizes the teacher with the nature of students learning development and progress for success. Aggarwal went on to say, preparation especially in students progress, help in evaluating the achievement of the students, measuring the students' progress, measuring the efficiency of the teacher and so on to raise the standards of education.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

This chapter covers areas showing methods of how the research is going to be carried out. Such include the research design, sampling technique, size of the sample, the instruments as well as the procedures to be followed before the research work commences and data analysis.

Other parts contained here are the study area and study population among others.

#### **Research Design**

The research design that is going to be used is descriptive survey.

#### **Study Area**

The research is going to be carried out in Kiabuya zone Sub-District Kenya. The zone is found in the Eastern parts of the district bordering Migori district. To the West the zone borders Lake Victoria and this makes it to be found along the lake shore.

Kiabuya has an area of about 110km<sup>2</sup>. It comprises of seven secondary schools which four of them are selected for the research.

#### **Study Population**

Since the zone has seven secondary schools and each has an average of about 300 students, it therefore makes the study population to be 300 multiplied by the total number of schools which is seven thus making the population to be 210<sup>0</sup> students.

The teacher population in the zone is 77. This if added to the student population gives a total of 2177 making study population.

### **Sample Size**

The sample size would be 24, 6 (six), teachers would be taken from every four schools giving the number of teacher respondents to be 24.

### **Sampling Technique**

The schools are going to be selected using random sampling. The poorly performed schools would be two and the average ones would also be two.

To select teachers, the procedure used would be unrestricted design where everybody is included without restriction. The choice would be done randomly on the research response. The last group of the response would be reached by systematic sampling. This method would be used to identify the teacher respondents and an even number system would be involved in this basis.

### **Instruments**

These are the methods that are used in the collection of data. In this research, the instruments that are going to be used include:

#### **Open ended questionnaire:**

This instrument would be used due to such reasons as:

- i. It will dispel fear from the respondents
- ii. The researcher would be able to gauge accuracy from the answers given
- iii. The researcher would be able to make comparisons.

### **Rigid questionnaire**

This instrument would be used because the researcher would want the respondents not to deviate from reality but only to tell the truth of the matter.

### **Close-ended questionnaire**

This instrument would be used because there would be areas where the answer **yes or no** are to be used for response.

### **Data Collection**

#### **Procedure**

The researcher first of all got engaged with establishing the research title which was presented for approval by the supervisor.

The introduction part was then written which is the second chapter of the proposal.

The researcher then got engaged with chapter two that involves the review of the related literature which was got from a varying number of books.

In the third chapter, the methodology was prepared and all procedure put intact. After it was ready, the questionnaires were put ready to help in collection of information.

All the relevant letters were then acquired that authorizes and introduces the researcher to the research field.

### **Dispatching of questionnaire**

The questionnaires were then distributed to the relevant respondents to be collected on the agreed time after they are answered, and from the responses the researcher would be able to analyze data.

### **Data Analysis**

The suitable data analysis technique that would be used after collecting the filled up questionnaires would be:

Use of tables and figures. These would act as parameters to determine how many respondents especially the teachers who do the needful and how many of them do the opposite of what is required of them.

It would also be used to show the students performance in relation to teachers' preparation.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS OF FINDINGS, INTERPRETATION AND DISCUSSION OF FINDINGS

#### 4.0 Introduction

This chapter contains the answers to research questions and the statistical lay-out of the teacher population that do preparation for teaching and those that do not. It contains tables, bar graph, pie chart and line graph to help in putting clear all the pieces of information so collected from the field of study.

#### 4.1 How frequently do teachers prepare schemes?

It is very much essential that teachers should break the curriculum into teachable units which is done by nothing other than schemes of work. Schemes of work serve as the teeth that break the curriculum before it is parted to the learners without which no work would be perfectly done.

On this research question, here below is a table that illustrates the frequency of the teachers' participation in schemes of work preparation. The table also reveals to what percentage do the teachers perform in this area.

**Table 4.1 showing frequency and percentage of schemes of work preparation**

	Frequency	%
Teachers that scheme	16	66.66
Teachers that do not	4	16.66
Teachers that don't know	4	16.66
Total	24	100

**Source:** Administrative data 2008



From the table, 16 out of 24 do scheming while 4 know how to scheme but do not do it. The last figure 4 is the untrained teachers who are employed by the Board of Governors. This last group says they are not conversant with the scheming since they have never been trained to do it and this is the reason for which they failed to do it.

Even though a good number which is 16 out of 24 do scheming, the number that do not scheme and that is 8 is still a very big number which can very much affect learning. When a rough figure is taken and considered out of the whole division, it can be a very large number that can badly affect learning in the zone.

S.K. Kochhar (2002) states that, teachers should be able to break the curriculum to simpler teachable units by the tool known as scheme.

If it is like this, then it means without scheming, it is like there is no work done since nothing has been broken for students to absorb.

Kochhar in that same research continues; careful scheming is the foundation of all good teaching from the first day to the last day of good teaching. Nature of the schemes may change as years go by but scheming should never stop.

#### **4.2 Do teachers carry out preparation of lessons?**

Lesson planning is very important and plays a very integral part in the actual teaching. Actually without lesson preparation, a teacher can not perform. If any teacher can work without this, then it would not be called teaching, perhaps another term almost close to giving a public address.

The research that was carried out in Kiabuya zone had this to reveal the performance of teachers in the zone as far as the lesson preparation is concerned. The teachers were given numbers from 1-24 following the number of lessons one prepared in two weeks as shown below.

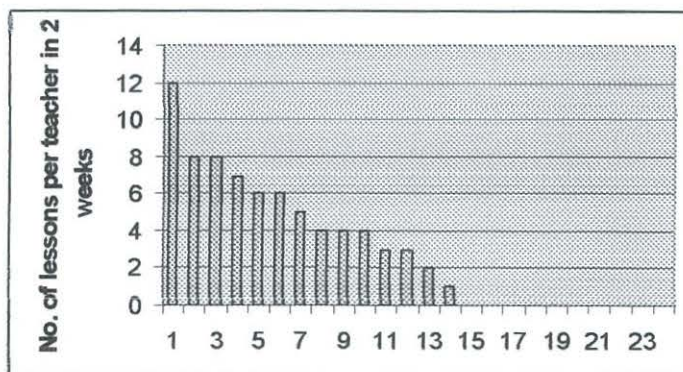
**Table 4.2 showing number of lessons prepared per teacher**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
12	8	8	7	6	6	5	4	4	4	3	3	2	1	0	0	0	0	0	0	0	0	0	0

**Source:** Administrative data 2008

The information above was then used to construct a bar graph. In the bar graph, the vertical axis shows the number of lessons prepared by a teacher within two weeks. The horizontal axis shows the teachers given numbers 1-24 in the order of the number of lessons one prepared.

**Figure number 1 showing number of lessons prepared per teacher**



**Source:** Administrative data 2008

Teachers given numbers from 1-24 according to lessons prepared

From the bar graph only 14 teachers out of 24 did something about the lesson planning while ten other teachers had forgotten lesson planning in their vocabulary. Even though 14 teachers do plan, only 3 out of 14 are within the average, however, the remaining 11 who also say they do planning did very little.

This bar graph gives a proven record that, among the 24 teachers, only 3 did proper planning, otherwise, a total of 21 teachers had their work below average and in the graph, teacher 15 to teacher 24 had zero work in planning.

S.K. Kochhar (2002) in his research on lesson planning had this to put across: The teacher should be able to break the curriculum to simpler teachable units by schemes which are further broken to more simpler teachable units by the tool called lesson plan. Kochhar cited some importance of a lesson plan as follows: it keeps the teacher on the track, it is essential for effective teaching and it prevents wastage and so on.

John A. Zahorick (2001) in his observation states that, no idea in education is more widely accepted than the idea that specific, thorough planning for a lesson makes the teaching and learning encounter valuable and productive.

Conversely, no planning or general and haphazard planning, leads to wasteful unproductive lesson.

Such observations by the researchers call and put more emphasis that do not coerce but should motivate the teachers to at-least accept

changes and work in accordance to the rules and regulations of the nature of the work they had chosen for if lessons are well planned, the zone would make some substantial improvement and shoot up to meet new up-trend standards than what it is now.

#### **4.3 Do teachers prepare teaching aids?**

The teaching aids just like other tools are also very good implements for learning. They have been found to be having a variety of importance in the learning process and can not be avoided for one to have an effective reinforced learning.

During the research work, some functional figures were gotten and stipulated in a pie chart to show how the teaching aids are effected in the zone.

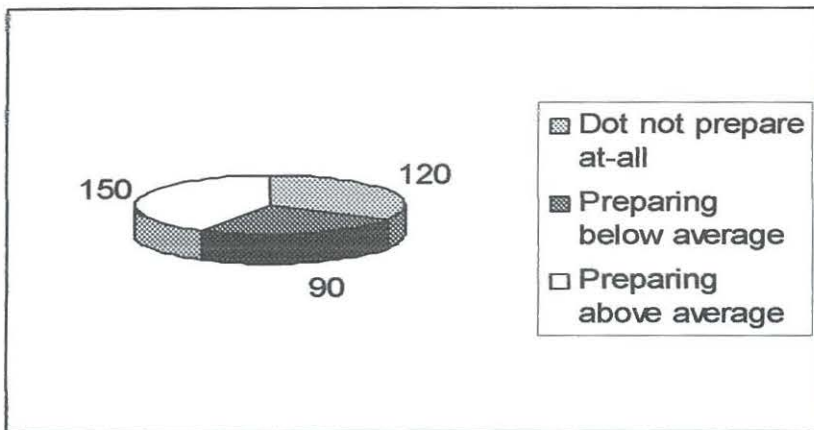
Just before the pie-chart, tables here below shows what the entries to the pie-chart reflect.

**Table 4.3 showing frequency and degree of T/aids prepared**

	<b>Frequency</b>	<b>Degree</b>
Prepare above average	10	150 <sup>0</sup>
Prepare below average	6	90 <sup>0</sup>
Do not prepare at-all	8	120 <sup>0</sup>
Total	24	360 <sup>0</sup>

**Source:** Administrative data 2008

**Figure No. 2 showing Degree of teachers according to T/aids prepared**



**Source:** Administrative data 2008

In the table before the pie-chart, 10 teachers out of 24 prepared above average, six teachers prepared but below average while 8 teachers were found with no preparation at-all.

This kind of information when was put on a pie-chart gave shares of varying degree. The leading degree of 150<sup>0</sup> represented the 10 teachers who prepared above average. The 90<sup>0</sup> represented the six teachers who prepared below average while 120<sup>0</sup> represented the 8 teachers who did not prepare at-all.

Teaching aids preparation has been talked about by a number of researchers and we can take a flashback on what they say about it.

Mrs. K. Yadav (2001) states that, for teaching effectively and for realizing the stipulated objectives of the subject matter, the teacher should seek an effective communication with his/her learners in quite interesting and useful way. For such communication, the teacher

should resort to teaching aids which are referred to as the teaching process goes on.

This is found to be so important because most of the teaching aids are sensory and their function is to make teaching concrete, effective and interesting.

Yadav mentioned some importance of teaching aids within the learning environment. He said the teaching aids: make the teacher to get the attention of his students, create interest and activate the mental process of the learners, help the learners to have a clear conception on ideas, information, facts and principles. Not least, the teaching aids also help them to understand some complicated and difficult concepts.

When we deduce from all the concepts above, we can say that, the 150<sup>0</sup> that constituted the teachers that do preparation of teaching aids is not even enough to push up the zone since the lion share of the pie-chart comprises the below average performers of 90<sup>0</sup> and the non performers of 120<sup>0</sup> which will automatically make the work have an enormous draw-back leading to depreciating trends in academic performance like the zone had been realizing.

### **The level of students' performance during those times teachers prepare as compared to those times they don't prepare**

Teachers preparation of the schemes of work, lesson plans, teaching aids and other related materials to enhance the learning process are the most effective parameters to gauge the learners academic performance in all the subjects they undertake,

In most of the schools where the learners' performance is excellently improved, they must be those schools where teachers are dedicated in the actual preparation before they deliver their lessons.

During the research, teachers were grouped into four categories as shown here below;

**Table 4.4 grouping teachers into categories of their participation in preparation**

Category	No. of teachers	Participation in preparation
I	6	Made above average preparation
II	6	Made average preparation
III	6	Made preparation below average
IV	6	Almost nil in every preparation

**Source:** Administrative data 2008

The termly progress records for end term II-- 2008 were used to establish students performance for every category and in each case, a single subject was used for every teacher.

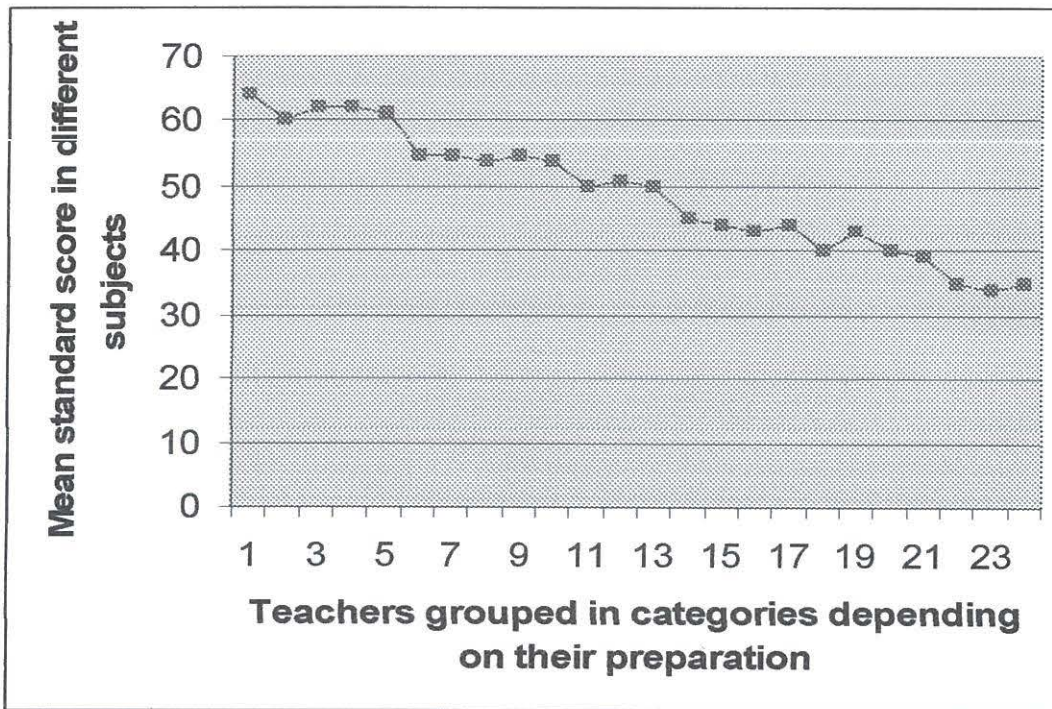
Below is a line graph showing an average mean score put to the nearest whole numbers. The categories were arranged in that sequence from teacher 1 to teacher 24 depending on the amount of preparation.

**Table 4.5 showing average mean score per teacher per subject put to the nearest whole numbers**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
64	60	63	63	61	55	55	54	55	54	50	52	50	45	44	43	44	40	43	40	48	35	34	35

**Source:** Administrative data 2008

**Figure No. 3 showing M.S.S in relation to teachers preparation**



**Source:** Administrative data 2008

The line graph above gives a very clear trend on the relationship between teachers' preparation and learners' performance. It gives a clear picture as to why performance can shoot up or pull down in a given education area in relation to teachers preparation.

In all the categories of the teachers, category 'I' where there was good preparation led in mean standard score (M.S.S) followed by category II and the order follows as the line moves showing a downward trend. This result puts it open to everyone that success to learners' performance is based on the proper preparations for schemes, lessons and teaching aids.

Other researchers who also shed some light to this include; Pahuja and Aggarwal.



N.P. Pahuja (2001) writes, effective scheming and instructional planning and evaluation of students performance have always stressed up on the attainment of instructional objectives so that they are of great help to students. By coupling continuous evaluation with immediate application of what has been learnt, the teacher can be sure of raising the academic performance of the students.

J.C. Aggarwal (2000) also had something to say on this: preparation help in assessing students' progress from time to time and predicting their future in academic performance. It appraises the status and change students' behaviour as well as expanding the concept of worthwhile goals beyond pure achievements.

The research findings under this aspect and even the reviews from the literature give a strong support that success in students performance is based on the continuous preparation by the teacher in all the areas that concern his or her delivery.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION**

#### **5.0 Introduction**

This chapter contains the discussion about what the findings were. It goes far to include the conclusion and recommendations for the research and just before we continue, the research had such objectives as:

To establish whether teachers do preparations of lesson plans and schemes of work.

To find out how frequently teachers prepare schemes and lesson plans.

To find out if teachers prepare and use teaching aids and finally,

To find out the relationship between teachers preparation and academic performance of students in schools.

#### **5.1 Summary of findings**

The discussion here contains my findings which are in a number of areas similar to findings from a number of other research studies in the literature review.

The research wanted to establish how frequently teachers prepare schemes of work. The finding has revealed that teachers prepare yes, but a good number also don't do so. The table on schemes preparation in chapter four illustrates that 16 out of 24 do scheming while 8 do not. The 8 that do not is a very big number that is even more than enough to make education trends come down with a very big index. This is a very clear reason for which education in the zone is coming down.

If we can quote from S.K. Kochhar (2002), teachers should be able to break the curriculum to simpler teachable units using schemes of work.

Kochhar linked good teaching with careful scheming which should be done from the onset of teaching to the last day. He said in any case the nature of scheme changes, the scheming itself should never stop.

We therefore say, no good scheming, no good teaching and standards have to collapse.

On the side of lesson planning, a very small number did some commendable work. This number was only 3 and the remaining 21 was below average. The bar graph on chapter four gives a good picture since the research wanted to investigate how often teachers do preparation of lesson plans. The work reveals that the performance is very much below average-and I concur with this research finding that this is also a reason for the standards staggering in the zone.

J.C. Aggarwal (2000) wrote this to that effect; however able and experienced the teacher, he could do never without his preliminary preparation. He went on to quote J.K. Davis saying "lessons must be prepared frequently for there is nothing so fatal to a teacher's progress as unpreparedness."

Just to add a little from Mrs. K. Yadav (2001) that, lesson planning makes the work regular, organized and systematic.

We don't make a rush, therefore, to say that no proper and successful work can be realized without regular proper planning of the lessons no matter experienced one may be.

Even though scheming and lesson planning play a very vital role in success of learning/teaching and students' performance, the so called teaching aids can not be underrated. The research in its investigation wanted to find if teachers prepare and use teaching aids in their daily teachings. In chapter four, there is a table and a pie-chart to put open the findings under this study. From the table, 10 teachers make teaching aids which is 150° in the pie-chart. 6 teachers prepared below average which is 90° and 8 teachers do not at-all and this takes 120° in the chart.

The truth of the matter is that, 150° representing those who fully prepare is a very small section as compared to 90° and 120° that total to 210° with little and nil preparation. The two figures 150° and 210° can not raise an equilibrium if they are put on both sides of a weighing machine. The bigger figure must always emerge wining. This proves that, however tireless the 10 teachers work, they can not build where we have 6 plus 8 totaling to 14 destroyers. This means something worthwhile needs to be done on this to curb the continuance in collapse.

If we can put to practice what Mrs. K. Yadav (2001) say on the teaching aids and their importance, then we can at-least have a very good forge ahead. She had the following about teaching aids:

- They help in effective communication between the teacher and the learners in quite interesting and useful way.
- They make teaching concrete and effective since most of them are sensory.
- Makes teachers to get the attention of the learners, creating interest and activating their mental process.

- They help students to have a clear concept of ideas, information, facts and principles as well as understanding some complicated and difficult concepts.

The observation from the research and that of the literature review give the same connotation that, without teaching aids, learning would go on but it would not concretely instill new concepts to the learners as it would be for the teaching aids.

The students' performance during those times teachers prepare in relation to those times that they don't was also a concept that the research went through to investigate.

The research arranged teachers into four categories depending on the amount of preparation they had. Category I was the best followed by others in a subsequent order where category IV being the last one.

The progress records for term II - 2008 was used and a line graph was prepared as in chapter four. The result revealed what kind of trend the graph gives with high and low preparation in relation to students' performance. The graph proved clearly that good preparation, good mean standard Score (M.S.S) and poor preparation, poor M.S.S

The result in this, very much agree with people like Pahuja and Aggarwall in their findings.

Effective instructional planning and evaluation of students performance have always stressed up on the attainment of instructional objectives so that they are of great help to students.....(N.P Pahuja 2001).

Preparation help in assessing learners progress from time to time and predicting their future in academic performance.....(J.C. Aggarwal 2000).

In as much as all these are concerned, we can say that every success in students' performance would get its anchor on a well founded preparation by the person to deliver the knowledge and skills and that is none other than the teacher.

**5.2 Conclusion**

The scheming was not a good one since only 16 out of 24 teachers prepared schemes of work and this participated to poor work in the zone.

The lesson preparation was a substandard one. Out of 24 only 3 teachers had lessons above average. Others performed very little or not and this managed to lower education trends in the zone.

The teaching aids preparation was also low. 10 out of 24 were found with some good prepared teaching aids. The remaining 14 were below average.

The success of students' performance has its anchor on teachers' preparation, therefore, good preparation good performance and poor preparation poor performance.

**5.3 Recommendations**

The school administration should ensure that teachers are equipped with schemes of work that covers a whole term and this should be done in the first week of opening.

The government should ensure that the staff establishment is distributed in a good ratio and more teachers are deployed to reduce the work-load per teacher so as to make the teachers be able to prepare lesson plans in every lesson they teach.

Workshops should be organized to make teachers be aware about the importance of lesson planning as it makes the learning be different from drilling which most teachers have embarked on.

Teachers should be encouraged to prepare teaching aids and they should also teach and encourage students to make some simple teaching aids since the process would not only add numbers in teaching aids but would also enhance students learning.

Apart from frequency of teaching and testing, teachers should be encouraged to gauge students' performance using frequency of schemes of work, lesson plan and teaching aids preparation.

#### **5.4 Future research areas**

I do suggest that in any case an opportunity arises, a research should further be done on such areas like: The testing policies, modes of evaluation and teachers motivation as they also play a very integral part on students' performance.

## REFERENCES

J.C.A Aggarwall (2000) **principle methods and techniques of teaching**. Masjid road Jangpura. Vika publishing house.

J.C.A Aggarwal (2000) **Essentials of Examination System**.  
Masjid road Jangpura. Vikas publishing house.

John A. Zahorik (1999) **The effects of planning on teaching**.  
Dayaganj 110002 Ammol Pub. New-Delhi

N.P Pahuja (2002) **Teaching of English** 4374/413 Daryaganj Ammol  
Pub. New-Delhi

S.K. Kochhar (2002) **Methods and techniques of teaching**. A-59  
Olchla industrial areas Sterling Pub. New-Delhi.



GIWASSI DIVISION OFFICE

7<sup>TH</sup>-SEPT-2008

TO WHOM IT MAY CONCERN:

Dear sir /madam

RE: ACCEPTANCE FOR RESEARCH WORKS TO RANGI ODHIAMBO  
KENNEDY REG NO. BED /10717 /61 /D F

The above named student is from Kampala international university under the programme of open and distance learning [IODL] pursuing a bachelor's degree in education.

He wishes to carry out research in your institution on the topic:

**TEACHERS PREPARATION AND ACADEMIC PERFORMANCE OF STUDENTS IN SELECTED SECONDARY SCHOOLS IN KIABUYA ZONE SUBA DISTRICT KENYA.**

Our office has given him permission to continue with the same and we so wish that you would accept him.

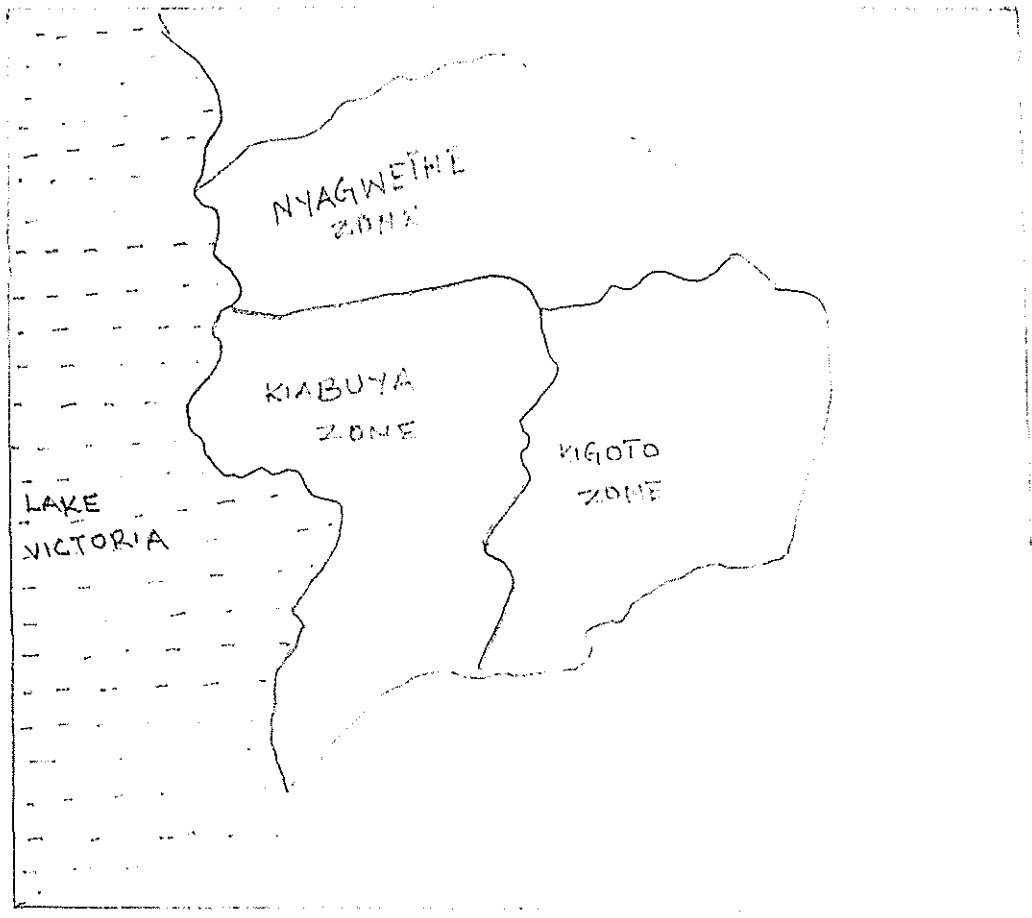
Yours faithfully,



John milalo E.O

Gwasssi Division

MAP. SHOWING EDUCATION ZONES OF TUMBA DIVISION





Kampala International University  
Institute of Open and Distance Learning  
P O Box 20090 Kansanga, Kampala, Uganda  
256 41 373 498/ 256 41 373 889 (Ug) 254 20246275 (Ke)  
e-mail: efaqbamiye@yahoo.com Tel: 0753142725

## Office of the Director

24<sup>th</sup> April 2008

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR. RANGI ODHIABO KENNEDY

REG. # BED/10717/61/DF

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

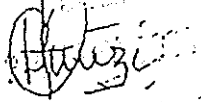
He/she wishes to carry out a research in your Organization on:

TEACHERS PREPARATION AND ACADEMIC PERFORMACE  
OF STUDENTS IN SELECTED SECONDARY SCHOOLS IN  
KIABUYA ZONE SUBA DISTRICT KENYA

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

  
**UHWEZI JOSEPH**  
**EAD. IN-SERVICE**

DIRECTOR