

## Learning Achievement: Illusions of Teacher-Centered Approaches in Primary Schools in Kenya

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### Abstract

This paper interrogated learning achievement in primary schools in Kenya. The study critically appraised the Illusion of teacher-centered approaches in primary schools in Kenya. The study explored factors underlying the application of teacher-centered approaches and their effects on learning achievement among primary school pupils in Kakamega County, Kenya. The study further examined the assumptions underlying teacher centered pedagogical methods as well as the negative influences of teacher-centered approaches in Kenyan schools. Teacher-centered approaches don't address acquisition of practical skills, values, and attitudes in learners. The approaches merely concentrate on rote learning. The procedures pivot on the role of the teacher during the teaching and learning process. The world as global village, recognize primary education as the economic pillar of all countries worldwide. The United Nations (UN) also acknowledged the role played by education in economic development and promotion of peace development. Subsequently, the UN general assembly endorsed education as a fundamental human right in 1948. The purpose of the study is to interrogate the illusions of centered approaches in primary schools. The paper examined the influence of strained resources in the application of teacher-centered approaches. The article further assessed the role played by examinations oriented model in use of teacher-centered approaches in schools. Teacher competencies play crucial role in decided the type of approach to be applied when teaching. Appropriate procedures which are learner-centered enhance achievement of skills during the learning process. However, inappropriate methods which are teacher-centered affect knowledge retention negatively and lead to rote learning. The study was guided by transactional analysis theory as advanced Eric Berne in 1950 and the social learning theory as advanced by Albert Bandura in 1977. The qualitative property to be acquired is the learning achievement which is actualized through appropriate teaching approaches. Inputs which lead to learning achievement of learners are the independent variables of this study. The outputs culminate in outcomes of relevant teaching approaches which are learner-oriented approaches. Particular attention was given to the crises in inputs and processes that affect the production of learning achievement. These crises are reflected in oriented exam procedures, strained resources, teacher and teacher proficiency in the influence of relevant teaching approach. The study, therefore, focused on teaching approaches practiced by teachers in primary schools. The study adopted mixed methods of investigation. Both quantitative and qualitative approaches to research were used. The descriptive survey design was therefore selected. The target population of 11000 in Kakamega County, Kenya. The target population comprised of head teachers, and teachers. Purposive and simple random sampling was adopted to obtain the desired sample size of 384 respondents. It conformed to 1.96 level of confident. Using the descriptive survey design, data was collected using three sets of questionnaires. The reliability was estimated through use of Cranach's Alpha Coefficient using Statistical Package for Social Sciences (SPSS) version 20.0. Findings of the study revealed that teacher-centered approaches negatively affect pupils' learning achievement. It was therefore anticipated that this study would be significant as findings of the study may help in the formulation of education policies and legal framework which are geared towards curbing inequalities leading to usage the relevant teaching approaches in primary schools. The policy implementers would also understand and appreciate education policies within which they are supposed to operate in providing effective leadership and management practices in the realization of learning achievement amongst learners. The study is also significant to the field of comparative and International education as it provides data on the relevant approaches that influence learning achievement amongst learners. The study suggested moderate pressure to excel in school, as this can stifle a student's imagination, creativity and ultimate success the learning process. Inefficiency has infiltrated primary schools due to teacher-centered approaches. It was therefore recommended that the government should come up with a clear policy on pedagogical in-service courses.

**Keywords:** Convectional, Learning achievement, Resources, and teachers' competencies

### Objectives of the study:

The following are the objectives of the study;

- i) Assess the influence of examinations oriented model on teacher-centered approaches in schools.
- ii) Investigate the influence of strained resources on the usage of teacher-centered approaches.
- iii) Establish the influence of teacher competencies on teacher-centered approaches.

**Hypothesis: H0;** Teacher-centered approaches do not significantly influence learning achievement in primary

schools

## 1. Introduction

This study on illusions of teacher-centered approaches interrogated the theory of learning. A learning theory is a theoretical construct that conceptualizes on how pupils take in and retain skills and attitudes, and use them as life skills for tackling contemporary problems. According to Kimble (1961), learning is considered as a relatively permanent change in behavior that occurs as a result of reinforced practice. In light of this essential approaches that incorporate teaching aids should be applied. However, pedagogical approaches are used by teachers to achieve their objectives. Teaching approaches are either teacher-centered or learner-centered. In light of this, Watson (2003) noted that teachers use strategies that ease their work. Therefore the choice of approach is based on teachers' beliefs and perceptions. The methods that influence learning achievement fall under learner-centered approaches while those that don't contribute learning achievement are referred to as teacher-centered approaches. Curtin (2005) revealed that learner-centered approaches lead to the development of creative skills, participation and subsequently learning achievement. In light of this, learner-centered approaches are crucial in the learning process. However, teacher-centered methods lead to cramming and rote learning. The teacher dominates the teaching-learning process. Subsequently, learners only participate in the learning process when just called upon to answer questions. In spite of this, teachers opt for teacher-centered approaches due to various conditions. This study has delimited itself to influence of examinations oriented model, strained resources and teacher competencies on teacher-centered approaches.

According to Schmitz, R. (2011) examinations oriented model lead to usage of conventional approaches by teachers. Besides, Fulcher and Davidson (2007) noted that the testing either positively or negatively influences learning. However, teachers use traditional methods to prepare learners for examinations. The exam-oriented model cause stresses teachers and students. The model leads to memorization of work. Dore (1997) noted that examination-driven school cultures have emerged due to the exam-oriented model. In light of this, Kenyan teachers have devised approaches that lead to drilling, memorization, dictation, and revision of examinations papers.

According to GOK (2004), the introduction of FPE in Kenya in 2003 led to increase in enrolment of pupils. However, there were inadequate resources in schools. The strained resources contributed to inefficiency in schools. Incompetence in schools is reflected in high learner repetition and dropout rates. Besides, pedagogical approaches used don't contribute to learning achievement. With strained resources, class sizes are large. Moreover, the pupil-teacher ratios are high. Subsequently, teachers may use teacher-centered approaches that don't contribute to learning achievement.

Besides, teachers' competencies contribute to the type of approaches to be used during the teaching/learning process. According to Anderson (2000), teachers who were supported with in-service courses improved on their pedagogical approaches. In this respect, teacher's professional development improved skills on their teaching techniques. Teacher development was therefore essential in the promotion of quality education. In light of this, professional development was very influential in overcoming shortcomings that arose due to the pre-service training of teachers. Besides, it kept teachers abreast of new knowledge and pedagogical approaches. Teachers subsequently used child-centered teaching approaches. Despite the findings, KNEC (2010) revealed that 37.8percent of teachers had not attended in-service courses since 2003. This revelation implied that most teachers lacked the necessary current pedagogical approaches to teaching. Subsequently, teachers apply teacher-centered approaches as a result of lack of being appraised on modern approaches to teaching.

In light of the background information, there appeared discrepancies that contributed to the usage of teacher-centered approaches by teachers. It is against this background that this study interrogated the issues that contributed to teacher-centered approaches in primary schools in Kenya.

### 1.1 Examinations oriented model

The education system of Kenya was inherited from the model of the British education system. The system is dominated by examinations that determine promotion of learners from one educational level to another. In light of this, Mackatiani (2017) noted that Kenya has an education system that is examination oriented. The public and teachers, therefore, conceptualize efficiency in education when pupils get good marks in the national exams. As noted by Wasanga (2004), this is realized in a centrally administered national examination for primary school leavers. In spite of this, the "mean score syndrome" has infiltrated schools. The mean score syndrome is perceptions of getting higher mean scores in national examinations. With this mentality on examination performance, teachers apply traditional approaches that don't promote learning achievement. Subsequently, the Kenya Education Sector Support Program (KESSP) established National Assessment Centre (NAC) to monitor learning achievement. In 2010, NAC released the results of its first assessment report. The report revealed that literacy and numeracy levels were low in public schools. Besides, the study showed that teachers focused heavily on drilling and examination preparation. The study was consistent with GOK and UNESCO (2004) which noted

that pupils hardly got the attention they deserved. In spite of this, Schmitz, R. (2011) indicated that examination oriented model leads students to lose their imaginations and creativities. Mackatiani et al. (2016) conformed with these findings when they noted that examination oriented model negatively influence critical thinking.

According to Snehi, N. (2011), instructional methods are crucial in learning achievement. Instructional methods are categorized as teacher-centered and learner-centered. Teachers use these methods either to promote learning achievement or to ease their work when they are not prepared to teach. Learner-centered approaches are appropriate approaches as they facilitate active learning and don't constrain the learning process. According to Dufresne, et al. (2010) learner-centered approaches develop creative skills. However, teacher-centered approaches are inappropriate approaches as they don't facilitate learning. According to Tella, et al. (2010), teacher-centered approaches lead to cramming and rote learning by pupils. Subsequently, teachers' beliefs and preferences in use of the teacher-centered method are to excel in national examinations. It is against this background that this study interrogated the rationale behind the influence of examinations oriented model on teacher-centered approaches in primary schools in Kenya.

### **1.2 Strained resources**

Following the introduction of free primary education, Kenya has experienced an upsurge of primary school enrolments. Despite the upsurge in registration, learning achievement is crucial for the realization of life skills. However, the high enrolment has impacted on teaching methods due to unavailability of resources like classrooms, instructional materials (teaching aids) and teaching personnel. As a result of high class sizes influence use of teaching methods that may not be relevant to learning achievement. According to this study, class size refers to student population within an individual class. In light of this, Arnold (2000) noted that large classes experience wider gaps in learners' achievement between disadvantaged students and their peers. This is due to less communication, interaction, and coordination throughout the learning process. As a result, it contributes to lower student achievement. Dean (2004) is in concurrence with these findings when he noted that in small classes, the curriculum is more limited and directed to average pupil rather than the full range of students with varied learning needs.

Various studies (Nye et al., 2000) reveal that small classes perform better than large classes in standardized tests. Teachers in small size classes use discussion method when teaching. Class participation is essential is an essential component of learning (Nunn, 1986). Small classes actively participate in pedagogical activities that improve the learning process. Small class size contributes to the active participation of learners. However, Studies conducted on class size in higher education reveal that large class size does not have an impact on acquisition of competencies. However, these studies show that smaller class sizes lead to more positive attitudes towards subjects being taught (Mc Connell, C, and Sosin, K. 1984).

According to Lazear (2001), large classes allow learners to be disruptive. In light of this, students hide from participation in the learning process. They also disappear from class attendance. Class size and instructional methods are intertwined (Mc Keachie, 1986). Teachers in large class size use traditional methods when teaching. In spite of this, educational objectives taught through conventional approaches lecture are limited to knowledge (Hoyt and Pepera, 2000). This is in contrast to instructional methods that encourage learners' participation. Through learners' participation, students benefit from professionally recommended pedagogies.

Staffing of teachers in Kenyan primary schools is an area of concern. This is due to high number of pupils in primary schools. Teachers in service cannot cope with these high numbers of pupils. According to Ackers and Hardman (2001), a teacher in Kenyan primary school handles up to 80 students at a time in a regular sized classroom. In spite of this, teachers use traditional methods of teaching in order to cope with the existing condition of big classes. Subsequently, it impacts on learning achievement of learners.

### **1.3 Teachers' competencies**

In this study, competency refers to the professional capabilities that can be utilized by teachers in order to perform duties excellently. Competencies encompass skills and attitudes that a teacher uses to carry out teaching tasks. Competencies are acquired through professional training. The teacher pre-training courses ensure that teachers acquire the required skills for the teaching and learning process. However, after being employed they tend to use approaches that don't promote learning achievement. Teachers' teaching methods are linked to conception of what the essence of teaching is. According to Kember and Kwan (2000), teachers have two types of teaching approach; content centered or learning centered. In light of this, differences in the approaches lay in instructions, focus, assessment and accommodation for students' characteristics, source of experience and knowledge. The content-centered approach relies on transmission of knowledge while learning-centered approach relies on teaching as learning facilitation. Good teachers produce memorable educational experiences. They know what to teach, how to teach and how to improve (Stephenson, 2001). Quality teaching is affected by teacher: pupil ratios. However entry behaviors of those to be recruited to be teachers play an important role. Besides, teachers are expected to keep professional records to track the learning achievement of students and

assist them in usage of correct pedagogical approaches. In this respect class size contributes to learners' achievement of competencies. Marton and Saljo (1976) identify two types of learning approaches. There is the deep approach which focuses on course material of the surface approach which focuses on memorization of material. Barnett et al. (1995), observe that the difficulty of effective implementation of student-centered teaching methods rises as the number of students in classroom increases. GOK (2005) noted that the two year teacher training is not adequate for the teacher trainees to acquire mastery in subject content and skills of pedagogy in all seven subjects offered at primary level. GOK (2005) further observed that inadequate in-service of teacher's compromised quality of teaching. To redress these changes, KESSP (2005) proposed to build and strengthen appropriate aspects of the existing in-service programs to meet the growing demands. The in-service programs to be incorporated are School-based Teacher Development (SbTD), social studies and School Empowerment Program (SEP) for deputy Head teachers and senior teachers. These programs were aimed at improving teaching approaches and management skills of teachers and administrators. However, according to KNEC (2010), 37.8% of teachers had not attended in-service courses since 2003.

## **2. Statement of the problem**

From the background information, it is evident that quality primary education is crucial worldwide. The primary education to be offered is to be qualitative in order to cope comply with the country's vision 2030 expectations. However, sudden influx of pupil population has had far-reaching implications in terms of existing resources to promote the same. These implications have impacted negatively on learning achievement of learners. Teachers, as policy implementers are expected to use relevant teaching approaches in order for learners to attain learning competencies. This is to be actualized in classroom practice on a day-to-day basis. Nevertheless, this appears elusive as evidenced by low academic performance by learners. This scenario has been due to conservative elements in teachers' attitudes, competencies and availability of the required resources. Subsequently, it becomes difficult for teachers to use the required teaching approaches in order to realize their expectations. This study, therefore, investigated issues underlying usage of teacher-centered approaches. The variables investigated included teachers' attitudes and competencies, and resources for learning reinforcement. These variables are considered crucial for teachers when determining the relevant approach for learning achievement.

## **3. The significance of the study**

The study might be significant to the government of Kenya and entire sub-Saharan Africa as education characteristics are similar. The findings would be used by education planners and teachers on how to incorporate available inputs into the teaching profession to achieve learning competencies in schools. Policy planners would use measures identified in the formulation of policy on provision and improvement of pre and post teacher training courses.

Using the findings on the illusion of teacher-centered approached, roadmaps would be designed for continuous improvement of pedagogues. When school educators understand the aspect of constant development, they will gain confidence to shape and alter the approach to reflective thinking. The study findings might also provide suggestions for quality assurance to be shared with people involved in the study and the education stakeholders at large. The study findings are likely to draw the attention of Quality Assurance and Standards Officers (QASOs) who might use the information while on supervision of schools. The results too are expected to assist teachers in redressing their weaknesses.

Finally, findings of the study would further add to the growth of knowledge on pedagogues in primary schools. These study findings might be additional knowledge on teaching approaches to the existing research findings and literature. Besides, it might help future researchers while identifying priority area in which to carry out more research. The results may, therefore, be of interest to researchers in educational policy studies; and comparative and International education since it would provide data on what the Kenyan teachers are doing in promoting learning achievement in primary school.

## **4. Theoretical Context**

The study applied the theoretical construct as advanced by advanced by Barne in 1950 on transitional analysis theory and Albert Bandura in 1977 on his Social Learning Theory. The transitional theory illustrates how people have developed and how they treat themselves. It further outlines how people relate and communicate among themselves. This is actualized in the provision of suggestions and interventions which enable people to change and adjust to the environment. However, Flanders (1970), noted that teachers adopt teaching methods based on their cognitive orientation. Through the pedagogy selected, the teacher communicates to learners in the classroom. Pupils are stimulated to achieve learning objectives. Flanders further developed a system of interaction analysis on the transaction that goes on in the school. The analysis came up with teacher-centered and learner-centered approaches.

The social learning theory identified three central concepts that are crucial in learning. The foremost one is

that people learn through observation. The next aspect was that the internal mental states of people are essential in the learning process. The final concept identified by Bandura was that just because something has been learned, it does not mean that it will result in a change of behavior. Most human behavior is therefore learned observation. The observation leads to the formation of ideas on how the acquired behavior is performed. The acquired behavior lead to the coding of information that direct cause of action. Subsequently, observational learning does even not require watching another person engage in an activity. However, it involves hearing verbal instructions from teachers that can lead to learning. Learning could also be achieved through the reading of textbooks.

The analysis led to teacher-centered approaches applied by teachers. The methods don't lead to learning achievement as expected of in the learning process. The methods are as a result of challenges faced by teachers due to examinations oriented model, strained resources, and teachers' competencies. As a result, teachers adopt convectional approaches which don't contribute to learning achievement of learners that guarantee retention of skills for tackling contemporary problems. This study, therefore, adopted transactional analysis theory to analyze learning achievement on the use of convectional approaches by teachers in primary schools in Kenya. The social learning theory to examine the influence of teacher-centered approaches on learning achievement in primary schools in Kenya.

## 5. Methodology

This study adopted the mixed method research approach. The approach incorporated qualitative and qualitative analysis of data. The study targeted head teachers, teachers, and pupils in primary schools in Kakamega County, Kenya. The study targeted a total of 11000 head teachers and teachers. The purpose of the target was to access respondents who had experience and information about classroom pedagogical approaches. From this target population, a sample of 384 respondents (48 head teachers and 336 teachers) was drawn to conform to the confidence Interval of 0.05, confidence level of 1.96 and standard of deviation of 0.5. The study objectives led to the collection of partly quantitative and qualitative data. In this case, quantitative and qualitative data of respondents were analyzed. The derived data led to the juxta positioning and coding of collected information. The coded data were entered into the computer, and the statistical package for social sciences software (SPSS version 20) was used to analyze the data. Qualitative data were classified according to variables of the study (class size, attitudes, and competencies). The Cronbach's alpha test of the variable reliability of the relevance coefficient at 0.67(Virginia University, 2016) was used on all standardized items. Descriptive statistics gathered included means, frequencies, standard deviations, and regressions. Findings were depicted using tables and graphs. Regression analysis was used to determine the relationship between independent variables of teacher-centered approaches and the dependent variable of learning achievement.

## 6. Results and Discussions

The purpose of this study was to interrogate the influence teacher-centered approaches in primary schools in Kenya. In light of this UNESCO (2005) notes that outcomes of quality education in the learning process are expressed in teaching and learning process. In spite of this, primary data was collected from head teachers, teachers, and pupils from primary schools in Kakamega County. The study, therefore, sought information from head teachers, teachers, and pupils on factors that contribute to the usage of teacher-centered approaches. Headteachers and teachers were asked to respond to the influence of examinations oriented model on teaching approaches of resources in. Foremost, they were asked to respond to teaching approaches used by teachers. Pedagogical approaches as a process play the crucial role in the implementation of quality education. Their responses are presented in table 6.1 below:

**Table 6.1 Teaching approaches**

Approach	Head teachers		Teachers	
	N	%	N	%
Teacher centered	40	83.3	270	83.3
Learner centered	8	16.7	66	16.7
Total	48	100	336	100

From the information on data contained in Table 6.1, 83.3 percent of the head teachers indicated that teachers used teacher-centered methods. Besides, 83.3 percent of the teachers stated that they used teacher-centered methods. Further findings from Table 6.1 revealed that 16.7 percent of the head teachers indicated that teachers used learner-centered methods. Besides, 16.7 percent of the teachers stated that they used teacher-centered methods.

On overall most teachers use teacher-centered methods. This is an indication that teachers use traditional methods of teaching. According to Mackatiani (2017), teacher-centered approaches enslave learners through the provision of knowledge by use of teacher-centered approaches. Teacher-centered approaches, therefore, don't contribute to learning achievement.

The study also sought to find out the extent to which examinations oriented model influence usage of teacher-centered approaches. Perceptions of head teachers and teachers were therefore asked to establish the influence of examinations oriented model on pedagogical approaches. The opinions were rated from strongly agree, agree, strongly disagree and disagree. This information was captured in Table 6.2:

**Table 6.2: Perceptions of head teachers and teachers on influence of examinations oriented model**

Rating	Primary schools			
	Head teachers		Teachers	
	N	%	N	%
Strongly disagree	0	0	0	0
Disagree	0	0	0	0
Agree	8	16.7	66	16.7
Strongly agree	40	83.3	270	83.3
Total	48	100	336	100

With regard to data contained on perceptions in Table 6.2, 0 percent of head teachers and teachers in primary schools strongly disagreed that examinations oriented influenced usage of teacher-centered approaches. In addition, another 0 percent of head teachers and teachers in primary schools disagreed that examinations oriented model influenced usage of teacher-centered approaches. Further findings from Table 6.2 revealed that 16.7 percent of head teachers and 16.7 percent of teachers in primary schools agreed that examinations oriented model influenced the usage of teacher-centered approaches. However, 83.3 percent of head teachers and 83.3 percent of teachers in primary schools strongly agreed that examinations oriented model influenced the usage of teacher-centered approaches. Overall, head teachers and teachers indicated that examinations oriented model contributed to the use of teacher-centered approaches in schools.

The study had to establish class sizes in primary schools. Researchers consider teacher-pupil interaction as an indicator of quality education. Head teachers were, therefore, asked the class size in their respective schools. Their responses were reflected in Table 6.3:

**Table 6.3: Class size in primary schools**

Class size	N	%
1:50	8	16.7
1:60	12	25
1:70	16	33.3
1:80	12	25
Total	48	100

Concerning data contained in Table 6.3, 16.7 percent of head teachers indicated that their schools had a class size of 50 pupils. Besides, 25 percent of head teachers in primary schools showed that they had a class size of 60 pupils. Moreover, 33.3 percent of head teachers in primary schools indicated that they had a class size of 70 pupils. However, 25 percent of head teachers in primary schools reported that they had a class size of 80 pupils. From this analysis, 80 percent of schools had a class size of at least 60 pupils. This implied that teachers didn't effectively interact with pupils. It was an indication that teachers resort to traditional approaches to satisfy the teaching/learning process. The findings concurred with Hoyt and Pepera, 2000 who noted that teachers in large class size use traditional methods when teaching.

The study also sought to establish the adequacy of resources in primary schools. Head teachers were asked to respond to the availability of resources. The head teachers' responses were reflected in Table 6.4:

**Table 6.4 Adequacy of Resources**

	Teachers		Physical facilities		Instructional materials	
	N	%	N	%	N	%
Adequate	8	16.7	10	20.8	4	8.3
Inadequate	40	83.3	38	79.2	44	91.7
Total	48	100	48	100	48	100

Concerning data contained in Table 6.4 on the adequacy of resources, 16.7 percent of head teachers indicated that schools had adequate teachers. Another 20.8 percent of head teachers reported that schools had sufficient physical facilities. Besides, 8.3 percent of head teachers reported that schools had adequate instructional materials. Further findings from Table 6.4 revealed that 83.3 percent of head teachers indicated that schools had inadequate teachers. Another 79.2 percent of head teachers indicated that schools had insufficient physical facilities. Besides, 91.7 percent of head teachers indicated that schools had inadequate instructional materials.

Overall primary schools had inadequate teachers, physical facilities, and instructional materials. This implied that due to strained resources teachers opted for traditional teaching approaches. The findings were in concurrence with GOK and UNESCO (2004) when they noted that strained resources compromised quality

education in primary schools in Kenya.

The study further sought head teachers' perceptions on the influence of strained resources on the usage of teacher-centered approaches. Their opinions were captured in Table 6.5

**Table 6.5: Perceptions of head teachers and teachers on the influence of strained resources.**

Rating	Primary schools			
	Head teachers		Teachers	
	N	%	N	%
Strongly disagree	0	0	0	0
Disagree	0	0	0	0
Agree	8	16.7	66	16.7
Strongly agree	40	83.3	270	83.3
Total	48	100	336	100

Concerning data contained on perceptions in Table 6.5, 0 percent of head teachers and teachers in primary schools strongly disagreed that strained resource influenced usage of teacher-centered approaches. Besides, another 0 percent of head teachers and teachers in primary schools disagreed that strained resources influenced usage of teacher-centered approaches. Further findings from Table 6.5 revealed that 16.7 percent of head teachers and 16.7 percent of teachers in primary schools agreed that strained resources influenced the usage of teacher-centered approaches. However, 83.3 percent of head teachers and 83.3 percent of teachers in primary schools strongly agreed that strained resources affected the usage of teacher-centered approaches. Overall, head teachers and teachers perceived that that strained resources contributed to the use of teacher-centered approaches in schools.

The study also sought information from head teachers on teachers' competencies. The study, therefore, requested information on maintenance of professional records. The findings were presented in Table 6.6:

**Table 6.6: Maintenance of professional records**

	Schemes of work		Lesson plans		Pupils' record of work	
	N	%	N	%	N	%
Maintained	44	91.7	8	16.7	44	91.7
Not maintained	4	8.3	40	83.3	4	8.3
Total	48	100	48	100	48	100

Concerning data contained in Table 6.6 on maintenance of professional records, 91.7 percent of head teachers indicated that teachers maintained schemes of work. Another 16.7 percent of headteachers reported that teachers kept lesson plans. Besides, 91.7 percent of head teachers indicated that teachers supported pupils' progress record. Further findings from Table 6.6 revealed that 8.3 percent of head teachers indicated that teachers did maintain schemes of work. Another 83.3 percent of head teachers indicated that teachers did not maintain lesson plans. However, 8.3 percent of head teachers indicated that teachers did not maintain pupils' progress record. Overall teachers in primary schools maintained their professional records. This implied that teachers in primary school track progress of learners.

The study sought information from head teachers and teachers on the extent to which they participated in in-service courses. In-service courses are crucial as they appraise teachers on modern teaching approaches. The study, therefore, sought information on in-service course participation. The findings were presented in Table 6.7:

**Table 6.7 In-service course attendance**

	Head teachers		Teachers	
	N	%	N	%
Attended	32	66.7	224	66.7
Not Attended	16	33.3	112	33.3
Total	48	100	336	100

Concerning data contained in Table 6.7, 66.7 percent, of head teachers in primary schools indicated that they had attended in-service courses. Another 66.7 percent of teachers in primary schools noted that they had participated in in-service courses. However, 33.3 percent of head teachers indicated that they had not attended in-service courses. Besides, 33.3 percent of teachers stated that they had not participated in-service courses. The findings concurred with KNEC (2010) when it noted that 37 percent of teachers in primary schools had not attended in-service courses.

### Testing Hypothesis of the study

The study hypothesis was H0: Teacher-centered approaches do not significantly influence learning achievement in primary schools. To determine the influence of teacher-centered approaches to learning achievement in primary schools regression analysis was done. Results of the analysis were as indicated in the table below:

**Table 6.8: Regression model on the influence of instructional materials**

Change statistic								
R	R Square	Adjusted R Square	Std Error of the Estimate	R Square Change	F Change	df1	df2	Sig F Change
.249 <sup>a</sup>	.062	-.094	.395	.349	.398	5	30	.846 <sup>a</sup>

a. Predictors: (Constant); use of teacher centered approaches, maintenance of professional records, available resources

b. Dependent Variable: Learning achievement

Concerning the data contained in Table 6.8, results were summarized by the following regression analysis equation;

$$Y = a + bX;$$

Where Y = dependent value (learning achievement) that was being predicted in this study. X was the independent value (teacher-centered approaches). The value (a) was the constant in the regression analysis equation. It was the intercept point of the regression line and Y-axis. The (b) value was the coefficient of X. It was the slope of the regression line. The independent variable for the hypothesis H0 in the study was the teacher-centered approaches and their influence on learning achievement in primary schools.

The results in Table 6.8 indicated that the significance level was at sig F= 0.846. It was greater than p= 0.05. The relationship  $F(5,30) = 0.389$ .  $p > 0.05$ , adjusted R<sup>2</sup>=6.2 percent. The hypothesis was therefore rejected. This meant that X= teacher-centered approaches predicted learning achievement in primary schools. The study, therefore revealed that teacher-centered approaches predicted learning achievement in primary schools by 6 percent. The findings concurred with Tella et al. (2010) who noted that teacher-centered approaches lead to cramming and rote learning.

## 7. Conclusion

From the findings of this study, it was evident that teacher-centered approaches applied by teachers were as a result of examination oriented model, strained resources, and teachers' competencies. The examinations oriented model, strained resources, and teacher incompetency do not help school pupils to realize learning achievement as expected. The approaches contribute to cramming of information. The rote learning processes enable pupils to excel in national examinations. Pupils spent most of the time reciting information from teachers. Drilling then reinforces what has been imparted by teachers. This lead to reproduction of the acquired knowledge when examinations were being administered. The main purpose of using teacher-centered approaches is to cope with inconsistencies that are experienced in teaching fraternity. These traditional pedagogical approaches don't provide holistic approaches to learning experiences. Pupils are enslaved through reliance on teachers who provide knowledge by use of teacher-centered approaches. Overall, it was, therefore, concluded from the findings that examinations oriented model, strained resources, and teacher incompetency contribute to the usage of convectional approaches by teachers.

## 8. Recommendations

The Government of Kenya completely migrates from the present examinations oriented model to the recently launched competency-based model. It is therefore recommended that a legal framework developed for reinforcement of learning achievement.

The study established that strained physical facilities influenced the application of teacher-centered approaches. It is therefore recommended that the government of Kenya should redress the issue of adequacy of physical infrastructure through the allocation of more funds to the school infrastructure kitty.

The study also established that inadequate instructional materials influenced the application of teacher-centered approaches. It is therefore recommended that the government of Kenya should redress the issue of adequacy of instructional materials through the allocation of more funds to the school instructional materials kitty.

The study further established that understaffing of teachers contributed to the application of teacher-centered approaches. It is therefore recommended that Teachers Service Commission of Kenya should redress the inconsistency by employing adequate teachers.

The study has established that teachers' incompetency contributed to application teacher-centered approaches. 33 percent of teachers had not attended in-service courses. It is therefore recommended that the ministry of education should come up with a proper policy on in-service course to appraise teachers on modern methods of teaching.

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