

The Relationships Between the Use of Lesson Plans and Pupils' Performance in English Language at Kenya Certificate of Primary Education in Non Formal Schools in Korogocho, Nairobi, Kenya

Catherine Nafula Wabwoba

Department of Educational Administration and Planning , University of Nairobi , P.O Box 9000

Abstract

The aim of the study was to determine the influence of pedagogical practices on pupil's performance in English language in Kenya Certificate of Primary Education in Non Formal Schools in Korogocho, Nairobi , Kenya. The objective of the study was to examine the relationship between lesson plans and pupils' performance in English Language in Kenya Certificate of Education in Non formal schools in Korogocho , Nairobi, Kenya. The study was based on Instructional Theory. Seventy eighty (78) Non formal schools were targeted, 780 pupils, 78 directors and 180 teachers of English. The study employed descriptive research design. Purposive sampling was used to select 23 Non formal schools from which one director was drawn and two teachers of English were obtained. The sample size of the pupils' were selected using Solvin's formula . Data collection was by means of questionnaires, focus group discussion and lesson observation guide. Basing on the questionnaires of the objectives of the study , it established the validity of the questionnaires. Data was analyzed using SPSS and Excel programs, Pearson's Correlation coefficient was used to test the relationship. Data was presented in text , tables, bar and pie charts. The study established that performance in English language was below average. Teachers avoided the use of lesson plans. It was also established that performance was affected by pedagogical practices used by teachers of English. The regression and inferential statistics showed that lesson planning method had significant relationship with performance in English language. This study is expected to provide useful information on instructional methods to be used in schools in Non formal schools. The study concludes by stating that teachers in Non formal primary schools should be exposed to modern methods of teaching. Similar studies should be conducted in other subjects across the primary schools in Non formal schools and a similar study should be conducted in public primary schools. The study further recommends that the Ministry of Education should encourage the use of lesson plans by the teachers of English in primary schools in Kenya as it gives confidence to teachers and help to arouse the interests of learners by involving the children straight away. The study also recommends workshops for teachers and in-service courses for teachers of English to have more knowledge on what to do when teaching young people.

Keywords: Examine, Relationship, Lesson Planning, performance

1.1 Introduction

English language is one of the languages used for instruction in most English speaking countries (James & Poland 2009). English is an international language originating in United Kingdom and used by many countries including United States of America. In South Africa, English is viewed as a tool for economic development (Enever, 2010). This is due to its importance as a language of communication in business, commerce, technology, Education and Science (Mujundar, 2010). The mastery of English is critical at primary school level where learners are expected to build a strong foundation for learning all subjects, furthering their education to higher levels and communication (Hill & Flynn, 2006). English is also a vehicle for improving literacy, which is fundamental for national development (Ministry of Education, 2001). The decline in performance in National examinations had been a cause for concern among the education stakeholders. Performance is the degree, to which education can be of high standard, satisfies basic learning needs and enriches the lives of learners in their overall experience of learning. Performance in English has been low in most countries that use English as an instructional language. Wanga (2010), identified two factors for low performance in English in India as; pedagogical practices used by teachers of English among school factors, which included inappropriate teaching methods like lecture method, lack of lesson planning and use of multilingual language in classroom and particularly in school set up. Studies established that a lesson plan is a plan for action that outlines the aims to be realized by a lesson which is crucial to the performance in English language in KCPE in NFP schools (Aggarwal, (2007). In planning for instruction lesson plans is mandatory . Lesson plans are outlines prepared in advance of teaching, so that time and teaching materials will be used effectively (Offerma, 2005). It is a detailed description of a teachers' course of instruction for an individual lesson intended to help learners achieve particular learning objectives. Ideally, different lessons require different lesson plans and different learners require different lesson plans. Planning ahead to identify a course of action that can effectively reach goals and objectives as an important step in any process, and education is no exception will enhance performance in

English language (Kazeem, 2010).

Lesson plans are used to guide the teacher on what learners will learn and how they will be assessed, and they help teachers organize content, materials, time, instructional strategies, and assistance in the classroom. Instructional approaches are important elements during performance in English language at KCPE. It is assumed that as curriculum change, so should the instructional methodology (MoE, 2011). Lesson plans help teachers of English create a smooth instructional flow and scaffold instructions for learners which is paramount to performance in English language at KCPE (Rao, 2011). A lesson plan includes the methods to be employed and activities in English language to be undertaken in the classroom so that learners are kept engaged throughout the lesson, hence good performance in English language in KCPE. Odundo (2003), found out that over 80% of the teachers were not using lesson plans, and indicated that, they had no time to prepare the required lesson plans as they had heavy teaching loads and other responsibilities. Piek (2009), showed that the lesson plan gives confidence to the teacher and makes a teacher an authority in the subject. Rao (2011) criticizes lesson plans by arguing that a lesson plan should be flexible and a teacher does not have to be a slave to it. A teacher should be able to change the lesson plan to address the emerging needs of the learners especially the slow learners, in order to enhance performance in national examinations. Muraya (2011), established that, quality teaching begins with planning for instruction because planning allows the teacher to organize material in a way that interests the learners by providing a variety of activities suitable for the range of abilities in class hence good performance in English. Performance in English language in Non formal primary schools has been consistently below average for a long time probably due to pedagogical practices applied by teachers of English such as the lecture method, lack of lesson plans, and inadequate preparation of teachers. Despite the efforts done by directors of non formal schools, NGOs and religious groups, performance in English language has been dismal as shown on table 1.1 and 1.2

Table 1.1 Comparison of mean score in English at KCPE Nationally, Nairobi, kibera and Korogocho from 2009 to 2014

KCPE Mean (%) / year	2009	2010	2011	2012	2013	2014	2015
National's KCPE Mean	51.23	53.84	54.12	54.2	53.2	49.2	50.2
Nairobi County's KCPE	45.94	46.70	46.78	46.66	47.7	47.85	45.6
Kibera	40.5	32.4	42.7	43.5	42.5	43.6	45.3
Korogocho	36.5	32.4	39.7	43.5	42.5	42.8	43.1

Source: The year 2015 KCPE Examination report (KNEC 2014)

The mean percentage in English language in KCPE in Korogocho is below average that is below 50 percent. Table 1.2 compares the performance in English Language and other subjects.

Table 1.2 KCPE Mean Scores in English from 2013-2015 at Korogocho

Year	Eng	Kisw	Maths	Sci	S/ST
2013	49.40	53.32	65.45	61.44	60.34
2014	48.35	56.76	64.56	60.56	62.55
2015	47.89	51.5	68.88	60.72	61.47

Source: **Kasarani Education office, 2015**

The performance in English language in Korogocho is lower compared to other subjects as indicated in Table 1.2.

However, pupils in both formal and non formal schools show lack or inadequate skills in English language (Daraja, 2011). Without these skills the learner remains illiterate forever. English in Kenya is a medium of instruction in all levels of learning and is an examinable subject in primary and secondary (Rao, 2011). It was therefore imperative that a study be carried out to establish the relationship between lesson plans and performance in English language in Non formal primary schools, Korogocho Nairobi County

1.2 Statement of the problem

Although Kenya's school curriculum recognizes English language as an important subject and a medium of instruction, achievement in literacy among Non formal primary schools pupils is wanting. Learners have been found to be below average despite the significant role played by teachers of English in Non formal primary schools, poor performance in English language is still need more effort from teachers of English.

1.3 Purpose of the study

To examine the relationship between the use of lesson plans and pupils' performance in English language at Kenya Certificate of Primary Education in Non formal schools in Korogocho, Nairobi, Kenya.

1.4 Objective of the study

To examine the relationship between the use of lesson plan and pupils' performance in English language at

KCPE in NFPSs in Korogocho .

1.5 Research question

What is the influence of the use of lesson plans on pupils' performance in English at KCPE in Non formal schools in Korogocho

1.6 Literature review

Lesson plans are outlines prepared in advance of teaching, so that time and teaching materials will be used effectively (Offerma, 2005). It is a detailed description of a teachers' course of instruction for an individual lesson intended to help learners achieve particular learning objectives. Ideally, different lessons require different lesson plans and different learners require different lesson plans. Planning ahead to identify a course of action that can effectively reach goals and objectives as an important step in any process, and education is no exception, lesson plans will enhance performance in English language (Kazeem, 2010).

Lesson plans are used to guide the teacher on what learners will learn and how they will be assessed, and they help teachers organize content, materials, time, instructional strategies, and assistance in the classroom. Instructional approaches are important elements during performance in English language at KCPE. It is assumed that as curriculum change, so should the instructional methodology (MoE, 2011). Lesson planning helps teachers of English create a smooth instructional flow and scaffold instructions for learners which are paramount to performance in English language at KCPE (Rao, 2011).

Studies established that a lesson plan is a plan for action that outlines the aims to be realized by a lesson which is crucial to the performance in English language in KCPE in NFP schools (Aggarwal, 2007). In planning for instruction lesson plans are used. Lesson plans are outlines prepared in advance of teaching, so that time and teaching materials will be used effectively (Offerma, 2005). It is a detailed description of a teachers' course of instruction for an individual lesson intended to help learners achieve particular learning objectives. Ideally, different lessons require different lesson plans and different learners require different lesson plans. Planning ahead to identify a course of action that can effectively reach goals and objectives as an important step in any process, and education is no exception will enhance performance in English language (Kazeem, 2010).

Otunga (2011), argues that, quality teaching starts with planning for instruction, as planning allows the teacher to organize 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, and mastery of content, ability to use a variety of teaching techniques. Good lesson planning leads to effective teaching, which creates a good relationship between the teacher and the learners and ensures that classroom discipline.

Aggarwal (2007) Asserts 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 utilize effective methods of teaching.

1.7 Research methodology

The study adopted cross sectional survey design. Cross-sectional surveys collect data at one point in time from a sample selected to represent a larger population. The participants were 23 directors, 54 teachers of English and 264 pupils. Questionnaires for directors and teachers. Focus group discussion and lesson observation were used to gather the needed data. Data obtained was analyzed using descriptive statistics.

1.7.1 Results

The following results were obtained from the study

1.7.2 Lesson Plans and Pupils' performance in English Language

The study examined the aspects in lesson plan among other factors, specific format of lesson plans, importance of lesson plans, effective use of lesson plans, time allocation and skills to be achieved. Lesson plan is a teacher's document that describes in detail, the course of action to be taken during single or double lessons. It's a plan for action that outlines the aims to be achieved by a lesson which is crucial to the performance in English. This could be achieved if the schools had specific formats of lesson plans.

1.8 Specific format for lesson plans

It is in this connection that teachers of English were asked whether their respective schools had a specific format for lesson plans. The findings are shown in Table 1

Table 1 Teachers' responses on the format of lesson plans

Specific format for lesson plans	Frequency	Percentage
Yes	10	19
No	44	81
Total	54	100

Data on specific format of lesson plans revealed that 81% of teachers in Non formal primary schools did not have lesson plan formats in their schools, 19% had lesson plan format so teachers planned for their lessons using the format provided by the school. These implied that most teachers in non formal primary schools did not have specific lesson plan formats for their English lessons and only few teachers had planned for their classes. Lesson planning is mandatory for teachers. These views were in line with those of Odundo (2005), who carried out a study on instructional methods on learners' achievement in business studies in Kenya secondary schools, and established that 67% of the sampled teachers did not prepare nor had lesson plans, though lesson plans were very important in the teaching profession. Lesson plans identified the course of action that can effectively achieve goals and objectives of the day (Kazeem, 2010). Teachers of English should be encouraged to make lesson plans and school directors should provide formats for lesson plans in their respective schools.

1.9 Importance of lesson plans

Teachers were asked to state whether lesson plans were important in their teaching career. Lesson plans are detailed description of a teacher's course of instruction for an individual lesson intended to help learners achieve particular learning objectives. Usually lesson plans include methods to be used and activities in a lesson and teaching aids. The findings are shown in Table 2

Table 2 Teachers' responses on importance of lesson plans

Importance of plans	Frequency	Percentage
Yes	35	65
No	19	35
Total	54	100

Table 2 shows that most teachers 65% acknowledged the importance of lesson planning on performance and their views were shared with Otunga (2011), who stated that quality teaching begins with planning for instruction because planning allows the teachers to organize materials in a way that interests the learners by providing a variety of activities and tasks suitable for the range of abilities in the class. However only 35% did not see the importance of lesson planning. This implies that teachers in NFPSs lessoned planned for their lessons although not on the scale. Therefore, teachers should be encouraged to lesson plan for the instructions particularly if they wanted to succeed in their career.

1.10 Effectiveness of lesson plans

Teachers were asked whether lesson plans were effective in the teaching process and whether lesson plans influenced performance in English language. The findings are shown in Table 3

Table 3 Teachers responses on effectiveness of the use of lesson plans

Effective use of L.P	Frequency	Percentage
Help them plan	4	7
Methods of teaching	6	11
Give confidence to the teacher	5	9
Waste of time	10	19
Too much work	11	20
No need of lesson plan	18	33
Total	54	100

Table 3 shows most teachers 33% did not see the importance of lesson plans, 20% saw lesson plans as an added work load, while 19% felt that lesson plans were a waste of time, only 11% asserted that lesson plans helped teachers identify the type of methodology to use in English lesson, and were supported by 9% who stated that lesson plans gave confidence to teachers and 7% of teachers acknowledged the effectiveness of lesson plans on performance as they prepared the teachers in advance. This implies that lesson plans were important for any professional teachers. This is in line with Aggarwal (2007) and Mungai (2013), who stated that the major role of the teacher was to organize learning through careful lesson planning based on their understanding and the syllabus in use.

1.11 Time allocated to English lessons

Teachers were asked whether time allocated to English lessons was enough to cover the syllabus on time. The

findings are shown in Table 4

Table 4 Teachers' responses on the allocation of time to English language

Responses	Frequency	Percentage
Yes	17	31
No	37	69
Total	54	100

Table 4 reveals that majority of teachers 69% acknowledged that time allocated for English lessons was not enough to cover the syllabus on time; while 31% agreed that time allocated to English lessons was enough to cover syllabus before KCPE examinations. This implies that English language was poorly performed because time allocated for the subject was not enough. For any good performance to be realized there must be enough time for revision and syllabus coverage. Otherwise it can be a challenge to improve performance since English syllabus is wide in primary schools.

1.12 Skills to be achieved in a lesson plan

Teachers of English were asked to state whether desired skills in English language were achieved during their teaching. Skills to be achieved in English lesson include Reading, writing, competence and memorization. The findings are shown in table 5

Table 5 Teachers' responses on achievement of skills in lesson plans

Skills in the lesson plan	Frequency	Percentage
Reading	15	28
Writing	14	26
Competence	20	37
Memorization	5	9

Table 5 reveals that most teachers 37% achieved competence in English language, 28% achieved reading skills, 26% achieved writing skills and 9% achieved memorization. All these skills are paramount to performance in English. This implies that skills in English language were achieved by teachers. A research by National Association for Research in Science and Teaching (NARST, 2011), asserted that planning of teaching should state specific terms the activities to be provided and skills targeted by the learning process.

Lesson observation assessments on achievement of lesson plan objectives

Lesson observation is a formal or informal observation of teaching while lesson is taking place in a classroom. Using the score sheet marked; Not applicable, did not have, 0-25 poor, 26≤ 50 good, 51 ≤70 satisfactory and 71≥100 excellent was used in classroom observation. The results are shown in Table 10

Table 6 Lesson observation and use of lesson plans

Class observation	N/A %		Poor %		Good %		Satisfact %		Excellent %	
Lesson plan used	15	28	12	22	17	31	6	11	4	7
Lesson objectives	2	4	18	33	19	35	7	13	8	15
Introduction	0	0	11	20	19	35	18	33	6	11
Lesson develop	0	0	8	15	23	43	18	33	5	9
Learners participation	0	0	13	24	26	48	9	17	6	11
Classroom comun.	0	0	8	15	23	43	20	37	2	4

Table 6 illustrates the contents of lesson plan that the teachers had during lesson observation schedule, the Table reveals that 28% had no lesson plans, 22% had poor lesson plans, 31% had good lesson plans, 7% had excellent lesson plans. In lesson objectives, majority of teachers 33% had poor lesson objectives, 35% had good lesson objectives and 15% had excellent lesson plans. The introduction was generally good as 35% scored well, 33% satisfactory and 11% excellent. In lesson development, 43% had good, 33% had satisfactory and 9% had excellent introduction as they previewed the previous lesson. Learners were good in class participation 48% were good, 11% were excellent as they were well motivated by teachers and the kind of questions they received from their teachers. Classroom communication was generally good as teachers tried their best to be good, most teachers 43% were good, 37% were satisfactory, they were up to the level of their learners and 4% were excellent in communication skills. Lesson plans were rarely made by teachers, however, it should be noted that lesson plans carry the philosophy of the teacher, knowledge of the subject matter, understanding of the pupils, comprehension of the general objectives of education and the ability to utilize effective methods of teaching (Aggarwal, 2007). Therefore teachers should be encouraged to make lesson plans.

1.13 Use of lesson plans in teaching English language

Directors were asked whether their teachers used lesson plans while teaching English lesson. The findings are shown in Table 7

Table 7 Directors' responses on the use of lesson plans

Responses	Frequency	percentage
Yes	22	96
No	1	4
Total	23	100

It can be observed that majority of directors, 96% agreed and supported the idea of teachers making lesson plans 4% disagreed that, lesson plans were made as they argued that they consumed a lot of time. This implies that lesson plans in NFPSs were made by teachers of English. The use of lesson plans was encouraged by the directors in Non formal primary schools. The directors' views concurs with Offerma (2005), who stated that lesson plans were detailed description of a teacher's course of instruction, for an individual lesson intended to help learners achieve particular learning objectives.

1.14 Reinforcement of the use of lesson plans by directors

Directors were asked how they reinforced the use of lesson plans in non formal primary schools. The findings are shown in Table 8

Table 8 Directors' responses on reinforcement of the use of lesson plans

Reinforcement	Frequency	Percentage
Monitoring	14	61
Books for lesson planning	5	22
Technical support	2	9
Sensitization	2	9
Total	23	100

Table 8 illustrates that most directors 61% monitored and checked their lesson plans through head of departments, 22% provided the lesson plan books as a way of reinforcing the use of lesson plans, as 9% sensitized and gave technical support to the teachers.

6 The impact of Lesson observation on the use of lesson plans

The lesson observations established that most teachers did not have lesson plans and those who attempted to have had incomplete lesson plans. Some teachers had written down notes or points to which they seemed to refer to occasionally. They also referred to the textbooks and wrote a large portion of notes on the board. This was mainly because the pupils did not have text books to refer to therefore they did not access the contents of the lesson from the textbooks

Strictly speaking the teachers did not have what could be termed as lesson plans. The findings of this study were in agreement with those of Gathumbi (2013) who, in his study conducted in three big slums in the major towns; Kisumu, Nairobi and Mombasa non formal schools and established that 78% of teachers of English were not using lesson plans and the rest had incomplete lesson plans. 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.

7 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 9

Table 9 Responses on the evaluation of lesson observation

Likert scale	Lesson plans		Lecture method		use of collaborative m		Classroom com	
	freq	%	Freq	%	Freq	%	Freq	%
Excellent (>75)	0	0	0	0	0	0	0	0
Good (<75%)	5	9	16	30	10	19	6	11
Satisfactory (≤50)	30	56	24	44	15	28	24	44
Low (25%)	19	35	14	26	29	34	24	44
Total	54	100	54	100	54	100	54	100

Table 9 shows that only 9% of lessons observed were rated 'good' while 56% were rated satisfactory, 44% were rated low. Excellent remained at 0%. The results show that teachers did their work and delivered the lessons quite well (>75). This could be due to the commitment of teachers of English to do their best because

they had signed performance contracting forms and committed to helping the disadvantaged pupils in their Endeavour to earn a living

8 Lesson observation and lesson plan contents

The researcher used the check list to establish the contents in lesson plans used by the teachers in NFPSs to certain the use of quality lesson plans. The findings are shown in Table 10

Table 10 Responses on class observation and lesson plan contents

Content	Achieved		Not achieved	
	Frequency	%	Frequency	%
Availability of lesson plans	4	17	10	43
Lesson plan checked	0	00	00	00
Objectives	4	17	2	17
Skills to be learnt	0	00	00	00
Use of learning aids	2	9	1	4
Pupils participation	4	17	2	17
Achievement of skills	2	9	2	17
No of questions asked	2	9	1	4
Objectives achieved	2	9	2	17
Assignments	3	13	3	13
Total	23	100	23	100

Data on the availability of lesson plan contents indicate that most of the lessons observed 17 %, teachers had lesson plans but were not checked by the directors because there were no evidence of the directors' signature nor school rubber stamp 17 % had objectives in their lesson plans clearly stated and had good learner participation. The skills highlighted in the plan were achieved as learners were able to read some passages in the grammar book and tried to answer questions using English language. This was an indication that the objectives of the day was achieved and was evidenced by 9 % achieved the objectives of the day and 13 % of teachers gave assignments at the end of the lessons and had established good rapport between teachers and the motivated learners. On the other hand, 43% of English teachers did not have lesson plans but had notes they kept on referring to, 17% achieved the objectives of the day as they had mastered the content they delivered without lesson plans. At the same time 4% used to write on the board which acted as a teaching aid and teachers notes, while 17% percent motivated learners positively and to some extent 17% achieved speaking skills as learners tried to speak in English and 17% gave assignments to learners. From the observation check list, it can be concluded that teachers tried their best to deliver to their pupils although not to the required standards

Table 4.38 Correlation analysis between the use of lesson plan and performance in KCPE 2016

Lesson plan	Performance in English 'r'	
Lesson plan used during English lessons	Pearson Correlation	0.314
	Sig(2-tailed)	0.145
	N	23
Lesson objective	Pearson correlation	0.019
	Sig	0.933
	N	23
Introduction	Pearson Correlation	0.322
	Sig	.134
	N	23
Lesson dev	Pearson Correlation	-0.260
	Sig	-0.243
	N	23
Class communication	Pearson Correlation	-0.1439
	Sig	.498
	N	23
Learner participation	sig	0.1037

Data on correlation analysis indicates that the use of lesson plans during English lessons correlated positively with performance at 0.314 at a significant level of 0.145. Lesson objective positively correlated with performance in 2016 at 0.019 and significant level of 0. 933 meaning the more teachers used lesson plans, the more pupils performed well in English language at KCPE. Introduction of the lesson positively correlated with performance at 0.322 with the significant level of .134

Lesson development or content recorded a negative correlation between lesson plan and performance which

was at -0.260 and significant level of -0.243.

On the side of classroom communication, there was a positive correlation between classroom communication and performance at 0.1439 at the significant level of .498. However, all these correlations in lesson planning were not very significant to performance.

Table 4.39 Regression analysis between pupils' performance and use of lesson plans

Variable	Coefficient	STD Error	Significance
Lp. Availability	-10.3752	16.6459	0.547
L. objective	-9.2292	8.3596	0.547
Introduction	5.0509	9.2890	0.599
Lesson dev.	-1.9937	7.5877	0.599
Classroom comm.	-0.9814	5.9573	0.872
Teaching/resources	-10.5157	7.7537	0.205
Teaching method	-0.8371	4.8451	0.0866
Lesson activities	-8.1557	4.3049	0.087
Learner particip	-1.9100	6.3750	0.771
Constant	131.0052	55.2929	0.039
R ²	0.1683		
F	0.54		

Lesson plan variables cumulatively did not significantly influence performance in English as depicted by a small F-value. However, on the other hand, lesson activities as a single variable significantly negatively influenced performance in English language. Performance in English decreased as the use of lesson activities was set or adopted. The correlation which stated that there is no significant influence of the use of lesson plan variables on performance was adopted for this objective

Conclusion

The Results from the study showed that teachers did not always use lesson plans 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. However, learner participation in class was positively correlated with performance at 0.1037, classroom communication had positive correlation at 0.1439, and lesson development had positive correlation at 0.0927. It can be concluded that the use of lessons should be enhanced in Non formal primary schools.

Reference

- Aggarwal, J.C. (2007). *Essentials of educational technology: Innovation in Teaching learning*, New Delhi; Vikas Publishing House,
- Daraja Civic Initiative Forum (2007). *Falling short-the right to free education: Urban Primary Education Advocacy Initiative*. Nairobi: Daraja Civic Forum, (Unpublished).
- Enever, J. (2011). *A global revolution? Teaching English at primary schools*; www.teachingenglish.org.ute/seminar
- Hill, J. D. & Flynn, K.M. (2006). *Classroom instruction that works with English Language learners*: Alexandria. VA: ASCD.
- Gathumbi, A. W.& Masembe, S. (2012). *Principles and techniques in language teaching: A text for teacher educators, teachers and pre-service teachers*. Jomo Kenyatta Foundation
- James, M.&Polland, A. (2011). Principles for teaching and learning. Retrieved on May 14,2011 from www.coc.int/cader-er.asp.
- Kazeem, A. (2010). Socio-economic factors influencing students' academic performance in Nigeria. Some explanation from local survey. Retrieved on October 15, 2010 from www.the free library .com/socio-economic.
- Ministry of Education (2010). *Summative evaluation of the primary school education Curriculum*. Kenya Institute of Education.
- Mujundar, S.A. (2010). Teaching English & Literature in aNon –Native Context inThirumalai, M.S Managing Editor(et al), *Strength for today & Bright Hope for tomorrow*. Volume 10:6 June 2010.ISSN 1930-2940.
- Muraya, D. N. and Kimamo, G. (2011). Effects of Co-operative learning approachon Biology mean achievement in Machakos District. *Kenya' Educational Research Method & reviews*.
- Odundo, P. A. (2003). *Impact of instructional methods on learners' achievement in Business Studies in Kenya's Secondary Schools*. Unpublished.
- Offorma, G. C. (2005). *Curriculum for wealth action*, paper presented at the seminar of the world Council for Curriculum and Instruction (WCCI), held at the federal college ; Kano , Nigeria.

- Otunga, R.N. et al. (2011). *Handbook for Curriculum and instruction*. Moi University Press, Eldoret.
- Piek, G.C. (2009). *Classroom management*. I. Cape Town: Maskew Miller.
- Rao, V. K. (2011). *Contemporary Education*. New Delhi, A.P.H. Publishing Corporation.