

Preparation and Teaching in Primary School: A Case Study of a Private School in Eldoret Municipality

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Abstract

Good planning involves collecting, organizing, and preparing information in the form of subject matter for pupils. But its success will largely depend on the teachers' attitude and initiative. What motivated this investigation is the near unanimous concern by parents, educators, and other stakeholders in the education sector about the quality of teaching in Private academies which have proliferated in Kenya. Serious allegations have been made about such academies only concentrating on drilling pupils to pass exams without much regard to teaching concepts, imparting knowledge, skills and desirable values.

The main objective of this study was to establish how teachers in private schools prepare and conduct their lessons. A leading private school in Eldoret, well established, excelling in KCPE and with over a thirty year period of existence, was purposively selected for the study. All the 27 teachers in the school participated in the study. Their teaching documents were examined and they were observed while teaching. Data was collected using an Observation Schedule that was developed and piloted in a similar private school but in a different municipality. Data collected was analyzed and presented in frequency tables. The hypothesis was tested using One-way Analysis of Variance (ANOVA). The findings of the study revealed that teachers in the school presented their lessons poorly and did not have a proper storage system for their documents as well as learning materials. Questioning skills, use of resources and class control were also found wanting. It was recommended that teachers in Private Schools need induction and should be frequently monitored to maintain high standards.