

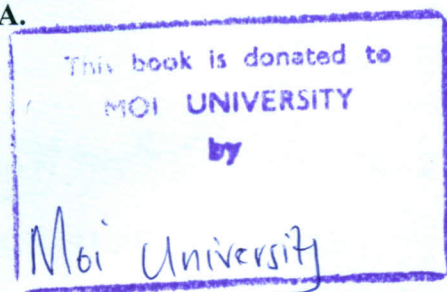
**FACTORS AFFECTING THE TEACHING AND LEARNING OF
MATHEMATICS IN PRIMARY SCHOOLS IN
ELDORET MUNICIPALITY, KENYA.**

BY

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**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION, IN PARTIAL
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ABSTRACT

The performance of Mathematics at Kenya Certificate of Primary Education has remained low compared to other subjects at this level (KNEC, 2006). This study investigated the factors affecting the teaching and learning of Mathematics in selected public primary schools in Eldoret Municipality between the period of May and July 2010. The study was guided by the following objectives: to establish the teacher, learner, syllabus and school-related factors affecting the teaching and learning of Mathematics and to determine challenges faced in Mathematics teaching and learning in primary schools.

The study employed a descriptive survey study design and was guided by the education production function theory. The study population comprised of headteachers, teachers and pupils in public primary schools in Eldoret Municipality of Rift-Valley province. Stratified random sampling was used in selecting 15 schools for participation in this study. Purposive sampling was used to select fifteen headteachers and 45 teachers of Mathematics for inclusion in this study. One hundred and thirty five standard seven pupils who were randomly sampled were also part of the study sample.

Data were collected using questionnaires and an interview schedule. The collected data were analysed both qualitatively and quantitatively. Descriptive statistical methods such as pie charts, tables and cross tabulations were used for presentation of data in order to answer the research questions and attain the objectives. The study findings indicated that there are factors affecting the teaching and learning of mathematics. These included teacher, school, syllabus and learner-related factors such as mathematics content and instructional resources. It was realized that learner-centred methodologies of learning which embraced the use of teaching aids were more desired. The inadequacy of teaching/learning resources in schools affected negatively the teaching and learning of mathematics. The teachers' and pupils' negative attitudes towards mathematics also affected learning of the subject. The perceptions favoured the view that age and sex of both the teacher and the pupil had no influence in the teaching and learning of mathematics. The mathematics content was also considered as being too wide for the teachers and therefore would not be able to cover the syllabus in time thereby affecting the teaching of the subject. The study recommended that the teachers should embrace more use of hands-on activities in the teaching and learning of mathematics and that, subject specialization should be encouraged at primary teaching level just like it is done in secondary so that teachers of mathematics can specialize in the subject. It is therefore expected that the findings of this study could be utilized by the policy makers as regards to instituting policies touching on the teaching and learning of mathematics.