

TEACHERS' ATTITUDES TOWARD
INSTRUCTIONAL PLANNING
IN SECONDARY SCHOOLS IN NANDI
NORTH DISTRICT.

BY

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REG:EDU/D.PHIL/ 07/04

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY (PHD) IN THE SCHOOL OF EDUCATION,
DEPARTMENT OF CURRICULUM, INSTRUCTION AND
EDUCATIONAL MEDIA.

MOI UNIVERSITY-ELDORET.

2006.



TEACHERS' ATTITUDES TOWARD INSTRUCTIONAL PLANNING IN KENYAN SECONDARY SCHOOLS IN NANDI NORTH DISTRICT.

ABSTRACT

One of the key features of any instructional process is planning. Planning for instructions is an important exercise in the teaching profession because it enables teachers to realize educational outcomes, which can be measured by students' performance in National Examinations. Every year about 250,000 students register for K.C.S.E in Kenya and less than 30% manage to score more than a mean grade of C+ plus and above. Such a dismal performance has made some students desert classes; lock out some teachers and accusing them of their poor performance. The purpose of this study was to analyze and describe teachers' attitudes towards instructional planning in Kenyan secondary schools in Nandi North District.

This study was a cross sectional survey in which both qualitative and quantitative data was collected. Twenty secondary schools were selected drawn from a total of fifty-nine using stratified and proportionate sampling techniques. The data collection instruments were questionnaire, interviews and documentary analysis. Data was analyzed using descriptive and inferential statistical techniques. Mean, Chi – Square and Anova (F) ratio were calculated to test hypotheses.

The study revealed that teachers' attitudes toward instructional planning are influenced by motivation, availability of teaching and learning facilities, curriculum, environment, supervision and teacher personal characteristics.

In the light of the above findings, it is recommended that teachers need to be motivated through various incentives such as better remuneration, promotion, fair administration and provision of teaching and learning media. The study provides useful insights, which can be used to improve teaching and learning outcomes in Kenyan Secondary schools.

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