

MAT

**AN INVESTIGATION OF PRIMARY SCHOOL TEACHERS'
COMPETENCIES IN PLANNING FOR INSTRUCTION: THE CASE OF
PRIMARY SCHOOLS IN NANDI SOUTH DISTRICT**

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ABSTRACT

The purpose of this study was to investigate teacher's competencies, knowledge, skills and attitudes in planning for instruction in primary schools in Nandi South district. The study was based on a methodical analysis of literature on instruction. The literature review revealed the existence of a research and practical problem with regard to planning for instruction. A survey design taking a descriptive approach was employed in this study. Stratified and purposive sampling procedures were used to obtain 138 trained primary school teachers used in the study. Survey questionnaires, observation, checklist and an interview schedule were developed, validated, administered in the field to obtain data used in the present study. Data was analyzed by use of SPSS programme using descriptive and inferential statistical techniques. Descriptive statistics included use of percentages and frequencies were used to answer and analyze research questions. Inferential statistics involved chi-square and ANOVA were used to test five research hypotheses at an alpha level of 0.05. The results indicated that teachers understand and reasonably discuss the instructional planning process. However, it was revealed that they could not use available instructional ideas and materials to make and implement decisions that involve application of novel conceptual and practical technological ideas. The study also revealed that teacher's attitudes towards planning for instructions are influenced by motivation, availability of teaching and learning facilities, environment and teacher's personal characteristics. Based on the results it was concluded that teachers are not functionally competent instructional planners. On the strength of research findings and in light of the conclusion, the study recommends that a well defined policy be instituted regarding instructional planning in primary schools in Kenya. Such a policy should consider reviewing the current teacher's training programmes, and the position of media resources in school curriculum. It is also recommended that promotion into educational leadership positions and teacher certification be pegged on excellence in instructional planning matters. The study also recommends that teachers need to be motivated through various incentives such as better remuneration, in-service programmes, fair administration and provision of adequate and variety of teaching and learning media. The study provides useful insights which can be used to improve teaching in Kenyan primary schools.