

Learning Achievement: Illusions of Teacher-Centered Approaches in Primary Schools in Kenya

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Abstract

This paper interrogated learning achievement in primary schools in Kenya. The study critically appraised the Illusion of teacher-centered approaches in primary schools in Kenya. The study explored factors underlying the application of teacher-centered approaches and their effects on learning achievement among primary school pupils in Kakamega County, Kenya. The study further examined the assumptions underlying teacher centered pedagogical methods as well as the negative influences of teacher-centered approaches in Kenyan schools. Teacher-centered approaches don't address acquisition of practical skills, values, and attitudes in learners. The approaches merely concentrate on rote learning. The procedures pivot on the role of the teacher during the teaching and learning process. The world as global village, recognize primary education as the economic pillar of all countries worldwide. The United Nations (UN) also acknowledged the role played by education in economic development and promotion of peace development. Subsequently, the UN general assembly endorsed education as a fundamental human right in 1948. The purpose of the study is to interrogate the illusions of centered approaches in primary schools. The paper examined the influence of strained resources in the application of teacher-centered approaches. The article further assessed the role played by examinations oriented model in use of teacher-centered approaches in schools. Teacher competencies play crucial role in decided the type of approach to be applied when teaching. Appropriate procedures which are learner-centered enhance achievement of skills during the learning process. However, inappropriate methods which are teacher-centered affect knowledge retention negatively and lead to rote learning. The study was guided by transactional analysis theory as advanced Eric Berne in 1950 and the social learning theory as advanced by Albert Bandura in 1977. The qualitative property to be acquired is the learning achievement which is actualized through appropriate teaching approaches. Inputs which lead to learning achievement of learners are the independent variables of this study. The outputs culminate in outcomes of relevant teaching approaches which are learner-oriented approaches. Particular attention was given to the crises in inputs and processes that affect the production of learning achievement. These crises are reflected in oriented exam procedures, strained resources, teacher and teacher proficiency in the influence of relevant teaching approach. The study, therefore, focused on teaching approaches practiced by teachers in primary schools. The study adopted mixed methods of investigation. Both quantitative and qualitative approaches to research were used. The descriptive survey design was therefore selected. The target population of 11000 in Kakamega County, Kenya. The target population comprised of head teachers, and teachers. Purposive and simple random sampling was adopted to obtain the desired sample size of 384 respondents. It conformed to 1.96 level of confident. Using the descriptive survey design, data was collected using three sets of questionnaires. The reliability was estimated through use of Cranach's Alpha Coefficient using Statistical Package for Social Sciences (SPSS) version 20.0. Findings of the study revealed that teacher centered approaches negatively affect pupils' learning achievement. It was therefore anticipated that this study would be significant as findings of the study may help in the formulation of education policies and legal framework which are geared towards curbing

inequalities leading to usage the relevant teaching approaches in primary schools. The policy implementers would also understand and appreciate education policies within which they are supposed to operate in providing effective leadership and management practices in the realization of learning achievement amongst learners. The study is also significant to the field of comparative and International education as it provides data on the relevant approaches that influence learning achievement amongst learners. The study suggested moderate pressure to excel in school, as this can stifle a student's imagination, creativity and ultimate success the learning process. Inefficiency has infiltrated primary schools due to teacher-centered approaches. It was therefore recommended that the government should come up with a clear policy on pedagogical in-service courses.

Keywords: Convectional, Learning achievement, Resources, and teachers' competencies

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