

**A REVIEW OF ACCELERATED CHRISTIAN EDUCATION  
PROGRAMME AND THE IMPLICATION ON THE 8.4.4. SYSTEM OF  
EDUCATION.**

**BY**

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## TABLE OF CONTENTS

Title Page .....	i
Declaration .....	ii
Dedication .....	III
Acknowledgement .....	IV
Table Of Contents .....	v
Acronyms And Abbreviation .....	X
Abstract .....	XI
<b>CHAPTER ONE</b> .....	1
1.1 Background .....	1
1.1.1 The Curriculum Of ACE System Of Education. ....	6
1.1.3 Teacher Training In ACE System.....	9
1.1.4 The Structure Of ACE Programme.....	10
1.2: Statement Of The Problem. ....	10
1.2.1 The Purpose Of The Study.....	11
1.3 Objectives Of The Study.....	11
1.4 Research Questions.....	12
1.5 Significance Of The Study.....	12
1.6 Limitations Of The Study. ....	13
1.7 Delimitations Of The Study.....	13
1.8 Assumptions Of The Study.....	13
1.9 Theoretical Framework.....	14
1.10 Conceptual Framework.....	16
1.11. Definitions Of Significant Terms.....	18
<b>CHAPTER TWO</b> .....	20
Literature Review.....	20
2.0 Introduction.....	20
2.2 Learner Self-Evaluation In ACE System Of Education. ....	24
2.3 Learner Autonomy Is ACE System Of Education.....	26

## DECLARATION

This project report is my original work and has not been presented for a degree or any other award in any university.

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## **DEDICATION**

This project is dedicated to the Almighty God who gave me good health and strength to undertake it.

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2.4 Learner Motivation In ACE System Of Education.....	29
2.5 Summary Of Literature.....	33
3.0 Introduction.....	35
3.1 Research Design.....	35
3.2 Study Locale .....	36
3.3. Target Population.....	36
3.4 Sample And Sampling Procedure .....	37
3.5 Research Instruments.....	37
3.5.1 Observation Schedule .....	38
3.5.2 Interviews.....	38
3.5.3 Questionnaire .....	38
3.6 Piloting The Research Instrument.....	39
3.6.1 Validity .....	39
3.6.2 Reliability.....	40
3.8 Data Analysis And Presentation.....	41
3.9 Response Rates .....	42
<b>CHAPTER FOUR.....</b>	<b>43</b>
Data Analysis And Interpretation .....	43
4.1 Introduction.....	43
4.2 Features Of Accelerated Christian Education System.....	43
4.2.1 Curriculum Design Is Learner Centred.....	44
4.2.2 Molding The Learner's Character.....	45
4.2.3 Learner Autonomy In ACE System.....	45
4.2.4 Students Scoring Own Work .....	46
4.2.5 Instructional Strategies.....	46
4.2.6 Teacher Training In The ACE System.....	47
4.3 Common Features Between ACE And 8-4-4 System Of Education.....	48
4.3.1 Methodology And Methods Of Presentation .....	48
4.3.2 Curriculum Content .....	49
4.3.3 Goal Setting .....	50

4.3.5 Supervision .....	52
4.4 Practices That Could Be Borrowed From ACE To 8-4-4 System Of Education.....	52
4.4.1 Enhancement Of Learner Autonomy .....	52
4.4.2 Making 8-4-4 System More Individualized .....	54
4.4.3 Learner Motivation Concept .....	55
4.4.5 Self Evaluation.....	57
4.5 The Extent To Which ACE Objectives Have Been Implemented .....	58
4.6.3 Follow Up Of Students On Completion Of Grade Twelve.....	63
4.6.4.1 Challenges FACEd In Implementation Of ACE System Of Education .....	63
4.6.5 Student Enrolment .....	65
4.6.7 Change In Roles Of The Teacher And Students .....	70
<b>CHAPTER FIVE</b> .....	<b>71</b>
Summary, Conclusions And Recommendations.....	71
5.1 Introduction.....	71
5.2 Summary Of The Findings.....	71
5.3 Conclusions Of The Study .....	75
5.4 Recommendations.....	76
5.4.1 Policy Recommendations.....	77
5.4.2 Recommendations For Further Research.....	78
5.4.2 Recommendations To ACE Programme.....	78
References.....	80
Appendix i: Letter of Introduction .....	83
Appendix ii: Students Questionnaire .....	84
Appendix iii: Parents Questionnaire. ....	89
Appendix iv: Principal's Questionnaire .....	91
Appendix v: Observation Schedule .....	94
Appendix vi: Teachers' Questionnaire .....	97

## LIST OF TABLES

Table 3.1	Response Rates .....	42
Table 4.1	Students Response on the Differences Between ACE and other System of Education.....	44
Table 4.2:	ACE as Alternative System as expressed by Parents .....	46
Table 4.3:	Similarities Between ACE and other Systems .....	49
Table 4.4	Support for Corporal Punishment as Expressed by Parents .....	51
Table 4.5:	Setting Own Goals as Reported by Students .....	53
Table 4.6:	Teacher Academic Qualifications .....	61
Table 4.7	Training Institution .....	63
Table 4.8:	Challenges Faced By Teachers .....	64
Table 4.9:	Number of Students Enrolled Previously in other Systems of Education .....	66
Table 4.10:	Teachers' Report on ACE as a Preferred System of Education .....	67
Table 4.11:	Teachers' Report on Students' Performance .....	68
Table 4.12:	Teachers' Report on the Teacher's role in ACE System .....	70

## LIST OF FIGURES

Figure 1.10	Conceptual Framework.....	16
Figure 4.1:	Teachers' Report on Training Duration.....	47
Figure 4.2	Parents' Report on the Possibility of Removing their Children from ACE system .....	54
Figure 4.3	Students' likes About the ACE System of Education.....	56
Figure 4.4:	Students' Report on Own Goal Setting.....	57
Figure 4.5:	Students' Report on the Implementation of the five Laws of Learning ...	58
Figure 4.6:	Training to Teach ACE System of Education.....	62
Figure 4.7:	Challenges Faced by Teachers in Moulding Student Character.....	65
Figure 4.8:	Comparison of Students' Performance as Expressed by the Parents.....	69
Figure 4.9:	Student Response on Performance Improvement.....	70

## **ACRONYMS AND ABBREVIATION**

ACE: Accelerated Christian Education

PACE: Packages of Accelerated Christian Education

## ABSTRACT

A lot of attention has been focused on public schools in Kenya. Much of this attention has been critical and the effect of this has been to encourage a rethinking of alternative form of schooling. Many people have expressed dissatisfaction with Kenya's public Education System. Parents are asking for greater variety and increased participation and freedom of choice in the educational programs their children may attend. Due to these pressures from both right and left, many educational programs have come up to provide alternative learning experiences to those provided by conventional schools. The purpose of this study was to investigate practices of Accelerated Christian Education System and find out some of the unique practices that can be borrowed to help reform the 8.4.4 system of Education in Kenya. The study was based on Piaget's theory of cognitive Development. The researcher developed own conceptual frame work model showing the interaction between the ACE System and the 8.4.4 System of Education. The study used descriptive survey design. The target population composed of three (3) schools that use Accelerated Christian Education Curriculum in Nairobi, Kenya. Purposive sampling was used to obtain the three (3) out of the four ACE schools in Nairobi. The subjects of the study sample schools were sixteen (16) teachers, ten (10) parents and seventy five (75) students from grade four up to grade twelve. Seventy five learners were used because this was the total number of learners from grade four to grade twelve in the three schools at the time of study. The researcher used grade four to grade twelve because they were able to read and fill in the questionnaire with little assistance. Data was collected by use of questionnaires and observation guide. Reliability of the questionnaire was got by a test-retest technique. The sample was selected by random sampling. The questionnaires were scored manually. The same group of the questionnaire was administered to the same group of subjects after two weeks and the questionnaires scored manually and comparison made between the two results. Content validity of instruments was determined through expert judgment. The researcher carried out the field work, collected data, and edited, coded and analyzed using descriptive statistics with the help of the Statistical Package for Social Sciences (SPSS). Qualitative data was presented in form of frequencies and percentages with some being displayed in form of tables, graphs, and charts. From the data the following findings were made that learners had autonomy and ability to set own goals, individualized and learning was highly motivated. The disciplines were discrete and involved measurable learning with adequate teacher supply, who are motivated and properly remunerated; teachers in ACE undergo intensive training and inservice programs. ACE system of education is recognized by the ministry of education as an alternative system of schooling, which is concerned with the development of the child as a whole, placing more emphasis on character and academic development of the child. Learning is in PACES and each child is allowed to set own goals. Parents supported corporal punishment but gave minimal support to teachers. Most teachers had successfully implemented the five laws of learning. Policy recommendations based on the findings have been made that rote learning should be discouraged and learners should be made responsible for their learning by giving them increased autonomy, in self evaluation, goal setting and individualized learning. Teachers should be given more training in pedagogical skills and should be given frequent in service training in learner centred approaches with more emphasis on character building. Revision of existing instructional materials should be made to incorporate more individualized subject matter and Religious Education should be made compulsory. The following conclusions were drawn: that ACE system is a unique one and that the Kenyan 8.4.4. system has a lot to borrow from it.

# CHAPTER ONE

## INTRODUCTION

This chapter dealt with the background of the study, statement of the problem, purpose of the study, objectives, research questions, limitation of the study , delimitation of the study, theoretical framework and conceptual frame work.

### 1.1 Background

Barton, (1993) said that the founding fathers of America were brought up in schools which their premiers taught Bible scriptures, morals and its teachings. They were taught the Ten Commandments and were thoroughly versed on each one and their meaning. From 1690 to 1900 according to Barton (1993) , the American's youth learned their ABCs with a Bible scripture associated with each letter. First graders talked about the Ten Commandments in class and learnt what they meant. In 1844, Philadelphia schools premise decided that they could teach morality without teaching the Bible. The court ruled that they could not have a school that did not teach the Bible's morality, as it was the source of morality. In June 25<sup>th</sup>, 1962, this was the first time there was separation of religious principles from public education. The court ruled that there should not be prayers in schools. The case between Murray and Curlet (1965) led to the removal of Bible reading in schools. Bible study used to be required in order to graduate from high school. On June 7<sup>th</sup> 1965, the courts stated "If portions of the New Testament were read without explanation, they could be and have been psychologically harmful to the child." (Murray and Curlet)

Since 1963, when prayer was taken out of schools, a lot of immorality got its way in the American schools. The birth rates of 15-19 year-olds doubled. According to Barton (1993)

pregnancies for girls 10-14 went up to 52%. Divorce rates went up. From 1965, there was a sharp incline of gonorrhoea in students in ages 15-19. Sexually transmitted diseases went up <sup>by</sup> 48%. As a result of all these immoralities, students' Performance in public schools declined

Thomas (1992) in Barton and Hart (1999) says that religion is the friend to government because it teaches morals of the heart. This means that we are not dealing with murder, instead we deal with the religious moral, which say do not hate. When we eliminate hate there is no murder. It is against this background that many Christian parents removed their children from the public schools and either taught them at home or enrolled them in Christian private schools.

Stephen and James (1994), ACE began in the United States as an alternative to conventional and secular systems of education. It was founded by Dr. Donald Howard and his wife Esther in 1970. They experimented with various learning approaches in which children set personal daily academic goals in the five major subjects, and then worked individually towards their attainment. Each learner was assigned a personal cubical and received adult assistance only as needed to clarify instruction, to make inquiry about the problems or words, to get permission to sharpen pencil or to take a test at the end of a unit of work. Dr. Howard devised a system of goals, controls and incentives to help learners focus on academic and social responsibility. Learning was rapid however; a major difficulty existed with the curriculum. There were no well structured individualized self- study books. Most texts were grade level sequenced in irregular fashion with little or no order to vocabulary controls or concrete consideration for pre-adolescent neurological development. The individualized concept was found to be excellent, but the Howard's wanted a more carefully structured curriculum.

In order to develop an entirely new set of texts, with study packets, consideration would have to be given to various factors that is, vocabulary, scope and sequence for first grade through grade twelve, non –teacher dependent instruction, concrete and abstract concepts, terms and assignment with careful regard for how children learn at various ages. The objective was to include the major academics expected for each grade level, but packaged in a self- instructional manner that would minimize learner’s dependence on adults for academic content. Research was conducted on curriculum available to private and public schools. Hundreds of hours were devoted to review of texts to develop scope and sequence charts for mathematics, English, Social Studies, Science and Spelling for grades one through twelve.

Simultaneously research was conducted to include best techniques of learning. Many extensive hours were spent with such sources as Human Engineering laboratories. Dr. Doman and Dr. Delacato of the institutes of Achievement of Human Potential, Motivational Seminars and the Institutes of Basic Youth Conflicts, also played an important role in this research. The first edition was developed accompanied by a supervisor’s manual that included guidelines, forms and procedures for implementing the unique school of tomorrow program. Academic ‘bugs’ and scope and sequence complexities in the first edition justified immediate work on a second edition. The second edition included not only better vocabulary control but also focused on character development through inclusion of biblical passages and principles. Whereas the second edition was a great improvement over the first edition it was still somewhat teacher dependent.

Work began immediately on a third edition. This new edition was full colour, included the sixty ideal character traits of Jesus, addressed multicultural and ethnic diversity, giving careful attention to vocabulary control. Another unique feature was inclusion of cartoon sections,

carefully designed to enhance traditions, family values, moral principles and human interests. One of the major distinctions of each high school English PACE was the section on wisdom. It was especially structured to answer the questions posed by teenagers about peers, adult, good values, marriage and career.

Audio-visual and computer related enhancement material accompanied the third edition curriculum, which enabled students to be less dependent on adults for academics, while also training students to use computers. Experimental projects in government schools in the United States, Russia and Central America have verified effectiveness of the school of tomorrow package as an efficient individualized system for teaching English as a second language while imparting moral values, and enhancing self-discipline among public school children from a broad scope of economic levels and ethnic backgrounds.

Accelerated Christian Education System is now used in every continent. South Africa, Zimbabwe, Botswana, Tanzania, Ghana, Nigeria, Malawi, Uganda and now Kenya are some of the African countries using Accelerated Christian Education system.

In Kenya, there is no clear written history on how and when Accelerated Christian Education System started. Being an individualized and God centred curriculum, it is believed that this system came to Kenya through American Missionaries who used it to home school their children.

The researcher however had a chance to speak to the East Africa Accelerated Christian Education System representative and gathered information on how Accelerated Christian Education schools started in Kenya. Enoch Mohol was working in Western province in the Mumias sugar company in the early nineties. He belonged to a Christian group known as

Mumias Brethren Inter-denominational Fellowship which was composed of his colleagues from the Mumias Sugar Company. This group invited a Ugandan missionary to Kenya Benjamin Mwema to speak to them on leadership. In his speech, Benjamin mentioned Accelerated Christian Education System. He told the members that he was using this system to home school his children. This idea captured the interest of Mohol who was by then struggling with the idea of an alternative form of schooling for his children. Mohol talked with Benjamin who gave him contact to the United States and South African Accelerated Christian Education Headquarters. After various contacts with various groups, Mohol and his wife traveled to South Africa in 1996 where they underwent intensive training in Accelerated Christian Education program. They came back to Kenya and started home schooling their children .They also talked to a number of people about the ACE system. Most people felt it was a good idea but due to the nature of their jobs, they felt that they could not effectively home school their children. Mohol<sup>2</sup> was under great pressure from parents to start a school using ACE System. In 2001, the first school was founded by Enoch Mohol along Thika road in Nairobi and quite a number of parents enrolled their children. The school is growing in both enrolment and expansion of physical facilities. This school distributes instructional materials to schools that use ACE system in the country. It is also a training centre for the ACE teachers.

After the establishment of the first school using the ACE System, other schools have been established throughout the country. Four of these schools are in Nairobi, two in Mombasa, two in Kisumu, one in Eldoret, one in Nakuru, one in Njoro and one in Busia. Majority of the children in ACE schools are Kenyans and 1% foreigners. The Ministry of Education recognizes ACE as an alternative form of schooling and these schools are being registered gradually. The objectives of ACE System of Education are as follows;

1. To implement high –tech, individualized curriculum and learning procedures using the five laws of learning. These laws are
  - i) The learner must be on a level of the curriculum he can perform.
  - ii) The learner must be controlled and motivated.
  - iii) The learner must set reasonable goals that can be achieved in a prescribed period of time.
  - iv) The learning must be measurable.
  - v) The learner must be rewarded.
2. To introduce and reinforce Christian values that will increase personal responsibility, character development and positive citizenship.
3. To reduce the rate of school drop-outs, wastage and failures through academic safety nets and quality control.
4. To increase social awareness of educational reform through the Accelerated Christian Education (ACE).
5. To reach Kenyan children for Christ one at a time.

#### **1.1.1 The curriculum of ACE System of Education.**

The curriculum of Accelerated Christian Education system is designed to measure progress by achievement of each individual learner. The curriculum for each discipline has been constructed to cover learning in each area for twelve years. Each discipline is laid out in discrete, measurable units of learning or by organizing concepts. Students master each successive concept at varying rates. The curriculum is divided into four levels, the reception level, pre-primary level, elementary level and high school level.

Reception level has children between the age of three and four. At this level, there is full teacher control and the learners learn at the teachers pace. The curriculum at this level is activity oriented such as molding, singing, development of motor skills and painting. There is a lot of emphasis on character building where through bible stories; the learners are taught the character traits of Jesus. The learners at this level are not introduced to any reading. The pre-primary level has learners of age's four to five. At this level, the learners are introduced to the letters of the alphabet through phonics but are not taught how to read. They get involved in various activities such as development of motor skills, storytelling which is meant to help the learner to learn to listen; they are taught how to follow instructions, eye movement, learning enthusiasm and physical exercises. Character building is emphasized at this level through bible stories where learners learn the character traits of Jesus. No academic work is introduced at this level.

After the pre-primary, the learners are promoted to grade one which is an equivalent of standard one in the Kenyan Education System. At this level, the learners are introduced to reading. First term of grade one is used to teach the learners how to read and their reading ability is thoroughly tested. This is because soon, the learner will be left alone to learn with very little assistance from the teacher. The learners at this grade are also introduced to the thirty six sounds. From second term in grade one; the learners are introduced to the core-curriculum of the Accelerated Christian Education System. These subjects include Animal Science, Bible reading, Mathematics, Science, Social Studies and English. The learners learn through use of instructional materials known as PACEs. PACE stands for Packet of Accelerated Christian Education. This is where the Accelerated Christian Education has taken the conventional textbooks and divided it into bite-sized achievable, work texts. Each PACE is less equivalent to a unit in a textbook. PACEs

integrate character building lessons into the academic content and are carefully designed to develop thinking skills and create mastery learning.

From grade two to grade eight, the learners continue with Mathematics, English, Social Studies, Science, Word building (spelling) and Literature. Grade one to grade eight is the equivalent of standard one to standard eight in the Kenyan 8.4.4 system of education.

High school begins at grade nine and ends at grade twelve. At this level, learners continue learning Mathematics, English, Social Studies, Word building, Literature and Science plus electives such as Spanish, French, Government, Health, Bible Study, Music, Art, Typing and Accounting.

### **1.1.2 Certification of the Learners in ACE System.**

Certification is by a British examination body known as International Certificate of Christian Education (ICCE). Certification is done at various levels depending on the level each learner accomplished in school.

**Basic Certificate**-this is for children with special educational needs. It covers basic curriculum, English, Mathematics, Science, History, Geography, Information Technology and Bible Study. It is the record of all the work achieved by the pupils regardless of level.

**Foundation of Certificate**.-This is designed to meet the needs of the lower attaining learners. It may also be suitable for learners joining ACE programme late in their educational career and have no time to complete the ACE general certificate.

**General Certificate**-This certificate is awarded to pupils who are seventeen or older. Initially general certificate was designed for those who leave school at the age of sixteen. However,

experience has shown that many pupils are joining the ACE programme late in their educational career, often with education deficiencies.

**Intermediate Certificate.**-Intended for those who wish to follow further education or professional courses. For example, nursing, midwifery, armed forces for entry on officer training courses.

**Advanced Certificate**-Intended for those who wish to go into higher education or study professional courses at Christian or secular colleges and universities.

### **1.1.3 Teacher Training in ACE System.**

Initially, teachers who wanted to teach in the ACE system of education were trained in South Africa because there was no teacher training centre in Kenya. After the establishment of the first school using ACE system in 2001 in Nairobi, a teacher training centre was also established. Teachers now do not have to go to South Africa for training. To teach in an ACE programme, one must have a call to work with children. Most of those who enroll for training are usually high school graduates, although there are also a number who have Bachelor of Education degree & Bachelor of Science degree. Training usually takes place in August every year for two weeks. This is usually an intensive training where the teachers are trained to handle the ACE programme. Teachers are taught to handle all subjects at all levels of ACE curriculum. After the two weeks, teachers are awarded with an ACE certificate which is recognized by schools that use the ACE programme. After the training, the teachers continue to enroll for refresher courses according to need. There are two levels of teachers in the ACE schools; the supervisor who is in charge of the academics and the monitor who is in charge of non-academic issues. Every learning centre has a supervisor and a monitor.

#### **1.1.4 The Structure of ACE programme.**

ACE System of Education is an independent system but has adapted its structure from the American System of Education. The learners start school at the reception level, followed by kindergarten level. The learner then moves to grade one through grade eight which is the primary level. Then grade nine through twelve which is the high school level.

#### **1.2: Statement of the Problem.**

The modern public education system has been weighed in many scales and found wanting. Critiques of the system have catalogued the numerous failings of the public schools. According to Barton (1993) the public schools are expected to do everything; prepare learners for college or vocational technical jobs, enable both brighter and slower learners to excel at the respective levels, inculcate the "right" values, teach proper sexual behaviour, teach the learners to think critically, raise the self-esteem of each learner, discipline them and prevent them from turning to drugs. Teachers in public schools are expected to do all these things in a manner that is pleasing to learners so that they are not bored or discouraged. In spite of these expectations, public schools are faced with so many problems. This can be seen in the organization of our educational programmes which are geared traditionally towards groups of learners. Children leave home as individuals but once they enter the school compound they are organized as a group and thus subjected to all aspects of group life, group norms and general group conditions. In many school programs, individuality and individual recognition if not neglected completely become secondary consideration, the diversity of learners present great challenges to the school teachers. The overwhelming numbers of learners in our public schools make it difficult for the teachers to pay individual attention to each learner.

Lack of individualized attention leads to discouragement of some learners who drop out of the school because there is no one who can understand them. Others turn into drug abuse due to frustrations and the teachers take too long to realize it. Although some of these learners may come out successfully in academic performance, their character may be left wanting. One of the major objectives of Accelerated Christian Education (ACE) is to introduce and reinforce Christian values that increase personal responsibility, character development and positive citizenship. The researcher therefore sought to find out to what extent the ACE programme has been able to meet the above objective and to find out some of the practices carried out in Accelerated Christian Education system which could be borrowed to help reform the Kenyan 8.4.4 System of Education.

### **1.2.1 The Purpose of the Study.**

The purpose of the study was to carry out a research on the Accelerated Christian Education and find out some of its practices that could be borrowed to reform the 8.4.4 Education System. This was because the Government is investing so much in Education and in return it is expected to produce learners who are not only successful academically but also morally, socially and spiritual. The study further sought to create awareness to parents who may be interested in an alternative form of schooling for their children.

### **1.3 Objectives of the Study**

Objectives of the study were to;

- 1) Investigate the unique features of Accelerated Christian Education in Kenya.
- 2) Document the common features between Accelerated Christian Education System and the Kenyan 8.4.4 System of Education.

- 3) Assess the practices that can be borrowed from Accelerated Christian Education System to reform 8.4.4 system of Education
- 4) Find out to what extent the schools that use ACE system of Education have met their objectives
- 5) Investigate how the ACE System of Education manages to reduce the rate of school drop - outs, wastage and failures.

#### **1.4 Research Questions.**

1. What features of ACE differentiate it from the 8.4.4 system of Education?
2. Are there common features between ACE and 8.4.4 System of Education?
3. What practices of the ACE System can be borrowed to help reform the 8.4.4 system of education?
4. How can individualized instructional approach be properly implemented in the 8.4.4 system of education.
5. How has the ACE programme managed to reduce the rate of school dropouts, wastage and failures?

#### **1.5 Significance of the Study**

The findings of the study may contribute to the advancement of knowledge on individualized instructional approach in Kenya. The study may lead to constructive reform of the Kenyan education system. It is also hoped to be of immediate benefit to the Ministry of Education in formulation of policies aimed at enhancing student performance, character and discipline. The study may give an insight to the curriculum developers in Kenya as they try to develop appropriate instructional materials, curriculum design and teaching and learning strategies for the benefit of individual learners. The teachers who are curriculum implementers may benefit from

this study since most of them are faced with the challenge of developing individual instructional programmes for each student in their classrooms. Finally, the study may also serve as an eye opener to parents who would want an alternative form of instruction for their children.

### **1.6 Limitations of the Study.**

1. The study was carried out in three ACE schools in Nairobi. For a more conclusive result, the twelve ACE schools found in Kenya should have been studied however; this was not possible due to the fact that the researcher was self-sponsored hence financial constraints because eight of the schools were found in other major towns across the country. The researcher carried out the study in three ACE schools among the four in Nairobi since one school was used for piloting.
2. No research had been carried out locally on ACE schools in Kenya. There was therefore dearth local literature on the proposed study. Much of the literature was therefore sought from the internet and books that are written by international authors

### **1.7 Delimitations of the Study.**

The study confined itself to learners, teachers, principals and parents of ACE schools in Nairobi. The students and teachers included in the sample were those in session in the respective institutions by the time of the study.

### **1.8 Assumptions of the Study.**

In the study, the following assumptions were made.

1. All respondents would be cooperative and provide reliable responses.
2. The schools that use ACE system of education had the same features.

### **1.9 Theoretical Framework.**

The purpose of this study was to evaluate the practices of the Accelerated Christian Education System in Nairobi. The system is concerned with development of individual learners. All the practices in Accelerated Christian Education are designed to meet the needs of individual learners. The study was based on Piaget's theory of cognitive development. Piaget conceptualized a stage theory of cognitive development, especially on children's development, and especially on how children develop knowledge. According to Piaget, cognitive development combines both maturation of the brain and the nervous system, and the experiences that help individuals adapt to the environment. In Piaget's view, cognitive development in all children will follow a predictable and qualitatively distinct levels or stages, which will occur during specific periods of the child's life. Children however proceed through these stages at their own pace and the age which each stage is negotiated varies from child to child. This is attributed to differences in individual genetic timetables and in cultural and environmental influences. Piaget also notes that intellectually impaired children may develop at a slower rate or may fail to reach the higher stages.

Piaget's theory may have important implications to learning. The fact that learning is developmental and that no child skips a stage. It also implies that individual children may take different lengths of time and hence need different experiences to complete their development.

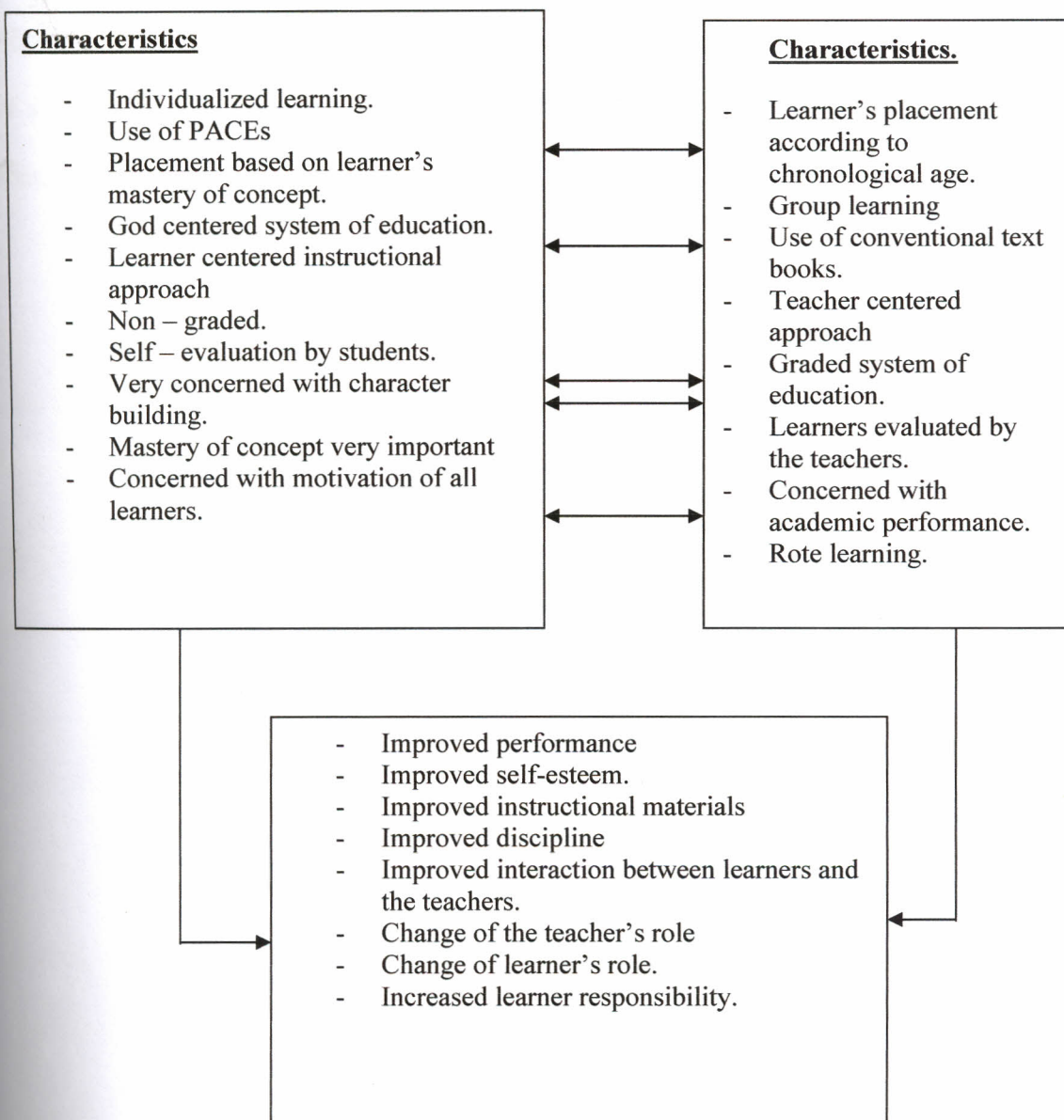
The other fact in Piaget's theory of cognitive development is that mental development is not guaranteed by the individuals passing birthday because learners differ in capability due to their physical and mental experiences. This therefore calls for educators to see learners and treat them as unique individuals allowing them to develop skills at their own rates. Bishop (1971) asserts that mass instruction is the least effective method of instruction because pupils differ widely in

readiness, potentiality, levels of development, skills and learning styles. Most of the practices in the ACE are geared towards individual learners. Such practices include individualized learning, self-evaluation by the learners, learner autonomy, individualized learner motivation, learner placement and use of PACEs as teaching learning materials. All these are meant to help the individual learner to attain cognitive development, motivation of brain and the nervous system and the experiences that help individuals adapt to the environment. In trying to evaluate these unique practices in the ACE, it was hoped that the findings would be of great help to the teachers in public schools who need to help the learners develop as individuals but not as groups as is the practice in the Kenyan public schools.

## 1.10 Conceptual Framework.

### ACE

### 8.4.4



### Results of enriched system of Education.

Practices borrowed from ACE schools to 8.4.4 system.

Sources: Researcher's own model

The conceptual frame work showed the interaction between the ACE System and the 8.4.4 System of Education. This interaction between the two systems resulted into an enriched system of education. It showed that the Kenyan system of Education has a lot to borrow from the ACE. Although the 8.4.4 system of Education cannot borrow every unique feature from ACE because of the vast number of learners and due to inadequate capital, the little it can borrow can bring about great improvement in the education system.

### 1.11. Definitions of Significant Terms.

In order to facilitate easy understanding of this study, certain terms were functionally defined in this section.

**Check-ups-** A quiz within a PACE to help the student determine his comprehension of subject matter on a particular section in the PACE.

**Core- curriculum** – compulsory school subjects that all learners are required to study at school.

**Curriculum** – A series of planned instruction that is coordinated and articulated in the manner designed to result in the achievement by students of specific knowledge and skills and the application of this knowledge.

**Diagnostic test-** An instrument that reveals academic ‘gaps’ in a student’s prevailing learning experience.

**Electives-**Optional subjects beginning at the ninth level, usually selected according to the interests and abilities of students

**Individualized Instruction-** Method of instruction in which content, Instructional materials, instructional media, and pace of learning are based upon the abilities and interests of each individual learner.

**Individualized learning** - Strategy of Education that takes into consideration the students strengths and weakness. It presumes that the needs of individual learners are different, and thus, must be differently addressed.

**Learning center-** This is an area that serves as a student's office where he or she works individually on his or/her own PACE.

**PACE Tests-** An instrument used to evaluate how well the students have mastered the materials in the PACE.

**School of Tomorrow** – A copyright protected name owned by ACE and used to refer to the programme developed by ACE system of Education.

**Self test-** This is a student's measure of his mastery of the entire PACE.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

The literature review focused on some of the practices in the ACE system of Education. These practices include individualized learning approach, learner self-evaluation; and learner autonomy and learner motivation. All these practices and many other practice that are discussed in chapter one, made ACE System a unique form of schooling. These practices were meant to help individual learners to become more responsible and also more independent.

#### 2.1 Individualized Learning Approach in ACE System.

Gibbs (1992) offered a useful definition of individualized learning. He stated that individualized learning gives students greater autonomy and control over choice of subject matter, learning methods and pace of study. This view highlighted three core characteristic of learner centered learning by promoting the idea that students should have more input into; what is learnt, how it is learned when it is learned.

Gibbs (1992) definition therefore has an important implication because it shows the need for learners to assume a high level of responsibility in the learning situation and be actively involved in choosing their goals and managing their learning. They can no longer rely on the teacher to tell them what, how, where and when to think. According to Jodi (1996) individualized learning is where a teacher provides a developmentally appropriate curriculum based on each learners need. Developmentally appropriate means that each child's unique progress and growth are used

to determine what he or she is ready to accomplish. This philosophy recognizes that learners learn at different rates just as they crawl talk and ride a bike at different rates.

The Accelerated Christian Education System is individualized. This is based on the fact that God created each individual uniquely and education must therefore recognize the differences in each individual and work within each learner as an individual. To accomplish this, the curriculum must be designed to work with learners as individuals. It must be adaptable to every child at his or her own level of academic ability. Each learner is provided with his or her own office area where he or she works individually on his or her own PACEs. Two flags are placed in each student's office; a Christian flag and a national flag. When a learner needs academic assistance, he or she raises the Christian flag to obtain supervisor's help. Learners work quietly in their own office. No talking is allowed in the learning centre without permission. This provides a quiet atmosphere for learning. The supervisor motivates and inspires each learner through love and attention to individual needs.

Keefe (2007) asserts that every learner has a unique experiential background and a unique set of talents and personal interests. He argues that no two learners exhibit the same behavioural patterns or possess the same goals or levels of aspirations. No two learners are ready to learn at the same time or to the same degree. Learning for each individual is at least to some extent unique. Jeter (1980) describes individualized learning as where the students are pre-tested in several subject areas to find out what they already know. According to the results, the learners are assigned work at appropriate academic levels. At the intervals in the curriculum, students take tests. If they are successful, they move on, if not, instruction is repeated.

Sutherland (1988) argues that the aim of individualized learning is not really to ensure exam success, it is to help individual learner to learn. It is to help the individual learner to learn independently, to enjoy learning and to continue to learn throughout life. Krebs (1972) says that in individualized learning, learners find their roles changing. He says that the learners will be required to make decisions in selecting instructional objectives as opposed to teacher selected programme. The learners will need to assume responsibilities in deciding what instructional resources to utilize in selecting laboratory and in self-checking their accomplishments. Peterson (1992) points out that individual learning suggest that the learner is the key person. He or she identifies an activity that would involve useful personal learning. Peterson (1992) further argues that individualized learning often proves very cost-effective training. This is because it involves the learner's responsibility.

Harold and Huckins (1974) say that when students do not have responsibility they become irresponsible, when they are not allowed to produce, they become unproductive, and when they are kept from independence, they become dependent .Students therefore must learn to work, learn to get along with others and also learn to take responsibility.

Dick (1978) says that individualized learning requires the active participation of learners to facilitate achievement of given objectives. As the learners role change, the teacher's role also changes in individualized learning. Kibuuka (2007) says that just as the teacher is an individual he or she should also deal with students as individuals and understand their differences. Glaser (1973) however says that individualized instruction does not make the teacher's job any easier. He indicates that besides taking into account the rate, pace and rhythm of learning, the teacher has the role of providing continuous feedback as a way of adapting to individual differences, hence according to Saymond (1960), the teacher must be flexible, he or she must adapt

instruction for individual learner. Davies (1978) asserts that the teacher's role changes to that of offering guidance of answering queries and rescuing those who get into trouble.

Donald, Brainer and Metcalf (1999) observe that when individualized learning is the goal, the teacher's role is to know and care about individuals, about diversity of students. The teacher cannot teach the class as though everyone in it is alike anymore than parents can treat their children as if they are all the same. Jodi (1996) says that in individualized learning, the role of the teacher shifts dramatically. Rather than acting as the featured speaker with the role of dictating knowledge to passive learners, the teacher becomes a facilitator, one who manage the environment and gives learning opportunities to students by allowing them to construct their knowledge. The learner becomes an active participant who is valued as unique and is afforded liberty to create knowledge and learn information based on interests.

Mogan (1996) voiced this realization while focusing on teacher responsibility, control and effort than on student learning or learner learning.

*I was struck by the irony that I did an enormous amount of reading and thinking about education in order to prepare my lectures, plan effective workshops and select readings and texts for my students, while the students did relatively little. I was the most active learner in my class because I had total responsibility for what was learned and how it was presented and how it was presented for consumption.*

The recommendation for a shift of emphasis in responsibility from teacher to student is common in contemporary pedagogy in a summary of the characteristics of affective learners. Kulski and Radloff (1999) noted good that learners;

- Have clear learning goals.
- Have a wide repertoire of learning strategies and know when to use them.
- Use available resources effectively
- Know about their strengths and weaknesses.
- Understand the learning process
- Deal appropriately with their feelings
- Take responsibility for their own learning
- Plan, monitor, evaluate and adapt their learning process.

## **2.2 Learner Self-Evaluation in ACE System of Education.**

Self-evaluation is defined as students judging the quality of their work, based on evidence and explicit criteria for the purpose of doing better work in the future. In the ACE System of Education, the learners are involved in self- evaluation at several stages. After the learner is through with a section within the PACE, he or she asks for permission from the monitor to score his or her work. After scoring, the student corrects and rescores his work. In the PACE, there are mini-tests or quizzes known as checkups. The learner is supposed to do the tests and mark for himself or herself. Checkups are meant to help the learner to check his or her mastery of the material for that particular section of the PACE. A student who has difficulty with checkups is supposed to go back and review the materials before proceeding. After completion of checkups, the learner takes a self-test which he or she marks and awards marks. The self-test is a means of checking what the learner has learnt in the entire PACE. The learner is supposed to score at least 90% in the self-test. It is after the self-test that the supervisor gives the learners a PACE test. This helps the supervisor to understand what the learner has mastered in the whole PACE.

When learners are taught how to assess their own progress and when they do so against known and challenging quality standards, there is a lot of gain. Maehr and Stallings (1972) assert that there is a positive effect of self-evaluation on student performance. Frederickson and Collins, (1989) says that alternative assessment must be transparent, meaning that the criteria for appraisal, the population from which tasks are drawn, the scoring key and interpretive schemes must be visible to students.

Ross and Rolheiser (1998) say that self-evaluation plays a key role in fostering upward cycle of learning. When students evaluate their performance positively, self-evaluation encourages students to set higher goals. Ross and Rolheiser (1998) further asserts that a combination of goals and efforts equals achievement which results to students achievement result in self-judgment such as a student contemplating the question “were my goals met?”. Goals, effort, achievement and self –reaction all can combine to impact. Self – confidence in a positive way.

Three kinds of students have been observed in learners on various studies that have been carried out of self-evaluation. Carol & Ross (2007) say that when students evaluate themselves, they become better writers by learning how to evaluate their prose. Students who are taught self-evaluation skills are more likely to persist on difficult tasks, be more confident about their ability and take greater responsibility for their work. Third, learners’ attitude towards evaluation becomes more positive when they participate in the process.

Ross and Rolheiser (1999) further assert that when self-evaluation is included as a contributor to their final grade, students are more likely to report that evaluation is fair and worthwhile. There is therefore meaningfulness of self-evaluation. Locke (1981) says that self-evaluation helps

student's attention on the objectives being measured. Paris (1981) says that students view self-evaluation more positively than other kinds of assessment.

Ross and Rolheiser (1998) assert that students like self-evaluation because it increases clarity about expectations, are fairer and give students feedback that could be used to improve the quality of their work. Bandura (1997) says that positive self-evaluation encourages students to set high goals and commit more personal resources to learning tasks. Many teachers, parents and students believe that if students have a chance to mark their own work, they will take advantage, giving themselves high scores regardless of the quality of their performance. However, research carried out by Carol and Ross (2007) has found that students, especially older ones, may do this if left to their own devices. But if students are taught systematic self-evaluation procedures, the accuracy of their judgment improves. Carol and Ross (2007) say that contrary to the beliefs of many students, parents and teachers, student's propensity to inflate grades decreases when teachers share assessment responsibility and control. When students participate in the identification of the criteria that will be used to judge classroom production and use these criteria to judge their work, they get a better understanding of what is expected. The result is the gap between their judgments and the teachers is reduced. Being clear about goals makes positive contributions to performance. Locke (1981) says that self-evaluation help focus learners attention on objectives being measured.

### **2.3 Learner Autonomy is ACE System of Education.**

The term "learner autonomy" was first coined in 1981 by Henri Holec, the 'father' of learner autonomy. Many definitions have since been given to the term, depending on the writer, the context and the level of debate, educators have come to. Holec (1981) defines learner autonomy as the ability to take charge of one's own learning. An article from Wikipedia, the free

Encyclopedia (2008) defines learner autonomy as a situation in which the learner is totally responsible for all the decisions concerned with his or her learning and implementation of those decisions. The article further says that autonomy is moving the focus from teaching to learning. Autonomy means empowering students.

In the ACE system of Education, learner autonomy is reflected where the learners are allowed to set reasonable daily goals and complete them every day. The learners set goals at the end of each day. The goals are supposed to be reasonable and must be in all subjects. As they move from one level to another, they are expected to set more challenging goals. Those learners who do not complete their goals at school are supposed to carry them home as homework. This is supposed to be under parental motivation and supervision. In setting goals learners are free to set goals that they can achieve in a prescribed period of time. Learners are therefore not under any pressure to do or accomplish work that is beyond their ability. Other area of learner autonomy in the ACE system is where the learners are allowed to score their work after the completion of a section of a PACE or the whole PACE. The learner decides when to score his or her work without any pressure from the supervisor. The learner makes his or her own daily timetable of what subjects to read and at what time. So long as all the subjects are included in the daily, timetable, the supervisor allows the learner to move at his or her pace so long as the learner is able to accomplish the goals within the stipulated time.

Wenden, (1998) says that the shift of responsibility from teachers to learners does not exist in a vacuum, but is the result of a concatenation of changes to the curriculum itself towards a more learner-centred kind of learning. Wenden, (1998) asserts that this reshaping of teacher and learner roles has been conducive to a radical change in the age-old distribution of power and authority that used to plague the traditional classroom.

Little, (1991) , says that autonomous learners are expected to assume greater responsibility for, and take charge of their own learning. However, learner autonomy does not mean that the teacher becomes redundant , abdicating his or her control over the learner. According to Benson and Voller (1997), the term autonomy has come to be used in at least five ways:

- a) For situations in which learners study entirely on their own.
- b) For a set of skills which can be learnt and applied in self-directed learning.
- c) For an unborn capacity which is suppressed by institutional education.
- d) For the exercise of learners' responsibility for their own learning.
- e) For the right of learners to determine the direction of their own learning.

Little, (1991) says that learner autonomy is essentially a matter of the learner's psychological relation to the process and content of learning. A capacity for detachment, critical reflection, decision –making and independent action.

Kohonen, (1992), argues that the autonomous learner takes a pro-active role in the learning process, generating ideas and availing himself of learning opportunities, rather than simply reacting to various stimuli of the teacher. Candy (1991) says, that autonomous learner is a self-activated maker of meaning, an active agent in his own learning process. He is not one to whom things merely happen he is the one who, by his own volition causes things to happen. Learning is seen as the result of his own self-initiated interaction with the world. Candy (1991) therefore asserts that learning is not simply a matter of rote memorization; it is a constructive process that involves actively seeking meaning from events.

Rousseau (1991) cited in Candy, 1991 p102 regards the autonomous learner as someone who is obedient to a law that he or she prescribes to himself or herself. Sheerin ( 1997) says that

autonomous learning is by no means “teacher less learning” teachers have a crucial role to play in launching learners into self-access and in lending them regular helping hand to stay afloat.

According to Voller, (1997) teachers have three major roles in autonomy –supportive classrooms; facilitator, counselor and as a source. Nunan (1996) contends that such transfer from the teachers to the learner can increase the awareness of, and sensitivity to, the learning process overtime. Elsewhere, Nunan (1997) highlights the importance of goal-setting and learner choice in encouraging learner independence. Too good and Pemberton (2002) also reported that their three attempts to integrate self-directed learning into the curriculum were reasonably successful in meeting student needs for both free choice and support.

Garden and Miller (1999) assert that such autonomy encourages learners to move from being teacher dependent. Benson (2001), argues that supportive environment for learners to engage in activities that allow them develop a capacity to control their learning can be created both inside and outside the classroom. In an investigation of learner readiness for autonomy, Cotterall (1995), found that learners’ beliefs are likely to reflect their readiness for autonomy. She identifies six factors that underlie teachers’ readiness for autonomy including learner beliefs about the role of the teacher, role of feedback, learner independence, learner confidence in study ability, experience of language learning and approach to studying. These beliefs may either enhance or inhibit learner’s receptiveness to the ideas and activities presented in class

#### **2.4 Learner Motivation in ACE System of Education.**

Anita, (1998), defines motivation as an internal state that arouses, directs and maintains behaviour. The ACE System of Education has put in place various ways of motivating the

learners. One way that learners in the ACE System are motivated with is by placing them on a level of the curriculum, they can perform. This placement is usually through the diagnostic test. When a learner is placed in a level he or she can perform, he or she becomes motivated because there is no fear of failure.

Anita, (1998) says that failure –avoiding students tend to hold an entity view of ability. They lack a strong sense of their own competence and self -worth separate from their performance. Such learners are convinced that their problems are due to low ability. Placing a learner therefore at a curriculum level where he can perform is very important because there is no fear of failure and the learner gets motivated.

The other way of motivating learners in ACE System of Education is through merits. This is where a learner earns a merit for every right thing he or she does. Every learner has a an envelope where the merits are put, merits are then translated into money hence learners work hard to earn the merits, every end of the term, learner who have merits go to the gift shop in the school where various gift items are displayed and pick items depending on the amount of the money earned.

Merit is a form of reward which Anita (1998) defines as an attractive object or event supplied as a consequence of a particular behaviour. A reward therefore encourages or discourages behaviour. Anita (1998) however warns that if learners are consistently reinforced for certain behaviours, they may develop habits or tendencies to act in certain ways. For example, if a learner is repeatedly rewarded with affection, money, praise or privileges for learning letters in baseball, but receives little recognition for studying, the learner will probably work longer and harder on perfecting her baseball than understanding geometry .Teachers should therefore devise

ways of rewarding every aspect of the learner. Other ways in which the ACE schools motivate learners is by having a character of the week award. ACE system has identified sixty character traits found in Jesus such as kindness, humbleness; merciful etc. every week in every learning centre, a learner who displays any of these character traits is given a trophy or a badge which she or he stays with for a whole week. The supervisor is supposed to look for these traits in every child so that by the end of the term, each learner is rewarded for portraying any of those character traits.

There is student of the month award. This award is given to learner of good character for example one who meets his goals within the stipulated time. Honour Roll is also a form of motivation where a learner who has done exceptionally well is rewarded. There are rewards for finishing PACEs within a given period of time, star charts where, learners are given stars to stick on the star chart depending on the marks they get in each PACE test. Those who score 100% are given a golden star to stick on the star chart which is hanged on the student working office. The more the stickers, the more the rewards.

Ames and Ames (1984), feel that individual reward structure may produce the greatest amount of intrinsic motivation and achievement. They found that children who performed academic tasks under an individual structured program reported more effort-related, self-instructional, and self-monitoring types of thoughts than did children under a competitive structure.

Brophy, (1983) in discussing how to produce an optimal level of motivation for classroom learning says that this can be done by using programmed materials to guarantee continuous progress and success, training students to set challenging but achievable goals, and training them

to attribute failure to lack of effort rather than ability, each of these approach should have some positive effects, particularly if the level of task difficulty is appropriate for the student.

Biehler (1992) says cooperative reward situations, in which students work independently or cooperatively in non-competitive ways to improve their mastery of subject matter, tend to promote motivation to learn in almost all students. Brophy (1983) asserts that students' motivation is at an optimal level when task difficulty is moderate, when students know they have the skills to master a task, and when they value those skills. Biehler (1992),says that in order to motivate students to learn, the teachers must do the following things; make study as active , investigative , adventurous social and useful as possible ,they must use behaviour modification techniques to help students exert themselves and work towards remote goals , they must make sure that pupils know what they are to do, how to proceed , how they will know they have achieved goals and take into account individual difference inability, background , attitudes towards school , and feeling about specific subjects.

Hogan (1996) argues that incentives motivate. Hence an instructor should determine an incentive that is likely to motivate an individual at a particular time. Hogan (1996) asserts that in a general learning situation, self-motivation without rewards will not succeed. He further says that some individual learners have little capacity for internal motivation and must be guided and reinforced constantly. The use of incentives is based on the principle that learning occurs more effectively when the student experiences feelings of satisfaction.

Greene and Newman (1993) contend that among the beliefs that learners hold which have a direct impact on their motivation, self- efficiency refers to beliefs about their possession of the capability to accomplish task. Learners' self-efficiency has been shown to positively correlate

with the tendency of engaging in more self-regulatory activities and demonstrating greater intrinsic interest in their studies.

## **2.5 Summary of Literature.**

Public schools are not able to meet the individual needs of the large number of learners. It is apparent that some learners do not get much from the school. Sensitive learners, shy learners, slow learners are among those who become lost in the public schools. The only way the teachers would be able to meet the needs of the majority of the learners is by having the structure of schooling undergo change. Respect for the individual is a value to be encouraged within the classroom. Teachers are asked to consider the needs of their learners and allow them to have choice and options.

Individualized learning helps the learner to assume a high level of responsibility in the learning situation. Individualized learning makes the learner the key person in any learning process. The learner becomes independent and is able to get along with others. The teacher's role change in the process and instead of acting as the featured speaker, he becomes a facilitator of learning.

Self-evaluation by the learners is a practice that recognizes an individual learner as a unique person. It also helps the learner to take full responsibility of his learning. Self-evaluation helps the learner to focus on the objectives being measured. Learners are also ready to accept the outcome of the assessment if they carry it out themselves.

Learner autonomy is where the learning responsibility is shifted to the learners. The learner becomes responsible for all the decisions concerned with his or her learning. Autonomy of the learner can only occur; if there can be changes in the curriculum and whole system of education such that they are restructured towards a more learner-centered kind of learning. However,

learner autonomy does not mean that there is no need for a teacher. The teacher still has a very vital role of helping learners. The teacher becomes a facilitator, counselor and a resource. Learner autonomy helps the learners to move from being teacher dependent. Learner motivation is a way of recognizing individual learner's effort in his or her learning process. The learner becomes more responsible in his or her learning process knowing that all efforts are rewarded. An optimal level of motivation can be achieved in a classroom where programmed individualized materials are used to guarantee continuous progress and success. For any motivation to take place, the task at hand should be at the level of curriculum that the learner can handle. If the task is difficult and above the learner's ability, the learner is likely to become discouraged.

The above summary has focused on some of the practices that are practiced in ACE. That is; individualized learning approach, self-evaluation by the learners, learner autonomy and learner motivation. For these practices to occur in our public schools, then there is need to restructure the whole curriculum and the whole education system. Many more practices in the ACE schools that have been discussed in chapter one. This gives a full view of what happens in the ACE system of education.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.0 Introduction

This chapter presented a number of logical aspects of research methodology. It included research design, study locale, population size, sample and sampling techniques, research instruments, piloting, data collection procedures and data analysis.

#### 3.1 Research Design

Kerlinger (1973) defines research design as a plan, structure and strategy of investigation, which seeks to obtain answers to various research questions. The study reviewed various unique features of ACE system and how these features could be used to improve the 8.4.4 system of education in Kenya. The research used the descriptive survey design since it described the current situation in the ACE schools. Descriptive survey attempts to describe what was or what is in a social system such as a school.

It is on the basis of these characteristics of descriptive research that the unique features of ACE were assessed. It involved direct observation in a particular setting, participant observation and interview method which involved face to face interaction between the researcher and the subjects as its method of inquiry, hence allowed the use of research instruments like questionnaires and observation and interview schedule

### **3.2 Study Locale**

The study was carried out in Nairobi province Kenya. The researcher chose the area because of limited time and financial resources at her disposal. This area is accessible in terms of transport prompting the researcher to choose the area. Singleton (1993) has observed that the ideal setting for any study is one that is directly related to the researcher's interest. Being a resident of Nairobi and a trained teacher, the researcher had an interest of carrying out the study. Singleton (1993) observed that the ideal setting for any study should be easily accessible to the researcher and that which allow immediate rapport with the participants.

### **3.3. Target Population**

Orodho, (2005) says that all items or people under consideration in any field of inquiry constitute a universe or targeted population. However, using the targeted population was not practical because it would have involved enormous amount of money, time and human resources.

The study targeted 3 Accelerated Christian Education schools in Nairobi. The three schools formed the target population with an average of 450 students out of which 75 participated in the study. From each of the three schools, 15 students were randomly sampled between grade 4 and grade twelve using the lottery technique. The names of all the students between grade four to grade twelve in each school were written on the slips of paper and mixed up. Using lottery method 25 slips were picked from each school and this formed the sample study. Lottery method was easy in this case because the students were few in each school. 16 teachers were used because teachers are the major agents for curriculum delivery and implementation. Teachers are in indirect contact with students and have the responsibility of employing the recommended instructional skills.

Students in grade 4 to grade 12 were chosen because of their ability to read the questionnaire and answer them with a lot of ease. Parents were chosen because they had a lot of say in deciding which educational system their children should attend.

### **3.4 Sample and Sampling Procedure**

The study used purposive sampling techniques. Teachers were purposively selected from each school. A total number of 16 teachers participated in the study. Names of teachers were written on a slip of paper and the slip folded and mixed up and using lottery method, 5 slips were picked from each school, and these formed the sample study.

All the head teachers were included in the study. Kerlinger (1973) points out that a sample drawn at random is unbiased in the sense that no member of the population has any more chance of being selected than the other and they stand the same probability of being selected. Grade four to grade 12 students were chosen since they were able to fill in the questionnaire with very little assistance.

### **3.5 Research Instruments.**

The researcher used the following research instruments:-

- i) Questionnaire
- ii) Interview
- iii) Observation schedule

### **3.5.1 Observation Schedule**

Orodho, (2005) says that observation schedule implies collection of information by way of own investigation. The information collected related to what was currently happening and was not complicated by either past behaviour or future intentions or attitudes of respondents.

This sentiment is supported by Wisker (2001) who argued that observation help the researcher to capture what people actually do rather than what they say they do. The researcher used observation schedules to try and identify some of unique features found in ACE system.

The observation schedule sought information on the school routine, teacher learner relationship, classroom sitting arrangement, the general behaviour and character of learners. The observation schedule also sought information on the teaching and learning strategies, instructional materials used and the general class atmosphere.

### **3.5.2 Interviews**

Structured interviews involved subjecting every informant in the sample to the same stimuli by asking each informant the same questions being a survey research. Orodho (2005) says that a structured interview is useful because it helps in describing and analyzing the culture and behaviour of respondents from the respondent's point of view. The researcher held the interviews with the headteachers who participated in the study.

### **3.5.3 Questionnaire**

The researcher prepared four categories of questionnaires. This included the principals' questionnaire, the teachers' questionnaires, students' questionnaires and the parents' questionnaires. These questionnaires were used to collect information on the practices of ACE

schools such as learner motivation, self evaluation, learner autonomy, individualized learning, and character of the learner and the discipline of the learner. According to Wisker (2001) structured interviews rely upon the interview completing a set of structured questions with answers of choice. Thus the closed ended questions guide the responses making the analysis much simpler.

### **3.6 Piloting the Research Instrument**

According to Orodho, (2005) once the questionnaire has been constructed, it should be tried out in the field to a selected sample similar to the actual sample to be used in the study. The researcher therefore tried out the constructed questionnaire in the field in one ACE school that was not included in the study as follows; 1 questionnaire for the principal, 3 questionnaires to the teachers, 5 questionnaires to the learners and three questionnaires to the parents.

The pilot study helped the researcher to modify or design some of the items in the research instrument. This helped control the problems of ambiguity and irrelevance and hence improved the quality of responses that were generated by respondents in the research study.

#### **3.6.1 Validity**

Orodho, (2005), defines validity as the degree to which an empirical measure or several measures of a concept accurately represent the concept. According to Nackmias and Nackmias, (1992) validity is concerned with the question "Am I measuring what I intended to measure". The validity of the questionnaires was determined by a panel of judges competent in the area being investigated after assessing the relevance of the content used in the questionnaire. The researcher in-corporated the recommendation of the judges in the final questionnaires.

The validity of the interview schedule was determined by already preset lists of questions on the interview guide that were used by the researcher to ask a few respondents who were not involved in the actual study. The poorly phrased or ambiguous questions basing on the respondent's reaction, were reviewed and reframed for proper understanding by the respondents in order to enhance the validity of the interview schedule.

### **3.6.2 Reliability**

Orodho (2005) defines instrument reliability as the degree to which a particular measuring procedure gives similar results over a number of repeated trials. Measurements of the instruments reliability was a necessary procedure in order to determine the degree to which empirical indicators like questionnaire items were consistent across two or more attempts to measure their theoretical concept.

The research instruments in this study were carefully constructed to ensure their reliability and validity for the attainment of the objectives of the study. The researcher used the split halves method that involved splitting the test into halves and guiding the extent of correspondent. The spearman brown prophecy formula was used to determine the correlation co-efficient. A high correlation co-efficient, of 0.75 was achieved as it indicated a high level of reliability

### **3.7 Data Collection Procedures**

The data collection procedure involved the researcher obtaining permission from the coordinator of ACE schools for familiarization purposes and to seek permission from the respective head teachers and to inform them about the study.

During the data collection process the researcher gathered information by directly asking the respondents to express their opinions. The researcher used questionnaires, interview guide and observation schedules, during the process of gathering information from the respondents. Questionnaires were the most suitable as they enhanced efficiency in time utilization, to make anonymity possible and to give equal chance and opportunity to all respondents for the same questions or reliability between the two.

The instruments were thoroughly checked by the supervisors to ascertain their accuracy. The instruments were piloted in one ACE school and collected after two weeks by the researcher and adjusted to make them suitable for the study.

There was need to have the instruments checked by experts and tested to ascertain their reliability before being used in the actual research. The researcher therefore used a panel of three people to assess the reference of the content used in the developed questionnaire. A wide range of items were used such as open and closed ended questions, contingency demographic knowledge and attitude questions. All information was treated with confidentiality so as to elicit honest and free responses from the respondents. The researcher collected the questionnaires in person after three days. She arranged to observe the classroom environment from two randomly selected schools, data collected was put together for analysis and presentation.

### **3.8 Data Analysis and Presentation.**

Data analysis is the process of systematically searching and arranging data obtained from the field with an aim of understanding and presenting them to others. Data analysis process involved interpretation and making sense out of the collected material. Organizing data variables and breaking data to manageable units was done.

After editing of the research instruments, the researcher converted the data to a form that would permit an efficient and accurate statistical analysis through preparing the code book.

SPSS (Statistical Package for Social Sciences) Programme for Ms Windows was used to prepare the code book tables and drawing statistical references. Data collected was analyzed using descriptive statistics involving percentages and frequencies.

### 3.9 Response Rates

The study targeted 3 heads from three ACE schools in the Nairobi, Kenya. Out of the 3 heads, the two who participated represented 66.7% of the total population. One was out on official duty during the period. Table 3.1 represents their response rate. A total of 16 (80%) teachers participated in the study. The study had targeted 20 parents but only 10 representing 50% participated. The total participation rate was 87.3%.

**Table 3.1 Response Rates**

<b>Respondent's</b>	<b>n</b>	<b>f</b>	<b>%</b>
Students	75	75	100.0
Teachers	20	16	80.0
Head teachers	3	2	66.7
Parents	20	10	50.0
<b>Total</b>	<b>118</b>	<b>103</b>	<b>87.3</b>

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

The purpose of the study was to evaluate the Accelerated Christian Education and find out some of its practices that can be borrowed to reform the Kenyan 8-4-4 system of education.

The chapter deals with the results of data obtained from the study on the ACE programme of education. Data was collected from 3 secondary schools, 2 head teachers, 16 teachers, 75 students and 10 parents, who participated in the study in Nairobi Province, Kenya.

Data collected were analyzed and presented in tables, frequency distributions, percentages, bar graphs and pie charts. The findings of the study are represented and discussed as under the following themes:-

- Investigate the unique features of Accelerated Christian Education System.
- Document the common features between Accelerated Christian Education System and the Kenyan 8.4.4 System of Education.
- Assess the practices that can be borrowed from Accelerated Christian Education System to reform 8.4.4 system of Education
- Find out to what extent the schools that use ACE system of Education have met their objectives
- Investigate how the ACE system of education manages to reduce the rate of school drop - outs.

#### 4.2 Features of Accelerated Christian Education System

The study sought to investigate the unique features of the ACE system of education. To achieve this, the researcher interviewed teachers and parents as students answered questionnaires.

Students who participated in the study and were in other systems of education before joining ACE were therefore asked to state the unique differences of the ACE system of education in relation to the other systems. The responses were given as per the table below

**Table 4.1 Students response on the differences between ACE and other System of Education**

<b>Differences</b>	<b>n</b>	<b>f</b>
ACE teachings about God	18	24.0
ACE teachers are Good	3	4.0
Every PACE has a word of God	9	12.0
ACE has 2 teachers per student	4	5.3
Setting own PACE and Goals	23	30.7
ACE has no comparison	6	8.0
ACE is an individualized system	7	9.3
ACE has no Exams	2	2.7
Others	3	4.0
<b>Totals</b>	<b>75</b>	<b>100.0</b>

#### **4.2.1 Curriculum design is learner centred.**

From the responses given it was clear that ACE system of education curriculum design is learner centred. This is reflected in the report by 30.7% of the learners that each learner has the freedom to set his own PACE and goals, a view that was supported by 9.3% of the students who said that ACE is an individualized system of education. The classroom seating arrangement where each learner is provided with his or her own office area where he or she works individually on his or

her own Paces. The supervisor pays attention to each individual learner a view held by 5.3% of the students.

#### **4.2.2 Molding the learner's character**

The system is basically concerned with molding the learner's character. It introduces and reinforces Christian values that increase personal responsibility, character development and positive citizenship. This was reported by 24% of the learners while another 12% said that each PACE has Gods word as reflected in the curriculum which is God-centred. The ACE system further identifies sixty character traits of Jesus and the learners are expected to emulate these character traits. Such character traits include honesty, humble, kind and patient Learners who portray these character traits are awarded on weekly basis. Bible reading is also one of the core subjects at all levels.

In the ACE system of education a successful learner is one whose character has been molded and integrity developed.

#### **4.2.3 Learner autonomy in ACE system**

There is lot of learner autonomy in ACE system. Learner autonomy is reflected in the way the learners set their own goals everyday with little assistance from the teacher. According to the views of the parents as to why they chose ACE system, 30.0% reported that the system meets individual needs of each learner considering the fact that learners in ACE system are not allowed to move to the next level until they have mastered the concepts in all subjects at their present level. This mastery of concepts is checked by use of mini-tests or quizzes known as check-ups, self-tests and PACE tests that help learners to check their mastery of the material for that particular section or the whole PACE. Unlike the 8-4-4 system of Education where learners

move from one level to without mastery of concepts. Mastery of concepts is rarely tested and hence learners move on when they have not mastered the concept. This view was held by 2.7% of the learners who said that ACE has no exams.

**Table 4.2: ACE as Alternative System as expressed by Parents**

<b>ACE as Alternative System</b>	<b>n</b>	<b>%</b>
Meets all the needs of the individual learner	1	10.0
Meets individual needs	2	20.0
Emphasis on good character	3	30.0
Based on Biblical Philosophy	1	10.0
Character and Academic Development	2	20.0
Value based System	1	10.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

#### 4.2.4 Students scoring own work

It should be noted that learners in the ACE system of education score own work. Learners are not given class positions after doing the tests. There is minimal competition among learners with learners progressing at their own comfortable pace. This reduces competition among learners hence reducing the rate of school dropouts.

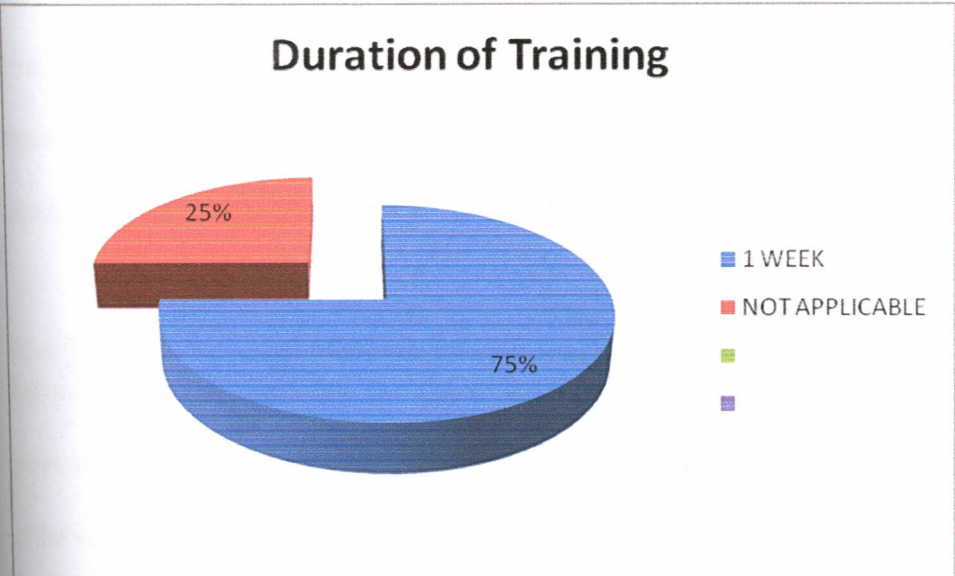
#### 4.2.5 Instructional strategies

Instructional strategies in ACE set out to meet individual students' needs. The lessons are designed to allow the students to learn and discover on their own. When the teachers were asked

their preferred system of education all were in favour of ACE system as it met learner individual needs. The system is also more concerned with academic gaps of the learner.

#### 4.2.6 Teacher training in the ACE system

The research sought to find the duration of time taken in training by teachers who teach in the ACE programme. Among the teachers who were interviewed, 75% of the teachers reported that they took one week of intensive training, only 25% said they had not received any special training to teach in the ACE programme .



**Figure 4.1: Teachers report on training duration**

Teacher training in ACE takes two weeks over August holidays. This training is very intensive and the teachers are taught how to handle the ACE at various levels. The teachers are also trained to teach all the subjects in the ACE programme. The teachers who join ACE System of Education are those who have a call to work with children. In the 8.4.4 system of Education, training takes longer time. The primary school teachers training takes two years, the diploma teachers take three years while the Bachelor of Education teachers take four years. Apart from

the primary teacher training colleges, who train teachers to teach all the subjects offered in primary schools, the diploma teacher training colleges and the universities train teachers to teach two subjects. Not all teachers who teach in the 8.4.4 System of Education have a call to work with children. Most of them joined teaching as an alternative to what they wanted to do. Hence most of these teachers are not committed to their work.

### **4.3 Common features between ACE and 8-4-4 System of Education.**

Despite being in a different system of education, and having previously attended some other systems of education, it was of greater interest for the researcher to know whether there were any similarities between the ACE system of education and others like 8-4-4, G.C.S.E systems; This would be necessary in making appropriate reform recommendations. Quite a number of similarities were identified.

#### **4.3.1 Methodology and Methods of Presentation**

According to the findings in Table 4.3, Majority (21.3%) indicated that the methods of presentation including resources materials and teacher s as well as the 20% who said the subjects in the vast curriculum were similar as students learnt; languages, mathematics social studies and others. At least 14.7% of the students said that students set own goals. Similar to the rapid results initiative in which both the teachers and the students set own goals. A similar percentage (5.3%) argued that the systems had similar extracurricular activities.

**Table 4.3: Similarities between ACE and other Systems**

<b>Similarities between ACE and other Systems</b>	<b>n</b>	<b>%</b>
Setting on goals	11	14.7
Corporal punishment	5	6.7
Similar subjects	15	20.0
Extracurricular activities	4	5.3
Allocation of offices and monitors	6	8.0
Methods of presentation	16	21.3
Foreign systems	4	5.3
Others	14	18.0
<b>Totals</b>	<b>75</b>	<b>100.0</b>

### 4.3.2 Curriculum Content

According to the Table 4.3, at least 20% of the students, the curriculum content in both cases was almost similar with students undertaking similar subjects of study. Only that subject matter in the 8-4-4 is set out topic wise unlike the ACE system which presents these in Packets of Accelerated Christian Education (PACES). The PACES were noted to be the main instructional resource. Learner-centred curriculum designs are also reflected on the teaching learning materials. The PACES are written in such a way that the learner can go through them with little assistance from the teacher. The instructional materials used are sequenced in a way which maximizes the rate of acquisition and retention and enhances the motivation of the learner.

In the ACE system of Education, there are no failures. This is because when learners take tests, they are not allowed to proceed to the next PACE until they have passed with 90% and above. The learner remains at the same level until he or she is able to score the marks. At grade nine, the learner start earning credit for every test done, the credits are the ones which determine the grades the learner gets at the end of the twelfth year. There are no national examinations in the ACE system because evaluation is continuous .

### **4.3.3 Goal Setting**

This is another aspect that 14.7% of the students noted to be common among the two systems. ACE is a bit unique in that students set own goals which they strive to achieve at own pACE, while the 8-4-4 system has goals set at national level, subject and topic levels; mainly group goals as noted earlier. When the learner finishes a section of a PACE, he or she raises a national flag for permission to score his or her work at a scoring station. After scoring, the learner corrects and rescores his or her work. The learner does mini-tests or quizzes known as check-ups and marks for him or herself. Checkups are meant to check the learner's mastery of a particular section of the PACE. The learner does a self-test and he or she marks and awards marks. Self-test are meant to help the learner check his or her .mastery of the concepts in the entire PACE.

### **4.3.4 Student and Teacher Motivation**

Motivation is basic aspect common to the two systems of education. In the ACE system of Education, all learners are motivated and the teacher is supposed to reward the learners both in academic performance or sports but also in any good character the learner portrays. The teacher makes sure that all learners are awarded at least once by the end of every term. All the learners are therefore motivated because no learner is left out as far as awarding is concerned.

If yes, please explain how it happens.

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15. Apart from class work, do you have any other student activities in the school?

Yes ( )                      No. ( )

List down the activities

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_

16. How would you compare the performance of students who were initially enrolled in 8: 4: 4 system and are now in ACE? Explain.

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17 Can you confidently say that the learners' character has changed ever since the learner joined this school? Explain \_\_\_\_\_

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The school administrators when asked on whether they gave recognition to students, all said 'Yes' adding that they are given merits for any good behaviour exhibited by the learners among other things like extrinsic and intrinsic rewards. Teachers are equally well motivated to teach.

Learners who are not noticed by the teachers become so demotivated and this can lead to discouragement and finally dropping out of school. A strange method of motivation is the use of punishment as reported by 6.7% of the students. The head teachers conceded that indiscipline cases including cheating, fighting, defiance, truancy and mockery of slow learners were common in schools; thus the need for proper mechanisms of control. In most schools detentions, conferences with parents and withdrawal of privileges were used to correct behaviour. In extreme cases the students are given suspension.

**Table 4.4 Support for Corporal Punishment as Expressed by Parents**

<b>Support for Corporal Punishment</b>	<b>n</b>	<b>%</b>
Support	8	80
Against	2	20
<b>Total</b>	<b>10</b>	<b>100</b>

Other similarities are in the methods of presentation, in which the learners noted that there are demonstrations, discussions, simulations, and use of field trips. These are common features as expressed by 21.3% of the students.

In both cases we have curriculums designed to meet the student's needs although different approaches are used. In the ACE system the curriculum is based on the biblical principles with every stage having the word of God. The 8-4-4 has the Christian, Muslim or Hindu teachings entrenched in the religious education syllabus. In primary schools we have pastoral programs.

#### **4.3.5 Supervision**

Supervision of student activities and the whole learning situation is by teachers. Teachers have both parental and instructional responsibilities over the learners. In the ACE system the teacher plays the roles of a supervisor and monitor. At least 5.3% argued that the systems were both foreign, this argument was by learner's who had attended the G.C.E system of education. A similar percentage (5.3%) argued that the systems had similar extracurricular activities. For instance, sports, games, drama, dance and art. 18.7% had varied views on the similarities

#### **4.4 Practices that could be borrowed from ACE to 8-4-4 System of Education**

The study was specifically carried out by the researcher to investigate the various ways the ACE system would be useful in improving the Kenyan 8-4-4 system. Since the 8-4-4 system of education has faced many challenges that have continued to impact negatively on the curriculum implementation process. The following were identified through the questionnaires and interviews as in the following.

##### **4.4.1 Enhancement of learner Autonomy**

ACE system makes the learners more responsible for all decisions concerned with his or her learning and implementation of those decisions. The article further says that autonomy is moving the focus from teaching to learning. Autonomy means empowering students. This is in line with the words of Henri Folec, the father of learner autonomy (Free Encyclopedia, 2008).

This is realized through allowance of the learners to set own goals as Wenden (1998), said the shift of locus of responsibility. This views were noted in the responses given by learners, with 30.7% of the students saying that one of the major differences of ACE system from 8-4-4 system was allowing students to set own goals.

**Table 4.5: Setting Own Goals as reported by Students**

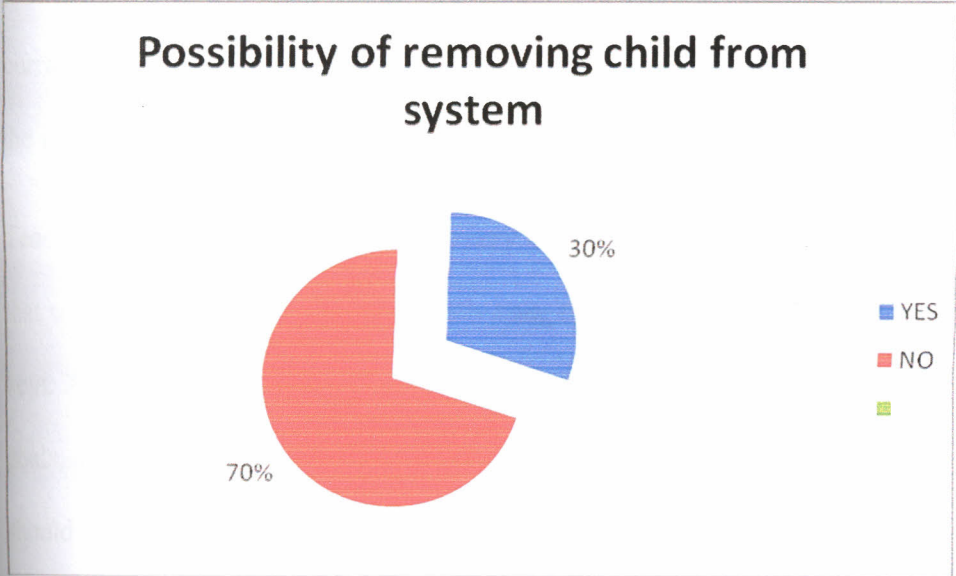
	Set on Goals Daily		Feel more Responsible		Feel have a Say	
	n	%	n	%	n	%
Strongly Agree	23	30.7	45	60	19	25.3
Agree	17	22.7	17	22.7	25	33.3
Neither agree or Disagree	18	24.0	9	12.0	11	14.7
Disagree	7	9.3	3	4.0	11	14.7
Strongly Disagree	10	13.3	1	1.3	9	12.0
<b>Totals</b>	<b>75</b>	<b>100.0</b>	<b>75</b>	<b>100.0</b>	<b>75</b>	<b>100.0</b>

In response to the question in the Likert scale on students setting own goals 30.7% of the students strongly agreed, as 22.7% agreed that they set own goals. Since autonomy makes the students more responsible 60% strongly agreed, 22.7% agreed with only 4% disagreeing and 1.3% strongly disagreeing. Most (33.3%) of the students felt that they strongly agreed that they had a say in decision making process, as 14.7% agreed, another 14.7% neither agreed or disagreed with only 12% strongly disagreeing with the view. This finding was in line with Little (1991), who said that autonomous learners assume greater responsibility for, and take charge of their own learning; However, learner autonomy does not mean that the teacher becomes redundant ,

abdicated his or her control over the learner. Learner autonomy is where learning responsibility shifts to the learner

#### 4.4.2 Making 8-4-4 System more individualized

Although learning objectives in the 8-4-4 system are set in terms of the student needs. It was noted that learners are given more of group attention rather than individualized attention. To ascertain the need for a more individualized system; parents and teachers were asked to state their preferred system of education. All the teachers said that they preferred the ACE system of education. , according to the figure below, 70% of the parents said ‘No’ to the thought of ever removing their children from the ACE system of education. Most of the parents argued that ACE system puts more emphasis on character spiritual and academic development of the students.



**Figure 4.2 Parent’s report on the possibility of removing their children from ACE system.**

Individualized learning would help the learner to assume high levels of responsibility and making them key persons in the learning process. The learners become independent as the

teachers role change in the process and instead of acting as featured speakers, they become facilitators of learning.

#### **4.4.3 Learner Motivation Concept**

Although motivation for long has been used to arouse, direct and maintain behaviour such as enhanced performance and achievement in educational institutions. The use of rewards has been discriminative with only those who excel in academics and sports receiving prizes or awards while the low achievers and performers get little if any motivation. As noted by Anita (1998), learner motivation should be by placement on levels they can perform. Anita, (1998) further argues that failure avoiding students tend to hold an entity view of ability. They lack a strong sense of their own competence and self -worth separate from their performance. Such learners become convinced that their problems are due to low ability. Placing a learner therefore at a curriculum level where he can perform is very important because there is no fear of failure and the learner gets motivated.

Teachers should be able to reward every aspect of the learning process. The researcher observed that teachers reward the students with badges and each office had an envelope where merits are kept. According to Brophy (1983), learners should be trained to set challenging but achievable goals, and be trained to attribute failure to lack of effort rather than ability, each of this approach should have some positive effects, particularly if the level of task difficulty is appropriate for the student. According to the table below the students were asked to state what they liked most about the ACE system of education. As an indicator of whether the learners were highly motivated 21.3% of the students said that they liked the rewards or honouroll given as motivation.

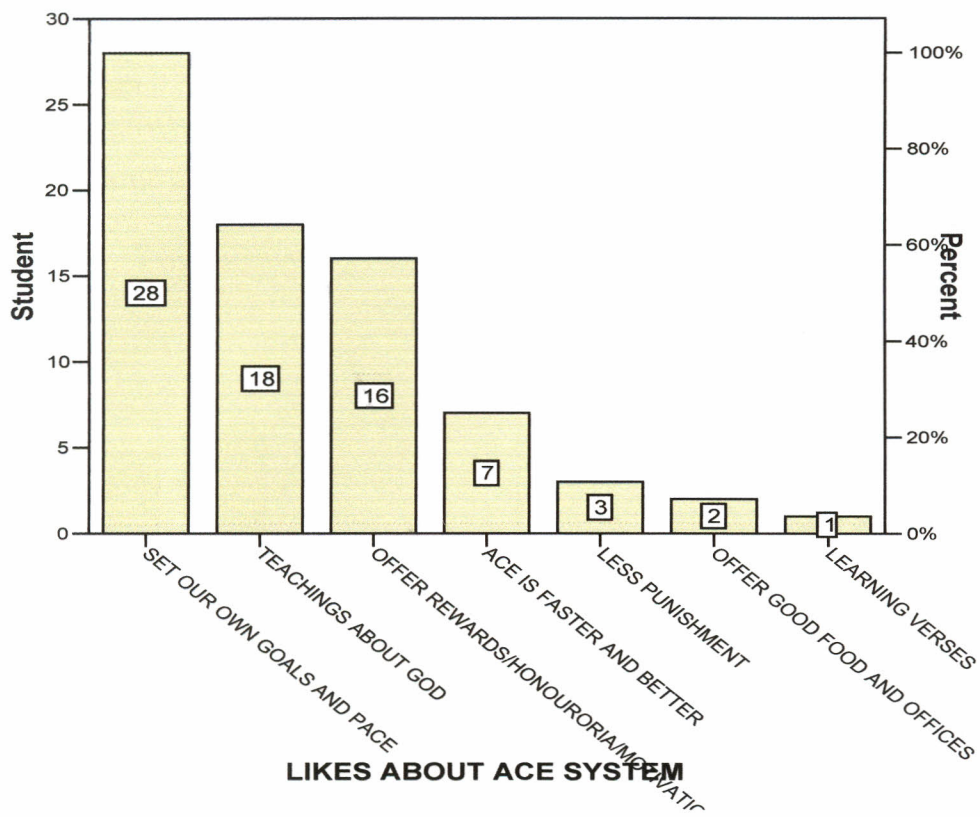
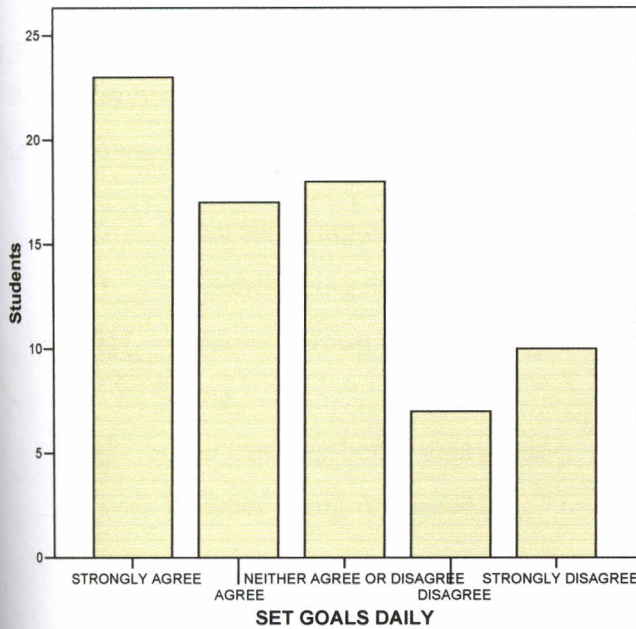


Figure 4.3 Student Likes about the ACE system of Education

#### 4.4.5 Self Evaluation

In view of the objectives and the laws of teaching in the ACE programme, the researcher chose to use the Likert's scale to ascertain, the views of the students on the ACE system.



**Figure 4.4: Student's report on own goal setting**

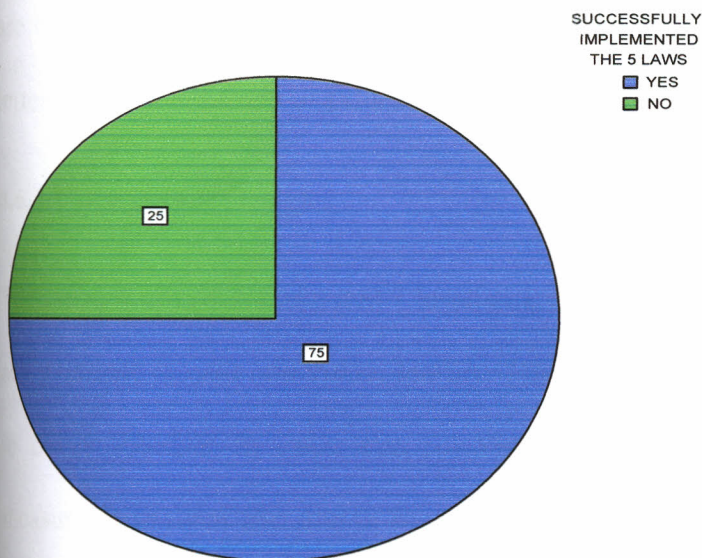
For instance the setting of own goals, as reported by students in Figure 4.3, most (53.7%) of the students agreed that they set their own goals on daily basis , while only 9.3% disagreed as 13.3% of the students strongly disagreed. These views are supported by Ross and Rolheiser (1998) who said that self-evaluation plays a key role in fostering upward cycle of learning. When students evaluate their performance positively, self-evaluation encourages students to set higher goals. Ross and Rolheiser (1998) further asserts that a combination of goals and efforts equals achievement which results to students achievement result in self-judgment such as a student contemplating the question “were my goals met?”. Goals, effort, achievement and self reaction all can combine to impact self confidence in a positive way.

Bandura (1997) supports the idea that positive self-evaluation encourages students to set high goals and commit more personal resources to learning tasks. From the observation schedule, the researcher noted that learners were responsible for their learning and each set achievable goals. The teachers also were able to handle the learners individually.

#### 4.5 The extent to which ACE objectives have been implemented

The researcher *set* out to find out from the teachers, whether they were effectively implementing the five laws of teaching, which are

- i) Learner being on a level of the curriculum they can perform.
- ii) Learner being controlled and motivated.
- iii) Learner setting reasonable goals that can be achieved in a prescribed period of time.
- iv) The learning being measurable.
- v) Learner being rewarded.



**Figure 4.5: Teacher's report on the implementation of the five laws of learning**

From the findings, 75% of the teachers reported that they had successfully implemented the five laws and only 25% of them reported that they had not. They were asked to give reasons as to

why they had not implemented them fully. Majority reported partial implementation while 25% of them said that the classes were still young and at an early stage. Like the teachers the head teachers had varied opinions on successful implementation of the ACE Objectives. One head said that they had effectively done so while the other head teacher said 'No'. Individual learner differences were the cause of the differences in implementation of the objectives.

This view was in line with the fact that teachers who join the system are those who have a call and commitment to working with children. Reports by the teachers, students and even the parents were that they were being effectively implemented.

#### **4.6 How the System manages to reduce Drop outs, Wastage and Failures**

The Ministry of Education recognizes ACE as an alternative form of schooling and these schools are being registered gradually. In one of the schools, the researcher was shown the registration letter from the Ministry of Education in Kenya.

##### **4.6.1 Curriculum Design**

The curriculum of Accelerated Christian Education System is designed to measure progress by achievement of each individual learner. The curriculum for each discipline has been constructed to cover learning in each area for twelve years. Each discipline is laid out in discrete, measurable units of learning or by organizing concepts. Students master each successive concept at varying rates. The curriculum is divided into four levels, the reception level, pre-primary level, elementary level and high school level. One of the major challenges facing the Ministry of Education is how to reduce dropout rates, wastages and mass failures in 8.4.4 system of education. In view of this the researcher had a chance to speak to the East Africa Accelerated Christian Education programme representative, teachers, students and parents to gather

information on how Accelerated Christian Education schools started in Kenya and how it manages to reduce the problem of drop outs, wastage and failures. The researcher found out that in ACE system, learners are motivated, given autonomy and let to move at a pACE that is manageable. The researcher also found that teachers kept records of individual students, an aspect that enables them to make proper follow up of each learner.

#### **4.6.2 Teacher Qualifications and Distribution**

Teachers play a very important role in ensuring successful implementation of the curriculum. ACE system of education believes in the simple fact that a well trained teacher is the best gift any child at any given grade requires to succeed. With a lot of emphasis on the individualized attention to students, teachers need to have adequate time and resources availed to them to make the teaching learning process a success. They also need to be well trained in teaching learning strategies that will help them meet the need of each individual learner.

The researcher set out then to find out whether those teaching in the ACE schools were professionally qualified individuals.

**Table 4.6: Teacher Academic Qualifications**

<b>Academic Qualifications</b>	<b>n</b>	<b>%</b>
Post graduate Diploma in Education	1	6.3
Graduate	7	43.8
Form four	2	12.5
Others	6	37.5
<b>Totals</b>	<b>16</b>	<b>100.0</b>

From the findings it became clear that most teachers were trained 43.8% were graduate teachers, 6.3% had post graduate Diploma in education, while 12.5% were form four leavers, 37.5% had other qualifications that included certificate in early childhood education. The head teachers were both trained heads. One had a Bachelor of education degree while the other had a diploma in education. The head teachers were experienced administrators as one had over 8 years of administrative responsibility.

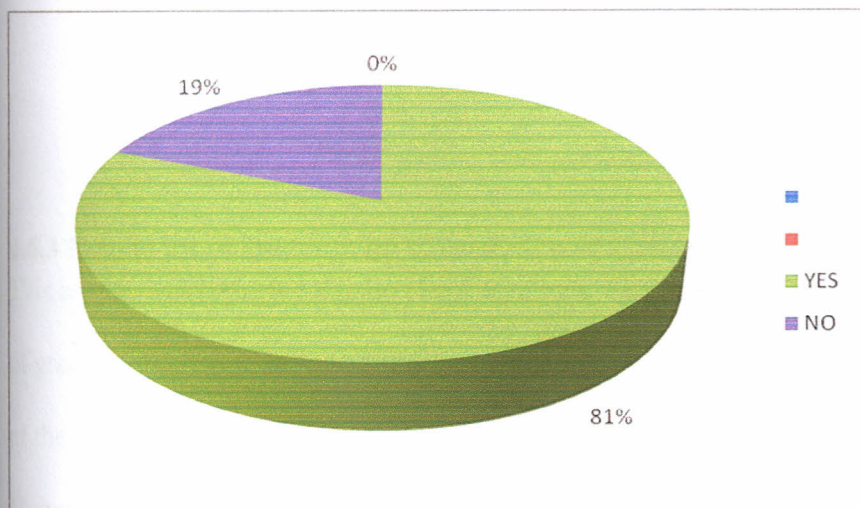
#### **4.6.3: Teacher learner ratio in ACE programme**

Inequities in teacher distribution in schools have been documented as one of the major problems leading to school drop outs in Kenyan schools under 8.4.4. In the ACE system of education every student has two teachers attending to him or her. From the interviews in the three schools, there were 75 students and 16 teachers; this meant that teacher student ratio was 1:4. On average during the observation, the researcher found out the highest teacher student ratio was only 1:10,

with the lowest being a ratio of 1:5. By observation and from the interviews held, teachers were given sufficient instructional resources by the school administrators as expressed by the school heads.

#### 4.6.4 Training in ACE

According to the findings from the study, teachers undergo and intensive training (In service training).



**Figure 4.6: Training to Teach ACE System of Education**

According to the findings from the study, teachers undergo an intensive training in ACE system. Only 19% of the teachers interviewed reported that they had no formalized training to teach ACE system. Majority (81%) of the teachers interviewed said that they had received in service training and continued to enroll for refresher courses as need arose. The head teachers obtained training to teach in ACE schools at the ACE office, Kenya and South Africa respectively. Most (81.20%) of the teachers said that they trained at the Faith Ventures Church Academy. Only 18.8% were not trained to teach in the ACE system but were employed because of their love for children.

**Table 4.7 Training Institution**

<b>Training Institution</b>	<b>n</b>	<b>%</b>
F.V.C.A	13	81.20
ACE office, Kenya	1	6.3
Nairobi, Kenya	2	12.5
Not trained	3	18.8
<b>Total</b>	<b>16</b>	<b>100.0</b>

#### **4.6.3 Follow up of students on Completion of Grade Twelve**

This aspect was reported by the Head teachers. They reported that, most students on completion of grade twelve were able to proceed with college education with ease. One of the head teachers of the students' said that one student from ACE his school joined United States International University in 2006, this student was reported to be in the Students Board of USIU university because of his good character and integrity.

#### **4.6.4.1 Challenges faced in Implementation of ACE System of Education**

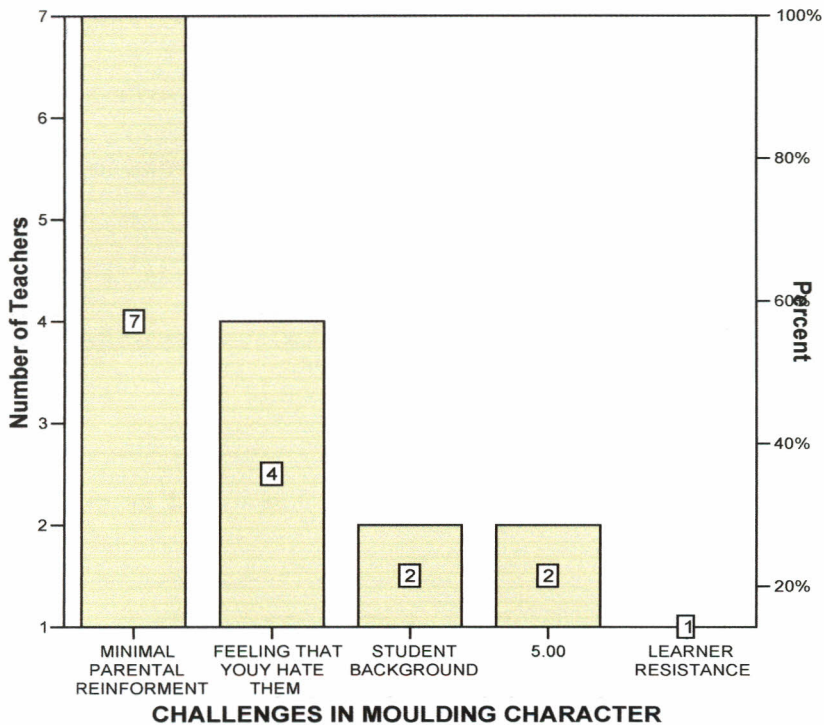
The teachers, who participated in the study, reported that they faced a number of challenges in trying to mould student behaviour. Most (87.5%) of the teachers interviewed said they faced enormous challenges. Asked the types of challenges faced; 37.5% said that the greatest challenge was slow learners, who required special attention in addition to these 18.8 % said more time is required while others reported student background as the problem. Keefe (2007), Keefe (2007) asserts that every learner has a unique experiential background and a unique set of innate talents and personal interests. He argues that no two learners exhibit the same behavioural patterns or

posses the same goals or levels of aspirations. No two learners are ready to learn at the same time or to the same degree.

**Table 4.8: Challenges Faced By Teachers**

<b>Challenges Faced</b>	<b>n</b>	<b>%</b>
Yes	14	87.5
No	2	12.5
<b>Total</b>	<b>16</b>	<b>100.0</b>

Glaser (1973) however says that individualized instruction does not make the teacher's job any easier. He indicates that besides taking into account the rate, PACE and rhythm of learning, the teacher has the role of providing continuous feedback as a way of adapting to individual differences.



**Figure 4.7: Challenges fACEd by Teachers in Molding Student Character**

Saymond (1960) argues that the teacher must be flexible; he or she must adapt instruction for individual learner. Davies (1978) asserts that the teacher’s role changes to that of offering guidance of answering queries and rescuing those who get into trouble. Considering the various types of challenges teachers face; including the presence of slow learners. As Donald, Brainer and Metcalf (1999) observed individualized learning is the goal, the teacher’s role is to know and care about individuals, about diversity of students.

#### 4.6.5 Student Enrolment

Although ACE is a new system of education in Kenya seem to be gradually gaining recognition with more students enrolling into the system. It is surprising that most (92% ) of those enrolled in the ACE system were previously enrolled in other systems of education, with only 8% saying they were never in other systems of education. It was of interest also to know which other

systems of education students were previously enrolled. Indeed, 73.3% said that they were formally in the 8-4-4 system of education, 12% in the GCE and 1% in American systems respectively. The school administrators also said that they were teaching in other systems of education previously.

**Table 4.9: Number of students enrolled in other systems of education**

<b>Previous System before ACE</b>	<b>n</b>	<b>%</b>
8-4-4	55	73.3
GCE	12	16.0
American	1	1.3
Others	7	9.3
<b>Total</b>	<b>75</b>	<b>100.0</b>

The two head teachers who participated in the study reported low enrolments of 60 and 106 students respectively

Teachers and parents alike said they preferred ACE system of education. When the teachers were asked the reasons for their preferred system, 25 % said that they preferred the ACE system because of the low enrolment among other reasons. Similarly, the fact that 36% of the teachers reported that the system meets individual student needs and ensures that every child is attended to and thus minimize the chances of children dropping out of school. Another (18%) insisted that system is based on Christian principles and hence takes care of the students' spiritual welfare. The administrators also said they preferred the ACE system of education to other systems.

**Table 4.10: Teachers report on ACE as a preferred system of education**

<b>Reasons for ACE as Preferred System</b>	<b>n</b>	<b>%</b>
Low student enrolment	4	25.0
Enhancement of Character Development	2	12.5
Sequential and Elaborate	1	6.3
Based on Biblical Principles	3	18.8
Meets student Needs	3	18.8
Individualized	3	18.8
<b>Totals</b>	<b>16</b>	<b>100.0</b>

These findings are in line with the work of Gibbs (1992) who stated that individualized learning gives students greater autonomy and control over choice of subject matter, learning methods and PACE of study. This view highlighted three core characteristic of learner centered learning by promoting the idea that students should have more input into; what is learnt, how it is learned when it is learned. This is also supported by Jodi (1996) that individualized learning is where a teacher provides a developmentally appropriate curriculum based on each learners need. Developmentally appropriate means that each child's unique progress and growth are used to determine what he or she is ready to accomplish. This philosophy recognizes that learners learn at different rates just as they crawl, talk and ride a bike at different rates.

The individualized attention and the non examination orientation makes the ACE to reduce the rate of school dropout. Just like the teachers majority of the students supported the fact that the system was more individualized.

#### 4.6.6 Comparison of Performance in ACE and other Previous Systems as reported by Head Teachers, Teachers and Parents.

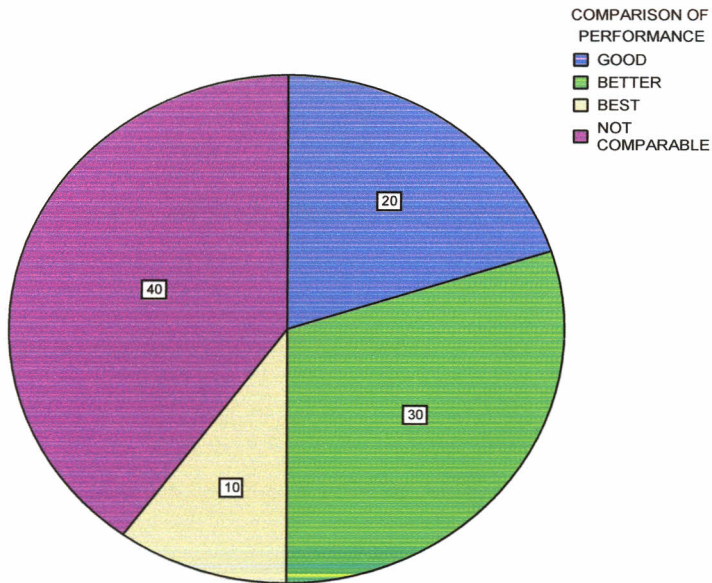
The researcher was interested in finding out whether there was any change in behaviour and performance. Towards this end, the researcher found out from the Head teachers in the ACE system that, children's' performance was good as most were able to master concepts. The table below present's data obtained from the teachers on the students performance.

**Table 4.11: Teachers report on student's performance**

Performance Improvement	n	%
Many Gaps, Exam Orientation	7	43.8
Improved Performance	5	31.3
Memorization of the Bible	2	12.5
Need for Individual Attention	2	12.5
<b>Total</b>	<b>16</b>	<b>100.0</b>

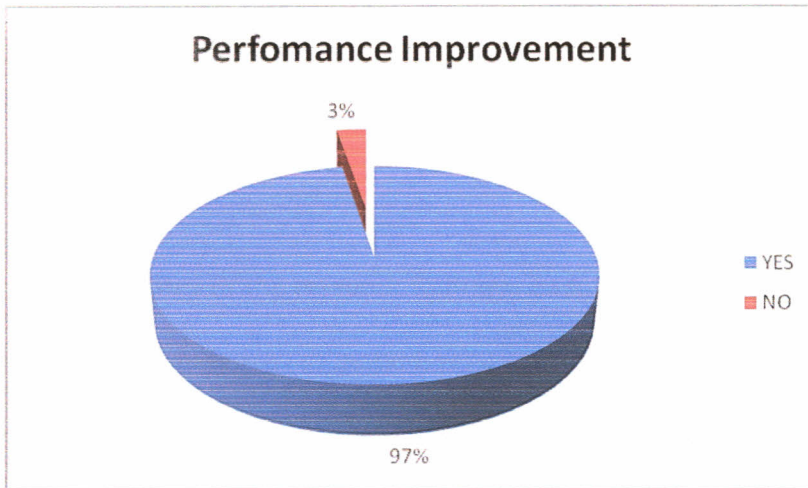
The teachers on comparing the previous performance of the students who were previously in 8-4-4 system of education observed and the present in ACE system, most (43.8%) noted that the learners came in with a lot gaps and examination orientation, on which the teachers have had to improve on. About 31.3% of the teachers said students had improved, 12.5% said the students were able to memorize the bible. The remaining said the students come in with individual needs which have been effectively met.

Most (30%) of the parents who participated in the study likewise said the performance was better; another 20% said ACE is a good system while 10% said it's the best system; the remaining 40% of the parents said the ACE system is not comparable to any other system. It was beyond comparison with the traditional systems with specific reference to the 8-4-4.



**Figure 4.8: Comparison of Student Performance as expressed by the Parents**

The students who participated in the study reported that their performance had improved remarkably. In fact 97.3% said 'Yes' to their performance improvement or not while only 2.7% said 'No'.



**Figure 4.9: Student Response on performance improvement**

#### 4.6.7 Change in Roles of the teacher and Students

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**Table 4.12: Teachers report on teacher's role in ACE system**

<b>Teachers Role</b>	<b>n</b>	<b>%</b>
Monitor	4	25
Role Model	1	6.3
Spiritual Leader	2	12.5
Supervise and Score PACES	9	56.3
<b>Total</b>	<b>16</b>	<b>100.0</b>

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.**

#### **5.1 Introduction**

The chapter presents a summary of the research findings, conclusions and suggestions for further research. The purpose of the study was to make a review of the Accelerated Christian Education system and find out some of its practices that could be borrowed to reform the 8.4.4 system of education in Kenya.

Three schools were randomly sampled out of the 4 schools within the district. Two head teachers, 16 teachers and 75 students participated in the study. Other participants included 10 parents who had children in the schools.

Student questionnaires, Interview schedules for Head teachers and teachers were used as well an observation schedule. Review of related literature in chapter two revealed that there were some unique practices in the ACE system of education that could be borrowed to help reform the 8-4-4 system of education.

#### **5.2 Summary of the Findings**

The objectives of the study were summarized considering the fact that data collected from the study was to achieve the following objectives:

1. To investigate the features Accelerated Christian Education
2. To document the features of Accelerated Christian Education
3. To assess the practices of Accelerated Christian Education that can be borrowed to reform 8-4-4 systems of education.

4. To find out to what extent the schools that use ACE programme have met their objectives.
5. To investigate how ACE programme manages to reduce the rate of school drop-out

From the findings the researcher found out that the ACE programme had various unique features such as:

1. The ACE curriculum is God centered and is designed to meeting the needs of each individual learner
2. The ACE programme is basically concerned with moulding the learner's character and it does so by reinforcing Christian values in its curriculum.
3. ACE considers a successful learner as one whose character has been molded and integrity developed. This is in line with one of the objectives of ACE which aims at introducing and reinforcing Christian values that increase personal responsibility, character development and positive citizenship. It was found out that principles and stories from the bible are interwoven throughout the curriculum. ACE system has identified sixty traits of Jesus and any learner who portrays any of these character traits is awarded.
4. It was also found out that ACE programme is Accelerated and hence the learner progresses from one level to another at his or her own pace in each subject. The learner however is not allowed to move to the next level until he or she has mastered the concepts in all the subjects at their present level. Mastery of concepts is checked by use of min-tests, check-ups, self tests and PACE tests.

5. There is a lot of learner autonomy in ACE programme. This is reflected in the way the learners set their own goals everyday and also where the earners are allowed to evaluate themselves, self evaluation was found to help the learner take greater responsibility for his or her work.
6. The major instructional resources in ACE programme are PACES. Each of the PACES integrates character building lessons into the academic contents and is carefully designed to develop thinking skills and create mastery learning.
7. All learners are motivated in one way or another. Any learner who exhibits good behaviour is awarded. Teachers are supposed to be very keen and make sure that by the end of the term, all learners are awarded for any good character portrayed. Students were noted to be happy with the rewards which help them to set challenging but achievable goals.
8. The ACE programme has managed to deal with the indiscipline cases. Such methods include detentions, conferences with parents, withdrawal of privileges and corporal punishment. Majority of the parents who were interviewed had no problem with corporal punishment because it helps to enhance learner's behaviour.
9. ACE programme has been able to implement its objectives as reported by the teachers and the head teachers. This has been done through the following ways:
  - a) Learners have been allowed to be at a curriculum level they can perform
  - b) The learners are highly motivated using various rewards

- c) Christian values and principles have been interwoven throughout the curriculum and this has helped increase personal responsibility, character development and positive citizenship.

ACE has managed to reduce the rate of school drop-outs through the following ways:

- a) By allowing the learners to assume a high level of responsibility in their learning situation and be actively involved in choosing their goals and managing their learning
- b) By having individualized learning approach. The curriculum is designed to work with learners as individuals which is adaptable to every child at his or her own level of academic ability. When a learner is placed in a level he or she can perform, he or she becomes motivated because there is no fear of failure enabling the learner to stay in school.
- c) ACE programme is not examination oriented. The learners are not given examinations hence less competition among them.

Teachers in ACE schools are those who have a call to work with children. Majority of the teachers are intensively trained and have more personal contact with their students.

Learners in ACE programme are highly motivated and are positive about school and confident in their role as learners. The confidence as reported by the student is drawn from the fact that the school is flexible and that the teachers took into consideration their feelings, needs and abilities in the ACE programme are happy with it. Majority of the parents have no thought of ever removing their children from the schools. Parents whose children were in a different system

before joining ACE, reported that their children had improved in their academic performance, character and that the children had developed a liking for schooling.

From the study, the researcher found and that the teacher learner ratio is small. The teacher in ACE programme is therefore able to take care of each individual learner's needs. Besides, each learning centre has a monitor who takes care of each learner's non-academic needs giving the teacher ample time to handle academic needs of the learners.

### **5.3 Conclusions of the study**

ACE programme provides alternative learning experiences to those provided by conventional schools. It is distinguished from the conventional or public schools because of the following characteristics;

- a) It is more learner centred and puts emphasis on the whole learner.
- b) It is non - competitive and the learner's success is not compared with how best he or she competes with others but the progress is measured in terms of learner's self improvement.
- c) There is greater autonomy with students having greater freedom with responsibility.
- d) Each individual learner is viewed as a worthwhile individual who is a unique human being. It focuses on both human and academic needs of the learner hence providing the atmosphere for quality education

ACE programme is geared towards a reform effort. From the study, it is clear that the programme has positive effects on the learners who tend to learn better as evidenced by their improved academic performance, feel better about the school and feel that their needs are being met. This positive effect as noted earlier has helped reduce school drop-outs in ACE programme.

ACE programme gives room for parental <sup>input</sup>. Parents are encouraged to assist in their childrens' homework and also follow their performance keenly at school. Parents are therefore part and parcel of the programme.

The trend towards privatization in growing and this is providing competition of public schools. This is all in the name of looking for alternative schooling that will meet the needs of individual learners. For the public education to slow this movement towards privatization it must provide alternatives that are competitive with those in alternatives form of schooling. If the public education fails to offer a variety of attractive options like these displayed by ACE programme, then many learners will end up moving out of the public schools to private schools or some who are really dissatisfied and cannot afford to move to private schools may drop-out from school. It is with this consideration that the researcher feels that for the Kenyan education system to meet the needs of all learners, then there are some unique features if borrowed can go along way in bringing satisfaction to learners, parents and even teachers who are moving out to look for alternative forms of schooling that can satisfy individual needs

#### **5.4 Recommendations**

The researcher carried out the study to investigate the various practices of the ACE system that may be recommended in order to adequately carry out reforms in the 8-4-4 system, which has been greatly blamed for producing poor quality graduates. The researcher therefore made recommendations at three levels.

#### 5.4.1 Policy Recommendations

- ii) Learners in public schools should be made responsible for their learning by giving them increased autonomy in learning aspects including self evaluation, goal setting and individualized learning. This will help learners in being accountable for their actions.
- iii) Teachers should be given more training in pedagogical skills and frequent in service in learner centred approach to allow for individualized attention which helps in motivation.
- iv) A lot of attention should be given to character molding than emphasis on passing examinations, in order to avoid situations like the recent student unrests in our secondary schools.
- v) Religious Education should be made compulsory in all schools to help in inculcating godly character and good citizenship.
- vi) Revision of existing instructional materials to incorporate more individualized subject matter.
- vii) More parents should be encouraged to enroll their children in the ACE system of education since it is based on biblical principals that help in molding the character of students.

#### **5.4.2 Recommendations for further research**

- i) An intensive research study should be carried out to investigate the effects of the ACE system of education on the moral development of the children.
- ii) An intensive research should be carried out on the effects of the examination oriented system on learner motivation.
- iii) A study should be carried out to investigate the effectiveness of the conventional textbooks used in the 8-4-4 system on learner motivation.
- iv) A research should also be carried to determine the level of individualized attention to learners by teachers in public schools.
- v) A study on other systems of education in Kenya should be carried out in order to come up with a comprehensive review of the existing 8-4-4 system.

#### **5.4.2 Recommendations to ACE Programme**

ACE programme is a good programme which has stepped out to help meet the needs of parents who are looking for alternative form of schooling for their children. However, as the researcher carried out her research study, she realized that most people do not know of any existence of the programme. The researcher therefore recommends that;

- a) Those involved should advertise this programme through the media so that it can capture the interest of many who are looking for alternative schooling.
- b) The PACEs are very precise and has made learning very easy for the learners. Those involved in ACE programme can communicate with Kenya Institute of Education and sell

the idea of PACEs. This could go along way to assist learners in the Kenyan 8-4-4 system of education

- c) Most parents may love the idea of ACE programme but may not be able to afford taking their children to the private universities after they are through with high school. Those involved should work together with the Ministry of Education in Kenya so that learners from ACE can be allowed to join the public universities.

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## Appendix 1

### LETTER OF INTRODUCTION TO HEAD TEACHER

Mungai Monica Njeri

Kenyatta University

Dear Sir / Madam,

#### RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a post graduate student pursuing a Master of Education (MED) degree of Kenyatta University in the department of education administration, planning and curriculum development.

I am to conduct research on a review of ACE system of education. The research will involve the teachers, learners and parents of ACE schools.

The findings will assist in making recommendation aimed at improving 8.4.4 system of education in Kenya. I wish to be in your school for data collection in the month of September, 2008.

I look forward to receive your invaluable assistance to enable me complete my studies.

Yours faithfully,



Monica Mungai

## Appendix II

### Students Questionnaire

**Instructions.** This is not an Exam. Kindly answer the following questions as honestly as possible. Tick (✓) the appropriate Answer.

#### a) SECTION A.

1. What is your gender? (a) Male ( ) (b) Female ( )

2. What is your age in years?

(a) 10 – 12 years ( ) (b) 13 – 15 years. ( )

(c) 16 – 18 years ( ) (d) 19 – 21 years ( )

3. What grade are you?

(a) Grade 4 ( ) (b) Grade 5. ( ) (c) Grade 6 ( )

(d) Grade 7 ( ) (e) Grade 8. ( ) (f) Grade 9 ( )

(g) Grade 10 ( ) (h) Grade 11 ( ) (i) Grade 12 ( )

4. Were you in another Education system before joining ACE?

Yes ( ) No ( )

If yes, which system of Education was it? \_\_\_\_\_

\_\_\_\_\_

5. Of the two education systems, which one do you prefer?

(a) ACE ( ) (b) The previous system ( )

6. Have your performance improved ever since you joined ACE?

(a) Yes ( ) (b) No. ( )

7. How long do you take to complete a PACE?

(a) 3 weeks ( )

(b) 3 – 4 Weeks ( )

(c) 5 – 6 Weeks ( )

(d) Over six weeks

8. If you were in a different system of Education what similarities are there between ACE and the other education system? \_\_\_\_\_

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9. What are the differences you have noted between the previous system and ACE?

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10. What do you especially like about ACE system of Education? \_\_\_\_\_

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**b) SECTION B.**

Tick (✓) the Appropriate Answer in this Section.

STATEMENT	AGREE STRONGLY	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	DISAGREE STRONGLY
I want to do really well in this class.					
I usually have to do boring things in this class					
I really don't care about grades very much.					
My teacher is the only one who decides what happens in this class					
We never work in groups in this class					
I feel like I have a say in what happens in this class					
Were graded and given positions at the					

end of the term in this class					
Our teacher always teach us in a group in this class					
I Love the PACES we use in this class because I am able to learn without a teacher					
Since I joined ACE system of Education, I have learnt a lot about God.					
I feel that I have become more responsible in my school work since I joined ACE system of education.					
Every day, I set goals of what I want to do in this class without the teacher's interference					
I always look forward to going to school because it is fun being in school					

<p>I feel that my character has really changed since I joined ACE system of Education.</p>					
<p>Before I joined ACE Program, I did not know my talent or gift but now I know.</p>					
<p>I love my school so much that I would not want to go to another school.</p>					

## Appendix III

### Parents Questionnaire.

It is the concern of every parent to have an education system for their children which is not only geared towards academic achievement but also geared towards molding the character of their children. This study attempts to evaluate the practices of ACE system of education. It is hoped that the information collected will be useful to the educators, students, parents and policy markers. It is also hoped that the findings will be used to help reform our Kenyan education system which has been weighed in many scales and found wanting. Your honest response is therefore highly appreciated.

1. When did you first hear about the ACE system of education?
2. Whom did you hear this from?
3. What made you think that ACE be an alternative system for your child?
4. When did you enroll your child in this system?
5. Was your child enrolled in another system of education before yes ( ) No ( ).?
6. If yes, which system was it?
7. How would you compare your child's performance in the other system and how he/she is performing now in ACE system?
8. How would you compare your child's character before and after joining the ACE system of education?

9. Does your child portray the Godly character as emphasized by the ACE system of education?
10. Given a second chance, would you remove your child from the ACE system of Education?  
Yes ( ) No ( ), please explain
11. What would you say about child liking school?
12. Are you for or against the corporal punishment that is administered to your child in case of any indiscipline case?
13. Has your child's self- esteem gone up after joining ACE system of education?
14. What advice would you give to parents who have not enrolled their children in ACE system of education?

## Appendix IV

### Principal's Questionnaire

This study attempts to evaluate the ACE system of Education practices. It is hoped that the information collected will be of great help to Educators, Policy makers, curriculum Developers, Curriculum implementers, students and parents. Your honest response is highly appreciated.

1. How many years have you been a principal in this school?

\_\_\_\_\_

2. What is the level of your academic qualification? \_\_\_\_\_

3. Have you received any extra training to enable you work in an ACE system of Education

Yes ( )                      No ( )

If yes, where did you go for training? \_\_\_\_\_

How long did the training take? \_\_\_\_\_

4. How many pupils are currently in this school? \_\_\_\_\_

(i) Do you have learners who were previously in the 8.4.4 system of Education system?

Yes ( )                      No ( )

(ii) If yes, how would you compare their performance in the previous school and how they are performing now?

Explain \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. (i) Have you ever taught in 8.4.4 system of Education or any other system?

Yes ( )                      No ( )

(ii) If yes, what system would you prefer?

(a) ACE ( )      (b) 8.4.4 ( )      (d) other ( )

6. Please, explain why you prefer one to the other? \_\_\_\_\_

\_\_\_\_\_

7. What reasons made you move from the other system of education to ACE System?

\_\_\_\_\_

\_\_\_\_\_

8. (i) Do you think the role of the teacher changes in ACE schools as compared to

8.4.4 System Yes ( )      No ( )

What are the roles of teachers in ACE system of education?

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(v) \_\_\_\_\_

9. What teaching/ learning resources do you use in ACE schools?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(i) Where do you get these teaching / learning resources?

10. Are this teaching learning resources sufficient to allow for individualized Learning?      Yes ( )                      No ( )

11. (i) Do you think the role of the students also change in ACE schools?  
Yes ( )                      No ( )

(ii) If yes, what changes are these?  
(i) \_\_\_\_\_  
(ii) \_\_\_\_\_  
(iii) \_\_\_\_\_  
(iv) \_\_\_\_\_  
(v) \_\_\_\_\_

12. How do you provide recognition to students for their efforts?

13. Do you experience any indiscipline cases with the students?  
Yes ( )                      No ( )

If yes, which ones? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How do you handle them? \_\_\_\_\_  
\_\_\_\_\_

## Appendix V

### OBSERVATION SCHEDULE

School Routine.

<b>Morning Session</b>	
<b>Activity</b>	<b>Time Taken</b>

<b>Afternoon Session</b>	
<b>Activity</b>	<b>Time Taken</b>
<b>3. Area</b>	<b>Students' Autonomy</b>

4. Observing Teacher Responses to student's behaviour.

<b>Incident</b>	<b>Student behaviour</b>	<b>Teacher Response</b>

5. What instruction materials are used?

6. How effective are they in individualized learning?

7. How much time does the teacher spend talking to the learners?

8. How is the learner's concentration span?

9. What observable roles can the researcher observe?

Teacher's role

Student's role

10. Are pupils – teacher ratios low enough that a teacher can spend time with each pupil and consider each as an individual?

11. Does the teacher keep a written record of what he learns about each child?

12. Does the teacher provide his pupils with ways to achieve recognition?

13. Does the teacher create a general atmosphere of warmth in the classroom and make each child feel accepted and supported?

14. Do pupils feel encouraged to ask questions?

15. Does the method of instruction increase individual responsibility and provide opportunities for each student to organize his own learning?

17. Is a wide variety of instructional materials available, suitable to divergent individual needs as well as to various levels of ability?

18. Are instructional materials selected to give learning an active rather than a passive character?

## Appendix VI

### Teachers' Questionnaire

This study attempts to evaluate the practices of ACE System of Education. It is hoped that the information collected will be useful to Educators, students, parents and Policy makers. Your honest response is highly appreciated.

**Instruction:** Do not write your name in the questionnaire. The information you give will be treated with confidentiality .kindly respond as honestly and as accurately as possible.

1. What is the name of your school? \_\_\_\_\_  
\_\_\_\_\_

2. What is the level of your academic qualification?

(a) Post Graduate Diploma ( )

(b) Graduate ( )

(c) Form Six ( )

(d) Form Four ( )

(e) Other ( ) Please Explain \_\_\_\_\_  
\_\_\_\_\_

3. What is your teaching experience?

(a) One year and below ( )

(b) 2-4 years ( )

(c) 5- 8 years ( )

(d) 9- 12 years ( )

(e) 13 years and above ( )

4. For how long have you taught in ACE system of Education? \_\_\_\_\_

5. Have you undergone any training to enable you teach in ACE schools?

Yes ( ) No ( )

If yes

(i) Where did you go for training? \_\_\_\_\_

(ii) How long did the training take? \_\_\_\_\_

6. Do you have regular in-servicing courses? Explain when and what it entails.

\_\_\_\_\_

\_\_\_\_\_

7. Before joining ACE system of education did you teach in any other system?

Yes ( ) No.( ) If yes, which system of Education were you in?

\_\_\_\_\_

8. Which system of Education would you prefer?

62

ACE ( ) The previous system ( ) please, explain why you prefer one to the other.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

9. Are you really able to pay individual attention to each student?

Yes ( )      No ( )

10. Do you FACE any challenges as you try to pay individual attention to each learner?      Yes ( )  
)      No ( )

If yes, what challenges are there?

(i) \_\_\_\_\_

ii) \_\_\_\_\_

(iii) \_\_\_\_\_

11. In the ACE system of Education, do you feel that your role as a teacher has changed?

Compared to the traditional role of the teacher?

Yes ( )                      No ( )

12. Do you allow the students to choose what to learn on daily basis?

Yes ( )                      No ( )

13. What roles do you play as a teacher in ACE school

(i)

(ii)

(iii)

(iv)

(v)

14. Do you have students in your class covering work for different grades?

Yes ( )                      No ( )

18. What challenges do you face as you try to mold the learners' character?

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19. Have you successfully managed to implement the five laws of learning in your class?

Explain \_\_\_\_\_

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