THE FACTORS THAT INFLUENCE PUPILS' PERFORMANCE IN HOME SCIENCE IN THE SOS SPECIAL SCHOOL IN NAIROBI (A CASE STUDY)

A PROJECT SUBMITTED TO THE FACULTY OF EDUCATION IN KENYATTA UNIVERSITY IN PARTIAL FULFILMENT OF MASTER OF EDUCATION (PRIMARY TEACHER EDUCATION) DEGREE

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THIS PROJECT IS MY ORIGINAL WORK AND HAS NOT BEEN PRESENTED IN ANY OTHER UNIVERSITY

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DEDICATION

This work is dedicated

to

My beloved husband and children

and

All who care for the destitute and orphaned children.

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This study would not have been possible were it not for the assistance and co-operation of many people. To them I am greatly indebted.

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education of the destitute and orphaned children entrusted to their care.

I am greatly indebted to Miss Alice Kivindu for typing this project.

Last, but not least I express my heartfelt gratitude to my husband Mr. Richard M. Kinai for all the assistance he offered and for proof reading the draft.

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ABSTRACT

The purpose of this study was to investigate the factors that influence pupils' performance in home science in the SOS Special School in Nairobi. The school was chosen because it caters for children who have special learning needs.

This study was timely considering that it was done after the implementation of the 8-4-4 system of education in which home science was made examinable in the KCPE (The final examination at end of primary school education). The study tries to highlight some of the factors which might have a bearing on pupils' achievement in the subject.

The short time available to do the research restricted the study to mainly the school factors affecting the home science performance of the destitute and orphaned children living in the SOS Children's Village in Nairobi. The researcher visited the SOS Special School and the SOS Children's Village to administer the instruments and to make observations.

The data collected was recorded, analysed, summarised and presented by use of tables. Interpretation of the data was done and the results were given.

The findings of this study showed that the children came from varied family backgrounds. It was found out that children whose early lives were interrupted by sad

events for example death of their parents and were living in residential care performed poorly when compared to children who had been living with their families. No sex differences were found in home science performance. Findings showed that the home science teachers did not utilize the available resources effectively and that their instructional methods were traditional. It was found out that there was no text book available in which theory and practical work for the whole syllabus was given and that time allocated for home science teaching was insufficient.

The study further revealed that some pupils' performance in home science was affected by their inability to read, poor language, inability to comprehend theory work and lack of interest in the subject. Despite all these problems it was found out that there were no remedial classes for the slow learners. Findings showed that the pupils had preferences for certain topics in home science particularly the ones which provided knowledge relevant to their lives. There was evidence that the pupils were exposed to many manipulative home science skills at home, but no assistance in academic or intellectual skills in the subject was given./

Based on these findings a number of recommendations were made. The teachers should be supervised and inspected so that they can improve their instructional skills. They should attend seminars, workshops and in-service courses

in home science and in special education so that they acquire the knowledge and pedagogical skills needed to teach children with learning problems. Pupils should be encouraged to like both theory and practical work in home science and to be given plenty of home work which will challenge them to read home science books. All the time allocated for the teaching/learning of home science should be used as fruitfully as possible. Teachers and pupils should be provided with materials and facilities necessary for the teaching/learning of home science.

CHAPTER ONE

1.1. INTRODUCTION

Background of the Problem

"We need help"

Say the four helpless orphans. Their mother was murdered and their father died later in a remand prison.[1]

Her name is Rani, not given by her parents, but by the supervisors at the orphanage. She is three years old, she knows nothing of her father and mother, nor is she ever likely to know.[2]

The Sunday Nation, March, 20, 1988, pg. 14, col. 1-4 made an appeal to the parents of the twelve (12) "unclaimed" children in Mama Ngina Children's Home to go for them.

After reading about these unfortunate Children, one asks - what is the future of these children? Who takes care of these "displaced" children?

Our government has established a Children's Department in the Office of the Vice President and the Ministry of Home Affairs and National Heritage. The main function of the Children's Department is to translate and to execute the Children and Young Persons' Act (Cap. 141 of the Laws of Kenya, 1963, revised in 1972) in the way of ensuring care, protection, and discipline of all the children and young persons under the age of eighteen (18) years as provided by the said Act of Parliament.

The Children and Young Persons' Act Cap. 141 stipulates

the laws and regulations governing the protection, discipline and care of the neglected, abandoned, cruelly treated and vagrant children in Kenya.

The family has been affected by the changing societal patterns such as practices of trial marriages, cohabitation, concubinage and single parent families.[3] In addition, family disruptions occur such as separation, divorce, imprisonment, sickness and death. Family disruptions, changing societal patterns, urbanization and other countless human upheavals leave behind in Kenya as in other countries of the world a tragic harvest of destitute and orphaned children.[4]

Parents who tend to abuse and neglect their children are irresponsible. Some have high rate of punitive attitude towards their children, others have unrealistic expectations of their children and others suffer from social isolation and are unable to get on with other people.[5]

It is the concern for the welfare of children from such families and the abandoned and orphaned children that prompted philanthropists such as Dr. Hermann Gmeiner, Dr. Thomas Bernado and others to start children's Homes or Children's Villages.

The Provincial Children's Officers and members of Charitable Organization take all the needy and homeless children to the Juvenile Court. The Court commits these

children to Approved Societies and Local Authorities.

The SOS Children's Village is an Approved Society, which is registered (Cap. 141 Section 63) to care and protect the needy homeless children.

SOS stands for (Save Our Souls)

The SOS Children's Village Society is a private, universal, social welfare organization which takes care of the displaced children. It knows no tribe, no race and no nationality.

Dr. Herman Gmeiner born in Alberschwede, Austria in 1919, was the founder of the SOS Children's Villages. His mother died when he was young. He studied Medicine at Innsbruck University. He saw the plight of homeless children in post war years and founded his first SOS Children's Village in 1949 in Imst, Tyrol. He believed that a child in abandonment "needs a home, a family and a mother".[6] His unique and exemplary concept of caring for the destitute and orphaned children has been tremendously successful. It has resulted in the world-wide propagation of his ideas and the establishment of SOS Children's Villages in many parts of the world.

Here in Kenya the SOS Children's Village Society was formed in 1971. Two years later the Nairobi SOS Children's Village began to accept the first children in need of a lasting home and family ties.[7] The children are brought to the Village as mentioned earlier by the Provincial

Children's Officers and members of Charitable Organizations.

The SOS Children's Village (SOSCV) provides long term residential care for the needy homeless children. The SOS Children's Village in Nairobi consists of fifteen (15) houses and a hostel (thingira) for the bigger boys. Each house is occupied by a family of ten to thirteen children, boys and girls of mixed ages and a mother of its own.

The children are brought up according to their religion and culture. They take part in the life of the local community, attend nearby churches and are involved in other social group activities.

They go to the village's own nursery school, then to nearby primary schools for standards (stds) I to VI, then to the SOS Special School for stds VII and VIII. After completion of primary education in std VIII, those who qualify for secondary education go on. The rest go for vocational training in the SOS Technical School, where the boys are trained in either Metal Work or Carpentry and the girls in either Catering or Dressmaking. They stay in the SOSCV until they have trained in an occupation or have studied for a profession and are self-supporting.

THE SOS SPECIAL SCHOOL

This is a very unique private school consisting of stds VII and VIII only. It is owned and managed by the SOS Children's Village Society, Kenya. The Teachers

Service Commission (TSC) assists the school by providing teachers. The curriculum used in the school is that prescribed by the Ministry of Education in the 8-4-4 system of education.

The school was opened in 1983 with an enrolment of twenty four (24) pupils and two (2) teachers. Ever since its population has grown steadily. At present in 1988 it has fifty one (51) pupils and four (4) teachers.

Initially the school was meant for the SOSCV pupils only. But with effect from January 1986 children from normal families are admitted in the school so that children of different family backgrounds can integrate and interact.

The pupils for this school are withdrawn from the ordinary schools they attend when they complete std.VI. In this school they are prepared for the Kenya Certificate of Primary Education (KCPE) examination.

In the 1987 KCPE analysis the school was number 50 out of the 142 schools of the Nairobi City Commission.

1.2. STATEMENT OF THE PROBLEM

The SOSCV Society main objective is to care for and protect the orphaned and abandoned children so that they can grow happily into self-supporting citizens.

To achieve this objective the children are given all the care given to children living with their parents, that

is a proper home, adequate medical care and a good education.

The children in the SOSCV were removed from their families. This separation from their families, relatives and neighbours results in anxiety due to past experiences and pain of rejection.[8] Furthermore, there is evidence that separating children from their parents can do them harm.[9] In addition:

> "the trauma of abuse and neglect seems to retard intellectual development and emotional growth of the children".[10]

Therefore these children need special education that will integrate them into the society, assist them to acquire skills for independent living and to enhance their academic performance in the KCPE.

They need to be given frequent assessment of their learning activities by being given sufficient homework and occasional tests. This is essential if the pupils have to learn enthusiastically because:

> "Student assessment is a powerful tool which can be used with great advantage in the teaching/learning process".[11]

Home science is an examinable subject in the KCPE. It is a subject of special importance to these children, because it prepares them for home and family living for their present and future lives. An acceptable or a good performance in home science will come after frequent testing of pupils both in theory and practical work. A

good performance in this subject will indicate that these pupils have been equipped with rudiments of scientific and practical knowledge of "life skills" necessary to cope with both work and the society around them (Okech and Hawes, 1986, pg.123).

1.3. PURPOSE OF THE STUDY

Before the implementation of the 8-4-4 system of education in 1984, home science was taught to primary school pupils to have skills. It was never examined in the primary school terminating examination, the CPE. In the 8-4-4 system of education it is examinable in the KCPE.

Changes from non-examinable to examinable subject affects the teaching and learning of the subject. This can also affect the pupils' attainment in the subject. The researcher felt that it was crucial to study the factors that influence pupils' performance in home science after the curriculum change.

The researcher also wanted to find out how the socially disadvantaged children living in the SOSCV compared with the children living with their families as far as their home science performance was concerned.

1.4. BASIC RESEARCH QUESTIONS

The following questions were generated for the study.

(a) What were the family backgrounds of these children?

What circumstances led them to be committed to the SOSCV?

(b) What were their learning problems in home science?

(c) Who were doing better in home science was it the boys or the girls?

(d) Were materials needed for home science bought on time?

(e) Were the teaching resources such as textbooks, charts, posters and samples available and utilized?

(f) Were home science radio lessons included in the class timetables?

(g) What were the academic attainment and professional qualifications of the teachers?

(h) Did the teachers attend any in-service courses in home science?

(i) What problems did the teachers experience when teaching home science?

(j) How frequently was written homework given, and how did the pupils do it?

(k) How often were written tests given?

(l) Was the practical work of the pupils assessed? Were the grades of this practical work included in the end of term reports?

1.5. OBJECTIVES OF THE STUDY

The researcher intended to:

(a) Analyse the family backgrounds of the pupils of the SOS Special School.

(b) Compare home science performance of the pupils of different family backgrounds.

(c) Determine if any sex is doing better in home science.

(d) Compare home science performance of pupils in foster care with that of pupils living with their parents.

(e) Find out whether the materials needed for teaching/learning home science are bought on time.

(f) Investigate whether teaching resources for home science are available and utilized.

(g) Find out whether home science radio lessons are included in the class timetables.

(h) Find out the academic attainment and professional qualification of the teachers.

(i) Find out if teachers experience problems when teaching home science.

(j) Investigate how frequently homework is given, and how the pupils do it.

(k) Establish how often written tests are given.

(l) Find out if pupils' practical work is assessed and how the grades are used.

(m) Investigate if the teachers have attended any in-service courses in home science.

1.6. SIGNIFICANCE OF THE STUDY

Since many of the children in this study came either from disrupted or defective families, some of its findings can be utilized to maximise their understanding and perception of parenting skills so that they do not perpetuate the problem of displaced children

The researcher hoped that the findings of this study would highlight factors which influence pupil performance in home science and make recommendations on how to enhance pupil attainment in the subject.

Some of the findings may be used by the curriculum planners when adjusting home science curriculum in future.

The findings of this study will be useful to the home science teachers in this school and in other primary schools. Home science became examinable in the KCPE about three years ago and so some of its findings can answer the many queries teachers have on how to improve pupils' performance in the subject.

1.7. BASIC ASSUMPTIONS

The teachers' academic qualifications and professional training in home science should enable better pupil

attainment in the subject.

Use of home science radio lessons to supplement teachers' classwork should enhance pupils' achievement in the subject.

Attendance of home science in-service courses should improve the teacher's skills and knowledge and consequently improve pupils' performance in the subject.

Use of a wide range of teaching resources during instruction should boost pupils' achievement in the subject.

Cultural beliefs that home science is for girls should not affect pupils performance in the subject because each pupil has equal chances of learning the subject and of doing the examination. It is further assumed that the tests should not favour any group of children.

Pupils' family backgrounds should not affect their attainment in the subject because most of them share the same residential facilities in the SOSCV.

1.8. LIMITATIONS OF THE STUDY

Factors that influence pupil performance in home science like any other subject fall into two groups that is (i) school factors, (ii) environmental and social factors. Due to shortage of time available to do the study the researcher investigated mainly the school factors.

The researcher did not include age as one of the factors influencing pupils' performance in home science.

because most of the subjects' dates of birth are not known, their ages are estimated.

The findings of the study cannot be generalized to other similar populations because the sample size was small and it was only one school.

The interview schedules with the SOS Mothers were held in Kiswahili because most of them could not communicate effectively in English.

1.9. DEFINITION OF TERMS

The following terms have been defined for the purposes of clarification because they have been used in this study.

Approved Society - Society approved by the Minister under Section 63 of Children and Young Persons' Act Cap. 141

Child - a person under the age of fourteen (14) years.

Guardian - a person who in the opinion of the court has charge or control of the young person.

Home - the permanent residence of the parent or guardian of the person who is under eighteen (18) years.

A Family - a group of people related by blood or marriage, living under the same roof and depending on each other in certain emotional and physical ways of survival (Mayhall and Norgard, 1983).

Child Abuse and Neglect - is defined by Mayhall and Norgard (1983) as the physical or mental injury, sexual misuse or exploitation, negligent treatment of a child under the age of eighteen (18) years by a person who is responsible for the child's welfare under circumstances which indicate the child's health or welfare is harmed thereby.

Abandoned Child - is a child who has been deserted, it could be an infant boy or girl who is left by his desparate mother on a roadside, thrown in a pit latrine or in a dustbin or left in a maternity home or in a hospital ward.

Destitute Child - a child who has been forsaken and neglected, he/she lacks the necessities of life such as food, clothing, shelter, parents or guardians.

Orphan - (also called dependent) - is a child whose one or both parents are dead.

Well adjusted Child - a child who is adaptable into the living conditions of his environment, he gets on well with adults and his peers.

Maladjusted Child - is defined as a child who shows emotional instability or psychological disturbance and required special education treatment inorder to effect his personal, social or educational adjustment.

Foster Care - care given to children by adults who are not related to the children by blood or marriage. This is done in a foster home, a home maintained by an individual or individuals for care and control of children not related to him by blood or marriage.

Residential Care - same as foster home except it provides care of more than ten (10) children, houses them in cottage or dormitory style or both. It provides many facilities such as schooling and recreational facilities.

Teacher - a person who guides learning in an educational institution.

Performance - what a child can do in an assignment or in a test. This measure of ability and achievement of each child is given in marks obtained in home science tests. The marks are graded in percentage.

In-service Course - any course given to qualified teachers to brief them on developments in the subject area, may range from one day to weeks or months.

Special Education - this is individually designed instructural services to meet the unique educational needs of the socially disadvantaged persons.

Chapter two deals with Literature Review

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

The increase of the numbers of "displaced" children has caused concern to the members of Social Welfare Organization and the educators. They are concerned about the rehabilitation of these children through the teaching of vocational subjects for example home science.

To be able to give an effective home science education geared to the rehabilitation of these children and lay a foundation for further learning, there is need to study the factors that influence performance of such children in the subject.

Literature was reviewed in the following areas

2.2. Children brought up in residential care

2.3. Special Education

2.4. Home Science Education

2.5. Factors that influence pupils' performance in home science.

2.2. CHILDREN BROUGHT UP IN RESIDENTIAL CARE

Child care and youth training are the pressing needs of children between zero and fourteen (0-14) years.[12] Social workers and members of Charitable Organizations share a concern of the lack of adequate care for the homeless, abandoned, neglected or orphaned children. These children require their own facility and a specially developed programme to ensure proper growth and development.[13]

Such facilities are provided in Children's Homes and Children's Villages like the SOSCV. These needy homeless children are committed by the Juvenile Court to residential care in these children's institutions. Many children in residential/foster care have:

> "Lacked satisfying personal relationships and their progress of growth towards maturity has been interrupted. They express their damaging experiences by withdrawal from social functioning and by antisocial behaviour"[14]

Even though the child care workers and others engaged in providing services to the children are trained and have skills for working with such children, they become frustrated just like parents do. They may encounter great difficulty in developing relationships and facilitating positive change with children who resist relationships and who have established behavioural patterns that are difficult to change.

It is universally agreed that long residential care has damaging effects on the children. Studies of long residential/foster care give evidence of maladjustment. Jenkins (1969) found that half of the children in foster care for more than 5 years were:

> "behaving or had been behaving over a long time in a way that suggested a degree of emotional disturbance"[15]

Canning (1974) studied 25 school children in foster care for about 5 years and found out that:

> "half were seen by their teachers as withdrawn, a third were described as aggressive, while the others were found to be too compliant."[16]

A study of 316 Montreal Children in Foster Care between 1930 - 1959 to find out the influence of foster care on the adjustment to adult life showed that:

> "One third of those traced had poor adult adjustment, the rest were intermediate. The intermediate subjects had common handicapping characteristics which Murphy (1974) called "Foster Care Syndrome".[17]

<u>The Characteristics of the "Foster Care Syndrome" were</u>:

a) Lack of freedom of speech

b) Lack of ego strength and intelligence

c) Fear that the society will hurt them

d) Higher marriage rate for the well adjusted than the Montreal population age for age

e) Their rate of separation was many times higher than that of the Montreal population

f) Many had mental breakdown, factors that precipitated it, were related to their foster care and repressed aggression, (Murphy, 1974, pp.425 - 459)

In another investigation carried out at Ibadan, Nigeria, Durojaiye found out that children in a home for orphans performed poorly in a test situation compared to children living with relatives and a control group of children living with their own parents.[18]

Severe limitation on early experience of these

institutionalized children resulted in enormous stultifying their emotional, social and intellectual development. They had little opportunity to learn and therefore do not behave as expected for their ages. Early learning was lacking and consequently further learning might be seriously handicapped.[19]

Teachers of children who lacked early learning and who at the sametime show a degree of emotional disturbance and some traits of the "Foster Care Syndrome" should know that they have special children to handle. They have to give these children an education that will help to integrate them into the society.

Their teachers should select teaching methods and techniques that cater for their learning problems. The children should feel that they are loved, needed and accepted by their teachers and the society at large. For the socially disadvantaged children to be well adjusted emotionally and to attain an acceptable school performance they need Special Education.

2.3. SPECIAL EDUCATION

Special Education is characterised by individualised assistance to the child so that he/she can master the intended skills. It is concerned with:

> "Giving exceptional opportunities and exceptional help to those whose needs are greatest, while at the same time acknowledging their entitlement to maximum participation in social life".[20]

No child in a special education programme should experience feelings of discouragement. Those providing the education must ensure that anyone who participates in such a programme does not damage his/her self-esteem.

Pupils with learning difficulties need to be given extra help and individual attention. Each child learns at his/her pace and gets all the encouragement he/she needs.

Studies show that abused and neglected children who have undergone special education have improved in their academic performance. Follow up testing of such children demonstrated that intelligence appears to be temporarily "blocked" rather than permanently retarded. In many cases individual attention and encouragement had almost "miraculous" change for the youngster.[21]

For the education to be meaningful and useful to these children it should focus on the teaching / learning of basic skills relevant to the learner's life. These skills are taught in home science education.

2.4. HOME SCIENCE EDUCATION

Since independence (1963) Kenya has been making efforts to make primary education meaningful and appropriate to the learners. Evidence of this is shown by the appointment of the various educational commissions to review the nature and structure of education and prescribe means of implementing changes found necessary.

The Kenya Education Commission Report or the Ominde Report (1964) in one of the recommendations reported the need for specific vocational element in the curriculum to be taught side by side with the academic element.

The National Committee on Educational Objectives and Policies (N.C.E.O.) or the Gachathi Report (1976) recommended that the curriculum should aim at the acquisition of work oriented skills through the teaching of vocational subjects such as home science (family welfare), agriculture, business education, art and craft and community development (Okech and Hawes, 1986, pp. 33 - 34)

When the 8-4-4 system of education was implemented in 1984, home science became examinable in the KCPE.

Home Science is a family centred area of study consisting of foods and nutrition, consumer education, health education and home management. Home science education attempts to help the individual realize and solve family problems as well as adopt more easily to the changing conditions in the home, Community and the Society as a whole.[22]

The home science syllabus outlines skills, knowledge and attitudes which the learner can be taught and he/she can apply in day to day living and improve the quality of life of an individual and the society in which he/she lives. The syllabus also aims at laying a foundation for higher learning.[23]

Next page is an outline of the std.VII and VIII Home Science syllabus :

Std VII syllabus consists of six (6) units which are:

a) The Family: emotional changes during adolescence, relationships between boys and girls, pregnancy and preparation for arrival of the baby.

b) Health Education: causes and control of common diseases and common ailments.

c) Foods and Nutrition: Preparing simple meals, nutritional deficiency diseases.

d) Laundry Work: Laundry processes such as bleaching, starching and stain removal.

e) Clothing and Textiles: construction of a pyjama suit, knitting patchwork for a cot cover.

f) Care of the Home: weekly and daily cleaning of different rooms of the house. Cleaning the compound and refuse disposal.

The syllabus for std VIII covers eight (8) units which are:

a) Child Care: birth of the baby, care of the baby and the mother after delivery, feeding the baby and general child care procedures until the baby is two years old.

b) Health Education: Health facilities and the international health services for example A.M.R.E.F. and the Red Cross.

c) Foods and Nutrition: meal planning, packed meals, use of left over foods ...

d) Laundry Work: Family wash, mending.....
Clothing and Textiles: construction of a flat article for example a tray cloth or a bed cover.

e) Care of the Home: cleaning agents and materials, practical assignments are done and assessed by external examiners (teachers from other schools).

f) Consumer Education: opportunities for money generating activities in home science for example establishing food kiosks.

h) Guidance and Counselling: living with others, consequences of irresponsible sexual behaviour, free time activities.

These home science units have direct relevance to these once displaced children. Mastery of the content of these units by these children can help to rehabilitate them. Their families were interrupted when they were young and they need to be prepared for an effective family living.

> "what is true is that some knowledge of, and ability of running a home and bringing up children are going to be necessary in their lives. Home Science Education will make the difference between life and mere existence for these children".[24]

These pupils have to be prepared for family life so that they do not end up like the "316 Montreal Foster Children". All the subjects traced in the study said that they had a strong desire for their own home and children, but they claimed that they were sexually ignorant and unprepared. (Murphy, 1974, pp.425-459)

Pupils in a school have different abilities. For the less articulate pupils in this school, home science education:

> "Can be of particular value in providing concrete experiences because they are likely to learn through what they do and see."[25]

It is also true that home science education encompasses a wider variety of skills than almost any other subject in the curriculum. There is, therefore:

> "A good chance of discovering something in which the generally below average child is skilful, for instance he may lack precision in stitchery, but may have a good sense of colour or vice versa".[26]

It is the responsibility of the home science teacher to help each child to discover his/her skill; then assist him/her to develop it.

Opportunities in home science to entertain and talk to strangers give these socially disadvantaged children chances to boost their self-confidence and morale. This is supported by Lovell (1967) that:

> "Nothing is more helpful to the child in emotional difficulties than a building up of his self-respect".[27]

Home Science teachers should create pupils' interest in the subject. They should plan home science content into small tasks so that the satisfaction of achievement soon comes and can be used to reinforce and encourage the will to do something bigger and better. (Schools Council Publication, 1972, pg.29)

Home science education is necessary for boys. This is due to the fact that partnership in marriage is very important in our changing society. Therefore it seems desirable and of crucial importance that the general education of boys should not be limited by their exclusion from home science which has a direct relevance to their future roles as future husbands and fathers.[28]

It should be made clear that boys are taught home science:

> "Not to turn them into housewives, but to make them appreciate the work involved in homemaking so that they will realise that they have a contribution to make. To have a basic knowledge of skills....
> To enable them to cope with domestic emergencies now and in the future."[29]

Courses in child care and development are valuable in giving adolescents some insight into their own emotional development as well as a greater understanding of children. Since adolescence is often a time of tension within the home, lessons about family relationships and raising of children can help to give the youngsters sympathy with parental point of view. (Schools Council, Publication, 1972, pg.39).

Knowledge, skills and attitudes acquired in home science are useful for the future lives of the learners. They acquire skills and attitudes basic to self or paid employment. They learn to appreciate work related to child care and consumer

choice and other money generating activities in home science for example establishing food kiosks. This will only be possible if the learners have mastered the intellectual, manipulative, organizational and social skills which are necessary for a good performance in home science.

2.5. FACTORS WHICH INFLUENCE PUPILS' PERFORMANCE IN HOME SCIENCE

Many factors influence cognitive or academic achievement of pupils in home science. Some of these factors are the quality of the teacher, how teaching and learning takes place, how the pupils percieve themselves in relation to their abilities for home science and how frequently and carefully they do their homework.

The Home Science Teachers

Are expected to guide and instruct the pupils to attain good performance in the subject. They must be well informed about the recent changes in the curriculum and in the subject area. They have to go for in-service training in addition to the pre-service training they have had because:

> "In-service courses enable teachers to refreshen and reassess their methods in the light of advances in knowledge and skills appropriate to school and classroom practice"[30]

They are expected to encourage and motivate the pupils by giving them tasks they (the pupils) can do. They should create

effective learning situations in which the pupils see clearly what they are learning and how they can apply it. They should use a wide variety of teaching aids such as pictures, posters, textbooks, samples and radios. These teaching aids increase the quality of learning.

Home Science radio lessons are broadcasted by the Educational Media Service. The lessons are carefully prepared by experts so that they cover both urban and rural lives. These lessons are made vivid to the pupils because of the emotional impact that comes through the dramatic presentations or panel discussions.

The home science teacher is not a specialist in all areas of the subject, therefore she should from time to time invite resource persons or guest speakers to give talks to the pupils. For example she can invite a Social Worker to give a lecture on "consequences of irresponsible sexual behaviour". The Social Worker will give comprehensive information to the pupils and answer questions which the teacher may not be able to answer.

Home Science teachers of socially disadvantaged children should be aware of the important roles they have to play in order to rehabilitate these children. Ginott (1972) noted that:

> "Teachers have a unique opportunity to counteract unhealthy influence in a pupil's early childhood. They have the power to affect a child's life for better or worse. A child becomes what he experiences. While parents possess the original key to their off-spring's experiences teachers have a spare key. The two can open or close the minds and hearts of children".[31]

The home science teachers should be concerned about the welfare of their pupils and try to understand their pupils problems. They should be aware of the pupils' behavioural traits which hinder good performance in home science. They should be aware of the common problems of these "once displaced" children for example "Social attachment deficit".[32] This is a serious problem which can lead to poor performance in home science. These children had never been attached to any of their parents.

> "Normally adjusted child expect help from adults and are prepared to trust them. But children with "Social attachment deficit" may expect hostility and rejection or excessive weakness from adults. They may show unwillingness to trust teacher and parent figures and expect inconsistent treatment from them."[33]

To enhance performance in home science the teacher has to help the children overcome problems by winning the children's friendship and confidence.

Good performance in any subject is only possible if the pupils are disciplined. No lesson can be a success without discipline. A teacher who knows her subject matter well and who can communicate it adequately to the pupils will excert great power on them. Thus thorough

preparation of one's subject and the ability to teach the subject as well are the strong weapons in creating a disciplined class. (Mbiti, 1982, pg.85)

The Pupil or the Learner

In our modern society the school has become a special place in the life of a child. It is a vital environment that enables the child to learn to live, to work with others and to compete for academic excellence. At school he faces tasks that are graded and evaluated by the teacher, classmates and himself and comes to know how his performance compares with that of his classmates.

A pupil's perception of his capabilities will influence his performance. If he is led to believe that he is capable of little, that is have low expectations for himself he will have little motivation and will infact achieve little. Studies show that there is association between success in school and having high expectations. Doing well in school will lead to anticipate a high status job, but it is also possible that having high expectations spurs pupils to do well in school (Pidgeon, 1974, pg.104).

Emotional stress, insecurity and anxiety are factors which affect a child's school work. They can drain his energy and reduce his concentration and prevent him from applying his intellectual powers. 34

A child with a given innate potential will learn to be

intelligent up to the limit of that potential, provided he has from early age an environment which gives him an opportunity for learning and provided intelligent behaviour is rewarded. A child's school attainment will be up to the level of his intelligence provided that academic success is rewarded and provided there are no serious inhibiting factors are present.[35]

There is no evidence of sex difference in intelligence (Scottish Council of Research, 1933), therefore differences between boys and girls in conduct and performance in school should be accounted for in other terms.

The School, its facilities, equipment and administration

It is usually recognized that the general atmosphere, the vigour, purpose and tempo of the work is strongly reflected in everything the child does, so that, in another school with a different standard of effort and a different range of attainment his performance may be different (Pidgeon, 1974, pg.104).

School facilities such as provision of text books, radios, buying materials needed for home science and ensuring adequately furnished classrooms can be a contribution to good performance in home science.

The School Administration should ensure that proper supervision of teachers is done. Supervision centres

on what:

> "The teachers do in the performance of their assigned roles and has, as its central function, a continual search for improvement in their performance".[36]

Homework or Preparation (Prep)

Homework or prep is defined as the academic work done outside the normal class time. Educators say that prep should be an integral part of the teaching / learning process. According to Eshiwani (1983) :

> "Homework is a variable which is virtually costless in terms of money, but which seems to provide a high return in terms of achievement".[37]

It is further argued that the more homework given and corrected, the higher the achievement.[38]

Time for teaching and learning Home Science

Time allocation for home science just like for the other subjects is given by the officials of the Ministry of Education. There should be two periods for practical work and two periods for theory work. One of the theory lessons should be used for the home science radio broadcasts.

Educationists state that the number of hours of schooling a child receives per year are an important variable in education consequently:

> "The more hours allowed in instruction, the higher the achievement".[39]

The Home

Parents who are intelligent and well educated are likely to take interest in the school work of the child. They are likely to help him with it, and success on his part is likely to be rewarded by their approval. In less cultured homes a lower premium is set on academic pursuits and success, the children are less highly motivated to do well in school. The bright child from the poor home will tend to receive less encouragement and tend to be less highly motivated than the less bright child from a cultured home.[40]

In a cultured home a child is given a chance to practise skills learned in home science for example he can be bought knitting needles and wool to knit something for himself while in a poorer home nothing will be bought for the child.

The Environment

The child is a part of the environment much larger than the school and his progress is virtually affected by the whole environment, by the attitudes which it provides and the stability and security he can derive from it.[41]

If the child lives in an environment where home science education is believed to be important for boys and girls, pupils will work hard in the subject and attain good performance in it. Whereas if the society where the pupils live believe that home science is for girls and women, boys' performance in home science may be poorer than that of girls.

2.6. SUMMARY OF LITERATURE REVIEWED

Child Care and youth training through education are the pressing needs of children between zero and fourteen (0-14) years. Children are normally cared for in their families, but sometimes due to family disruptions and irresponsible parents they have to be cared for in institutions. Such children are removed from their relatives and familiar neighbourhood and committed by the Juvenile Court to residential Care. Such children have lacked satisfying personal relationships and their growth towards maturity has been interrupted. Some of them lacked early learning and consequently further learning might be seriously handicapped.

As a result of this they require special education. In special education there is individualized instruction and attention, that is pupils with learning difficulties are given extra help. This can have "miraculous" effect on improving pupils' performance in basic skills which are taught in home science.

Home Science education is relevant to the needs of these learners who are adolescents. Lessons on Child Care and development give them an insight into their psychological and physical development. Home Science education prepares these children for effective home and family living. It helps to rehabilitate them by providing them with the knowledge, skills and attitudes which can be used in paid or self employment.

To be able to do home science money generating tasks for example establishing a food kiosk requires intellectual, manipulative, organizational and social skills. These skills are necessary for a good performance in home science.

Many factors influence pupils' performance in home science. Some of these are the quality of the teachers teaching methods, use of teaching aids, teachers' attitude towards their work and the pupils. Pupils' family backgrounds and their abilities may affect their performance in the subject.

Home science teachers should be up to date with the recent developments in the subject and with the recent changes in curriculum. They should utilize all the resources available such as text books, audio-visual aids like the radio, posters, pictures and invite resource persons to home science classes. They should utilize all the time allocated for teaching/learning home science effectively and give pupils plenty of homework. They should correct the homework given and grade the pupils' work. This is done for the simple reason that the more hours allowed to instruction the higher the achievement, and the more homework given and corrected the higher the achievement.

Chapter Three explains the research methodology used in the study.

CHAPTER THREE

METHODOLOGY

3.1. INTRODUCTION

This study was done in the SOS Special School in Buru Buru Estate Phase II which is situated in the Eastern Division of Nairobi Province. The researcher restricted the study to this institution only because about half of the pupils were expected to have special needs to be met. Therefore she felt it was necessary to study the factors which influence pupil's performance in home science in this school.

This chapter includes the descriptions of:

3.2. The Sample

3.3. The Instruments

3.4. The Data Collection Procedure

3.2. THE SAMPLE

In order to explore the variables under investigation in this study, the researcher had the following subjects: 51 pupils, 4 teachers, the Director of the SOSCV and 10 SOS Mothers.

The Pupils

There were 51 pupils in the school. In std. VII and VIII there were 26 and 25 pupils respectively. Each pupil participated in the study by responding to a questionnaire.

The Teachers

The 4 teachers who were full time teaching staff were studied. There were 2 males and 2 females. One of the male teachers was the headteacher of the school. The 2 female teachers were the home science teachers. Each of the 4 teachers participated in the study by responding to a questionnaire and an interview.

Two helpers who taught Art and Craft in std VIII were not included in the study because each of them taught only 3 periods per week in this school.

The Director of the SOSCV

He is the administrator of the SOSCV and deals with the local authorities. He not only counsels the mothers, but also encourages the development of each child and provides the fatherly element in the Village.[42]

He participated in the study by responding to an interview, in which he answered all the questions asked by the researcher. He introduced the researcher to the SOS Mothers.

Ten SOS Mothers

They participated in the study by responding to an interview. The 10 SOS Mothers were randomly selected out of the 15 SOS Mothers.

"Mothers" are the whole basis of the SOS idea.[43] Each mother is the head of her family of 10 to 13 children, boys and girls of different ages. She receives a modest allowance from which she budgets for food, house-keeping and clothing as she feels best for her children. She provides the children entrusted to her with the affection and sense of security they need.

3.3. THE INSTRUMENTS

The following instruments were used as a means of collecting data for this study:

A) Questionnaires

B) Interviews

C) Observation

A. QUESTIONNAIRES

Three questionnaires were administered ;

(i) Questionnaire for teachers (Appendix C)

(ii) Questionnaire to find out pupils' opinions about home science (Appendix E)

(iii) Questionnaire to find out about pupils' particulars, their school record and performance in home science (Appendix F)

(i) Questionnaire for the Teachers (Appendix C)

This had 2 parts A and B. Part A was to be completed by all the teachers and Part B was to be completed by the home science teachers.

Part A had 7 items intended to find out about personal details, academic qualification, professional training and the teaching experience of the teachers.

Part B had 14 items intended to seek information on home science regarding professional training, use of teaching resources and facilities, evaluation procedures, and problems experienced by teachers when giving instruction in the subject. The teachers were given 7 days to respond to the questionnaire.

(ii) Pupils' Opinion Checklist Questionnaire (Appendix E)

This instrument had 13 items which were expected to cover some of the Variables under investigation. The first 10 items had 2 responses "yes" and "no". The last 3 items were free response, open-ended questions.

Variables to be studied about the pupils were:
their sexes, whether they were happy at home, whether they liked home science, if they got good marks in it, if they were rewarded for good performance in it.

Variables to be studied about the home science teachers were:
whether they explained the content clearly, made the lessons interesting, used teaching aids and invited guest speakers.

Items 11 to 13 were free response, open-ended questions where the respondents were expected to give their

opinions about:

(a) what they liked in home science

(b) what they expected the home science teachers and their school to do so that they improve their home science performance.

(c) What they (the pupils) should do to improve their performance in home science.

(Home Science marks in items 12 and 13 were used to mean home science performance because the respondents might not have known the meaning of performance).

The researcher made sure that after the questionnaires were distributed interaction among the respondents was restricted to guard some pupils seeking opinions from the rest. In this way it was possible to obtain fairly complete and personal responses.

(iii) Questionnaire for Pupils' Particulars, School Record and Performance in Home Science (Appendix F)

This instrument consisted of 25 items. The first 11 items were intended to seek information about personal details such as name, sex, date of birth and family background. Items 12 to 15 sought information on date of admission into the school, repetition of classes, school attendance and conduct of the pupils.

Items 16 to 23 needed "yes" or "no" responses and were intended to find out pupil's behaviours during home science concerning paying attention in class, asking and answering questions, doing homework, completing classwork on time, showing interest in practical work and performance in home science.

Items 24 and 25 were open-ended, free response intended to find out what skills each pupil had in home science and what each child could do to improve his/her performance in home science.

Each questionnaire was then carefully scored using a carefully prepared scoring scheme.

B. INTERVIEWS

The researcher conducted several interview schedules with:

(i) Each of the 4 teachers in the school
(ii) The Director of the SOSCV
(iii) Each of the 10 SOS Mothers

(i) The Interview Schedules for the Teachers (Appendix D)

Excluding the headteacher, the interview schedules with the other 3 teachers were held for confirmation of the information given in the questionnaires and for seeking further clarification of what might not have been clear in the questionnaires.

The interview schedule with the headteacher was more detailed because the researcher wanted to get more information on:

a) School administration that is:
   - distribution of the subjects to the teachers,
   - participation of the teachers and pupils in extra curricular activities,
   - participation of the school in divisional competition for example entering pupils for sewing competitions.

(b) Inspection of the school by the Ministry of Education School Inspectors and the School Advisors from the Nairobi City Commission, Education Department.

(ii) Interview Schedule with the Director of the SOSCV (Appendix G)

This was aimed at finding out:

a) The number of the children in the Village.
b) How the children got admission into the village.
c) Whether he checked their books to have an idea of their school performance.
d) Whether arrangements were made for the weaker pupils in stds VII and VIII to be coached.
e) Whether the pupils in doing well in school were rewarded.
f) What disciplinary problems were experienced in the Village.
g) How the children were kept busy during weekends,

public holidays and during school holidays.

The Village Director was very co-operative he gave the researcher all the information which was required. He introduced the researcher to the SOS Mothers.

Interview Schedules for the SOS Mothers (Appendix H)

The 10 SOS Mothers to be interviewed were randomly selected out of the 15 SOS Mothers. The interview schedules were held to gather information on:

a) the number of the children in their families .
b) whether the children were happy and friendly.
c) whether they checked if the homework was done .
d) whether they helped the children with difficulties doing their homework.
e) whether they checked the books the children read at home.
f) whether they discussed with their children the school problems the children had.
g) whether stds VII and VIII children mended, washed and ironed their clothes and helped in household tasks such as cooking and washing utensils.

The SOS Mothers were friendly and welcoming. They gave the researcher all the information needed.

C. OBSERVATION

The researcher observed the teaching/learning for a total of 3 periods per class. The observations were made to investigate:

a) The use of teaching resources and facilities, whether lesson plans were written and whether the schemes of work were followed.

b) Pupils' participation in theory and practical work, the condition of their home science note books and their clothing and textiles practical work.

3.4. THE DATA COLLECTION PROCEDURE

The researcher wrote a letter of introduction to the headteacher of the SOS Special School (Appendix A) and another introduction letter to the Director of the SOSCV (Appendix B). The researcher attached to these introduction letter copies of a letter written by the Co-ordinator of MED PTE, Kenyatta University, requesting heads of institutions to help MED PTE Students to Collect data for research.

The researcher delivered personally the introduction letters to the headteacher of the school and the Director of the Village.

Appointments were made for the various interview schedules and for the observation of teaching/learning of home science.

The researcher administered the questionnaires and interviews personally. Observations of teaching/learning of home science were made. In addition, an examination of the official school records of pupils performance in home science was made. Scores of the 3 home science tests done by the pupils this year were copied. The marks were graded in percentage.

3.5. SUMMARY

Tnis Chapter highlighted the methodology used in data collection. It gave the description of the sample, the instruments and the data collection procedure. In all fifty one (51) pupils responded to the Pupils' Opinion Checklist Questionnaire (Appendix E). Their particulars, School Record and Home Science Questionnaires (Appendix F) were filled by the teachers. Each of the four (4) teachers responded to a questionnaire (Appendix C) and was personally interviewed by the researcher. The Director of the SOSCV and ten (10) SOS Mothers were also interviewed by the researcher.

Chapter Four is about data analysis and interpretation.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

As indicated earlier the data was collected by using 3 instruments, namely questionnaires, interviews and observations. Official school records were used for copying home science test scores of the 3 teacher made tests done by the pupils this year. The researcher used tallies and frequency distribution tables when analysing the data. Casio Scientific Calculator fx - 82 was used to calculate totals, averages and percentages.

Data in this study was summarised and presented by use of tables. The major methods of analysis were made by use of proportions (percentages) and averages. Data was also ranked.

The variables under investigation were analysed in the following subheadings.

4.2. Teacher Characteristics

4.3. Pupil Characteristics

4.4. Social and Environmental Factors

4.2. TEACHER CHARACTERISTICS

Teachers of pupils whose early lives were interrupted by sad events that led them to be brought up in residential care need to be trained so that they can counteract the unhealthy influences in the children's early childhood.

Below is a table showing teachers academic qualifications and their professional training.

Table IV.1 Analysis of Teachers' Personal Information derived from selected variables

VARIABLES	TEACHERS number	total
SEX		
male	2	4
female	2	4
ACADEMIC QUALIFICATION		
KCE	2	4
KACE	2	4
PROFESSIONAL TRAINING		
P1	3	4
Untrained	1	4

Table IV.1 shows that half of the teachers are male and the rest are females. Two out of four teachers have "O" level academic qualification and the rest have "A" level qualifications. The majority of the teachers are trained P1 teachers. One teacher out of 4 is untrained. From the interview schedule with the headteacher, the researcher found out that no teacher on the staff had a attended a course in special education. The researcher found out that the female teachers were the home science teachers, and that they learned home science in secondary school and in the Teacher Training College.

These findings imply that 3 out of 4 teachers have sufficient academic and professional training to cope with the educational requirements of children without special problems. These teachers may not have sufficient professional training to cater for the pupils in this school where some specialized attention is required.

Teaching Experience

Teachers are the implementers of the curriculum. To do this effectively they need to have the ability and skill that comes through practice and experience. The table below shows the teaching experience and teaching loads of the teachers.

Table IV.2 Analysis of the teaching experience, home science teaching experience and the teaching loads of the four teachers

VARIABLES	TEACHERS (4)			
	1	2	3	4
Years of teaching experience	21	12	8	1
Years of teaching home science	12	0	4	0
Number of periods taught per week	28	22	22	22
Average number of periods taught per day	6	4	4	4
Average number of free periods per day	4	6	6	6

Three quaters of the teachers have taught for more than seven (7) years. The untrained teacher has taught for one (1) year only. It can be observed that the teacher with the longest teaching experience of 21 years has also

the longest experience in teaching home science. The other home science teacher has a teaching experience of 8 years and an experience of teaching the subject of 4 years.

The researcher found out that the trained teachers have been teaching in the school for about 5 years, that is more or less when the school started. There is hardly any transfer of teachers in this school.

This means that one teacher is able to teach one class from std. VII to VIII. Such continuity of pupils with the same teacher can lead to high records of academic achievement.

The teachers' work load varies from 22 to 28 periods per week. Number of periods timetabled in a week are 50.

This indicates that the average number of periods a teacher teaches ranges from 4 to 6 period per day. The average number of free periods per day for each teacher is from 4 to 6.

This reveals that each teacher teaches an average of 5 periods per day. Therefore the teachers have plenty of time to prepare their lessons and to mark pupils books.

There are 51 pupils and 4 teachers in the school. Hence teacher/pupil ratio is approximately 1:13

It follows that teachers are not overworked.

In-service Courses in home science

The researcher found out that since the school was opened in 1983 only one teacher went for an in-service course in home science only once.

This means that the home science teachers are not up-to date with the recent developments in the subject and their pedagogical skills are still traditional. This was revealed by the pupils saying that the teachers felt shy when teaching some topics.

The availability and use of teaching resources in the teaching/learning of home science

The researcher found out that home science radio broad casts by the Educational Media Service were not utilized. Resource persons or guest speakers were also not invited to give talks to the pupils. During observation of the teaching/learning of home science the researcher did not see any audio-visual aid being used. It was noticed that there were radios in the school and there were some manila papers and several felt pens in the store.

This implies that there are facilities and resources in the School, but the home science teachers do not utilize them when giving instruction to the pupils. This can contribute to poor pupil performance in home science.

Supervision of Teachers

Supervision of teachers is done to ensure that the teachers perform their assigned roles. It was found out

that the headteacher neither sits in classes to supervise the teachers nor does he check their lesson plans. It was also found out that since the school was opened only one Inspector of Schools from the Ministry of Education visited the School. The School Advisors of the Nairobi City Commission, Education Department have not yet visited the school.

From the above points one notes that the teachers are not supervised and this can lead to poor performance in their jobs.

Homework or Preparation (Prep)

Homework or out of class academic work is an integral part of teaching/learning process. It was found out that there were prep periods timetabled from 7.30 - 8.00 a.m. and from 1.30 - 2.00 p.m. The reseacher found out that the pupils were not directed on what to do during prep. Analysis of how many times in a month written homework was given showed that std VIIs were given home science homework 1 to 2 times per month and std VIIIs were given home science homework 4 to 5 times per month. Analysis of whether the children did their homework regularly showed that 80% of the pupils did their homework regularly. It was found out that most of the written homework given was to copy notes from text books. Pupils' note books were not marked.

These points reveal that the pupils are not given sufficient homework in home science and the teachers do not correct pupils' books.

Written Tests and Practical Work

The researcher found out that written tests in home science are given once per month. These tests are written on the blackboard, except the terminal test which is typed.

It was also found out that pupils' practical work is not marked and the grades included in the pupils' end of term reports. All the completed articles made during clothing and textiles and practical assignments in home management are marked and graded by external examiners during the second term of std VIII.

4.3. PUPIL CHARACTERISTICS

The pupils in this study come from varied family backgrounds and this can affect their school performance and consequently their performance in home science. Eson (1972) says:

> "The child is educated not only in the school. Indeed, the school may provide only moderate influences as compared to the kind of learning that goes on from early years within the family, within the community in which the child lives."[44]

It is therefore essential to analyse the family backgrounds of these children in the study; so as to compare their performance in home science and note the

differences due to family influences. The table below shows the family backgrounds of the children.

Table IV.3 Analysis of the family structures of the pupils in the SOS Special School

Class	std VII boys	std VII girls	std VIII boys	std VIII girls	Total	Per-cent
Children whose parents died (Orphans)	5	6	5	6	22	43.1%
Children with both parents alive	7	1	4	3	15	29.4%
Children of single parents	3	2	-	2	7	13.7%
Children who were neglected (not living with their parents)	-	-	-	4	4	7.9%
Children who were abandoned (parents not known)	2	-	-	1	3	5.9%
Total	17	9	9	16	51	100%

It is observed from the above table that the majority of the children are orphans. A further breakdown of the family structures of the orphans showed that:

25% are children of dead single parents

9.8 % are children whose mothers had died and their fathers are still alive

5.9 % are children whose both parents died

1.9 % are children whose surviving parents are either sick or crippled.

differences due to family influences. The table below shows the family backgrounds of the children.

Table IV.3 Analysis of the family structures of the pupils in the SOS Special School

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25% are children of dead single parents

9.8 % are children whose mothers had died and their fathers are still alive

5.9 % are children whose both parents died

1.9 % are children whose surviving parents are either sick or crippled.

Children with both parents alive constitute 29.4% of the total number of children. It was found out that 3.9% of these children live with their brothers and sisters.

Children of single parents form 13.7% of the pupil population. Children who were abandoned constitute 7.9% of the pupil population. It was found out that these children were left by their parents in hospital wards or in maternity homes.

The children who were neglected form 5.9% of the pupil population. It was found out that the parents of these children are single mothers who are still alive.

About 65% of the children live in the SOSCV. 9% of these children, their mothers are single women who are employed by the SOS Children's Village Society as the SOS Mothers.

From the preceeding explanation it is clear that 65% of the children in this school come from the SOSCV, and that 56.9% of the children in the study come either from disrupted families or from irresponsible single parents. Members of their extended families do not want to give them a home. Therefore they have to live in the SOSCV which provides residential care to the needy homeless children.

The SOS Children's Village Society employs

single mothers, whose children are cared for by the SOSCV, to be SOS Mothers.

In our primary schools the measure of school success are the grades obtained by the pupils. Grades provide the means by which pupils are selected for further education or for jobs.

In this study raw scores obtained by the pupils in 3 home science tests done this year were collected from the school records. These scores were utilized to compare home science performance of the various groups of pupils as shown in tables IV.4, IV.5 and IV.6

Table IV.4 Showing comparison of home science performance of pupils of different family backgrounds

	std VII	std VIII
Class average mark	59.7%	51.8%
Children with both parents alive	62.6%	55.1%
Children of single parents	62.0%	62.8%
Orphans	58.3%	49.2%
Children who were neglected	-	47.3%
Children who were abandoned	47.5%	46.0%

Table IV.4 reveals that in both classes children with both parents alive and children of single parents have better marks than the class average. Orphans, children who were neglected and those who were abandoned had their average marks below the class average.

This means that children whose early lives were interrupted by sad events tend to perform poorly in home science, compared with children from normal families.

Are there any sex differences in pupils' performance in home science?

Boys and girls learn home science to equip themselves with the knowledge necessary for home and family living and to prepare them for the KCPE. They share the same learning facilities in home science just like in the other subjects. Let us see how their performance compares in the table below.

Table IV.5 Showing the comparison of home science performance between boys and girls

Class	average mark	boys' average mark	girls' average mark
std VII	59.7%	60.8%	57.4%
std VIII	51.8%	51.7%	51.8%

In std VII boys have done better than girls. In std VIII there is a narrow margin of 0.1% between the performance of boys and girls.

This means that although home science is traditionally a subject for girls, boys are doing the same or better than girls.

Comparison of home science performance between children brought up in residential care and those living with their families

As mentioned earlier the majority of the pupils in this school are destitute and orphaned children, who live in the SOSCV. The other 44% of the pupils live with their families. Table IV.6 shows the comparison of home science performance of these two groups of children.

Table IV.6: Showing comparison of home science performance between pupils brought up in residential care and those living with their families

Class	Average Mark	Average mark of children living in residential care	Averange mark of children living with their families
std VII	59.7%	57.7%	62.7%
std VII	51.8%	49.0%	56.7%

The table shows that in std VII the average class mark is 59.7%. The average mark for children living in the SOSCV is 57.7% where as that of children living with their families is 62.7%.

In std VIII class average mark is 51.8%, average mark of children living in residential care is 49% and that of children living with their families is 56.7%.

These results reveal that in both classes the pupils living with their families are doing better than those living in residential care.

Pupils' opinion on the teaching/learning and their performance in home science was illustrated by their responses to Appendix E. Below there is a table showing their opinions.

Table IV.7 Showing the analysis of pupils' opinion about teaching/learning and their performance in home science

VARIABLES	Number of Responses			
	YES		NO	
Home Science teacher explains clearly	40	78%	11	22%
Teacher makes home science interesting	41	80%	10	20%
Teaching aids are used in home science class	28	55%	23	45%
Guest speakers are invited	8	16%	43	84%
You like home science	50	98%	1	2%
You get good marks in home science	24	47%	27	53%
You are rewarded when you get good marks in home science	48	94%	3	6%

By examining table IV.7 it is evident that over ninety percent of the pupils like home science and are rewarded when they get good marks in home science

Over seventy five percent of the pupils find home science interesting and find teachers' explanation clear.

Less than half the pupils in the school agree that their home science performance is good.

These findings show that more than half od the pupils have the opinion that their performance in home science is

poor. This could be because teaching aids are not used frequently and guest speakers are not invited. Some pupils find teachers's explanations difficult to follow and others do not find home science interesting.

In response to what their school and their teacher should do so that they can improve their home science marks, the pupils gave suggestions. Some pupils gave more than one response. Their suggestions were ranked according to popularity as indicated in the next table.

Table IV.8 Showing pupils' suggestions for their improvement in home science

SUGGESTIONS	Respondents	
	number	Percent
Teacher should explain clearly	15	26.7%
Teachers should use teaching aids	8	14.2
Teachers should be more friendly	6	10.7
Tests should be done more often	5	9.0
More and better text books should be supplied	5	9.0
More notes should be given	5	9.0
Pupils should be encouraged to work hard	4	7.0
Teachers should ask questions more often	3	5.4
Pupils should do practical cooking	3	5.4
Teachers should not feel shy when answering some questions	2	3.6

These suggestions show that the pupils have problems which hinder good performance in home science. Some of these problems are:

(a) They do not understand the content because the teachers neither explain clearly nor make use of teaching aids.

(b) They are afraid to approach the teacher for more information because the teachers are not friendly.

(c) They lack motivation in home science, that is why some of them suggested they should be encouraged to work hard in home science.

(d) Some pupils need concrete experiences because they cannot think in abstract terms. They need to do plenty of practical work in sewing, cooking and cleaning because they can only learn through what they see and do.

(e) They have no confidence of asking some questions because they know that their teachers feel shy when answering them.

(f) They asked for more and better text books because there are no home science books in the library.

(g) They feel that if they were given tests more often, may be their performance in home science will improve.

Analysis of topics pupils liked in home science showed that all branches of the subject are popular. Some pupils liked more than one area of the subject. Their choice of topics were ranked according to popularity.

see Table IV.9 below .

Table IV.9 Showing topics the pupils liked in home science

TOPICS	Number of Respondents
Foods and nutrition (cooking)	14
Adolescence	13
Knitting	12
Personal hygiene	11
Pregnancy and preparation for the baby	10
Care of the home	9
Sewing	7
Learning to be responsible	6
Like doing things practically	4
Family life	3
Child care	3
Diseases	2
Sex education	1
First aid	1

Looking at table IV.9 reveals that foods and nutrition is the most popular unit, followed by adolescence, knitting, personal hygiene, pregnancy and preparation for the baby and care of the home. The least liked topics are sex education and first aid.

These findings give evidence that the pupils like topics which have direct relevance to their lives. Foods and nutrition was the most popular topic. This shows

that they want to know how to prepare appetising balanced meals. Adolescence is rated second. In this unit they learn about physical and emotional changes taking place in their bodies. This gives them some insight into their emotional development. Knitting and personal hygiene are the next popular topics because what is learned is applicable to their present lives. The researcher observed that more than half of std VII pupils had completed knitting their sleeveless jumpers.

Four pupils "like doing things practically". These could be the less articulate pupils who cannot think in abstract terms. They only like practical work may be because they learn better through what they see and do. Learning by seeing and doing enhances their performance in home science.

The analysis of pupils' particulars school record and home science (Appendix F) revealed pupil characteristics which could have a bearing on their performance in home science. This is shown in table IV.10 next page.

Table IV.10 Showing pupil characteristics as assessed by their home science teachers

VARIABLES	PUPILS	
	Number	Percent
Have never repeated a class	20	39.3%
Have good conduct	46	90.2
Attend school daily	48	94.1
Pay attention in class	49	96.0
Ask questions	39	76.5
Answer questions	46	90.2
Do homework regularly	45	88.2
Show interest in practical work	42	82.2
Revise for tests and examinations	40	78.4
Get good marks in home science	41	80.4

This table shows that pupils who have never repeated a class are only 39.3%. Over ninety percent of the pupils attend school daily, pay attention in class and answer questions. More than seventy five percent of the pupils do homework regularly, show interest in practical work, get good marks in home science and answer questions in class.

From such information one can infer that the pupils have learning problems if only 39% have never repeated a class. The home science teachers use teaching methods which do not challenge the pupils to ask and answer questions.

About 17.8% of the pupils have no interest in practical work because probably they know this work is not assessed at the end of the term. Another explanation for pupils lack of interest in practical work could be that they do not get sufficient help and encouragement from the teachers.

The teachers felt that pupil performance in home science was inhibited by:

a) Lack of teaching resources and facilities

b) Lack of a combined text book for both theory and practical work to cover the syllabus

c) Lack of sufficient time to cover the syllabus

d) Materials needed were not bought on time

They gave suggestions of what each pupil should do to improve performance in home science. A summary of the suggestions is presented on the next table.

Table IV.11 Showing teachers' suggestions for pupils in order to improve their home science performance

TEACHERS' SUGGESTIONS	PUPILS	
	Number	Percent
Must put more effort in their work	16	31.3%
Must show interest in home science	14	27.5
Doing home science satisfactorily	7	13.7
Must work hard in theory work	5	9.8
Must learn how to read and proper language before they can learn home science	4	7.8
Must improve speed in their work	3	5.9
Needs constant attention of the teacher because he is emotionally disturbed	1	2.0
Cannot learn any skill, she is very mentally retarted	1	2.0
Total	51	100%

A glance at table IV.11 reveals that only 13.7% of the pupils work satisfactorily in home science, the rest have problems which hinder good performance in the subject. These problems are: laziness, lack of interest in the subject, inability to understand theory work, inability to read, poor language, slowness when doing work, inability to concentrate in work because of being emotionally disturbed and one child being too mentally retarted to learn any skill.

From such information one can infer that 86.3% of the pupils have learning problems and therefore they need special education. They need individual attention and extra help in order to learn home science effectively and produce a good performance in the subject.

4.4. SOCIAL AND ENVIROMENTAL FACTORS

The child is a part of the environment and is affected by the values it advocates for example every child is expected to go to school. As discussed earlier the social status of the family or the child's family background affect his/her performance in school work.

From the interview schedules with the SOS Mothers the researcher was informed that the standards VII and VIII pupils do plenty of manipulative home science skills such as mending, washing, ironing their clothes, cleaning the house, cooking and washing utensils. The researcher found out that none of the 10 SOS mothers could help these children if they had problems doing their homework.

During the interview schedule with the SOSCV Director the researcher found out that there was no library in the Village and that the headteacher was the one responsible for checking pupils' books and writing a report on their school progress. The children in this study from the SOSCV have been living in the Village for more than ten (10) years.

This means that the pupils in stds VII and VIII, outside class they are exposed to plenty of practice in home science manipulative skills, but they do not get any assistance in academic or intellectual skills.

Lack of a library in the Village limits what they read. Lack of a parent figure in the Village to check pupils' books and school progress limits their motivation to work hard in school. Residential care has damaging effects on children. This can have adverse effects on their performance in home science.

4.5. SUMMARY

Data analysis and interpretation was divided into three sections that is teacher characteristics, pupil characteristics as well as social and environmental factors. Data was tabulated in 11 tables. These tables revealed:

a) the teachers and pupils reactions to the questionnaires

b) the Director of the SOSCV and the SOS Mothers' responses to interview questions

c) computations of home science scores copied from the official school records.

d) Observations made by the researcher on the teaching/learning of home science.

It was possible for the researcher to make observations, generalizations and interpretations on the items under analysis.

This chapter readily led to the summary of findings, conclusions and recommendations presented in Chapter Five.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

A brief discussion of major findings

The researcher noted from the onset of this study that our Government and Members of the Social Welfare Organizations give "help" to the destitute and orphaned children in our Republic. "Help" is given by ensuring proper care, protection and provision of education needed to rehabilitate these children.

Vocational skills acquired through home science education will "help" to rehabilitate these children and to prepare them for the end of primary education examination the KCPE. The researcher is convinced that it is only after identifying and explaining the factors influencing their performance in home science that suggestions could be made for the purposes of improving achievement in the subject. Better performance in the subject means greater mastery of the knowledge, skills and attitudes required to rehabilitate these children.

Below are the highlights of the major findings focused on the objectives of the study.

Teacher Characteristics

From the study it was found out that 3 out of 4 teachers in the school are trained P1 teachers. One teacher is untrained. None of the teachers have attended a course in special education. The teaching

loads of the teachers vary from 22 to 28 lessons per week, in a week timetabled for 50 lessons. Each teacher has an average of 5 free periods per day which can be utilized for lesson preparation and for marking pupils' books. The trained teachers have been on the staff almost since the school was opened in 1983.

The 2 home science teachers learned home science in secondary school and in the Teacher Training College. One teacher has taught home science for 4 years and the other for 12 years. One teacher has not attended any in-service course in home science since she left college 8 years ago and the other has attended only one home science in-service in the last 4 years.

It was found out that the available facilities and resources such as radios, manila papers and cloth were not utilized effectively by the home science teachers. This was confirmed by the fact that home science broadcasts to schools by the Educational Media are not used. Resource persons were not invited to give talks and/or demostration to the pupils. It was found out that the teachers of home science do not use a variety of teaching aids.

The teachers are not supervised by the headteacher to ensure that they prepare their lessons properly and mark pupils' books. They do not get the advice and guidance they need because the school has never been

visited by the School Advisors of the Nairobi City Commission, Education Department. Only one Inspector of Schools from the Ministry of Education visited the school 3 years ago.

It was found out that although prep periods were timetabled from Monday to Friday the pupils were not guided on how to use these prep periods. As a result of this only 80% of the pupils do their home science homework regularly. The researcher noticed that pupils' home science books were not marked.

It was found out that written tests are done once a month. These tests are written on the blackboard except the end of term test which is typed.

It was also found out that practical work is not assessed at the end of every term. The grade appearing on end of term report is based on theory work only.

It was also found out that less than 20% of the pupils have no interest in practical work in home science. The possible explanations for this were:

a) The pupils know that the grades for practical work are not included in the end of term reports.

b) The pupils do not get sufficient help and encouragement from the teachers.

In their efforts to implement the 8-4-4- system of education which made home science examinable in the

KCPE, the teachers experience the following problems:

a) Lack of teaching resources and facilities such as ready made charts and posters

b) Lack of a good text book combining the theory and practical work for the whole syllabus.

c) Not enough time is allowed to cover the syllabus.

d) They complained that materials needed for home science such as cloth, needles, wool and knitting needles were not bought on time.

There are 4 teachers and 51 pupils in the school. Therefore the teacher/pupil ratio is about 1:13. This shows that the teachers are not overworked.

Pupil Characteristics

It was found out that there were 51 pupils in the school. About 65% of these pupils live in the SOSCV which provides residential care for them, the rest live with their families.

Analysis of the family backgrounds of the children living in the SOSCV revealed that:

43.1% are orphans

8.1% are children of single parents who work in the Village as the SOS Mothers

7.9% are children who were neglected

5.9% are children who were abandoned

Analysis of family backgrounds of children living with their families showed that:

29.4 % are children whose both parents are alive

5.6% are children of single parents

The findings of this study showed that the children whose early lives were disrupted by sad events such as death of parents, being neglected or being abandoned by their parents have poorer performance in home science compared to children living with their parents.

Similarly the performance of the children living in residential care was poorer than that of children living with their families.

It was difficult to decide which sex has a better performance in home science using the average marks of the 3 teacher made home science tests. The results showed that boys' performance in home science is the same or even better than that of the girls.

The results of this study showed that the teachers believe that only 13.7% of the pupils in this school are working satisfactorily in home science. It was found out that 53% of the pupils believe that their performance in home science is poor, this implies that they have low motivation to learn home science.

Findings of this study showed that the pupils have several learning problems which hinder good performance

in home science. These are:

About one third of the pupils are lazy, they do not put any effort in home science.

About a quarter of the pupils are not interested in home science.

About one tenth have no ability to cope with theory work in home science.

Several pupils cannot learn home science because they cannot read and have poor language.

A few pupils are very slow in their work.

One child cannot concentrate in his work because he is emotionally disturbed.

One child cannot learn any skill in home science because she is mentally retarted.

Despite all these problems the majority of the pupils said that they liked home science. They showed preferences in some topics in home science. A close look at their most popular topics showed that they (the topics) provided the learners with the knowledge to:

a) prepare and serve their meals

b) learn about emotional and physical changes taking place in their bodies

c) knit things for themselves

d) keep their bodies clean

Four pupils liked home science because they "like doing things practically" this means that they learn through what they can see and do.

The pupils made suggestions on what should be done so that they can improve their performance in home science. Some of the most popular suggestions were:

a) Home science teacher should explain the content clearly.

b) Teachers need to use audio-visual aids such as pictures and charts in their teaching

c) The pupils wished written tests to be given more often

d) The pupils expressed the need to be supplied with more and better text books

Social and Environmental Factors

The researcher found out that the pupils get plenty of practice in home science manipulative skills such as mending, washing and ironing their clothes and in doing household tasks such as cleaning the house, cooking and washing utensils; but they do not get any assistance in home science academic or intellectual skills.

The pupils living in the SOSCV do not have a "parent figure" in the Village who checks their books and their school progress. The SOS Mothers do not have the knowledge to assist in academic work. Furthermore, these pupils have been in residential care for more than ten (10)

years. This as indicated earlier has damaging effects on children.

Therefore lack of assistance in home science intellectual skills, lack of a parent figure in the SOSCV to check school progress of the children and the effects of long residential care have adverse effects on the pupils' performance in home science.

CONCLUSIONS

On the basis of the facts available in the study, pupils' performance in home science is affected by the quality of teachers, the teaching methods, the use of teaching facilities and resources, supervision of teachers homework given and corrected, frequency and types of written tests given, practical work, family influence on abilities of children and the consequences of residential care.

From the findings it was observed that the teachers created feelings of inadequacy and failure in 53% of the pupils in the school. It was also found out that homework or the academic work outside the normal classtime was not organized efficiently so that the pupils could learn new skills and improve their performance in home science. It was also observed that the available teaching resources and facilities were not utilized. Therefore one can conclude that the home science teachers in this school lack:

> "The ability to understand the curriculum and its implication for the teaching and its implication for the learning situation".[45]

It was found out that teachers felt that the pupils from the SOSCV were "spoilt". This implies that these teachers do not know that children who have been in residential care for more than 10 years :

> "Feel that they are different from other children, and this may contribute in subtle ways to their view of themselves and their place in society".[46]

Therefore one can conclude that these teachers do not understand their pupils' needs and problems, and may not teach them effectively.

The home science teachers as well as their pupils suggested that they wanted better text books. It was also found out that in the school library there were no home science books. There were no charts, samples or any other teaching aids in the store. This leads to the conclusion that unless provision of text books and teaching aids is done pupils' home science performance will be poor.

SOS Special School was established to cater for the special needs of the pupils in order to enhance their performance in the KCPE. It was found out that none of the teachers in the school has attended a course in Special education. It was also found out that there were no remedial classes in this school. Findings show that

the children have many problems which can affect their performance in school work. Some of these problems are: inability to read, poor language, inability to cope with theory work, being slow in their work, laziness and lack of interest in home science.

Since there are no remedial classes in the school, how can these pupils be helped to improve their academic performance? We can therefore conclude that the SOS Special School does not provide the opportunities needed by the children with special needs to improve their academic achievement.

One child is mentally retarded and another is emotionally disturbed and there are no facilities to help them in this school. This leads to the conclusion that the school does not provide opportunities for each child to develop all his/her potential abilities.

It was found out that different pupils like different topics of home science. This could be due to the relevance of the topic to the child's life or due to the way the topic is taught. Some topics like first aid and sex education were not popular with the pupils yet they are relevant to pupils' lives. This implies that these topics are not taught properly and this can lead to poor pupils' performance in home science.

RECOMMENDATIONS

1. Home science teachers should be exposed to the innovations in educational technology by arranging and ensuring they attend seminars, workshops and in-service courses. These in-service courses should be mainly directed towards familiarizing them with
   (i) modern techniques of instruction and evaluation
   (ii) strategies for planning and presenting effective learning experiences
   (iii) improving and improvisation of audio-visual aids
2. Home science teachers should spend more time preparing their lessons taking into account the pupils' abilities in terms of cognitive development and language level.
3. Home science teachers should aim at making home science lessons interesting and practical so that the pupils can see how they can apply the knowledge in a different situation.
4. To improve the competence of the home teachers in the area of instructional process they need to be supervised by the headteacher and to be inspected by the Home Science Advisor from the City Education Department and the Assistant Education Officers (E.A.Os) from the Ministry of Education.

5. The Home Science teachers in this school should attend in-service courses in special education so that they can acquire the professional skills needed to teach the children with problems.

6. The learning of home science should be made pleasant and interesting. Each child should be helped to build a positive self-concept of ability in home science.

7. Teachers and pupils should be provided with the relevant text books and materials needed in home science.

8. Home Science teachers should utilize the radio broadcasts and invite resource persons to give talks and/or demonstrations to the pupils.

9. The pupils need to be given plenty of homework which should challenge them to read a lot in home science.

10. The pupils should be taught parenting skills so that they do not perpetuate the problem of "displaced children".

11. The pupils should be given the necessary materials and all the help and encouragement in practical work so that they can learn skills which can help them to earn a living.

12. Home Science practical work should be assessed and graded at the end of every term as this will motivate the pupils to take practical work more seriously.

13. All topics in home science should be taught properly because they are of equal importance in the education of the children.

14. There should be remedial classes to help the slow learners in home science.

15. With regard to sex differences in home science learning and performance, traditional beliefs that home science is for girls and women should be discouraged.

16. The mentally retarted child should be transferred to an institution established for such children so that she can be helped to develop her potential abilities.

17. The emotionally disturbed child should be given the necessary counselling and therapy by teachers, psychologists and psychiatrists so that he can be well adjusted socially.

RECOMMENDATIONS FOR FURTHER RESEARCH

This study could not exhaust all the influential factors with regard to the pupils' home science performance in the SOS Special School.

1. More research is recommended to study how the social and environmental factors that influence pupils' performance in home science in this school.

2. In this study it was difficult to determine with certainty which sex is performing better in home science because there are only 2 classes in the school. Therefore further research is recommended to find out if there are sex differences in home science performance in this school and in other schools.

3. This study was restricted to the factors which influence pupils' home science performance of mainly the children living in the SOS Children's Village. Therefore more research should be done to study the factors influencing home science performance of pupils of the SOS Special School living with their families.

CONCLUDING REMARK

Most pupils in this study like home science and have the potential for a good or acceptable performance in it, but they never attain it because of the unstimulating learning environments in the school and lack of assistance in academic skills at home.

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APPENDIX A

Kenyatta University,
P.O. Box 43844,
NAIROBI.

2nd June, 1988.

The Headmaster,
SOS - Special School,
P.O. Box 403653,
NAIROBI.

Dear Sir,

RE: ASSISTANCE TO COLLECT SOME DATA FOR M.ED. (PTE) RESEARCH

I am a postgraduate student in the above named University. As a part fulfilment of my course I am supposed to carry out a small scale research project.

I am pleased to inform you that your school has been selected to participate in an Educational Research.

The participation of your school will not interrupt classes or any other activities at all. It will only take a little of the teachers' time to fill a questionnaire and a similar short time for each pupil to fill a questionnaire.

The information given will be used purely for research purposes and will be treated in strict confidence.

It is hoped that the findings of the research will help educational planners to improve our education.

I will call there personally on 6th June, 1988 or any time from that date.

Your assistance will be highly appreciated.

Thank you,

Yours faithfully,

Kinai

THERESIA KAVULI KINAI (MRS.)

APPENDIX B

Kenyatta University,
P.O. Box 43844,
NAIROBI.

2nd June, 1988.

The Director,
SOS - Special School,
P.O. Box 40653,
NAIROBI.

Dear Sir,

RE: ASSISTANCE TO COLLECT SOME DATA FOR M.ED. (PTE) RESEARCH.

I am a postgraduate student in the above named University. As a part fulfilment of my course, I am supposed to carry out a small scale research project.

I am studying the factors that influence pupils' performance in home science in the SOS Special School. I would like to find out how the pupils of Standards VII and VIII do their school work in the village.

I will take a short time to interview the Village Administrator and a few selected house mothers.

The information given will be used purely for research purposes and will be treated in strict confidence.

I will call personally to the SOS-Children's Village on 6th June, 1988 or any time from that date.

Your assistance will be highly appreciated.
Thank you.

Yours faithfully,

Kinai

THERESIA KAVULI KINAI (MRS.)

APPENDIX C

TEACHERS' QUESTIONNAIRE

INSTRUCTIONS

Please feel free to answer the questions as frankly as possible. Responses to these questions will be treated confidentially. Tick (✓) the corect answer.

PART A.

To be filled by all the teachers.

1.1. Name of the School _____

1.2. Your Name _____

1.3. Your Sex M( ) F( )

1.4. Your highest academic qualification

(a) KAPE/KPE/ CPE ( )

(b) KJSE ( )

(c) CSC/EACE/KCE ( )

(d) EAACE/KACE ( )

2.1. Your professional training

(a) untrained ( )

(b) P_4 ( )

(c) P_3 ( )

(d) P_2 ( )

(e) P_1 ( )

(f) S_1 ( )

(g) Any other _____

2.2. How long have you served as a trained teacher?_____

2.3. If untrained for how many years have you taught?____

PART B

To be filled by Home Science Teachers only.

3.1. For how many years have you been teaching Home science

3.2. Did you learn Home Science in Secondary School?

yes( ) no ( )

If the answer is Yes. Did you do Home Science in your "O" level exam? yes( ) no( )

3.3. Did you do Home Science in the Teacher Training College? yes( ) no( )

3.4. Have you ever attended any Home Science? yes( ) no( )

3.5. How often have you attended such in-service course in Home Science

(a) always ( )
(b) sometimes ( )
(c) rarely ( )
(d) Never ( )

3.6. Were the in-service courses you attended in home science

(a) Very useful ( )
(b) Useful ( )
(c) Waste of time ( )

Resources and Facilities

4.1. How many pupils are in your class?

Std._____Number _____

4.2. How often do you use the following resources:

Resources	Regularly	Sometimes	Never
School broadcasts			
Teacher made Charts and Pictures			
Teacher made Samples			
Guest Speakers			

4.3. Does each pupil have a home science textbook?

Yes( ) No( )

4.4. Do the pupils have preparation (prep) periods on the timetable? Yes( ) No( )

4.5. How many times do you give written home work in a month?

_____

4.6. How many times do you give written tests in a month?

_____

4.7. Do you give marks for the pupils' practical work?

Yes( ) No( )

5.1. Which of the following problems have you experienced as a home science teacher, Tick (✓) the items which apply :

(a) Lack of support from the headteacher ( )

(b) Lack of teaching resources ( )

(c) Lack of interest on the part of the pupils ( )

(d) Lack of enough time to cover the syllabus ( )

(e) Materials needed not bought on time ( )

(f) It is difficult to teach a mixed class of boys and girls home science ( )

(g) The pupils are not well behaved ( )

(i) I have not encounted any problem ( )

Any other problems _____

_____

_____

_____

THANK YOU VERY MUCH FOR YOUR CO-OPERATION.

APPENDIX D

INTERVIEW SCHEDULE FOR THE TEACHERS

Teachers to answer and discuss around these questions.

1. Name of the school _____

2. Sex M( ) F( )

3. Which classes do you teach?

   Std. _____

4. Which subjects do you teach? _____

   _____

5. Are you a trained teacher? yes( ) no( )

6. What are your highest academic and professional training? Academic qualification _____

   Professional training _____

7. What do you feel about the training you received in the college? And the in-service courses you attended as far as the teaching of home science is concerned?

   _____

   _____

8. What can you say about the resources and facilities.

   Are they :

   (a) available ( )

   (b) adequate ( )

(c) appropriate ( )

_____

_____

9. What problems do you experience as a home science teacher? _____

THANK YOU VERY MUCH FOR YOUR CO-OPERATION

APPENDIX E

PUPILS' OPINION CHECK LIST QUESTIONNAIRE

Answer all the questions frankly and honestly. There is no right or wrong answer. Do not write your name. All the reports will be collected at the end of the lesson. Tick (✓) "Yes" or "No" in the appropriate boxes.

1. Your sex: M ( ) F ( )
2. Are you happy at home? yes( ) no( )
3. The home science teacher explains clearly. yes( ) no( )
4. Does she make home science interesting? yes( ) no( )
5. The teacher uses charts and pictures to help you understand what she is explaining. yes( ) no( )
6. She often invites guest speakers? yes( ) no( )
7. Do you like home science? yes( ) no( )
8. Do you get good marks in home science? yes( ) no( )
9. Are you rewarded when you do good work in home science? yes( ) no( )
10. Do you have a text book for home science? yes( ) no( )
11. What are some things you specially like about home science? _____

_____

12. What should your school and your teacher do for you so that you can improve your home science marks? _____

_____

13. What can you do to improve your home science marks?

_____

THANK YOU VERY MUCH FOR YOUR CO-OPERATION.

APPENDIX F

Questionnaire for Pupil's Particulars, School Record and Performance in Home Science

To be filled by the teacher.

Answer all the questions

Tick (✓) the correct answers.

School _____

1. Name of the child _____

2. Sex M( ) F( )

3. Date of birth _____

4. Date admitted to the SOS-Children's Village

_____

5. At the time of placement to the SOS-Children's Village, the child's parents were:

   (a) both dead ( )

   (b) One alive ( )

   (c) Both alive ( )

   Parents could not be traced ( )

6. If at the time of placement into the SOS Children's Village; one parent was alive. Was he/she :

   (a) A cripple ( )

   (b) Suffering from chronic illness ( )

   (c) Poor and unable to care for the child ( )

   (d) A single irresponsible mother ( )

7. Does the child have brother(s) and/or sister(s)

   Yes( ) No ( )

8. Where are brother(s) and sister(s)?_____

_____

9. Why was the child removed from his/her family?

(a) parents died ( )

(b) parents were sick ( )

(c) parents were poor ( )

(d) child had a chronic disease ( )

(e) child had been left without food and care ( )

(f) Any other reason _____

10. Does the child have any physical impairement?
yes( ) no( )

If the answer is yes, which one _____

11. Does the child suffer from a chronic disease?
yes( ) no( )

If the answer is yes, which disease _____

School Record

12. When was the child admitted to SOS Special School?___

13. Did the child repeat any class yes( ) no( )

14. Does the child attend school daily? yes( ) no( )

If the answer is no, what are the reasons for absence?

(a) sickness ( )

(b) not interested in school ( )

(c) Any other reason _____

_____ _____

_____

_____

15. Is the child's conduct good? yes( ) no ( )

Home Science Performance

16. Does the child pay attention in class? yes ( ) no ( )
17. Does he/she ask questions? yes( ) no( )
18. Does he/she answer questions often? yes( ) no( )
19. Does he/she do home work regularly? yes( ) no( )
20. Does he/she complete classwork on time? yes( ) no( )
21. Does he/she show interest in practical work? yes( ) no( )
22. Does he/she revise for tests and exams? yes( ) no( )
23. Does he/she get good marks in home science? yes ( ) no( )
24. What skills does this child have for home science?

_____

_____

_____

25. What can the child do to improve performance in home science? _____

_____

_____

THANK YOU FOR YOUR CO-OPERATION.

APPENDIX G

INTERVIEW FORMAT FOR THE SOS-CHILDREN'S VILLAGE DIRECTOR

1. How many children do you have in the village?

   _____

2. How are they admitted into the village?

   _____

   _____

3. Do you check their books in to see how they are doing in school? yes ( ) no( )
4. Do you make arrangements for weaker pupils in stds VII and VIII to be coached? yes ( ) no ( )
5. Do you give prizes for pupils doing well in school?

   yes ( ) no( )

6. Do you have a library in the Village? yes( ) no( )
   If the answer is yes,

   What kinds of books are in the library?

   _____

   _____

   _____

7. What disciplinary problems do you have in the Village?

   _____

   _____

8. How are the children kept busy during week ends, holidays and during the school holidays?

   _____

   _____

   _____

   _____

THANK YOU VERY MUCH FOR YOUR CO-OPERATION.

APPENDIX H

INTERVIEW FORMAT FOR THE SOS MOTHERS

1. How many children do you have in your family?_____

2. Are they happy and friendly?

   (a) sometimes ( )

   (b) rarely ( )

   (c) never ( )

3. Do they quarrel and argue?

   (a) sometimes ( )

   (b) rarely ( )

   (c) never ( )

4. Do you check their books to see if they have done their homework? Yes( ) No( )

5. Do you help those who have problems doing their homework? Yes( ) No( )

6. Do you check the books they read at home? Yes( ) No( )

7. Do you discuss with the children about their problems in school? Yes( ) No( )

Std. VII and VIII children

8. Do they mend, wash and iron their clothes? Yes( ) No( )

9. Do they help in household tasks such as cleaning the house, cooking and washing utensils?

   (a) sometimes ( )

   (b) rarely ( )

   (c) never ( )

10. When do they go to bed?_____

11. When do they wake up? _____

APPENDIX I

STD VII PUPILS' FAMILY BACKGROUNDS AND HOME SCIENCE PERFORMANCE

	Sex	Living	Family Backgrounds	Tests 100%			Average mark 100%
				1	2	3	
A	M	in the SOSCV	Orphan	68	92	70	77%
B	M	at home	living with both parents	74	62	53	63
C	M	in the SOSCV	living with single parent	72	48	73	64
D	M	in the SOSCV	living with single parent	76	80	67	74
E	M	at home	living with both parents	66	72	63	67
F	M	in the SOSCV	living with single parent	86	80	50	72
G	M	in the SOSCV	Orphan	62	64	67	64
H	M	in the SOSCV	Orphan	72	-	84	78
I	M	at home	living with both parents	76	80	83	80
J	M	at home	living with both parents	68	40	60	56
K	M	at home	living with both parents	78	68	57	68
L	M	in the SOSCV	was abandoned	70	64	60	65
M	M	at home	living with both parents	54	44	43	47
N	M	at home	living with both parents	54	56	60	57
O	M	in the SOSCV	Orphan	50	72	40	54
P	M	in the SOSCV	was abandoned	26	12	53	30
Q	M	in the SOSCV	Orphan	20	01	37	19
R	F	in the SOSCV	Orphan	86	76	63	75

Appendix I Cont.

	Sex	Living	Family Backgrounds	Tests 100%			Average mark 100%
				1	2	3	
S	F	in the SOSCV	Orphan	76	76	53	68%
T	F	in the SOSCV	Orphan	70	78	67	72
U	F	in the SOSCV	Orphan	62	52	33	49
V	F	at home	living with both parents	62	60	70	64
W	F	at home	living with both parents	26	28	43	32
X	F	at home	living with single parent	70	72	73	72
Y	F	in the SOSCV	Orphan	62	64	57	61
Z	F	in the SOSCV	Orphan	24	16	33	24

APPENDIX J

STD VIII PUPILS' FAMILY BACKGROUNDS AND HOME SCIENCE PERFORMANCE

	Sex	Living	Family Backgrounds	Tests 100%			Average mark 100%
				1	2	3	
A	M	in the SOSCV	Orphan	60	32	57	50%
B	M	at home	living with both parents	63	68	53	61
C	M	in the SOSCV	Orphan	51	60	56	56
D	M	at home	living with both parents	70	56	50	59
E	M	in the SOSCV	Orphan	70	60	60	63
F	M	in the SOSCV	Orphan	60	56	47	54
G	M	in the SOSCV	Orphan	37	32	30	33
H	M	at home	living with brothers and sisters	40	48	57	48
I	M	at home	living with brothers and sisters	60	16	43	40
J	F	at home	living with both parents	77	64	60	67
K	F	in the SOSCV	Orphan	77	92	63	77
L	F	at home	living with both parents	70	76	60	69
M	F	at home	living with single parent	70	52	50	57
N	F	in the SOSCV	was neglected	40	56	57	51
O	F	at home	living with both parents	47	40	40	42
P	F	in the SOSCV	was abandoned	40	52	47	46
Q	F	in the SOSCV)	twins were	40	48	37	42
R	F	in the SOSCV)	neglected	50	36	60	49

Appendix J Cont.

	Sex	Living	Family Backgrounds	Tests 100%			Average mark 100%
				1	2	3	
S	F	in the SOSCV	living with single parent	67	72	63	67 %
T	F	in the SOSCV	Orphan	57	64	57	59
U	F	in the SOSCV	was neglected	63	56	50	56
V	F	in the SOSCV	Orphan	67	68	53	63
W	F	in the SOSCV	Orphan	23	16	23	21
X	F	in the SOSCV	Orphan	-	48	50	49
Y	F	in the SOSCV	Orphan	-	20	10	15

KENYATTA UNIVERSITY

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL COMMUNICATION & TECHNOLOGY

P.O. Box 43844
Nairobi, Kenya
Telephone: Kahawa 356

Date: 23rd May, 1988

The Headmaster,
SOS Special School,
P.O. Box 40653,
Nairobi.

Dear Sir,

RE: ASSISTANCE TO COLLECT SOME DATA FOR M.ED. (PTE) RESEARCH

~~MR~~/~~MISS~~/MRS. Theresia Kavuli Kinai is a bonafide student of KENYATTA UNIVERSITY doing his/her M.Ed. (PTE). As a part fulfilment of the course, he/she is supposed to carry out a small scale research project. So, please assist him/her, in a way you can, in collecting information.

Please rest assured that the information given will be used only for educational purpose.

Thank you for your help in anticipation.

Kithinji

Project Supervisor
Faculty of Education
Kanyatta University.

M.M. Patel

Prof. M.M. Patel
Course Co-ordinator
M.Ed. (PTE) Programme

MMP/sf