EDUCATION NOTES FOR PRIMARY TEACHER EDUCATION (PTE)

Preamble

This booklet summaries the main content of the new syllabus for teachers' colleges. Besides samples examination questions and past P.T.E examination questions have been included with possible answers.

Organization of the pamphlet

CONTENT **PAGE**

1. Foundation of Education 2-8

2. Curriculum Studies 9-17

3. Education Psychology 18-34

4. School Administration and Management 35 – 44

5. Sample Examination Papers (with answers) 45 – 52

FOUNDATIONS OF EDUCATION

1. **PHILOSOPHY OF EDUCATION**

Terms define

a) i) Philosophy: may be defined as "the study that deals with the ultimate of the universe and general causes and principles of the things that man observes and experiences.

ii) It is the science which investigates the facts and principles of reality and human nature and conduct.

b) **Education:** several definitions are given. For our purpose, **Education is the process** of acquiring and developing desirable knowledge, skills and attitude.

c) Philosophy of Education

i) It is a disciple which applies philosophical approach in order to come to better understanding of basic educational issues

ii) It is an area of study whose concern is about fundamental issues in education.

2. **State Five reasons why a teachers should have knowledge or philosophy of Education**.

a) It helps him to have better understanding of basic issues in education e.g. goals of education etc.

b) it enables him to have better understanding/management of education problems, e.g. mass failures , strikes etc.

c) It helps him to choose appropriate methods of teaching

d) It enhances professional confidence in the teacher

e) It helps him to appropriately select contents

f) It helps him to become more ethical

g) It promotes his level of thinking/reasoning and critical judgement about education issues

3. **Give reasons why education is considered as a system**

a) I t has well defined goals/objectives

b) It has several elements e.g. teachers, contents, pupils etc.

c) It has harmonious activities e.g. all elements in the school system work according to the school calendar, timetable, schemes of work etc.

d) There is a feedback e.g. CAT examinations etc.

e) Learning proceed from simple to complex

f) It is flexible to Socio-economic, political and cultural content and the reading system.

4. **What are the dimensions of education?**

1. Formal Dimension: i.e what children learn from STD 1-8
2. Non formal Dimension : i.e co-curricular activities e.g. debate etc
3. Informal Dimension: i.e. structured, take place through interaction e.g. assimilation of desired habits act.

5. **State Five characteristics of Informal Education**

a) It is universal/common

b) It is functional/practical

c) It is life long/continuous

d) It is spontaneous/takes place unconsciously

e) It have no written syllabus
f) It takes place through interaction, anywhere anytime
g) It has no trained teacher.

6. **National goals of education (Refer Curr. Notes)**

7. State Five ways in which education promotes national unity

a) Teachers are posted to teach in any school in Kenya
b) Admission of pupils without discrimination
c) Raising of the flag/singing the national anthem
d) Participating in music/drama festivals
e) Teaching Kiswahili as a national language
f) Uniform curriculum in all schools.

8. **Philosophical foundations of education**

A. **Western Philosophers**

1. **Education for all**

PLATO: (427 – 347 B.C)

He was a pupil of Socrates. According to him, education's aim was both for the happiness of an individual and the goodness of the state. Education was a great business of life and for the preservation of the state. He stressed that boys and girls should receive same education to the age of 6 years.

Plato's contribution to modern education

1) Education to be universal and compulsory
2) Education to be stat controlled
3) Co-education type of education
4) Corporal punishment discouraged
5) Use of mother tongue as a medium of instruction
6) Physical education was emphasized.

All these have been incorporated in the school curriculum in this country.

2. **Education through play and play things**

MARIA MONTESSORI (1870 – 1952)

She developed interest in "pedagogy" while working with retarded child. She designed various materials for sense training e.g. rods etc.

She valued play in learning.

Her main contribution (Kenya)

a) There are a few nursery schools in Kenya following Montessori's ideas
b) Play is used as a method of learning
c) A variety of play equipment is used in schools

3. **Education for the whole person**

JEAN JACQUES ROUSSEAU (1712 – 1778)

He is the father of childhood education i.e. (child – centred education).

Education should be planned around the child i.e. need, interests, ability and stages of development.

His thinking has influenced education in Kenya in that:-

a) Curriculum developers have focused on child's growth and development
b) The content selected for each class considers stages of the child's mental development
c) The ability of targeted children is considered
d) The class teacher is expected to plan and cater for individual differences

4. Education for socialization

FREDRICK FROEBEL (1782-1852)

He was a German and a trained teacher. Froebel was greatly influenced by the study and observation of plants and insects. He came-up with the idea of the "Kindergarten" the child's garden.

His main ideas

a) That play is important in learning
b) That socialization is important in learning.
c) That cooperation among children should be encouraged. His thinking has influenced education in Kenya in that:
   a) Kenya has nursery schools, the brain child of Froebel
   b) He is the father of Kindergartens; there are pre units in Kenya
   c) Nursery teachers are trained

5. Participatory learning

JOHN DEWERY: (1850 – 1952)

He is associated with the project method

His main ideas:

a) Recommended child centre curriculum
b) Children should take active part in life at home, in the villages and in the community to prepare best for life
c) The role of the teacher is to guide the child in participating in village projects
   Dewey's contribution to education in Kenya is that the project method is used in teaching upper primary and Higher levels of learning.

6. Inductive Method

SOCRATES (469 – 399 BC)

He is famous for Inductive (discovery approach) method in his teaching. He as a proponent of the question and Answer method of teaching. His greatest aim was to encourage thinking on part of individual learners and get to him to discover things by himself.

Socrate's contribution to education in Kenya is that Inductive and Question and Answer methods are recommended and used by teachers in schools.

B. African Philosophies

1) Harambee philosophy
2) Nyayo Philosophy – Education for peace
3) Common man's charter
4) Ujamaa – Education for self reliance
5) African Socialism – Sessional paper No. 10 of 1965

1. **State 4 ways through which Harambee philosophy has contributed to the development education in Kenya**
   a) Many Primary and secondary schools have been built through harambee efforts.
   b) Colleges of technical and polytechnics were built
   c) Sponsoring students to study abroad
   d) Payment of fees for needy children
   e) Cost-sharing is a form of harambee

2. **What is Africa Socialism?**

This is a term used to describe an African political and economic system that rejected western capitalism and Eastern Communism as a system of production, accumulation and distribution of wealth in the country.

3. **What are main features of African Socialism?**
   a) Political democracy - a government of the people by the people for the people.
   b) Various forms of ownership
   c) Diffusion of ownership
   d) A range of controls
   e) Progressive taxation
   f) Moral social responsibility
4. **State four ways in which the Sessianal Paper No. 10 has influenced education development in Kenya**
   a) Curriculum development is centred at KIE and the government controls curriculum for schools.
   b) The goal of education to promote national unity is adhered to.
   c) The goal to education to meet the needs of social and economical development is given consideration.
   d) All citizens contribute to development of education.
5. **List Four specific issues emphasized in Nyayo Philosophy in relation to education**
   a) Environmental education
   b) Wildlife conversation
   c) Population control
   d) Self reliance
   e) Expansion of university education
   f) Life education

HISTORY OF EDUCATION

A. Traditional African Education

1. **State Five aims of Traditional African education:**
   a) To promote unity among citizens
   b) To transmit and preserve culture
   c) To teach the youth adult roles
   d) To conserve and preserve the environment
   e) To instil discipline in the youths
   f) To develop good morals

2. **Name Four methods of teaching used in the Traditional African Education**
   a) Apprenticeship
   b) Songs/Drama
   c) Story telling
   d) Proverbs/Riddles
   e) Observation
   f) Play/role play
   g) Imitation

h) Doing / participation

3. **State Five weakness of P.T.E**

a) It did not encourage criticism
b) It was mainly oral
c) It offered little scope for independent thinking
d) It emphasized conformity at the expense of initiative/It was conservative
e) It did not prepare learners for radical changes
f) It lacked universal approach/It was based on local ethnic values.

B. Islamic Education

1. What are the features of Islamic Education?

a) Learning of the Arabic alphabets?
b) The use of Quran and Hadith
c) Madarasa system of education was based on Islamic teaching
d) Memorization of the chapters of Quran
e) Children were taught to respect elders
f) Classes are attended from Saturday to Wednesday, Thursday – Friday are holidays.
g) Less emphasis on certificate diploma.

2. **State characteristics of Madarasa system of education (P.T.E)**

a) It was formal/structured/has a syllabus
b) It takes place in a classroom/institution
c) It is taught by professional teachers/are paid
d) There is award of certificate
e) Learners are evaluated/examinations are administered
f) It is timetabled.

C. Western education (Before 1963)

1. State Four reasons/Aims of Missionaries

a) To convert
b) To Westernize Africans
c) To teach 3 Rs
d) To teach hygiene
e) To rehabilitate the freed slaves

2. **State Five contribution of Missionaries to the development of education in Kenya**

a) They built schools/taught 3Rs
b) They built teachers colleges/employed teachers
c) They developed the school curriculum
d) They translated the Bible into African languages.
e) They provided learning materials to schools
f) They sponsored students to study abroad
g) Produced educated elites.

3. **Name Three bodies which controlled education before 1963 in Kenya PTE**

a) The District Education Boards/ The colonial government
b) The Missionaries
c) The Local Native Councils

4. **State recommendations of the Phelps – Stokes commission of 1924**
   a) Preservation of African Traditional Values and customs
   b) Promotion of traditional crafts and industries
   c) Employment of untrained teachers
   d) Use of vernacular in lower primary classes
   e) Education to be offered on racial lines
   f) Establishment of bodies in running of individual schools e.g. school committees
   g) Establishment of D.E.B.
   h) Africans to be given education which would equip them for rural life.
5. **Give five reasons why Independent schools were established**

   a) To preserve African culture and traditions through education
   b) To teach academic type of education denied them by the Europeans
   c) African resented compulsory religious training by missionaries
   d) Missionary education kept Africans in inferior position
   e) Africans wanted independence and freedom from the missionaries.

6. **What were the major recommendations of the Beecher Report of 1949?**
   a) That religion should form the basis of African education
   b) Introduced 4:4:4 system of education
   c) Africans to be taught vocational/practical education
   d) Expansion of teacher training programme
   e) Missionaries to continue providing African education
   f) Education planning for Africans to be organized on the district level
   g) Agriculture should be taught in intermediate schools
   h) More cooperation was needed between the government and voluntary agencies in education.

C. **Education after 1963 (Post Independence)**

Consider these Education reports:

1) Kenya Education Commission – Ominde Report (1964)
2) Bessey Report (1972)
3) Gachathi report (1976)
4) Mackay Report (1981)
5) The Presidential working Party on Education and Manpower Training for the next Decade and Beyond – Kamunge Report (1988)
6) Koech Report (1999)

1. **State Six recommendation of Ominde Report of 1964 on Primary School Education**
   a) Training of Primary schools teachers
   b) Revision of primary school curriculum to increase emphasis on Kenya and Africa
   c) Abolition of racial segregation in schools.
   d) Special emphasis to be put on science education and training in manipulative skills
   e) Raising standard of supervision of primary schools.
   f) Kiswahili to become compulsory subject from primary
   g) Six years as the age entry to primary schools

h) The establishment of parent teacher associations
i) The use of radio as a teaching aid and its inclusion in the teacher training curriculum
j) English to be adopted as universal medium of instruction from Primary 1.
k) Education to be more secular.
l) Introduction of 7:4:2:3 system of education

2. **What were main recommendation of Gachathi report of 1979 (N.E.C.O.P. National Committee on Education objectives and Policies)**
a) Vocationalization of formal education
b) Prominent language of catchment's area should be the medium of instruction in lower primary.
c) Inspectorate to control and supervise harambee schools
d) Extension of free primary education to upper primary Std 5-8 by 1980.
e) Restructuring of education system to nine years for primary, 4 years middle secondary 2 years for higher and 3 years for University.
f) Kiswahili to be compulsory and examinable
g) English to be taught as a subject in Std.1
h) Teaching of maths, science and pre-vocational subjects should be improved
i) National unity should be promoted at all level of education.

3. **State Four recommendations of the Mackay Report of 1981 (Also known as: The Presidential Working Party on the Establishment of the Second University**
a) The second university (Moi University) should be technologically oriented
b) The change from 7-4-3-2 to 8-4-4 system of education
c) Expansion of post secondary training institutions
d) Establishment of a council for higher education to coordinate Universities and post secondary institutions.

4. **List Six recommendations of the Kamunge's Report of 1988 – referred to as the "The Presidential working party on Education and Manpower Development for the Next Decade and Beyond.**
a) Teaching of environmental studies as all levels
b) Emphasis on vocational technical education
c) Establishment of centres of excellence in training research and technology and Arts
d) Establishment of district resource centres
e) Cost sharing in education management and financing to introduced in Primary, secondary and tertiary institutions.
f) Development of handicapped, gifted and talented persons
g) Establishment of guidance and counselling services in schools.

D. Implementation, benefits, challenges.

1. **State Four challenges facing teachers in the implementations of free primary education**
a) High enrolment
b) Children of mixed ages
c) Inadequate resources
d) Shortage of teachers
e) Indiscipline because of age disparity
f) Inadequate physical facilities
g) Negative parental attitude towards building of classes 3

2. **In which years was free education declared?**
a) 1974
b) 1979
c) 2003

CURRICULUM STUDIES

1. What is a school curriculum?
   1) A school curriculum is all the learning experiences which learners have under the guidance/direction of a school, or (2) All that is planned to enable the child/learner to acquire the desired knowledge, skill and attitudes.
2. **Elements of the school curriculum**
   1) The objectives
   2) The learning activities
   3) Evaluation
3. **Dimensions of the school curriculum**
   1) Formal dimension – refers to all learning activities outlined in the syllabus i.e. the subject topics
   2) Non formal dimension – refers to learning activities e.g. clubs and societies, games and sports i.e. co-curricular activities
   3) In formal dimension – refers to learning activities that occur in and outside the classrooms through informal interaction.
4. **What stages are followed by K.I.E in developing a curriculum?**
   There are seven stages
   1) Information gathering
   2) Project formulation
   3) Curriculum planning
   4) Selection and development of materials and equipment
   5) Try out
   6) Implementation
   7) Evaluation
5. **Why should a curriculum be tried-out before implementation?**
   a) To establish suitability of the curriculum
   b) To identify weakness in terms of human resource and other facilities
   c) To facilitate adjustment of the content
   d) To establish whether curriculum objectives are achievable
   e) To allow for designing of approved teaching methods.
6. **What is the role of the teacher in curriculum implantations?**
   a) Planning and teaching effectively
   b) Making decision concerning resources, teaching strategies and discipline
   c) Organizing routine matters and pupils' learning activities
   d) Evaluating the pupils/their work
   e) Co-ordinating learning in the classroom with learning from other sources
7. **State Five functions of the K.I.E (Kenya Institute of Education) in curriculum development**
   a) To develop and carry out research on education matters
   b) To develop media materials for teachers taking correspondence courses
   c) To prepare radio lessons for teachers and pupils
   d) To organize seminars/workshops/in-service courses for teachers.

e) To organize orientation programmes for education officers concerning changes in education
f) To develop teaching and learning aids.
g) To write course books for primary and secondary schools.

8. **State four roles of inspectors in the implementation of the curriculum**
   a) To supervise teachers in school in the implementation of the curriculum.
   b) In servicing teachers
   c) Recommend materials/books to be used.
   d) Inspection of schools to ensure quality education
   e) To liaise with KNEC to ensure the curriculum is properly evaluated.
9. **Give reasons why Pre-primary education is necessary before a child joins standard one**
   a) Helps the child to socialize in readiness for primary school
   b) Helps to familiarize the child with literacy and numerancy skills
   c) Makes it possible for the child to acquire discipline
   d) Enables the child to recognize shapes and colours
   e) Enhances the child's interest in learning
   f) Helps the child to adjust to staying away from home
   g) Enhances language development.
10. **What are the needs of a Pre school child?**
   a) Food – nutritious and sufficient
   b) Play/Play things e.g toys
   c) Security/protection
   d) Love
   e) Care and clean environment
   f) Knowledge on how to co-ordinate their actions, what they think, see and do.
11. **What are the six national goals of education in Kenya?**
   a) National Unity
   b) National Development
   c) Individual development and self fulfilment
   d) Social equality
   e) Preservation and transmission of our cultural heritage.
   f) Positive attitude towards international community.
12. **What are the objectives of primary school education?**
   a) Acquisition of literacy, numeracy and manipulative skills
   b) Development of self expression, self reliance, self discipline and utilization of their senses.
   c) Develop ability for clear logical thought and critical judgement
   d) Lay foundation for the world of work.
   e) Develop awareness and understanding of their immediate environment.
   f) Lead the child to appreciate its own and other people's cultural heritage.
   g) Help the child to grow into a strong and healthy person.
   h) Help the child grow towards maturity and self-fulfilment as useful and well adjusted members of the society.
   i) Lead to appreciation and respect for the dignity of labour.
13. **The Syllabus**
   What is a syllabus?

It is the outline of topics and their objectives planned to be covered by each class in each subject.

14. **What are the main components of a syllabus?**
    a) The national goals of education.
    b) The objectives of primary education.
    c) The modes of assessment.
    d) Methods of approach.
    e) References.
    f) The subject to be covered
    g) The general and specific objectives for each subject
    h) The content per subject.
    i) Time allocation per subject per week.

15. **State five purposes of a syllabus**
    a) To provide appropriate pedagogy (methods) of teaching.
    b) To provide evaluation procedures
    c) To ensure uniformity – i.e. all pupils in the country receive similar education
    d) To sequence the topics from simple to complex
    e) To ensure that what is selected is achievable within a given level and ability of the learners.

16. **The scheme of work**

Definition – This is the breakdown of the syllabus into teachable units/topics
N/B. Each subject area shall handle formats and components as they vary. (No sample scheme of work is given).

17. **What are the quality of a good scheme of work?**
    a) It should vary learning and teaching activities to cater for individual differences.
    b) It should have a variety of learning methods.
    c) Have objectives stated in specific behavioural terms.
    d) It should accommodate flexibility when need arises.
    e) It should consider pupils previous experiences in topics/sub-topics covered.
    f) It should take into consideration time loss due to other school events e.g. Public holidays etc.
    g) The topics should be broken into subtopics that are manageable within the specified lesson period(s) and arranged in a logical manner.

18. **What should a teacher consider when making a scheme of work?**
    a) Should consider the needs and ability of a particular class of children.
    b) Should know the number of lesson periods in the subject per class in a week.
    c) Should consider the difficult level of the subject/topic.
    d) Should consider the time to be covered.
    e) Should know the number of weeks in the term.
    f) Should consider learning resources.

19. **LESSON PLANS**

What is a lesson plan?

It is an abbreviated written account of the lesson preparation which the teacher has done.

20. **What is the purpose of a lesson plan?**
    a) It enables the teacher to teach with confidence.
    b) Enables the teacher to present the content in a logical/systematic manner.
    c) It ensures that time is not wasted on irrelevant work.
    d) Enables the teacher to decide on the best teaching methods.
    e) Enables the teacher to evaluate pupils' performance
    f) Ensures full participation by the pupils.

21. **What is the importance of introduction in a lesson?**
    a) It provides a link between the previous and the new lesson.
    b) It sets pace for the lesson.
    c) It motivates/arouses interest.
    d) It helps to develop the lesson from known to unknown
    e) It enables the teacher to classify the objectives of the lesson to the pupils.

22. **State Four ways of concluding a lesson**
    a) Teacher may summarize the main points of the lesson
    b) Pupils may be asked to give major points of the lesson
    c) Teacher may clarify point(s) not well understood/reinforcing what has been taught
    d) Teacher may give homework
    e) Teacher may mark pupils' work.
    f) To evaluate the teaching/learning process by asking questions.

23. **What are the qualities of a good lesson plan?**
    a) It should be brief and clear.
    b) It should be legible
    c) Should show content
    d) Should show teaching methods
    e) Should be properly arranged in steps/stages
    f) It should show learning/teaching activities
    g) It should show the objectives.

24. **TEACHING PROCESS**

Learning approach

An approach is a strategy used in teaching e.g. heuristic approach.
A method of teaching is a process through which a teacher helps his pupils to arrive at the expected end in the process of teaching and learning e.g. Question and Answers, project, discussion, demonstration, dramatization, play activities, story-telling, lecture, educational visits etc.

25. **What type of questions should be avoided during a lesson?**

    i) Rhetoric questions: e.g. isn't it? They do not provoke thought.
    ii) Open ended questions: e.g. what do you find in a lake? Encourage a wide range of response.
    iii) The Yes or No type e.g. is a mango a fruit? They encourage guess work.
    iv) Double barrelled questions e.g. which is the longest river in Africa and what is its source? They tend to confuse the pupils.
    v) Asking questions that are beyond the level of the pupils e.g. Evaluate the role of missionaries in Africa.
    vi) Post script questions: Type of questions asked by the teacher immediately after stating a fact e.g. Ovules are female parts of flower. What are ovules?
    vii) Question that call for chorus answers e.g are you all going out for P.E.?
    viii) Leading questions.

26. **What are the techniques to be followed by a teacher when asking questions?**

    a) Prepare questions before the start of the lesson
    b) Put the question to the whole class, Pause and nominate a child to answer.

c) Naming the pupils to respond to the question.
d) Avoid following the question with another.
e) Do not punish a pupil who gives a wrong answer
f) Use questions that cover the subject step by step.
g) Prompt them to think where they are not sure of the answer to the question.

27. **What are the advantages of using demonstration as a method of teaching**?
a) It enhances memory/retention
b) It is quicker and saves time.
c) It arouses curiosity and interest
d) It is applicable in nearly all subjects
e) It provides the child with concrete experience.

28. **What are the limitations of using discussion method?**

a) Pupils with language problems may not participate in the discussion
b) If poorly planned, the discussion may easily ground to a halt
c) Emotions such as anger may creep in as a result of remarks made by others.
d) May take more time if not controlled .
e) Lack of information may hinder progress in the discussion
f) Inadequate participation due to lack of information.

29. **What are the advantages of using the project method in primary school?**

a) It encourages cooperation among pupils
b) It correlates many school subjects
c) It fosters good teacher – pupil relationship
d) It develops talents/aptitude of pupils
e) It makes learning real
f) It captures pupils, enthusiasm and stimulates their initiative as well as the sprit of inquiry
g) It enhances pupil participation
h) Pupils are able to work at their own pace and to follow their own interests
i) It encourages quality of good leadership.

30. **What are advantages of using drama in teaching?**

a) It arouses pupils interest and provides enjoyment.
b) It develops language skills
c) It develops the child's imagination and encourages creativity
d) It enhances co-operation
e) It enhances memory
f) It creates good teacher – pupil relationship
g) It develops self-control in pupils

31. **What is Inductive method of teaching**?

Inductive method of teaching is where a teacher uses examples, and from those examples given, pupils discover the rules, principles or concept being used e.g. a teacher may write the following series in the chalkboard and let the pupils discover the rule (s) used.
30, 26, 29, 25, 28, 27, 23
Some pupils may come up with their discovery that subtraction and addition are being used, thus minus 4 add 3.

Advantages

1) Pupils are trained to think and work out problems for themselves
2) Retention of facts is enhanced
3) It develops logical thinking and creativity
4) It encourages investigation
5) It trains pupils to tackle real problems.

Disadvantages:

1) It is time consuming
2) Pupils with low I.Q may not see the connection between the example given and the rule or principle formed.
3) Unless the teacher is skilled in questioning the objective may not be achieved.

32. **What is deductive method of teaching?**

Deductive is the application of known conclusions or principles to specific cases. In teaching the following series deductively, 30, 26, 29, 25, 28, 24, 27, 23. The teacher will straight away tell the pupils that in order to get the solution to the problem, subtract 4 and add 3. To each how to find the area of a triangle the teacher will start by giving the formula (rule) (½ bh)

Advantage of deductive method:

1) The method is direct and saves time
2) It trains pupils to apply rules to particular examples
3) Weaker pupils are more likely to follow the lesson
4) Lesson and syllabus are more likely to be covered within specified time.

Disadvantages:

1) It does not encourage deep thinking
2) Pupils are likely to forget rules easily
3) It does not develop logical thinking
4) It does not encourage creativity in children
5) Pupils are not trained to work out problems for themselves.

33. **TEACHING AND LEARNING RESOURCES**

Meaning and purpose of T/L resources
Learning resources are aids that enhance effective teaching and learning. Examples of T/L resources are: charts, overhead projectors, radios, picture, maps, chalkboards, video etc.

34. **State five reasons why a teacher should use T/L resources during teaching**

a) Arouse interest and promote desire to learn.

b) Stimulate the pupil's imagination
c) Give impression of the concept
d) Promote retention and memory
e) Help consolidate what has been learned
f) Illustrate relationship
g) Supplement description and help to explain word and process
h) They make learning real
i) Learners use various senses thus make learning effective
j) Develop manipulative skills.

35. **Give four qualities of a good chart**

a) It should have a theme/title
b) It should have a frame
c) It should be labelled
d) It should be clean and be eligible enough
e) It should be simple with a few relevant details
f) It should be accurate
g) It should be attractive, use contrasting colours

36. **Give five purposes of displaying charts on the walls after teaching**

a) Reinforces the previous learning
b) Encourages pupils to use their leisure/free time well by looking at the displays
c) Help the teacher for reference when teaching
d) Brighter pupils to assist weaker ones
e) Make the classroom beautiful/attractive.

37. **State five advantages of using a chalkboard**

a) It is always available/portable
b) It requires no special talents/skill to use it
c) It allows alterations to be made easily.
d) It is versatile (has many uses/adaptable)
e) It helps pupils to perceive the intended information with ease especially if the chalkboard work is well organized.

38. **What is the value of using films as a teaching resource**?

a) Can teach factual information
b) Can help in developing complex concepts
c) Are interesting and enjoyable
d) Increase retention of information
e) Can teach motor skills
f) Can create emotions
g) Involvement in the viewer

39. **CLASS ORGANIZATION AND MANAGEMENT**

Physical classroom organization

i. There are four types of seating arrangement in primary school. The most popular one is Row seating. Children sit in rows facing the teacher. Other types are: the cluster pattern arrangement, the horse hoe pattern arrangement and the round table arrangement.

State three ways in which seating arrangement can facilitate learning

a) Pupils communicate easily with each other.
b) It enhances good class control
c) The teacher is able to pay attention to each pupil
d) It encourages cooperation.

ii) **Learning areas:**

They include the nature corner, curiosity charts, class project/centre of interest, display of other subject charts already used and the discovery table.
They should be cared for on daily basis e.g. watering plants, removing old charts etc.

iii) **Learning Organization**

This includes same ability grouping, mixed ability grouping, interest grouping, age grouping inclusion of learners with special needs, small and large class management.
Advantages of small group learning

1. It enhances participation of nearly every pupil
2. Slow learners can proceed at their own pace.
3. Bright ones may be able to help slow learners
4. It promotes cooperation
5. It encourages healthy competition.

40. **What to consider when grouping children**

a) Plan carefully and organize well
b) Maintain good class control
c) Materials should be available and adequate for the groups
d) Groups should be flexible
e) Identify clear objectives
QUESTION: What are the advantages of mixed ability grouping?

41. **CLASS DISCIPLINE AND ROUTINE**

Effective learning cannot take place if there is poor class control and disorder. It is imperative to know the causes of disorder in a classroom in order to be able to provide control measures.

Some causes of disorder in a classroom

Excessive noise deliberate naughtiness as a result of rudeness, disobedience, lying or stealing unexpected events e.g. visitors calling the teacher unexpectedly, a teacher can also be a source of problem behaviours e.g. setting high unrealistic goals which children cannot achieve, being cruel and harsh, children can loudly exhibit problem behaviour e.g. yawning loudly, making factitious remarks, calling out a silly answer etc.

42. **Identify ten ways/techniques through which a teacher can maintain good class control**

a) Be punctual and end the lesson on time
b) Avoid anger
c) Be humorous
d) Delegate responsibility to pupils
e) Avoid humiliating pupils
f) Be alert all the time
g) Know children by their names
h) Have good mastery of content/be prepared

i) Use appropriate language
j) Avoid personal mannerisms
k) Be impartial
l) Make the lesson as interesting as possible
m) Reward good behaviours, punish those who misbehave
n) Keep pupils busy with activities.

43. TEACHING PRACTICE

What is teaching practice?
Teaching practice is a process of trying a hand in the business of teaching by a student – teacher in a real school situation under the guidance of a lecture/supervisor.

1. **What activities are related to teaching practice?**
   a) Micro teaching skills
   b) Lesson demonstration
   c) Observation
   d) Micro-teaching.
2. **What is the purpose of micro-teaching?**

   a) To acquaint the student with the required skills and techniques
   b) To instil confidence in the student teacher
   c) To help the student teacher to discover his weakness before going for actual teaching practice
   d) To enable the lecturer to point out the mistakes and strengthen each student and give advice accordingly.
   e) Student teachers will have ample time of learning from others

3. **Why should a teacher trainee go for teaching practice?**

   a) It enables the trainee to know his weakness and adjust.
   b) It enables the trainee to put into practice skills and techniques learnt theoretically
   c) It enables the trainee to discover his potential ability, rehearse and perfect them in the classroom.
   d) It enables the trainee to develop appropriate techniques to deal with problems of discipline.
   e) It helps the trainee to develop confidence.
   f) It helps in evaluating the teacher education programme.

47. Name Four records a teacher – trainee should keep during teaching practice.

a) Scheme of work
b) Lesson plans
c) Lesson notes
d) Pupils progress records
e) Record of work covered
f) Child observation
g) Class attendance register.

EDUCATIONAL PSYCHOLOGY

A. **Introduction to Educational Psychology**

1. Define the term "Psychology"
   a) "Psychology" is the science that studies behaviour and the causes of that behaviour.
   b) It is the science that studies behaviour or organism.
   Behaviour refers to activities of an organism that are observed e.g. sneezing, climbing, writing, crying etc.

2. **What is educational psychology?**
   a) Educational psychology is that branch of psychology which deals with the application of psychology in the classroom and aims at maximum learning effectiveness.
   b) It is the study of the ways in which the learner can be brought into successful interaction with the materials to be learnt and the teacher who provides the learning opportunity.
   c) Educational psychology is a field of specialization concerned with psychological aspects of teaching and of formal learning process in a school.

3. **Why should a teacher have knowledge of psychology of education? (Usefulness of education psychology).**
   a) Helps the teacher in the selection of suitable learning materials
   b) Helps the teacher to understand the nature of the child he is teaching.
   c) It helps the teacher to understand individual differences among pupils
   d) It helps the teacher in choosing appropriate teaching methods
   e) It helps the teacher in evaluation procedures
   f) It helps the teacher to organize the learning process systematically
   g) It helps the teacher in creating and monitoring a classroom atmosphere that is suitable to learning.
   h) It helps the teacher in understanding growth and development aspects and their application to the learning process.

B. **Child growth and development**

1. What is child growth and development?
   Child growth and development is concerned with the study of behaviour change as the child moves from one stage to another.

2. State Six factors that affect child growth and development (they are called teratogens)
   a) Heredity
   b) Environment
   c) The diet of the mother
   d) Exposure to radiation
   e) The emotional state of the mother e.g. stress

f) Prolonged labour
g) Drugs
h) Maternal diseases
i) The age of the mother

3. Name the stages of child growth and development

a) Pre-natal stage
b) Ante-natal stage

Pre-natal stage:-

This is the period between conception and birth. It takes nine months
This stage is divided into 3 main periods: i) The pre-embryonic period (0-3 weeks) ii) The embryonic period (4-8 weeks) and iii) the foetal period (9^{th} – 40^{th} week).

Ante-natal stages

The stages of physical growth are:

a) Infancy stage (0-2 years)
b) Early childhood 2-6 years)
c) Late childhood (6-12 years)
d) Adolescence (12-18 years)
e) Adulthood over 18 years.

4. **State Five factors that influence the physical growth of children**

a) Heredity e.g. determines height, sex etc.
b) Nutrition e.g. poorly fed children are retarded in growth
c) Illness e.g. sickle – cell anaemia may disturb stable growth
d) Psychological factors e.g. inadequate love may lead to retarded growth.
e) Socio-economic status e.g. good socio-economic status i.e. rich families provide all necessities for healthy growth.

5. Identify problems that are associated with adolescence between 12 and 18 years of age.

a) They resent adult critics
b) They are sensitive to disapproval of parents
c) They resent parental correction
d) They may be rebellion/aggressive
e) They have body problems e.g. pimples.

6. **State Five ways in which teachers can assist adolescents to overcome their frustration**

a) React positively to their problems
b) Provide guidance and counselling services
c) Provide challenging activities and tasks.
d) Give them responsibility
e) Provide suitable sports
f) Punish in privacy
g) Be a role model
h) Show love and provide security
i) Provide balanced diet.

Mental development

7. Name stages of mental development

a) Sensori motor stage (0-2 years)
b) Pre-operational stage
c) Preconception: 2-4 years
d) Intuitive 4 – 7 years
e) Concrete operations 9 – 11
f) Formal operation 11 years onwards.

8. **State Five mental abilities at Piaget's Pre-operational stage of mental development**

a) The child lacks logical thinking
b) The child is unable to link/associate observation to concepts
c) Inability to conserve.
d) Inability to reserve
e) Inability to classify
f) Inability to serialize items

9. **State Five mental abilities at Piaget concrete operational stage of mental development**

a) The child has ability to conserve
b) Can classify
c) Con conserve
d) Can serialize
e) Can compare and contrast things, situations etc
f) Can try to hypothesize step by stem.

10. Identify learning activities suitable for children at Pre-operational stage of mental development according to Piaget.

a) Play activities
b) Expose them to items dealing with shapes and colours
c) Numerical operations of additions (+) and subtraction (-) using real objects
d) Drawing and painting / writing
e) Developing vocabulary through association with objects
f) Creation of centres of interest e.g. Conner charts
g) Singing and dancing.

11. **State Five ways through which a teacher may help children at pre-concept ional stage (2-4 years) i.e. nursery school children) in their mental development**

a) Providing materials for play
b) Providing opportunity to act stories, singing and dancing
c) Providing materials for drawing
d) Answer their questions as much as possible
e) Allowing children to express themselves
f) Correcting the child's speech

12. **What are characteristics of mental (intellectual) development?**

a) Remembering facts
b) Dealing with symbols
c) Mastering remote events and stimuli
d) Benefiting from a systematic interaction with adults
e) Dealing with several alternatives simultaneously
f) Reasoning

13. **What are the main mental abilities of children in the formal operation stage?**
    a) Ability to reason without concrete materials.
    b) They can hypothesize –deductive reasoning
    c) Are able to deal with more complex relations
    d) Can criticize an idea and put forward opinions with supportive evidence
    e) Reason morally
    f) They think beyond the familiar to the unknown

Language Development

14. **Name Three theories of language acquisition**
    a) Imitation
    b) Reinforcement
    c) Innate
    d) Interactionist

15. Give Three reasons why language is important in the learning process
    a) Enables the learner to interact with others
    b) Enables the children to express himself
    c) Enables the child to communicate his ideas
    d) Enables the child to explore the environment

16. State ways in which pre-school children can be assisted to improve their language skills
    a) Initiating dialogue with children
    b) Describing objects in the child's environment
    c) Playing games involving language use
    d) Reading stories to the children
    e) Providing reading materials/toys
    f) Teaching them how to speak
    g) Rewarding them when they speak well
    h) Correcting them when they make mistakes
    i) Providing simple explanations in answer to many question they pose.

17. **Name Five factors affecting language development**
    a) Maturation
    b) Peer groups
    c) Poor teaching methods
    d) Mental development
    e) Parental influence
    f) Defective models to imitate

18. **Moral development**

What is morality?
Morality is the ability to do what is RIGHT and to eschew what is WRONG.
Moral behaviour means behaviour in conformity with the moral codes of social group.
Moral comes from a Latin word "mores" meaning manners, customs and folkways.
Immoral behaviour is behaviour that fails to conform to social expectations.

19. **State four ways through which morality is learnt by children**
    a) Through punishments and rewards
    b) Through imitation/modelling
    c) Through teaching moral values
    d) Through development of a moral conscience/reasoning
    e) Through development of feeling of guild and shame.

Emotional development

20. **What are emotions?**
    a) Strong feelings
    b) Are outward expression of inner feelings which are aroused by ones behaviour or that of others.
    The most common emotions in childhood are fear and anger. Others are curiosity, jealousy, grief, joy etc.

21. **What are characteristics of anxious children?**
    a) Boredom, restless and disturbed.
    b) Excessive eating
    c) Boisterous and show off behaviour
    d) Excessive use if mass media e.g. T.V.
    e) Over or under react.
    f) Use of projection as a defence mechanism
    NB. Anxious children are unhappy because they feel insecure.

22. **What is fear**
    "Fear" is a feeling of distress, apprehension or alarm caused by impending danger, pain. Fear related emotional patterns include shyness, embarrassment, worry, anxiety, jealousy etc.

23. **What are causes of fear among children?**
    a) Dark rooms
    b) High places
    c) Pain and strange persons
    d) Death or injury
    e) Thunder and lightening etc

24. **State Five ways in which a teacher can help a child who fears academic work to come out of it?**
    a) Create an atmosphere that restores the child's confidence
    b) Ask questions within the child's ability.
    c) Reward for successful attempts.
    d) Relate learning to the child's background
    e) Make learning relevant and meaningful
    f) Tell him that everyone is afraid at some time or another.
    g) Making learning experience achievable
    h) Avoid threats, sarcasm, ridicule and punishment.

25. **Identify Six factors within a class that may make a pupil emotionally disturbed. (PTE)**
    a) Poor teacher pupils relationship
    b) Under achievement by the pupils
    c) Lack of motivation/rewarding

d) Inability to cope with homework
e) Overloaded work/assignment
f) Poor pupil – pupil relationship
g) Severe punishment by the teacher
h) Inadequate learning facilities e.g. textbooks
i) Use of abusive language by the teacher
j) Using poor teaching methods.

Social development

26. **What is socialization?**
"Socialization" is a process by which person acquires knowledge, skills and disposition that makes him to become integrated member of the society.

27. **Name Five agents of socialization**
i) The home
ii) The school
iii) The peers
iv) The media
v) The community
vi) The church
iv) The community

28. **Identify Four ways in which schools socialize children (PTE)**

a) Passing valuable knowledge to learners
b) Inculcating moral values
c) Teaching communication skills
d) Providing guidance/counselling
e) Teaching them responsibilities
f) Transmitting acceptance cultural values/tradition

29. **State Six ways in which peer group may contribute to the social development of the members (PTE)**

a) Promote interaction between members
b) Provide members with adequate companionship and help them to keep off bad company/influence
c) Provide them with for a to practice leadership skills
d) Provide them with the opportunity to learn to obey rules
e) Provide members with a sense of identity
f) Contribute to emotional stability of the members
g) Provide re assurance to the members
h) Enable members to open up
i) Allow for development of acceptable attitudes
j) Enhance moral and language development of the members
k) Promote acquisition of social skills e.g. cooperation.

CONCEPT OF INTELLIGENCE

30. **What is intelligence?**

Defined in various ways:

a) It is the innate (inborn) capacity to grasp relationship
b) The ability to use past experience for the solution of present and future problems
c) The ability to act purposely and to think rationally

Intelligence enables us to acquire knowledge. Intelligence is a gift we are born with, knowledge is what we learn.

31. **Name factors that influence development of intelligence**

a) Heredity
b) Environment
c) Maturation/Age
d) Experience
e) Health status
f) Nutrition/feeding habits

32. **State Five ways a teacher may improve children's intelligence**

a) Using relevant T/L aids
b) Teaching from known to unknown
c) Provide stimulating and interesting learning environment
d) Encourage learning through discovery
e) Organize brain storming sessions
f) Use activities based learning
g) Vary and use child's centered methods
h) Create an atmosphere to facilitate initiative in thinking

33. **State five uses of intelligence test scores**

a) For grouping/streaming purposes
b) For placement of pupils in different categories of schools
c) For guiding and counselling weaker pupils
d) For predicting pupils' future performance
e) To know pupils ability
f) For the teacher to adjust his teaching methods.

34. **Calculating Intelligent Quotient (I.Q) of a child**
Consider

a) Mental Age (M.A)
b) Chronological age: Actual age in years – (C.A)

Example: In an intelligence test, a 10 year old pupil was capable of solving a mental problem intended for 15 year old pupil.

What was the I.Q of the child?

$$\text{M.A} = 15$$
$$\text{C.A} = 10$$
$$\text{I.Q} = \frac{\text{M.A}}{\text{C.A}} \times 100 = \frac{15}{10} \times 100 = 150$$

The pupil's I.Q was above average.

C. LEARNING PROCESS

1. Define learning (PTE)
   Learning is a relatively permanent change in behaviour

2. State Six factors which influence learning

a) Motivation
b) Teacher personality
c) Heredity
d) Maturation
e) Environment
f) Individual differences
g) Readiness
h) Method of teaching

3. Name Three Domains of learning according to Bloom's taxonomy

a) Cognitive domain - mental operation e.g. reasoning
b) Psycho motor Domain - coordination of muscles and the brain e.g. writing, physical activities
c) Affective Domain - feelings, attitude, values

4. Name Five ways through which pupils learn through imitation

a) Through play
b) Through drama
c) Through imitation
d) Through trial and error
e) Through insightful learning
f) Through conditioning and association.
g) Through memorization
h) Through repetition and practice
i) Through transfer.

5. State ways in which a teacher can use the knowledge of Skinner's Operant conditioning Theory to make learning effective in the classroom.

a) By using relevant T/L aids
b) Using positive reinforcement
c) Reinforcement should be immediate
d) Using discovery methods of teaching
e) Using programmed learning
f) Learning step by step.

6. What is meant by Insight?

Insight is a relative sudden perception of relationship which result in the prompt solution of a problem. It is "Aha" experience, sudden solution to a problem.

7. State Five ways through which a teacher can help pupils to gain insight

a) Using discovery methods of teaching
b) Using diagrams and examples to illustrate rules
c) Using relevant T/L aids
d) Giving them problems to solve
e) Giving practical activities
f) Giving clues – by directing pupils' attention to some relevant features in a situation.

D. EDUCATIONAL MEASUREMENT AND EVALUATION

1. Meaning of: 1- Assessment
2- Measurement
3 -Evaluation

Assessment: It is concerned with determining pupils' performance during the process of learning

Measurement: This is the process by which things are differentiated. Educational measurement is basically concerned with quantitative description of a pupil's performance.

Evaluation: It is used to determine the value or worth of something

2. State Five reasons why evaluation of pupils is necessary in a primary school

a) It motivates pupils
b) To assess students' progress/ability
c) To give feedback to parents/guardians
d) To predict future performance of the pupils
e) To adjust teaching methods
f) To provide guidance and counselling services to weaker pupils
g) For career selection
h) To provide remedial teaching /individual attention
i) To determine promotion to next class/streaming.

3. Name Four types of tests

a) Diagnostic Test - determines special difficulties encountered by learners
b) Achievement test - determines how much a pupil has learnt
c) Aptitude test - determines one's ability to learn a task sometimes it is called a proficiency test.
d) Intelligence test - determines the child's I.Q

4. Types of test items

a) Objective
b) Essay – short/long

5. OBJECTIVE TYPES OF QUESTIONS

a) Multiple choice questions
b) Matching type questions
c) False type questions
d) Completing type questions
e) The rearrangement type questions

6. Essay Items – What are their advantages?

a) Encourage originality
b) Enhance creativity
c) Do not encourage guessing
d) It is easy to set
e) They improve pupils' writing skills and logical organization
f) Develop ability to argue and put forward position with evidence.

7. Test administration
What Five conditions should a teacher ensure when administering a test?

a) Proper spacing/seating arrangement
b) Timing – start and end on time
c) Availability of writing materials
d) Maintaining silence during the test
e) Keep the room free of materials that pupils could refer to
f) Any writings e.g. on chalkboard, walls should be erased

Interpretation of data based on elementary statistics

1. The frequency distribution is an orderly arrangement of data and is dome from the highest to the lowest value showing the frequency in which each occurs e.g. in figure 1 below:
   Fig 1

Mark	Tally	Frequency
9	///	3
8	//// ///	8
7	/// /// //	12
6	/	1

5	////	4
Total		28

2. The information in 1 above can be represented in a frequency distribution table below

X	F	
9	3	Where
8	8	X = Number of marks
7	12	F = frequency of marks
6	1	N= Total number of pupils
5	4	
N =	28	

3. **Measures of central tendency**:
   a) The mean - It is the average mark
   b) The mode - It is the mark with the highest frequency
   c) Median - It divides any set of marks into two equal halves an upper and a lower half
   d) Range - The difference between the highest and the lowest mark.

4. **Consider the following marks scored by pupils in a dictation test**
   8,7,2,4,0,5,3,5,1
   a) What is the Mean? 8+7+2+4+0+5+6+5+3+1 = 46 = 4.1 = 4
   b) What is the Mode? (It is 5 most frequent).
   c) What is the Median? 8 7 2 4 0 5 6 5 3 5 1 . It is 5 (The middle mark)
   d) What is the range? 8-0 (The difference between the highest and the lowest mark).

5. **Given the following test scores obtained by 30 pupils**
   2,9,9,8,3,5,6,6,6,8,8,4,7,6,6,6,6,5,5,4,8,8,7,9,6,6,7,7,6,6
   a) Draw the frequency table
   b) Calculate the Mean, median, mode and range.

6. **Standard deviation**

   Take for example these tests scores for 10 pupils 4,5,5,6,6,6,6,7,7,8. Some marks differ or deviate from the mean which is 6 either by being greater or smaller. This phenomenon of deviation from the mean has been utilized in calculating the "Standard deviation as a measure of variability within a set o marks.

7. **Computation of standard deviation (Using marks in No. 6 above)**

1	2	3	4	5

x	f	x	x	fx
8	1	2	4	4 x 1 = 4
7	2	1	1	1x2 = 2
6	4	0	0	0x4 = 0
5	2	-1	1	2x1 =2
4	1	-2	4	1x4 =4
N=	10	-	-	12

Procedure

a) Column 3: where x (small) – difference between each mark and the mean. The mean is 6. The deviation for mark 8 will be 8-6 = 2 and so on

b) Column 4: square the deviations

c) Column 5: multiply each squared deviation by the frequency of the pupils awarded that mark. Then sum all the values in column 5 i.e. (12)
Standard deviation (S.D) 12 (Divide the sum by total number of pupils)
i.e. 10

$$\text{Quotient} = \frac{12}{10}$$

d) Find the square root of the quotient i.e. 1.2

S.D = 1.1

8. What is the S.D of 9,9,8,8,8,7,7,7,7,7,7,6,6,6,6,6,6,6,6,6,6,5,5,5,5,5,4,4,4,2,2?

E. CHILDREN WITH SPECIAL NEEDS

1. Who are the children with special needs?
   a) Visually impaired
   b) Hearing impaired
   c) Physically challenged
   d) Mentally challenged
   e) Gifted and talented
   f) Children with special learning difficulties
   g) Children with emotional and behaviour difficulties
   h) Children with communication difficulties
   i) Children with chronic health problems
   j) Children leaving under difficult circumstances.

2. **Definitions**:

   a) Impairment: This refers to any loss or abnormality that might arise from psychological, physical or anatomical structure or function.
   b) Disability: This refers to inability to perform an activity in a manner considered to be within the range that is assumed to be normal for a human being in any given culture.
   c) Handicapped: This refers to limitation caused to an individual by the presence of an impairment.

3. **The gifted and the talented children**

A gifted child is one who may posses singularly or in combination the following characteristics:

a) Learns quickly and easily when interested
b) Shows independent of thought
c) Reads faster and enjoys reading
d) Reasons out issues and arguments
e) Is original in his ideas/creative
f) Knows about many things
g) Has high I.Q.

4. **Mentally challenged children**
These are children with learning disabilities

Identification (characteristics)

a) They have a short attention span
b) They show noticeable delay in all aspects of growth and development
c) They display social immaturity
d) Their motor coordination is awkward
e) They have problems in academic work
f) They have communication problems

Intervention measures (How to assist them)

a) Make use of relevant T/L aids
b) Use concrete experiences
c) Make learning practical
d) Learning step by step
e) Reinforce achievement made
f) Make learning interesting
g) Let them participate in physical activities.

5. **Visually impaired**

Identification

a) Blinking excessively
b) Holding books close to the eye
c) Shutting one eye while reading
d) Complaining of headaches, dizziness etc
e) Not noticing things placed on his side
f) Having general reading problems
g) Eyes are often crossed.
h) Eyelids may appear red rimmed, swollen or crusty.

6. **Intervention – Visually impaired**

a) Notify the parents/seek medical attention
b) Refer the blind to special schools
c) Making it possible to use Braille's
d) Give proper orientation so that he can move freely
e) Allow albinos to wear tinted glasses and hats to avoid glaring light
f) Ensure the chalkboard is clean before writing on it to reduce glare
g) Write in bold and clear writing to facilitate readiness.

7. **Children with emotional and behaviour problems**

An emotionally disturbed child is one who show serious behaviour, habits, nervous or psychological disorders that deviate from the age – appropriate behaviour. Thus his behaviour is socially unacceptable.

Identification

a) The child displays marked fear and anxiety
b) Marked solitariness and timidity
c) Excessive day – dreaming
d) Showing temper – tantrums
e) Steals
f) Is aggressive
g) Whimpers and fidgets
h) Tells lies
i) May experience hallucination and sleep problems
j) Lack of concentration and slow learning.

Intervention

a) Provide love, affection and security
b) Recognize his feelings
c) Be understanding, sympathetic and helpful
d) Provide individual teaching
e) Use effective teaching methods
f) Use concrete materials for teaching
g) Use rewards and punish wisely

8. **State five ways in which home environment promotes emotional development of a child**

a) Provision of basic needs e.g. food
b) Provision of love and affection
c) Provision of security/sense of belonging
d) Parental support and encouragement
e) Provision of comfort and warmth
f) Harmonize relationship among family members

F. **PERSONALITY DEVELOPMENT**

1. **Define personality**

"Personality" is the projection of ourselves to others, that is how other people see us

2. **Name three types of personality**

a) Introverts – are shy, passive, calm, hates to be centre of interest, etc
b) Extroverts – are talkative, sociable, optimistic, lively, etc
c) Ambiverts – neither introvert or extrovert

3. **Name Five factors that influence personality development**
   a) Heredity
   b) Environment
   c) Culture
   d) The family influence
   e) Peer influence
   f) The school
   g) The community
   h) Communication media
   i) *Social class difference*.
4. ***Frustration*** – is an unpleasant feeling that results when a motive satisfaction is blocked, delayed or interfered with e.g. failing exams etc.

5. ***Defence Mechanism*** – is an attempt which a person makes to cover up his weakness to avoid frustration.

6. **Examples of defence mechanisms**

   a) Compensation
   b) Sublimation
   c) Identification
   d) Rejection
   e) Repression
   f) Rationalization (sweet lemon and bitter lemon rationalization)
   g) Regression.
7. **What is truancy?**
   Truancy is deliberate absenteeism from school by a pupil.

8. **Causes of truancy**

   a) Excessive punishment
   b) Bullying by peers
   c) Lack of success in school
   d) Lack of encouragement from parents
   e) Dislike of certain subjects
   f) Personal problems experienced by the pupil.

9. **Suggest Five possible solutions to the problem of truancy**

   a) Find the causes
   b) Guide and counsel the pupil
   c) The school environment should be warm and friendly
   d) Provide social security in the school
   e) Use child cantered methods and make lessons interesting
   f) Give responsibility e.g. timekeeper

10. **What is delinquency?**
    Delinquency is an anti-social behaviour e.g. theft

11. **What are causes of child delinquency? E.g. assaulting the teacher**
    a) Rejection by the parents and teacher

b) Broken homes
c) Extreme poverty at home
d) Over protection/too much love from parents
e) Cruelty from teachers and parents
f) Competition between child and the authorities
g) Lack of social recognition

G. GUIDANCE AND COUNSELLING

1. What is guidance?

"Guidance" is a system and a continuous process of determining and providing for the needs of all children.

2. What is counselling?

It is a process in which a counsellee is helped by a counsellor to understand himself and his surrounding to be able to solve his own problems.

3. Name Five qualities of an effective counsellor

a) Communicates effectively
b) Is approachable
c) Is knowledgeable
d) Is empathetic
e) Is warm, understanding, sincere and genuine
f) Is confidential
g) Is patient
h) Is mature

4. Identify Five problems a teacher of guidance and counselling could encounter in a Primary school.

a) Lack of awareness among teachers and pupils
b) Lack of trained personnel
c) Lack of physical facities e.g. a room to use
d) Inadequate time for guidance and counselling
e) Heavy teaching load
f) Less cooperation from parents and teachers.

5. Name Five behaviour problems that pupils need guidance and counselling

a) Academic related problems e.g. failure in exams
b) Health related problems e.g. HIV/AIDS
c) Behaviour related problems e.g. stealing
d) Emotionally related problems e.g. depression, stress etc
e) Socially related problems e.g. aggression, violence etc
f) Growth related problems e.g. menstruation etc.

H. EDUCATIONAL RESEARCH

1. Methods of collecting data

a) Interviews
b) Questionnaire
c) Checklist
d) Observation
e) Tests

2. **Research procedure**
   a) Identify the problem to be researched e.g. effect of drug abuse on school discipline
   b) Collect data i.e information/statistics regarding the problem from schools, students education office etc.
   c) Analyse and interpret the data
   d) Report writing

3. **Problems experienced when carrying out education research**
   a) Time may be inadequate
   b) Cost due to insufficient funds for materials, typing, travelling etc
   c) Language barrier may interfere with effective communication with people concerned
   d) Attitude - some people may have negative attitude towards the research and refuse to cooperate.
   e) Culture – culture of some people may inhibit certain information

EDUCATION ADMINISTRATION AND MANAGEMENT

Principles of Administration and management

1. **What is meant by administration**
   It is authoritative art of getting things done.

2. **What is educational administration?**
   It is a social process which is involved in the arrangement of human and material resources in programmes for education and using these resources carefully to achieve educational objectives.

3. **What is the role of educational administration?**
   Educational administrators e.g. Principals of Colleges, schools, Provincial Directors of Education e.t.c are charged with the following roles/work: planning decision making, communicating, organizing, budgeting, monitoring, coordinating and evaluation.

4. **What are the elements of administration?**
   a) Division of labour
   b) Hierachy of authority
   c) Unity of command
   d) Coordination
   e) Aims of the organization be spelt out
   f) Leadership

5. **State Five ways in which coordination is effected in a school (P.T.E)**
   a) Use of the timetables
   b) Use of circulars and notices
   c) Use of assembly
   d) Use of syllabus
   e) Use of scheme of work
   f) Use staff meeting/briefs

6. **Name 3 styles of leadership**
   a) Autocratic leadership
   b) Democratic leadership
   c) Laizzez faire leadership

7. **What is meant by management**

Management is working with available resources and through individuals and groups of people to achieve organizational goals.

8. **What is educational management?**
   It broadly means the running of educational institutions.

9. **What are the elements of management?**
   a) Planning
   b) Organization
   c) Communication
   d) Controlling
   e) Decision making
   f) Evaluation

10. **The head teacher is the manager of a school**
    What are his duties in this capacity?
    a) To formulate plans for achieving school objectives
    b) To set the school's objectives
    c) To identify activities of the school
    d) To organize activities of the school
    e) To motivate the workers
    f) To control in order to achieve the objectives
    g) To take remedial actions if the objectives are not being achieved.

11. **State four barriers to effective communication in a primary school**
    a) Inadequate information
    b) Poor timing
    c) Use of inappropriate language
    d) Use of inappropriate channels media
    e) Contradictory information issued from the source
    f) Noise.

LEGAL PROVISIONS IN EDUCATION

12. **The Teachers' Service Commission (TSC ACT 1967**)
    Cap 212 enacted in 1967 amended 1986 TSC has powers under section 4(1), section 6 and 7(3) of the Act to carry out these functions:

    a) **To recruit and employ teachers**.
    b) To post teacher for service in any public school in the country
    c) To promote and transfer teachers
    d) To terminate employment of teachers who are of professional misconduct
    e) To remunerate teachers
    f) To publish a code regulations for teachers
    g) To establish and keep register of teachers.

13. It became operational in 1965, enacted in 1968 and amended in 1980. The Act was meant to provide for the regulation and progressive development of education. It gave the Ministry of Education more powers and responsibilities with regard to educational matters in the country. It established an advisory council to advise the ministry on any matters concerning education in Kenya. It also provides for the establishment of B.O.Gs, D.E.Bs and school committees and KIE. It provides for regulation for registration of unaided schools and for inspection and control of school examinations..

14. **Kenya National Examinations Council (K.N.E.C)1980**
The council has the following functions:

a) It sets, moderates and administers examinations
b) It marks examinations
c) It awards certificates or diplomas to candidates
d) It makes examination regulations
e) It appoints examination supervisions and invigilators
f) It arranges for transportation of examinations to centres
g) It releases examination results.

15. **Children's Act (Cap 141 of the laws of Kenya)**
Provides the child's rights. The child's right to education, right to speech etc. It prohibits child abuse and neglect e.g. excessive beating, child labour, abandonment etc and outlines causes of child abuse.

TEACHING AS A PROFESSION

16. **Why is teaching a profession**?
a) The teacher undergoes training
b) Teachers are paid
c) Teachers are united under K.N.U.T as a union
d) There is a code of conduct for teachers
e) Conditions of service are spelt out.

17. **What is the role of KNUT as professional body?**
a) It organizes in-service courses for teachers
b) It educates teachers through its publication 'The Kenya Teacher'
c) Liaises with KIE in curriculum development
d) It educates teachers on matters of the profession
e) Are members of B.O.G in secondary school/teachers colleges.

18. **What is the role of K.N.U.T as a trade Union?**
a) Fights for better salaries and terms of service for teachers
b) Protects individual members from victimization and undue harassment by the employer or agent
c) Unites teachers regardless of tribe, sex or religion.

SCHOOL ADMINISTRATION AND MANAGEMENT

19. **What are duties of a school head teacher? They include**:
a) To provided recourses required in the school
b) To guide and counsel teachers and pupils
c) To maintain school discipline
d) To interpret government policy
e) To motivate teachers
f) To be accountable to school finances
g) To maintain and keep school records.

20. **State Six ways in which a head-teacher can enhance relationship with his teachers (P.T.E)**

a) Setting a professional example to the teachers
b) Avoiding any form of favouritism
c) Delegating responsibilities to teachers
d) Consulting teachers before taking action
e) Communicating with teachers well in advance
f) Counselling and advising teachers in need
g) Showing concern for their welfare
h) Appreciating good work by teachers
i) Facilitating informal interaction between the head-teacher and staff.

21. **State Five ways in which the head-teacher may promote academic performance in the school**

a) Should monitor pupil's activities
b) Should monitor teacher's activities
c) Supervise and ensure teachers prepare and follow their schemes of work.
d) Arrange tests for pupils
e) Provide adequate T/L materials e.g. textbooks
f) Invites parents/guardians to talk to their children
g) Counsel pupils who perform poorly/provide remedial teaching

22. **What is the role of the head-teacher in the implementation of the curriculum in a primary?**

a) Supervises teachers in execution of their work
b) Provides T/L resources
c) Enhances good discipline in the school
d) Puts in place evaluation procedures
e) Provides adequate physical facilities
f) Sets example by making schemes of work
g) Lesson planning and teaching in class
h) Guides and counsels as need arises

23. **What is discipline?**

It is a system of guiding an individual towards responsible and accept behaviour. Disciplines implies orderliness. A disciplined pupil is orderly, responsible, diligent, cooperative and always ready to do what is right and good.

24. **State Six ways in which a school head teacher may promote discipline**

a) Making school rules few and positive
b) Enhancing effective communication
c) Teaching effectively by all staff
d) Minding pupils' welfare
e) Keeping pupils busy/organize co-curricular activities
f) Encourage mutual respect among members of the school
g) Involve members of the school community in school programmes
h) Rewarding good behaviours, punish wrongdoers

25. **What are major causes of indiscipline?**

a) Poor role models by teachers
b) Poor class attendance by teachers
c) Leaving pupils idle
d) Communication failure/lack of dialogue between administration and pupils
e) Under achievement by pupils
f) Frustration among pupils/teachers
g) Use of drugs
h) Parental and community influence.

26. **Give Four reasons why the government abolished corporal punishment in schools in Kenya**

a) It causes actual bodily harm
b) It may lead to death
c) It humanizes/lowers one's dignity
d) It inhibits fear in learners/school phobia
e) It hardens the offender/looses effect
f) It does not teach the pupil how to behave, it teachers him how not to behave
g) Damages teacher pupil-relationship

BASIC ADMINISTRATIVE PROCEDURES

a) Staff meetings
b) Duty roster
c) School timetable
d) Supervision
e) School and office routine

27. **What is the purpose of staff meeting? (P.T.E)**

a) To inform staff of new changes concerning education
b) To review school discipline procedure
c) To enhance cooperation among staff members
d) To deliberate on relevant teaching methods
e) To discuss changes in the timetable
f) To introduce a new member to staff
g) To plan school activities

28. **State Five ways in which the head-teacher ensures staff meeting are successful (P.T.E)**

a) Provide agenda to staff prior the meeting
b) Reading and confirming previous minutes
c) Allow teachers to contribute freely
d) Circulate previous minutes before the meeting
e) It should be brief
f) Ensure the meeting starts on time
g) Inform teachers about the venue, time and date

29. **What consideration does the headteacher emphasize when organizing a duty roster?**

a) The number of teachers
b) The ability of each, if pairing is necessary
c) The number of weeks in a term
d) The distance/resident teacher
e) The gender

30. **What should supervisory duties aim at?**

a) Stimulating staff growth and development
b) Enhance selection, use and evaluation of good instructional material and process
c) Enhance effective communication in the school community and between school committee.
d) Help teachers with problem solving
e) Encourage healthy relationship in the school
f) Influence teacher's behaviour and performance in the classroom
g) Crate a peaceful/happy working atmosphere in the school

31. **Name 3 types of filing system**
a) Geographical filing
b) Alphabetical filing
c) Numeric filing

32. **Methods of filling**
a) Horizontal filing
b) Vertical filing
c) Lateral filing

33. **What are the qualities of a good filing system?**

a) Uses minimum spaces
b) Easily retrieved
c) Easy to understand and simple to operate
d) Should be cost effect
e) It should be flexible
f) Should have a filing index, file title and cupboard for safe keeping
g) Confidential letters should be under the lock and key
h) All should be lettered and numbered

SCHOOL RECORDS AND FINANCE

34. **Financial management is the receiving and putting to good use school monies**
A budget is a plan of expenditure of a given income during a period of time e.g. 1 year.

35. **What are sources of money in a primary school?**

a) Contributions by parents
b) Donations from charity organizations
c) Lease of school land
d) Sale from farm produce
e) Interest on money in the bank
f) Gate collection during drama/music festivals
g) Church grants
h) House rent
i) Hiring out school property eg bus, hall

36. **State Four reasons why receipt books should be kept under lock and key (P.T.E)**
a) To minimize possibility of theft
b) To control forgery
c) To keep them safe from ants and mice
d) For future use/reference
e) For accountability

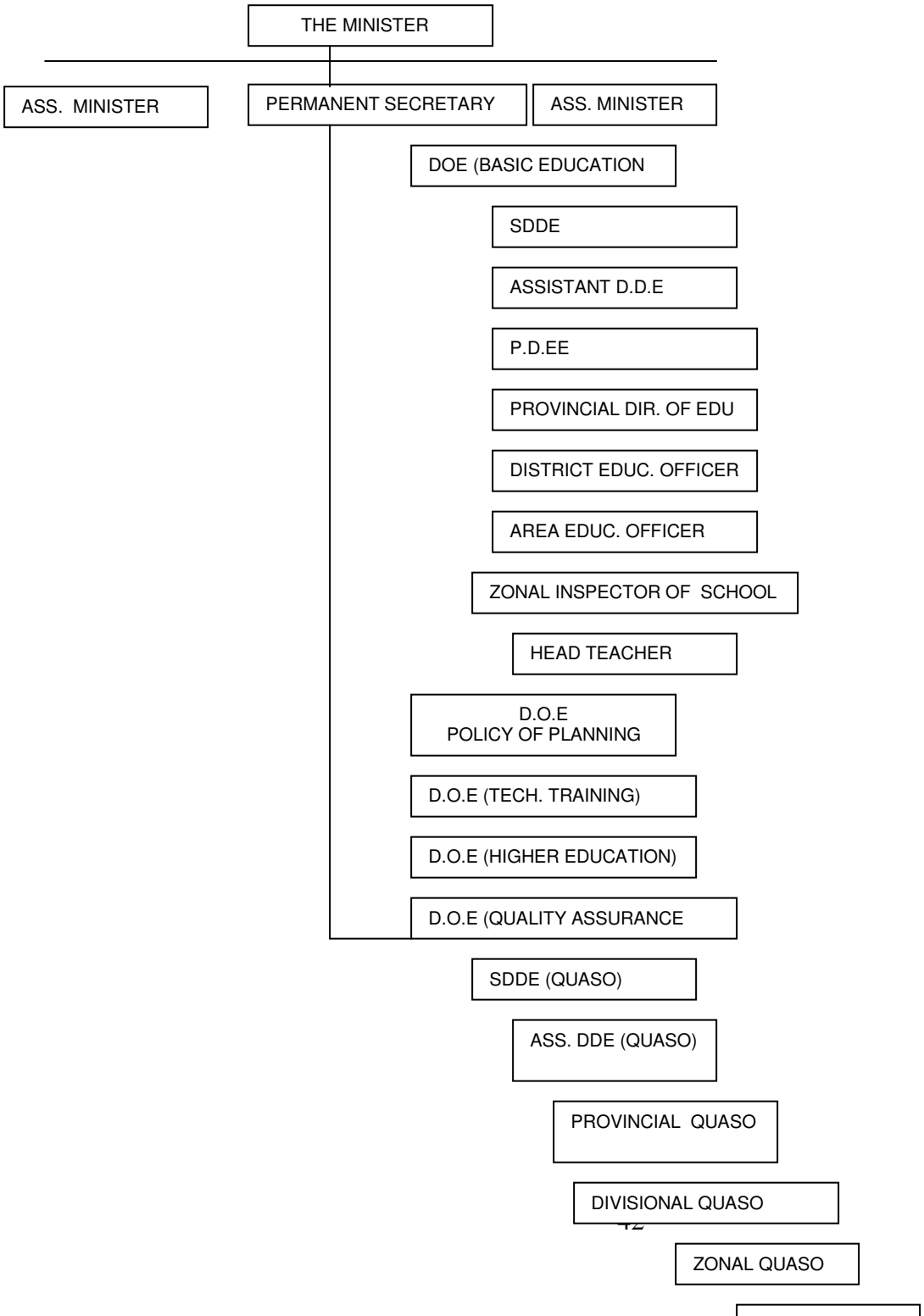
37. **Name three types of records maintained to show the school property**

a) Permanent ledgers e.g. land, sewing machines, radio etc
b) Consumable ledgers e.g. chalk, dusters etc.
c) Expendable ledgers e.g. nets, desks etc

38. **What records should be kept by a head teacher of a primary school? Most important are**:

1. The log book
2. The admission register
3. Class registers
4. Staffroom attendance register
5. Staff meetings
6. Minutes book
7. The visitors book
8. The ledger books
9. Inventories
10. Official correspondence file
11. Cash book
12. Punishment book.

ORGANIZATIONAL STRUCTURE OF THE MINISTRY OF EDUCATION



KEY
D.O.E - DIRECTOR OF EDUCATION
S.D.DE - SENIOR DEPUTY DIRECTOR OF EDUCATION
D.D.E - DEPUTY DIRECTOR OF EDUCATION
D.E.O - DISTRICT EDUCATION OFFICER
A.E.O - AREA EDUCATION OFFICER
QUASO – QUALITY ASSURANCE AND STANDARDS OFFICERS
P.D.E - PROVINCIAL DIRECTOR OF EDUCATION

39. **What are the duties of Quality Assurance and Standard Officials (Q.A.S.O) formally known as education inspectors?**
   a) To in-service teachers
   b) To supervise teachers in the implementation of curriculum
   c) To recommend materials/books for use
   d) To inspect schools to ensure quality education
   e) To liaise with K.N.E.C. to ensure curriculum is properly evaluated
   f) Can initiate audit of school finances
   g) Recommend promotion for teachers
   h) Inspect and recommend establishment of new schools

40. **State three other organs of Ministry of Education**
   1) Kenya Institute of education (K.I.E)
   2) The Kenya National Examination Council (K.N.E.C)
   3) Jomo Kenyatta Foundation (J.K.F)
   4) Kenya Literature Bureau (K.L.B)

41. State the roles of the Director of Education
   1) Promoting teachers/to-grade
   2) Formulating policies and managing professional functions relating to education
   3) Giving grants – in-aid to schools
   4) Developing curriculum for use in schools
   5) Developing and implementing projects and programmes relating to education
   6) Initiating training programmes
   7) Dealing with audit reports
   8) Dealing with welfare of students
   9) Running examinations

42. What is the role of Provincial Director of Education
   1) Promoting educational standards in the province
   2) Providing advice and guidance to head of education institutions
   3) Inspection and supervision of all educational institutions
   4) Transferring of secondary school teachers
   5) Co-ordinating co-curricular activities
   6) Co-ordinating organizing and administering examinations
   7) Dealing with teachers' discipline.

43. State four roles of teachers advisory centre tutor
   1) To guide and counsel teachers
   2) To develop T/L resources
   3) To act as resource person
   4) To conduct in-service course, workshops, seminars
   5) To coordinate curriculum activities e.g. subjects panels
   6) To try our new curriculum materials.

OTHER INSTITUTIONS AND PROGRAMMES THAT SUPPORT THE DEVELOPMENT OF EDUCATION

44. **Private schools**

They are owned by individuals or groups of individuals. They help to add support to the effort of the government and harambee schools by expanding educational opportunities. They are mushrooming in towns and even rural areas. Recently private schools have been shining in public examinations. Fees is high and encourages social stratification in Kenya.

The Ministry of education registers and grades private schools through the inspectorate.

45. **Vocational Institutions, example are:**

1. Village polytechnics
2. Church sponsored projects
3. Jua Kali
4. National Youth Services.

Opportunities available in these institutions include

i) Self-employment/self reliance
ii) Professional development
iii) Personal development e.g. farming
iv) Acquisition of knowledge

46. **Voluntary Agencies for example**

1. Action Aid Kenya
2. I.C.S
3. C.A.R.E
4. World Vision

   Contribute to education by providing equipment, desks, physical facilities (classrooms) and incentives to teachers. Children from poor families/orphans are given uniforms and school fees.

FOUNDATION OF EDUCATION

SAMPLE EXAMINATION QUESTIONS

1. **State Five differences between Western education and African traditional education (P.T.E)**
   a) Western education emphasized skills of literacy and numeracy while A.T.E focused on practical skills.
   b) Western education was basically theoretical while A.T.E was based on the way of life learning by doing.
   c) Western education was more formalized and systematized while A.T.E was non-formal and informal acquired through interaction with the environment.
   d) Western education tended to inculcate universal principles and theories whereas A.T.E was based on inculcation of local knowledge and skills.
   e) Western education geared towards changing the environment while A.T.E was geared to preserving and conserving communities traditions, values and culture.
   f) Western education was provided in specific institutions while A.T.E takes place in a suitable place.
   g) Western education had a more formal examination leading to certificates while A.T.E was evaluated practically.
   h) Western education fostered individual achievement and glory while A.T.E fostered communal fellowship and solidarity.
2. **Identify the differences between non-formal and informal system of education (P.T.E)**
   a) Non – formal is based in specific curriculum/content whereas informal is wholistic/ broad based.
   b) Non – formal is based on organised method of delivery whereas informal is generally spontaneous.
   c) Non – formal takes place in specific place whereas informal takes place trough interaction with environment
   d) Non – formal takes place at a specific times whereas informal takes place continuously
   e) Non – formal may involve examination and certificate at the end of course while informal has no formal examination and certificate.
   f) Non-formal is based on specific times period whereas informal is a life long process.
   g) Non – formal is planned while informal is a by chance/incidental.
   h) Non – formal is based on individual's initiative, willingness and choice whereas informal is a way of life.
3. **Give Six differences between T.A.E and Madrassa education (PTE 2002)**
   a) A.T.E is a life long process whereas Madrasa education targeted the youth/young people.
   b) A.T.E was informal system whereas Madrasa education was formal

c) A.T.E took place everywhere while Madrasa took place in a mosque/special places
d) A.T.E was taught by everybody whereas Madrasa education was taught by trained teachers.
e) A.T.E was focused on acquisition of practical and social skills while Madrasa taught 3RS
f) Madrasa education offered examinations while A.T.E had no examination and certificates
g) Madrasa education was structured whereas A.T.E was not structured
h) Madrasa takes place at specific times whereas A.T.E takes place continuously

4. **Give Four ways which the 8-4-4 system of education attempts to solve the problem of unemployment in Kenya.**
   a) By exposing learners to broad-based curriculum
   b) By imparting practical skills to the learners
   c) By equipping pupils with business skills for self employment
   d) Encouraging pupils to develop positive attitude towards practical work
   e) Encouraging pupils to appreciate whatever job opportunity are available.
5. **Identify Five reasons of high drop out rates in Primary Schools in Kenya**
   a) Poverty
   b) Domestic problems e.g. divorce, separation etc
   c) Early marriage/pregnancy
   d) Peer influence
   e) Rigid discipline in schools
   f) Negative parental attitude
   g) Lack of motivation/encouragement
   h) Inability to cope with school work
6. **Give Five reasons why every individual needs socialization**
   a) To fit in the society
   b) To belong to the society
   c) To internalize values
   d) To avoid punishment and rejection
   e) To know their roles
   f) To acquire status

CURRICULUM STUDIES
SAMPLE EXAMINATION QUESTIONS

1. **Give Five reasons why it is important to review the school curriculum regularly (PTE)**
   a) To establish whether it is achieving its objective/overcrowded
   b) To assess its relevance to the changing needs of the society
   c) To assess the relevance and effectiveness of the teaching methods
   d) To assess the relevance of curriculum support materials
   e) To establish how it compares with other educational systems globally
   f) To establish areas where teachers may need in-service
   g) To respond to changes in technology and knowledge
   h) To incorporate emerging issues in the society e.g. HIV/AIDS, gender etc.
2. **What are the main uses of a chalkboard?**
   a) For developing lesson notes
   b) For recording pupils' suggestions
   c) For drawing illustrations e.g. maps

d) For writing questions
e) Pupils use it to solve problems or illustrate ideas
f) For making sketches.

3. **Name Four differences between a syllabus and a scheme of work**
   a) The syllabus has broad objectives whereas the scheme has specific objectives
   b) The syllabus has broad topics whereas the scheme has specific topics
   c) The syllabus is drawn for a long period whereas the scheme is for shorter period
   d) The syllabus has a wide usage e.g. a nation whereas the scheme is used by a particular school
   e) The syllabus does not state methods, T/L aids etc whereas the scheme includes them.
   f) The syllabus is drawn by K.I.E whereas the scheme is drawn by an individual teacher.
4. **List Six teacher-related factors which may interfere with successful presentation of a lesson (P.T.E)**
   a) Poor preparation
   b) Lack of relevant T/L aids
   c) Poor dressing/mannerism
   d) Inappropriate use of T/L aids
   e) Lack of confidence
   f) Lateness
   g) Poor mastery of content
   h) Use of irrelevant T/L aids
   i) Lack of lesson plan
5. **State Four purposes of the school curriculum (PTE)**
   a) To specify the activities of a school
   b) To ensure uniformity of activities in all schools
   c) To regulate the teacher's role
   d) To translate national educational goals
   e) To regulate evaluation of education system
6. **State Four aims of good questioning techniques**
   a) To test knowledge, comprehension and understanding
   b) To monitor the teachers performance
   c) To monitor pupils progress
   d) To create interest in pupils
   e) To stimulate pupils thinking

7. **State Three reasons why it is undesirable for a teacher to issue T/L aids to pupils before instructing them on how to use them (P.T.E)**
   a) They may damage them
   b) They may misuse them due to ignorance
   c) They may concentrate on aids and not on instructions
   d) It may cause indiscipline

e) Some aids could be dangerous if not properly handled.

8. **Give Five reasons why the lecture method is not effective in primary school**
   a) Makes learning uninteresting/boring
   b) Pupils become passive
   c) Retention is low
   d) Concepts might be unclear because of their abstract nature
   e) Facts might be distorted/misunderstood
   f) It is teacher-centered

9. **Why are lesson objectives important?**
   a) Help the teacher to be focused during the lesson
   b) Help the teacher to organize/plan the lesson.method/activities
   c) Enable the teacher to conduct the lesson effectively
   d) They promote motivation of learners
   e) Enhance orderly presentation of the lesson
   f) Enable the teacher to choose relevant T/L aids
   g) Enable the teacher to evaluate the lesson
   h) Enhance class control/management.

SAMPLE EXAMINATION QUESTIONS
EDUCATION PSYCHOLOGY

1. **Name Five psychological needs according to Maslow's hierarchy of needs**
   a) Love and belonging
   b) Security/safety
   c) Self-esteem
   d) Understanding
   e) Aesthetic
   f) Self actualization
2. **Give Six reasons why Guidance and Counselling should be offered in primary schools (PTE)**
   a) To assist pupils to solve their problems
   b) To enable children to overcome emotional problems
   c) To guide pupils to make career choices
   d) To make referrals where necessary
   e) To develop personality
   f) To help pupils overcome behavioural problems e.g. aggression
   g) To promote discipline in schools
3. **State Six reasons why identical twins may perform differently in class**
   a) Both have different level of motivation
   b) Both have different peer influence
   c) May not have same health problem
   d) May not be getting the same reinforcement
   e) May not be getting similar conditions
   f) May have grown in environment with different supportive attitudes/factors
   g) Both have different perceptions of situations
4. **State Five ways through which a teacher would help a slow learner to improve (P.T.E)**
   a) Give individual attention
   b) Use concrete material when teaching
   c) Use simple illustrations
   d) Give remedial work

e) Use simple/appropriate language
f) Let the children do correction of his work
g) Advise the child to seek peer assistance

5. **State Five ways in which peer groups promote emotional development of their members (P.T.E)**
   a) Create a sense of identity
   b) Enhance fellowship and belongingness
   c) Prepare males for adult roles
   d) Facilitate social integration
   e) Give social and emotional support to members
   f) Teach members how to relate to members of the opposite sex
   g) Promote teamwork/solidarity and commitment to group ideas
6. **A teacher enters a class to teach English. He asks this question: What is the opposite of "Nephew"? Anne answers "Aunt" The teacher says "You are silly, you look like your mother"**
   List Four possible ways in which Anne is likely to react to the teacher's remarks
   a) She may hate the teacher
   b) She ma hate herself
   c) May be hostile towards the teacher
   d) May hate the teacher's subject i.e. English
   e) May feel embarrassed
   f) May withdraw/refuse to answer questions
7. **Explain Five ways in which the teaching technique of repetition promotes learning among children**
   a) It enhances retention/remembering facts
   b) It makes learning enjoyable
   c) It makes learning easy to cope with
   d) It makes learning activities to be part of the child's experience
   e) It enhances motivation
   f) It promotes interaction between the pupils and the teacher
   g) It encourages effective participation of the pupils in the lesson
   h) It encourages effective teacher guidance of the learning process
8. **Name Five health problems a child may suffer as a result of frustration**
   a) Stress
   b) Neurosis – excessive anxiety, depression mental confusion
   c) Ulcers – severe stomach pains
   d) Psychosis – severe mental disorders
   e) Psychosomatic sickness, stomachache, hysteria and fatigue

SAMPLE EXAMINATION QUESTIONS: EDUCATION ADMINISTRATION AND MANAGEMENT

1. **State Six ways in which the T.S.C. helps to improve quality of education in Kenya (PTE)**
   a) By employing qualified suitable teachers
   b) By disciplining teachers

c) By staffing teachers according to their needs
d) By promoting teachers
e) By paying allowances to teachers
f) By giving teachers study leave
g) By transferring teachers to where they are needed most

2. **State ways in which interdiction lowers the dignity of a teacher (P.T.E)**
   a) The teacher earns no salary
   b) The teacher looses respect
   c) Gives a teacher a bad permanent record hence a poor reference of his character
   d) May hinder his chance of promotion
   e) May be suspended, demoted or his name removed from the register
3. **Give Four reasons why a head teacher delegates responsibilities to teachers**
   a) To reduce his work load
   b) To enhance efficiency
   c) To control in order to achieve the objectives
   d) Enables teachers to have freedom to direct their own activities
4. **State Six reasons why a primary school should maintain a bank account**
   a) To keep money safely
   b) To guard against embezzlement
   c) To enhance accountability
   d) To promote accounting procedures of finance
   e) To get interest
   f) To enhance public trust and support
   g) To facilitate proper planning of school activities
   h) To ensure proper audit of school accounts
5. **Give Six reasons why there should be a teacher on duty in a primary school**
   a) Enables the teacher to acquire leadership skills
   b) To supervise closely the school activities
   c) Facilitates accountability
   d) Enhances proper distribution of duties to teachers
   e) Enables the teacher to interact with pupils and get to know them better
   f) New teachers get familiar with the school routine
   g) Enables the administration to get daily reports on school activities
   h) Promotes coordination of school activities
   i) Enables proper supervision of school activities
6. **State Five factors to be considered when appointing a school prefect (P.T.E)**
   a) Leadership qualities of the pupil
   b) Conduct of the pupil
   c) Maturity of the pupil
   d) Physical health of the pupil
   e) Willingness to take up the job
   f) Pupils attitude towards him
   g) Pupils ability to cope with the job
   h) Previous leadership experience
   i) Good academic performance

7. **Describe Six practices a primary school head teacher should adopt to enhance proper management of the school fund (P.T.E)**
   a) Preparing the budget
   b) Presenting the budget to school committee for approval
   c) Keeping all expenditure within the budget
   d) Maintaining different accounts for different sources of income
   e) Issuing receipts for all money received
   f) Keeping proper and up-to-date records
   g) Presenting the books for auditing
   h) Heeding the recommendations of the audit
   i) Keeping financial records and books under lock and key when not in use
   j) Paying clients by cheque

8. Enumerate Five types of leaves stipulated in TSC code of regulations for teachers (P.T.E)
   a) Annual leave
   b) Sick leave
   c) Study leave
   d) Compassionate leave
   e) Maternity leave

9. **State Five factors which should be considered when constructing a classroom in a primary school**
   a) The size/recommended dimension
   b) The drainage/location of the room
   c) The direction of the sun
   d) The distance from other rooms e.g. office
   e) Organizing marking centres
   f) Leakage of examination

10. **Identify Five problems that K.N.E.C. faces**
   a) Examination cheating
   b) Difficulties in reaching certain exams centres
   c) Payment of supervision/examiners/invigilators
   d) Forging certificates
   e) Organizing marking centres
   f) Leakage of examination

11. **List down Four grounds on which the T.S.C can remove a teacher from the register**
   a) Prolonged illness/physical disability
   b) Criminal offence/being imprisoned
   c) Spying against the government
   d) Desertion of duty
   e) Carnal knowledge with school girls
   f) Engaging in politics

12. **Give Seven functions of school committee in the management of Primary School in Kenya (PTE)**
   a) To maintain the traditions of the school
   b) To employ teachers/non-teaching staff
   c) To maintain school discipline
   d) To manage school finance
   e) To provide learning resources
   f) To provide physical facilities

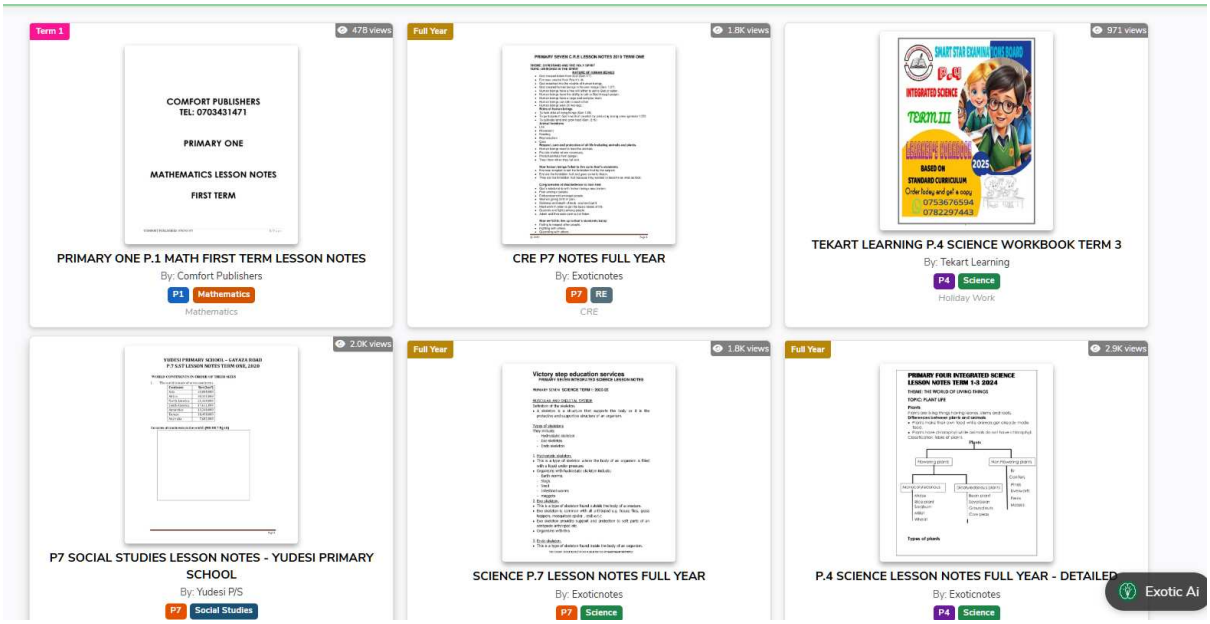
g) To promote good relationship between the teachers and the community

13. **Give Four reasons why school finances should be audited yearly (PTE)**
    a) To avoid misappropriation of funds
    b) To determine the accuracy of financial statement of the school
    c) To identify financial problems
    d) To facilitate efficient financial management
    e) To suggest ways of improving financial accounting
    f) For accountability
    g) To assist the head teacher in making annual financial returns

14. **Describe Six ways in which primary school administration would promote effective communication within the school community. (PTE)**
    a) By communicating in good time
    b) By using appropriate language
    c) By issuing clear instruction
    d) By using correct/appropriate channels
    e) By being confidential
    f) By establishing effective channels of communication
    g) Ensuring free flow of information
    h) Providing guidance and counselling for pupils
    i) Encouraging free interaction between pupils and teachers

15. **State Four functions of District Education Board (P.T.E)**
    a) To manage primary schools in the district
    b) To prepare statements for auditing purposes
    c) To advise/report on education matters to the Minister
    d) To submit to the Ministry of education plans for the development of education in the District
    e) To receive and administer grants according to approved estimates.

This document was downloaded from https://exoticnotes.com



Do you need more LESSON NOTES for Primary (All classes)?

Click
https://exoticnotes.com/notes/primary/

If you need LESSON NOTES for SCIENCE (P.1 – P.7)
Click
https://exoticnotes.com/notes/primary/science/

If you need LESSON NOTES for English (P.1 – P.7)
Click
https://exoticnotes.com/notes/primary/english/

If you need LESSON NOTES for Mathematics (P.1 – P.7)
Click
https://exoticnotes.com/notes/primary/mathematics/