CURRICULUM STUDIES

1. **The learner ought to be at the centre of the curriculum development process. In reference to this statement, discuss five reasons why the study of the learners is a key source of curriculum objectives(10mks)**

The learner is the recipient of the curriculum therefore their interests and needs should be known to be able to catch their attention. A need is a gap or difference between the present condition of the learner and the desirable acceptable norm of the society. *Maslow's hierarchy of needs provides categories of needs:*

- **Physiological needs**: food, air, water, etc a lack of the basic needs can lead to strikes and school violence
- **Safety and security needs**: physical and psychological safety
- **Social/affiliation/belonging needs** - needs of affection, a sense of belonging
- **Esteem needs**: the need for status, power, respect
- **Self-actualization:**

Learners' abilities both physical and mental should be reviewed.

Consider the special needs of exceptional children.

Learners' needs should be perceived from both the individuality and societal needs

A survey of the learners' needs can be carried out through a study of the past learning situations and examination results. This would help in deciding objectives that are achievable and the contents of the discipline that are to be included in the curriculum. Learners can make very useful contributions in formulating curriculum objectives, in the following ways:

(a) Suggesting what is to be taught in line with their needs, interests, maturation and background

(b) Suggesting what materials will best enhance effective learning

2. **Describe five criteria you would consider for the selection of content? (10mks)**

   i. **Conformity with objectives:** experiences selected must be thoroughly weighed against the school curricula objectives to ensure it gives the students an opportunity to practice the kind of behavior implied by the objectives
   ii. **Validity:** whatever experiences be it content, learning activities or materials must be consistent with development in the subject or knowledge area. To avoid giving obsolete or out-of-date instruction teachers need to constantly go for retraining and self-education to keep abreast of changes in their disciplines
   iii. **Significance:** learning experiences must be meaningful in that it contributes to the process of learning. This relates to the breadth and depth of the curriculum. Teachers should avoid covering too many concepts, which are in conflict with the objectives of the topic. This can lead to confusion and students not making sense of the content and many activities.
   iv. **Learner ability:** learning experiences must be adjusted to the abilities of the learners and individual differences. Students also readily experience what is related to their past experiences. Learning experiences also depend on the circumstances prevailing in their schools, classrooms, and society at large. Some may favor while others may not favor experiences selected for learning.

v. **Interests:** students are likely to interact with situations that are inviting or stimulating. To ignore their interest is to lose their motivation hence affecting the rate at which learning takes place.

vi. **Satisfaction:** learning experiences must be such that learners derive satisfaction from carrying out the kind of behavior implied by the objectives

vii. **Relevance:** learners must see their experiences as being related to life outside the school to solve the problems or problems of society in real life.

viii. **Consistency with social reality:** learning experiences may address the objectives but should not contradict the actual situation at home or in society

ix. **Economy:** select learning objectives that are likely to bring about a number of <u>learning outcomes</u>. These permit economy in the use of time.

x. **x. Reinforcement:** By nature, certain experiences cannot be achieved through a single experience. Selection of learning experiences that reinforce previous or other experiences to achieve objectives can be very useful

3. **Define curriculum implementation (2mks)**
It is a network of varying activities involved in translating curriculum designs into classroom activities and changing people's attitudes to accept and participate in these activities

This term refers to the act of working out the plans and suggestions that have been made by **curriculum** specialists and subject experts in a classroom or school setting. Teachers are the main **curriculum** implementers, while at the same time students, parents, school administrators can be directly or indirectly involved in the **implementation** process.

4. **Explain five activities carried out during curriculum implementation (10mks)**

<u>Preparation of curriculum implementers.</u>

Orientation of teachers , education officers and other stakeholders. This stage involves:
•In-servicing teachers and education officers on the new curriculum and materials used for implementing the new curriculum
•Carrying out teacher orientation programs to inform them about the philosophy and the reasoning behind the new curriculum.
•Preparing teacher trainees on the new curricula by offering relevant training programs on them, which are also integrated within the regular teacher education curriculum
•educating the teacher educators to help them understand the new curriculum and advise teachers on its implementation

<u>Piloting/pre-testing/phasing in.</u>

•Selection of pilot schools
•Development of instructional materials
•Piloting
•Monitoring the piloting
•Revision of syllabi
•Vetting of curriculum support materials

Piloting is done to:
• identify strengths, weaknesses and challenges that may be faced in the implementation of the new curriculum
•Try out the curriculum materials and address the gaps before the national implementation

1.8. <u>National curriculum implementation</u>

•Teacher orientation
•Distribution of syllabi

•Implementation

5. **Discuss four challenges that are likely to be encountered when implementing a new curriculum (8mks**

   Economic problems
   - ✓ Limited funding capacities
   - ✓ Lack of money for teaching resources, provision of in-service training, monitoring and other aspects needed for smooth implementation

   Political problems
   - ✓ The ruling party in a nation has its own policies and programs for all sectors including education which is the most neglected
   - ✓ The policies in the country may lack uniformity affecting curriculum implementation

   Lack of teacher training
   - ✓ Teachers may lack the knowledge, skills and attitudes required to carry out the goals of education and the new curriculum

   Teacher reluctance to accept change
   - ✓ Resistance to change may come about as a result of low salaries and unattractive work conditions
   - ✓ Exclusion in curriculum planning may also result in the resistance experienced

   Lack of sequence
   - ✓ This relates to lack of consistency in learning.
   - ✓ The activities recommended fail to align with with the ages of the learners

   Feeling of uncertainty among parents
   - ✓ Parents do not prefer sudden curriculum changes
   - ✓ Parents may feel uncertain about the outcomes anticipated from the curriculum

   Unavailability of teaching resources
   - ✓ The short supply of instructional materials and equipments affects curriculum implementation
   - ✓ Some schools lack the necessary learning infrastructures including libraries, skills labs e.t.c

   Less linkages with the industries
   - ✓ No opportunity to practice what is learnt
   - ✓ Less involvement from industry experts

   Monitoring and evaluation of teachers
   - ✓ Assessment of teacher competency and given subjects helps to achieve educational objectives
   - ✓ Lack of the evaluations make it difficult to determine training needs

   Mismanagement of time by administrators
   - ✓ Unplanned holidays
   - ✓ Allocating learning time to activities such as assemblies and meetings

   Lack of qualified support staff
   Teacher-student ratio

6. **Explain five contributions of the informal dimensions of the curriculum to education (10mks)**
   - ✓ Helps students to develop good leadership skills since they are
   - ✓ given the opportunity to organize clubs and societies
   - ✓ Assists in physical development especially from games and sports
   - ✓ Enhances development of social interaction skills especially when
   - ✓ students from different schools.
   - ✓ Motivates learners to be in school because of activities based on their interests and abilities.

7. **Discuss five reasons why you would recommend the subject-centered curriculum design (10mk)**

   - ✓ it is possible to determine in <u>advance</u> what all students will learn.
   - ✓ based on long tradition thus people are more familiar and comfortable with it.
   - ✓ most textbooks and support materials are organized/ written per subject .
   - ✓ is better understood by teachers since their training was/is based on this design.
   - ✓ curriculum planning is easier and simpler in this design.
   - ✓ relatively cheaper to plan and implement.

8. **Distinguish between formative and summative evaluation (4mks)**

   Formative assessment

   - ✓ Relatively more frequent and done during the process of teaching and learning
   - ✓ The goal is to monitor student learning to provide feedback.

   Summative assessment

   - ✓ Less frequent
   - ✓ Done at the end of segments of learning e.g KNEC exams
   - ✓ Measures more: the effectiveness of learning, reactions on the instruction and the benefits on a long-term base.

9. **Discuss any four purposes of each of the two forms of evaluation (16mks)**
   Formative

   - ✓ Motivating learners
   - ✓ Encouraging good study habits
   - ✓ Providing learners' entry behaviour
   - ✓ Providing feedback that identifies learners' strengths and weaknesses
   - ✓ Evaluating teaching effectiveness with a view of enhancing planning, selection of teaching techniques, resources e.t.c
   - ✓ Monitoring student achievements for purposes of providing individualized instruction

   Summative
   - ✓ Determines the next level of placement
   - ✓ The goal of **summative assessmen**t is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.
   - ✓ Summative assessments often have high stakes and are treated by the students as the priority over formative assessments.
   - ✓ However, feedback from summative assessments can be used formatively by both students and faculty to guide their efforts and activities in subsequent courses.

10. **Define curriculum development (2mks)**

    - ✓ A process of curriculum construction and its implementation, evaluation and maintenance.
    - ✓ The planning of learning opportunities intended to bring about certain changes in the learners.
    - ✓ It involves a lot of value judgments and decision-making.

11. **Discuss the process of curriculum development using the KICD model (18mks)**

1. Needs assessment/conceptualization

2. Policy formulation

3. Planning- strategy and curriculum design

4. Writing of syllabus
5. Development of curriculum implementation
6. Preparation of curriculum implementers

7.Piloting/phasing/try-out/pre-testing

8.National curriculum implementation

9. Monitoring and Evaluation.

1.1. <u>Needs assessment</u>

•Data collection
-The existing curriculum
-Whether the existing curriculum meets the needs of the learners ,community, and society
-Weakness and strengths of the existing curriculum
-The emerging issues and needs in the society, nation, community and the world.

After data collection and analysis have been done:
•Report writing
•Dissemination of report

1.2. <u>Policy formulation</u>

Review of:

• National Goals of Education
•Level objectives
•Determination of the objectives and feasibility of the curriculum project to be undertaken.

A policy is then formulated specifying the following:

•Statement of the problem that the curriculum project seeks to tackle
•The importance and relevance of the project to the needs of the nation
•Statement of short term and long term objectives of the project
•Statement of a work plan with a time- table for the project
•The statement about the kinds and cost of resources that would be needed to complete the project.
1.3. <u>Curriculum design</u>**.**

•Subject generated objectives
•Topical content
•Scope and sequence charts
•Curriculum design

1.4. <u>Syllabus development and approval.</u>

•Writing workshops
•Subject panels
•Course panels
•Printing and production of syllabi
•Distribution of syllabi
•Activities in this stage include:
•Holding workshops for subject specialists to outline the objectives, content, skills, attitudes and resources foe different educational levels
•Subject panel meetings are held to scrutinize the syllabi developed in each class at different levels
•Holding of course panel meetings to scrutinize the syllabi approved by each subject panel
•Convening of the academic board meeting to scrutinize and approve the syllabi.
•Printing and production of the syllabi
•Distribution of the syllabi.

1.5. <u>Development of curriculum support materials.</u>

•Production of course books and teacher guides
•Production of non-print materials
•Development of handbooks and manuals
1.6. <u>Preparation of curriculum implementers.</u>

Orientation of teachers , education officers and other stakeholders. This stage involves:
•In-servicing teachers and education officers on the new curriculum and materials used for implementing the new curriculum
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1.7. <u>Piloting/pre-testing/phasing in.</u>

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Piloting is done to:
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1.8. <u>National curriculum implementation</u>

•Teacher orientation
•Distribution of syllabi
•Implementation

1.9. <u>Step 2: Occupational Analysis</u>

• Expert workers selected by Sector Skills Advisory Committee (SSAC) participate in a workshop to identify duties, tasks, tools, equipment and supplies needed to carry out their job.
•The product of this workshop is a draft occupation analysis report

1.10. <u>Monitoring and evaluation.</u>

•Monitoring
•Summative evaluation
•Syllabus revision
Monitoring and Evaluation are curriculum management functions through which the institute establishes the progress of curriculum implementation programs and the extent to which curriculum objectives are achieved.

12. Kenya is changing her education curriculum to CBC. Discuss five reasons that may have necessitated did this change (10mks)

Social and demographic factors

The nature of the population has a direct relation to curriculum planning, development and change. The society and the environment in which we live change and these changes affect the schools which are part of the society. Change in the society is also reflected in the school curriculum. Social problems such as unemployment affect people's way of life. It is the curriculum which is charged with the responsibility of ensuring that social problems are alleviated. Innovations in curriculum may come out of a need to deal with the current population problems such as the ones you have just outlined above. Public institutions, organizations and private agencies may be sources of change, or may also support change. The type and level of support will be varied, including economic support. These institutions may also resist change if it is not in favour of the well being of society. Changes in these institutions will generally affect the curriculum, either directly or indirectly.

Technological factors

In most countries, developed or developing, government's control and finance education. This means that they have a lot of control in curriculum development. A good relationship must exist between curriculum developers and the government in power. This is because the government can either promote or block any curriculum project which does not favour her policies and political ideology. The government provides support to curriculum changes and innovations. In circumstances where there are frequent government changes, a curriculum project or innovation could either take too long to take off or cease to exist. We should however note that curriculum projects should not contradict national policies as set out by the government.

Research and growth in knowledge (Epistemology)

The existing economic order in a given country such as Kenya coupled with a new technology requires that students be introduced to new sets of skills to meet economic challenges. The state of the economy in the country will influence the curriculum. Many innovations in the school curriculum have come about due to certain economic problems. Many economic problems such as poverty and unemployment have forced educational systems to change their curricula in an attempt to provide solutions to the problems. A curriculum which is not in line with the official economic policies may not succeed. A new curriculum requires more trained personnel, particularly teachers, more facilities, material production, text books, experiments and research to sustain the programme. This implies an increase in the national education budget. The new programme would not take off if these budgetary considerations are not put in place.

Political Factors

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A curriculum which is not in line with the official economic policies may not succeed. A new curriculum requires more trained personnel, particularly teachers, more facilities, material production, text books, experiments and research to sustain the programme. This implies an increase in the national education budget. The new programme would not take off if these budgetary considerations are not put in place.

National imposition

Occur when the central authority decides to adopt a new idea. Usually made known through a circular. The desire of authorities at various levels to deliberately change established practices.

- o To tackle existing problems

- o Identify new problems

- o Seek ways in dealing with those problems

Growth and developmental characteristics of the learners.

The emerging patterns of growth due to interrelated forces such as improved nutrition and diet, more effective immunisation etc. has led to early maturation hence need for appropriate content to address the learners' needs. Developmental difficulties which now include: suicide, teenage pregnancies, delinquency, drug and alcohol abuse, violence and vandalism in schools all have influence on selection of content and learning activities for the emerging learner

Stake- holder views

scholarly reports of commissions, agencies and institutes, views and recommendations of authorities on education and related areas may give hints on curriculum revision and change

Globalization

Major role in determining the educational as well as curriculum reforms in Kenya and other countries around the globe. Revolution in information and communication technologies (ICT) made globalization possible and knowledge became highly portable.

13. **Explain five differences between competency-based curriculum and the traditional forms of curriculum (10mks)**
    School culture
    - ✓ traditional curriculum learning happens inside a traditional classroom
    - ✓ CBC students have an equitable range of learning experiences at school online and in the community

    Decision making
    - ✓ Traditional education- little accommodation of students interests and learning needs
    - ✓ CBC- shared decision-making between diverse partners including students

    Instruction
    - ✓ Traditional education- one teacher per classroom who designs and delivers instructional programs with very little differentiation
    - ✓ CBC- educators work collaboratively with community Partners and students to develop learning plans

    Assessment
    - ✓ Traditional education uses summative assessment
    - ✓ CBC- formative assessment guide daily instruction
      -Summative assessments over flexible pathways

Learning place
- ✓ In traditional education, students advance at educator's pace
- ✓ In CBC, learning is based according to the individual abilities of the learner

Grading policies
- ✓ In traditional education, grades reflect course standards
- ✓ In CBC, grades reflect mastery of competencies

14. **Define the following terms**
    a) **School curriculum**

- ✓ The school curriculum is therefore a plan, a statement of purpose with a specification of content and methods, inbuilt with the capacity for evaluation to know whether the purpose has been achieved or not.
- ✓ It is a total package of what schools do to make learners become what society expects them to become, namely good citizens, who are not only able to understand or learn certain school subjects, but fully integrated individuals that are able to fit into society and contribute their own quota as well, to the progress of that society.

    b) **Learning experience**
- ✓ Learning experiences are interactions between the learners and the external conditions in the environment to which we react.
- ✓ Learning experiences include the learning opportunities provided to the learners. E.g Content or subject matter, resource persons, teachers e.t.c

    c) **Instructional objective**

- ✓ Instructional objectives describe an intended behavioral change that a learner is expected to exhibit (knowledge, skills, techniques, or attitudes acquired) after undergoing a learning experience.
- ✓ An instructional objective is a statement that will describe what the learner will be able to do after completing the instruction (course).
- ✓ Instructional objectives are descriptions of an outcome of the action.
- ✓ It is normally expressed in behavioral terms using action verbs.

15. **Explain briefly three functions of instructional objectives (6mks)**

    1. Define the direction of educational development
    2. Determine the number of levels for the program
    3. Inform students of the standards and expectations of the course
    4. Serve as an implicit contract between instructor and students, setting up a basis for accountability.
    5. Drive the curriculum planning
    6. Guide decisions about selection of content, learning experiences and learning strategies
    7. Serve as a guide in evaluating instructional progress
    8. Reflect the needs and aspirations of society

16. **Explain the differences among cognitive, affective and psychomotor domains of educational objectives.**

Cognitive: Dealing with intellectual abilities; approximately 80% of educational objectives fall into this domain;

Affective: Relating to the expression of feelings, including emotions, fears, interests, attitudes, beliefs, values and appreciations: Often the most difficult objectives to develop

Psychomotor: The easiest objectives to write as the behavior is easily observed and monitored. Psychomotor skills often involve the use of tools or instruments;" Hands On" courses

17. Define the following terms used in curriculum studies

   a) Curriculum design
   - ✓ Is the structure or pattern of organization of the curriculum.
   - ✓ Curriculum design is largely concerned with issues such as:

       - **what** to include in the curriculum and
       - **how** to structure it in a manner that the curriculum can be implemented with ease and success, and can achieve the goals and objectives of the education system.

   b) Curriculum
   - ✓ The sum total of all experiences a pupil undergoes within or without the school
   - ✓ All that which is planned to enable students to develop the desired knowledge skills and attitudes
   - ✓ A curriculum is all the experiences and programmes of learning that are given under the guidance of a school.

   c) Evaluation
   Is a time-bound activity which is carried out to determine the relevance, performance, and success of curriculum programmes either during the implementation process or at the end of a definite cycle.

   d) Curriculum change
   Involves the alteration or improvement of the existing curriculum in order to embrace the concepts of innovation, development, renewal and improvement in the curriculum.

   e) Learning experience
   - ✓ A learning experience is an interaction between the learners and the external conditions in the environment to which we react.
   - ✓ Learning experiences include the learning opportunities provided to the learners.
   - ✓ E.g Content or subject matter, the teacher, resource persons e.t.c

18 Give five reasons that justify the rationale of studying curriculum development to a teacher trainee (10mks)
   - ✓ Help teacher trainee understand the procedures and strategies of curriculum development
   - ✓ Help them to understand and interpret curriculum programs correctly
   - ✓ Are invited by KNEC to set, moderate, invigilate and mark exams
   - ✓ They form K.I.E. subject and course panels where they write books, develop course
   - ✓ outlines, prepare teaching aids and evaluation materials
   - ✓ To be able to translate national goals of education into instructional objectives
   - ✓ Curriculum development is a professional activity and therefore a responsibility to all
   - ✓ teachers
   - ✓ Participate effectively in the various stages of the curriculum development process.

19 Distinguish between formal and non-formal dimensions of the school curriculum

Formal	Non-formal
✓ Derived from the formal education curriculum	✓ Less rigidly organized and planned out of class activities
✓ Refers to a highly institutionalized, chronological and hierarchical structured system	✓ Assessment is not yet objectively developed
✓ Starts at preschool and ends in the university	✓ It does not follow an officially written curriculum
✓ Follows official written curriculum	✓ Referred to as extra-curricular
✓ Viewed as what the learner undertakes in a controlled institutional environment	✓ Certificates of participation and merit are sometimes issued
✓ Assessed by teachers and established council e.g KNEC	✓ It embodies the objectives, learning activities ,and student assessment method in the education program

20 **Highlight three reasons that make screens of evaluation objectives important (6mks)**

- ✓ To facilitate the achievement of curriculum goals of an education system- philosophical screens
- ✓ To ensure that the interests and needs of the learners are catered for- psychological screens
- ✓ To ensure they meet the needs of the society-sociological screens

21 **Explain five benefits of non-formal dimension (10mks)**
- ✓ Helps students to develop good leadership skills since they are given the opportunity to organize clubs and societies
- ✓ Assists in physical development especially from games and sports
- ✓ Enhances development of social interaction skills especially when students from different schools.
- ✓ Motivates learners to be in school because of activities based on their interests and abilities.

22 **Explain four advantages of the subject-centered design (8mks)**

- ✓ it is possible to determine in <u>advance</u> what all students will learn.
- ✓ based on long tradition thus people are more familiar and comfortable with it.
- ✓ most textbooks and support materials are organized/ written per subject .
- ✓ is better understood by teachers since their training was/is based on this design.
- ✓ curriculum planning is easier and simpler in this design.
- ✓ relatively cheaper to plan and implement.

23 **Discuss three strengths and three criticisms of the Tyler model (12mks)**
Strengths of Tyler's Model
1 . It has sequential steps on the basis of time and other operations involved in the processes
2. Uses student-centered approach to learning
3. Designed to measure the degree to which pre-defined objectives and goals have been attained
Criticism of Tyler's model
1. Evaluation is fixed at the end.
- ✓ Leaving evaluation till the last stage is not good enough.
- ✓ Evaluation should take place at every stage
2. The curriculum development process is seen to
be linear and static.
- ✓ The whole process of curriculum development should not be static but dynamic and continuously evolving
3. Difficult to harmonise objectives from different sources
- ✓ Learners
- ✓ subject
- ✓ specialists
- ✓ contemporary society
4. Objectives appear to be fixed.
There must be a continuum of ends (objectives) and means because as we proceed, factors arise which reshape our ends in view. So ends in view are not

24 **Define the term competency (2mks)**
- ✓ Competency is the ability to apply appropriate knowledge and skills to successfully perform a function.
- ✓ Ability to perform a specific task in a given core area

25 **Discuss four core skills that link all subjects in CBC (8mks)**
a) **Communication and collaboration**
- Working together to speak and realize shared goals.
b) **Critical thinking and problem solving** - Training learners to observe, evaluate, and reason to find solutions
c) **Citizenship** - valuing the community and acting with respect for all
d) **Creativity and imagination** - Giving learners
freedom to think differently, to create new and valuable things
e) **Self-efficacy**

Demonstrate appropriate etiquette in social relationships

26 Explain five reasons why you would recommend the use of formative evaluation when carrying out the CBC curriculum (10mks)

✓ Monitoring student achievement for purposes of providing individualized instruction

✓ Evaluating teaching effectiveness with a view of enhancing planning, selection of teaching techniques, resources etc.

✓ Motivating learners

✓ Encouraging good studying habits

✓ Providing learners' entry behavior

✓ Providing a feedback that identifies learners' strengths and weaknesses

27 Explain five features of the CBET approach which have been adapted for TVET institutions in Kenya (10mks)

• Has an **eclectic outlook in design**
   ✓ The design borrows from a variety of known designs
• Seeks to produce a **learner with relevant competencies** to thrive in a rapidly changing world in terms of knowledge, skills and values
• Focuses on **four core skills and all Subjects** are linked to these skills (CBC)

a) Communication and collaboration - Working together to speak and realize shared goals.

b) Critical thinking and problem solving – Training learners to observe, evaluate, and reason to find solutions

c) Citizenship – valuing the community and acting with respect for all

d) Creativity and imagination – Giving learners freedom to think differently, to create new and valuable things

4.**The learning approaches are based on**

a) Learning to learn – encouraging curiosity among learners

b) Self-efficacy – building confidence in learners to explore new things

c) Digital literacy – facilitating and encouraging use of digital devises in creating and accessing information

28 Discuss five factors that necessitate curriculum change (10mks)

29 Explain five factors that may be hindering the implementation of curriculum change (10mks)
   ✓ **Inertia –** Unwillingness to change because people are used to the status quo
   ✓ **Uncertainty** – Feeling comfortable with the present which is known and familiar and reluctance to change for a future not clearly understood
   ✓ **Insecurity** – Threats of job security and status due to new knowledge explosion from the latest technological and research development
   ✓ **Limited commitment and motivation** – due to demands for more work input, new aspects to be learnt, an addition to an already over loaded schedule
   ✓ **Conformity and fear** – people become less supportive if the changes are not introduced through democratic means
   ✓ **Ignorance and poor communication** – Low level of education, lack of proper information, poor training and lack of experience at all levels can lead to poorly conceived change, poorly expressed messages all prone to misinterpretation and misunderstanding
   ✓ **Unfavourable personality of change agent:** The change agent can promote or hinder change depending on: expertise, commitment, character status and relationship to those whom they seek to change
   ✓ **Scarce Resources:** People may resist change if human, material, financial and time resources are not carefully planned

30 Discuss four reasons why learners centred curriculum is not popular in Kenya
   • the needs, interests and expectations of students may not be valid or long-lasting.
   • the design may not reflect essential areas of knowledge important for society.
   • it is expensive with regard to the resources required to design and implement it.

- is seen as shallow and may not permit critical analysis and in-depth treatment of content.
- pre-planning of the curriculum is not possible

31 Distinguish between formal and informal dimensions of the school curriculum (4mks)

Formal	Informal
✓ Derived from the formal education curriculum ✓ Refers to a highly institutionalized, chronological and hierarchical structured system ✓ Starts at preschool and ends in the university ✓ Follows official written curriculum ✓ Viewed as what the learner undertakes in a controlled institutional environment ✓ Assessed by teachers and established council e.g KNEC	✓ Refers to the created environment in which students learn and consciously through informal learning activities that go on in the school all the time ✓ It is hardly planned for ✓ Presentation of good role models in school helps children to form positive favorable behavior through imitation ✓ Involves the day-to-day experiences and educative influences of planned aspects of the school environment

Emerging

These refer to the unplanned learning opportunities which occur in a school e.g. parents day, speech day, prize giving, graduation day, etc

32 Explain five benefits of the non-formal Dimension of the school curriculum (10mks)

✓ Helps students to develop good leadership skills since they are given the opportunity to organize clubs and societies
✓ Assists in physical development especially from games and sports
✓ Enhances development of social interaction skills especially when students from different schools.
✓ Motivates learners to be in school because of activities based on their interests and abilities.

33 Explain three types of curricula that may exist in a school at any given time (6mks)
a) **Curriculum on paper:** what the syllabus says and should be taught.
b) **Curriculum in action**: the curriculum implemented in schools
c)**Curriculum that is actually learned:** the knowledge, skills, attitudes and values which the learner actually acquires in the teaching and learning process in schools.

34 Define competency-based education and training
✓ CBET (Competency Based Education and Training) is a mode or approach of training where the emphasis is placed on the acquisition of competence (Knowledge, Skills and Worker Behaviours (Attitudes)
✓ CBET is also known as **outcome-based training.**

35 Discuss 9 roles of the trainer in CBET training (18mks)
✓ Guiding the trainees accordingly
✓ Delivering the unit(s) of competency using various strategies
✓ Agreeing on the assessment plan with the candidate and fully briefing the candidate on the assessment process
✓ Conducting assessments, judging the evidence, making assessment decisions and preparing a report
✓ Developing and validating assessment tools in line with Councils assessment guidelines
✓ Collaborating with training managers and agency staff to assure that training addresses identified needs.
✓ Personalizing learning experiences for learners
✓ Talent identification
✓ Preparation of portfolios and showcase files to track student progress
✓ Modelling an approach to cross-cultural encounters characterized by an open mind, a willingness to learn from each other, mutual respect, objectivity, and rational critique

36 Discuss three roles of objectives during the implementation of a curriculum (6mks)

37 Explain seven criteria useful in guiding the selection of content to be included in the curriculum at any given level (14mks)

38 Distinguish between a curriculum model and a curriculum design (4mks)
- ✓ Models are miniature representations that summarise data and or phenomena.
- ✓ They act as an aid to understanding a given process. They represent a portion of theory and therefore help in theory building
- ✓ Curriculum design is the structure or pattern of organization of the curriculum
- ✓ Curriculum design is largely concerned with issues such as:

  - what to include in the curriculum and
  - how to structure it in a manner that the curriculum can be implemented with ease and success, and can achieve the goals and objectives of the education system.

39 Explain 8 merits of the new curriculum design being implemented in the Kenyan school systems (16mks)
- ✓ Focuses on practical learning
- ✓ Focuses on application of knowledge acquired
- ✓ Focuses not only on academic achievement but also on skills development and nurturing values
- ✓ Focuses on what the learner is expected to achieve and provision of feedback on learner's progress
- ✓ F -ojqwocuses on collaboration
- ✓ Facilitates smooth transition for all learners
- ✓ More emphasis on talent identification and career development
- ✓ More parental empowerment and engagement

40 Define curriculum development (2mks)
- ✓ A process of curriculum construction and its implementation, evaluation and maintenance.
- ✓ The planning of learning opportunities intended to bring about certain changes in the learners.
- ✓ It involves a lot of value judgments and decision-making.

41 Explain the steps adopted by TVET-CDACC in developing a learning program (18mks)

•Step 1: Application to Develop Competency Based Curriculum

•Step 2: Occupational Analysis

•Step 3: Verification of Occupation Report

•Step 4: Task Analysis

•Step 5: Occupational Standards Packaging

•Step 6: Competency Based Curriculum Packaging

•Step 7: Evaluation

•Step 8: Validation

•Step 9: Curriculum Approval.

2.1. Step 1: Application to Develop Competency Based Curriculum

- Parties interested in developing a CBC apply to the council
- Application should be accompanied by a Training Needs Assessment Report/Opinion Paper
- The TNSR/OP provides evidence that there exists a competence gap that can be addressed through training
- Council evaluates the application and gives an approval or otherwise.

2.2. Step 2: Occupational Analysis

• Expert workers selected by Sector Skills Advisory Committee(SSAC) participate in a workshop to identify duties, tasks, tools, equipment and supplies needed to carry out their job.

•The product of this workshop is a draft occupation analysis report

2.3. Step 3: Verification of Occupation Report

•Another team selected by the SSAC confirms the duties, tasks, tools, equipment, materials and supplies needed to carry out the job.
•Verified occupational analysis report is submitted to the council.

2.4. Step 4: Task Analysis

•A curriculum developer guides expert workers in identifying steps in each task, performance standards, tools, equipment, materials and supplies, knowledge, skills and attitudes and safety precautions.

2.5. Step 5: Occupational Standards Packaging

•Curriculum development committee packages occupational standards(statements of performance that a worker is expected to achieve) from occupation analysis report

•The OS are then evaluated and validated by the SSAC and stakeholders.
 Validated OS should be submitted to the council.

2.6. Step 6: Competency Based Curriculum Packaging

•Accredited curriculum developers package competency based curriculum from approved occupational standards should be submitted to the council

2.7. Step 7: Evaluation

•The council evaluates the draft curriculum against curriculum development guidelines.
•The council may invite experts
•The draft curriculum is further evaluated by the SSAC with the assistance from accredited curriculum developers.

2.8. Step 8: Validation

•SSAC presents the draft curriculum to stake holders for endorsement
•Comments from the stakeholders are considered by the curriculum development committee for incorporation into the curriculum
•The curriculum with inputs from the stakeholders is then submitted to the council

2.9. Step 9: Curriculum Approval

Sector Skills Advisory Committee forwards the validated curriculum to the council.

42 **Define curriculum change (2mks)**
   Involves the alteration or improvement of the existing curriculum in order to embrace the concepts of innovation, development, renewal and improvement in the curriculum.
43 **Explain any possible reasons for the slow uptake of competency-based education and training programmes among TVET institutions in Kenya (18mks)**
   ✓ Lack of teachers' on the job training about CBET
   ✓ Insufficient teaching and learning resources/facilities
   ✓ Lack of institutional support
   ✓ Low students' cooperation attitude
   ✓ Teachers' and students' educational culture and background
   ✓ Lack of motivation to some teachers due to unfavorable working conditions

- ✓ **Large class sizes**
  - Another key challenge in the implementation of a competency-based curriculum is the large class size.
  - A higher number of students in a classroom tends to affect student-instructor interactions and can also prevent peer exchanges during discussions in the classroom.
- ✓ **Assessment standardization**
  - Another challenge in implementing a competency-based curriculum in higher education is standardizing the mechanisms in which competencies or skills are assessed.
  - This is because, being a personalized learning approach, CBC focuses largely on subject mastery, irrespective of the place, time, and pathway to completion.
- ✓ **Job market demands**
  - Competency-based learning is a relatively new learning model. Students graduating through this method of learning are sometimes greeted by skeptical employers who aren't aware of the model.
  - Additionally, many employers in the job market are rigid about hiring students passing from traditional educational programs and who attain a certain grade.

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EDUCATION PSYCHOLOGY

1. **Explain two reasons why an understanding of the following aspects of growth and development is helpful to a teacher**
    a) **Physical development**
        ✓ Teachers can develop programs that suit the individual differences of their learners
        ✓ It enables a teacher to develop classroom and curricular activities which improve strength, motor speed accuracy and coordination of body parts for their students.
        ✓ The teacher can acclimatize themselves on how to convey practical information on physical growth, personal hygiene and food habits in an interesting manner
    b) **Emotional development**
        ✓ Helps teachers to react appropriately to any behavioral changes that may encounter among students
        ✓ It provides an avenue for teachers to impart life skills, help students develop a positive image, forge relationships and take responsibility for their actions
    c) **Cognitive development**
        ✓ Assists teachers in modulating the child inculcating problem-solving skills, critical thinking and ability to understand abstract concepts
        ✓ It determines the strategies to use for teaching and which facilitate students learning

2. **Define the term intelligence and explain 5 factors that may influence its development (17mks)**

    ✓ Intelligence is the ability to learn quickly, understand complex and abstract issues, solve problems etc.
    ✓ Intelligence is capacity to act purposefully, think rationally and deal effectively with the environment
    ✓ Intelligence is the capacity to acquire and apply knowledge.
    ✓ Intelligence is ability to grasp relationships, analyze facts particularly abstract facts with alertness and accuracy, exercise practical wisdom in seeking solution to various problems.

    1) **Environment** can stimulate expression of intelligence or suppress intelligence to the extend a child tends to shows retarded intellectual development.
    2) **Mental age.** Intelligence increases with mental age until 22 years when mental maturity is attained. Thus intelligence is low during early years and fully achieved at age 22 years.
    3) **Heredity** refer to genes inherited from parents; parents with high IQ tend to have children with high IQ.
    4) **Health and physical development.** Prolonged ill-health during childhood may result in retarded intellectual development. Inflammation of central nervous system may affect brain development and thus intelligence
    5) **Culture.** Cultural beliefs dictate our eating habits. Culture and customs encourage or discourage consumption of certain foods. Excess consumption of fats, refined sugar and red meat destroy soft body tissues like brain
    6) **Socio-economic status.** When families cannot afford balanced diet food for their growing children, they may suffer kwashiorkor, marasmus, etc. This can result in retarded intellectual development
    7) **Home interaction.** Behaviour among family members can be stressful or supportive for child's mental development [intellectual]. A supportive and warm home interactions encourage exploration, curiosity and self-reliance and hence higher intellectual competence. Unsupportive behaviour among family members where the child is rejected, shouted at, punished, authoritarian parents, etc intellectual competence of child will be low.
    8) **Education level of mother.** Educated mothers provide supportive home environment, provide emotional security and praise the child's achievement, allow independence which support intellectual achievements of children.

3. **Suggest three characteristics of a student whose personality has a very strong ID and suggest three ways in which a teacher may help the student cope (15mks)**
   -It comprises of instincts and is the reservoir of psychic energy.
   -id is completely unconscious and has no contact with reality.
   -It seeks pleasure and avoids pain.
   -It does not tolerate tension and acts on impulse.

   ✓ A positive, open and supportive climate can enhance learning and academic excellence. Interactions with teachers, colleagues and learning-peers which are cooperative, friendly, helpful, focused, and trusting are important contributors to achievement and personal performance.
   ✓ Involvement means having value. Involvement instills a feeling of pleasure. The more involved a person becomes the more active they are. The more a person participates the more their identity and values become aligned with the task. This a win for the participant and a win for the team.
   ✓ Respond with warmth and kindness, but with firm reasoning
   ✓ Remove extra stimulation of the environment and see them in a quiet atmosphere

4. **Explain five ways in which the personality of a student may influence learning (10mks)**
   ✓ Personality may influence learning indirectly through attitudes and motivation which create particular conceptions of learning, learning investment, and preferred ways to learn.
   ✓ Personality traits may thus be expressed in learning styles, which in turn create learning strategies and produce a certain learning outcome.
   ✓ Conscientiousness is related to work discipline, interest in subject matter, concentration and considering studying as quite easy. (Schouwenburg, 1995).
   They care about their working conditions and have clear goals for their studies.
   ✓ Openness is linked with questioning and analysing arguments. (Schouwenburg, 1995). It is further related to critical evaluation, searching literature and making relationships (deep approach) (Blickle, 1996). The students with a deep approach want to find out the deeper meaning in the text. They are critical, logical and relate what they learn to their previous knowledge. (Entwistle & Tait, 1996). Their motivation is intrinsic and they look for a personal comprehension independent of the syllabus.
   ✓ Neuroticism is linked to lack of concentration, fear of failure and experiencing studying as stressful. Moreover neuroticism is linked with a lack of critical ability and problems in understanding how things relate to each other. (Schouwenburg, 1995) This can be linked to the surface learning style (Entwistle, 1988). The student with a surface approach concentrates on memorising without any concern of finding a deeper meaning or understanding of the material. They are most concerned about getting through the exams and are not really interested in the material itself.

5. **Explain how the following defense mechanisms will be used in a school learning setup (10mks)**
   a) **Rationalization**
      • This is creating false but logical excuses to justify unacceptable behavior. The ego replaces a less acceptable motive with a more acceptable one.
      • E.g. a boy who fails to get a date from a girl may justify it by saying that the girl is not worth it anyway, or statements like "better late than never" when an individual is late for appointment.
   b) **Displacement**
      • It involves diverting negative emotional feelings like anger, annoyance, frustration, etc. to a less threatening substitute other than the actual cause of anger, anxiety, frustration.
      • E.g. after being scolded or beaten by mother, a youngster takes out their anger on a little sister or kicks the cat or throws a stone to the dog.
   c) **Compensation**
      • It is replacing unattainable goal or object by striving to excel in the things one is gifted at; to make up for their short comings.

• E.g. A poor academic achiever may excel in sports, a perpetually absent parent may over provide luxuries for their children.

d) **Repression**

• Keeping distressing thoughts and feelings buried in the unconscious mind. The ego pushes unacceptable impulses out of awareness.

• People tend to repress memories that are painful, desires that make them feel guilty and conflicts that make them feel anxious.

e) **Projection**

• This is the act of attributing personal short-comings, faults and problem, etc. to other people.

• E.g. a learner who may thinking of cheating in exams keeps saying others are cheating or a husband who has strong desire to have extra marital affairs accuses his wife of flirting with other men.

6. Explain five ways in which the teacher may help a student who over uses defense mechanisms (15mks)

✓ Encourage and support them to solve their problem and not to avoid the problem.
   • Encourage and help them to make realistic goals.
   • Create/provide opportunity for them to experience success. In evaluation include test items that can be scored right by both gifted and slow learners.
   • Advice them to avoid company of "perfectionist". Avoid criticism.
   • Equip the learner with life skills such as process of decision making, negotiating skills, conflict resolution, etc.
   • Facilitate and help learners to appreciate health life style and practice it.
   • Help learners appreciate nature, beauty of nature and preserve it.

7. Explain any four types of learning (8mks)

Classical Conditioning

• Ivan Pavlov developed the theory of classical conditioning. Classical conditioning is a form of learning in which a neutral stimulus brings about a response after being associated with a stimulus that already elicits that response.

Operant or Instrumental Conditioning

• It was developed by B.F.Skinner & L.Thorndike Operant Conditioning theory deals with the relationships between behaviours and their consequences. Skinner noted the following after his experiment on the rat.

Social Learning Theory

• Social learning is also referred to as observational or modelling or imitation learning. Bandura and Walters are known for this theory

Cognitive theory of learning;

This approach lays emphasis on mental processes other than the behavioural events of conditioning. This theory is Gestalt theory of learning and it was proposed by a group of psychologists. They say people learn and solve problems by reorganizing the elements in the problem situation. Some of the Gestalts include Kohler and Piaget.

8. Suggest five ways in which a teacher may improve learning at school (10mks)

• Teachers and parents need to be good role models in all areas for the children.

• Teachers should invite good role models to come to school so that the children have a wide range of good role models to choose from.

• Parents and teachers should be loving and caring so that the children can copy them.

• People can control and manipulate others by use of reinforcement.

• Give correct feedback immediately and make use of the principle of reinforcement to maintain desired behavior.

9. Outline five ways in which a teacher may help reduce forgetfulness among students (7mks)

• Nature of what is being learned- eg Meaningful things are easier to remember than meaningless things.

• Avoid disuse, use repetition and review.

• Organize your teaching in a logical sequence and encourage students to be organized.

• For repression-Learning should be made pleasant and enjoyable.

• Minimize interference

• Make use of the principle of reinforcement

10. Give four reasons why identical twins may perform differently at school (4mks)

Biomedical factors are ones where one twin is affected by illness or injury and the other not, or at least not as severely. Some were neurological conditions like cerebral palsy and epilepsy. Others were sensory, like vision and hearing problems. Further examples included Crohn's disease, Asperger's syndrome, language delay and fine motor coordination problems. With the latter, poor handwriting could be a consequence, with flow-on effects on test performance. Some parents felt the biomedical issue was further complicated by the drugs prescribed to help.

We were moved by many of these accounts, and by the loving efforts of parents to help the (more) affected child achieve well in school. *Indeed, in some cases, that child went on to excel in one subject area or another because he or she had suffered a setback, developing a determination not to allow that to shape their full school experiences and therefore the rest of their lives.*

By *personal factors* we mean, first, aspects of personality that just seem to arise in a twin pair and for which parents are mostly at a loss to explain. One child might be a perfectionist, the other cares much less about getting things right. One might be persistent in the face of challenging school work, the other just gives up. One might become anxious about school work, especially test situations, the other more relaxed.

By personal factors we also mean specific motivations. This shows up mostly in reading, with one child described as a bookworm, for instance, the other preferring to be outside running around. It also shows up in numeracy, one child seeing themselves as a scientific type and therefore determined to get on top of maths, the other classing themselves as "creative," preferring to paint than calculate.

Sometimes differences in academic motivation apply to school in general, with one twin leaving before the other. How these differences arise is not always, or even mostly, clear but they can be the result of interplay with other factors. Prolonged illness can underpin a love of reading, for example.

School factors obviously include teachers. Some parents spoke of one twin having a less committed or less competent teacher than the other, with flow-on effects beyond that particular year. Sometimes this was not couched in terms of perceived teacher competence but in how well the teacher and the child "jelled," sometimes poorly, sometimes famously.

Different intelligence levels- Intelligence quotient is a ratio of the mental age to the chronological age (actual age) of an individual and shows the rate of mental growth
I.Q. can be obtained by dividing mental age by chronological age and multiply by 100. e.g a child with I.Q of 100 has mental ability of average while a child with I.Q of 110 has mental ability above average

11. Suggest five reasons why knowledge of developmental psychology is useful to our teacher (10mks)
   • Provides a better understanding of adult behaviour. To understand an adult, you need to understand the child first
   • Indicates what behaviour, and development is usual at particular times. It helps us to predict behaviour
   • It gives an understanding of the basic psychological processes e.g learning, motivation, socialization, maturation etc,

- It makes us know how children learn and this may make the teacher to vary methods of teaching.
- The teacher is able to appreciate the needs and challenges facing individuals as they grow up,
- helps teachers to react appropriately to any behavioural changes they may encounter among students
- Assists teachers in molding the child
- Teachers are able to understand basic principles of growth and development.
- Teachers are able to become aware of the potential and abilities of different children/students
- Provides a background information about childen's behaviour and psychological growth under a variety of environmental conditions

12. Outline any three common behavioral problems and explain four general principles for behavioral management in school (11mks)
- ✓ students' threats of physical attack with or without weapons
- ✓ distribution or use of illegal drugs
- ✓ bullying
- ✓ sexual battery and rape
- ✓ truancy and unwillingness to do homework
- ✓ bullying
- ✓ vandalism
- ✓ alcohol and drug and substance abuse

 Principles
- the teaching of classroom rules and procedures;
- the teaching of social and emotional skills;
- acknowledgement of appropriate behavior and desired social skills;
- differential attention and response to inappropriate behaviors in a positive way;
- the utilization of a variety of instructional modes;
- the maintenance of well-organized student learning materials;
- effective time management; and
- the promotion of emotional, behavioral, and cognitive engagement and re-engagement of all students.
- Appreciate the theory of moral development
- Set realistic goals for individuals – all to experience success
- Have clearly set rules and regulations – boundaries

13. Define the term education psychology (2mks)
- ✓ The scientific study of human behaviour and mental processes within learning set up.

- ✓ It seeks to understand the **behaviour** of the learner, the **learning process** and the **learning environment**, and tries to appreciate how these interact to influence learning.

14. Outline five problems teachers may experience for lack of knowledge of education psychology (10mks)
- ✓ **Inability to predict behaviour-**development psychology indicates what behaviour and development as usual at particular times
- ✓ **Poor understanding of adult behaviour-** which emanates from lack of understanding of the child
- ✓ **Lack of understanding of basic psychological processes-** for example learning, motivation, socialization, maturation
- ✓ **Inability to vary teaching methods-** this occurs as the teacher doesn't know how children learn
- ✓ **Challenges in handling behavioral changes among learners-** education psychology enables teachers to react appropriately to changes in student behaviour

15. Explain the following principles of growth and development (6mks)
   a) **Structure precedes function**
   - ✓ The body's structures have to be in place and in order before their functioning.
   - ✓ Consider muscles, vocal cords, brain cells, reproductive structures etc.
   - ✓ No amount of practice can bring about capability unless maturation has been attained.
   b) **Growth and development proceeds from general to specific**
   - ✓ We begin as a mass of cells, language development begins from general crying, writing begins from scribbles etc.
   c) **Growth and development is an individualistic process**

✓ Individuals grow and develop at different rates or pace.
✓ The trend of development is similar with everybody, but the pace is individualistic.
✓ No two individuals are the same in all cases, e.g. two babies aged nine months and one of them is already walking while the other does not.

16. **Explain five ways through which a teacher can assist an adolescent to deal with their emotions (10mks)**

Proper training:

A teacher can use devices and methods to control fears of inadequacy in various situations by developing competencies and skills, thus developing self-confidence.

Development of resistance:

A teacher should help the adolescents to examine themselves in finding the causes of failure and frustrations thus developing in them the resistance to frustrations.

Proper understanding:

As the adolescent is beset by problems of divided loyalties, accentuated by the lack of adult privileges and responsibilities, he is very sensitive and does not welcome any criticism. It becomes the utmost duty of the teacher to understand the adolescents and change the attitude towards him, try to provide him the proper environment for the expression of pent up feelings and can suggest the same for parents at home.

Fair treatment, sympathy, co-operation, and freedom of action within a reasonable limit should be given to adolescents and no unnecessary restrictions should be imposed. A variety of interests should be developed to avoid frustration.

Verbalization of feelings:

Adolescents should be trained to express their feelings. As the verbalization of pent up emotional feelings release mental tension and as emotions are put into words, they become diffused, less intense and manageable. The teacher must develop a clear recognition of the desirability of achieving free and constructive expression of emotions which will result in progress towards the desired goal.

Health:

Poor health of the children may cause irritable behaviour like worry, anxiety, fear etc. Hence the health of children should be properly looked after. Moreover, teachers can guide them that they should study when they are not tired lest it should result in negative learning and feeling of inadequacy.

17. **Define the following terms (10mks)**
    a) **Growth**
       It is quantitative changes that occur from conception to death. There are different types of growth:
       - Hyperplastic growth – increase in the number of cells
       - Hypertrophic growth – increase or decrease in the size of cells
       Non-cellular growth – material increase or decrease in the body e.g Urine, excretion etc
    b) **Development**
       - Refers to qualitative changes that take place in a human being from conception to death as a result of maturation and environment
       - Emergence of capabilities over time. The changes could be social, emotional, physical and moral. Physically for instance, could be in terms of motor development e.g a child sitting -> crawling ->walking ->running.
    c) **Maturation**
       - ✓ Describes the state of readiness; whereby the body parts and cells are ready for function.
    d) **Heredity**
       - ✓ Heredity is a term that refers to traits and features that are inherited from one's parents and ancestors.
       - ✓ At birth a person inherits 50% of each parent's genetic material (genes) that are passed along through the chromosomes found in the DNA.
    e) **Genotype**
       - ✓ refers to the underlying genetic makeup of an individual.
       - ✓ That is the characteristics that have been acquired form the parents**.**

Phenotype refers to the expressed or observed gene characteristics of an individual. It is possible for one to have the same phenotype as his\her genotype, but in many instances there are cases of a phenotype that differs from the genotype.

18. **By the use of an example, distinguish between intrinsic and extrinsic motivation (5mks)**
Extrinsic
   - ✓ This is behaving in a particular way because of external forces such as fear of failure, peer pressure, reward, social scrutiny, etc.
   - ✓ Extrinsic motivation has an immediate and powerful effect on the individual.
   - ✓ However, extrinsic motivation does not last long. Desirable behaviour will most likely reduce or cease when the external factors are no longer forthcoming.

Intrinsic

   - ✓ Internal forces or drives cause individual to behave in a particular way.

   - ✓ The energizing condition comes from within he person/individual and is not imposed from outside.

   - ✓ Examples: inner satisfaction after completion of a task, love for art, love for music, advancement opportunities, importance of task.

   - ✓ Intrinsic motivation has a deeper, long-term effect on behaviour.

19. **Identify five levels in Maslow's hierarchy of human needs and explain how a teacher may help students to satisfy the needs at each level (10mks)**

Physiological Needs

• The most potent need. According to Maslow, when these physiological needs are developed for a long period, all other needs fail to appear or recede in the background.

Physiological needs are deemed to be the lowest- level needs.

• These needs include the needs such as food and water

Safety Needs

• When the physiological needs are successfully fulfilled then safety needs become the dominant force in the personality of the individual.

• Safety needs are many and are mainly concerned with maintaining order and security.

• Safety needs include a desire for security, stability, dependency, protection, freedom from fear and anxiety, and a need for structure, order, and law.

• In the workplace this needs translates into a need for at least a minimal degree of employment security; the knowledge that we cannot be fired on a whim and that appropriate levels of effort and productivity will ensure continued employment.

Social Need

• This need emphasizes basic physiological nature of human beings to identify with the group life; making intimate relationship with other members of society.

• These needs are dependent on the fulfilment of previous needs

Esteem Need

• Esteem needs include the desire for self- respect, self-esteem, and the esteem of others.

• When focused externally, these needs also include the desire for reputation, prestige, status, fame, glory, dominance, recognition, attention, importance, and appreciation.

Self-actualization Need

• he highest need. It means to fulfil one's individual nature in all aspects, being what one can be.

• One of the most important aspects of self- actualization is freedom from cultural and self- imposed restrains.

• Self-actualization is possible when the basic needs of the person are met.

20. **Define the term personality (2mks)**

   ✓ It is an individual's unique, relatively consistent pattern of thinking, feeling and behaving.
   ✓ Personality means the constitution of mental as well as the physical health of an individual.

21. **Distinguish between an introvert and an extrovert and suggest two ways a teacher may cope with each personality type (12mks)**

Extroverts

   ✓ Extraverts are sociable and crave excitement and change, and thus can become bored easily.
   ✓ They tend to be carefree, optimistic and impulsive.
   ✓ They are more likely to take risks and be thrill seekers.
   ✓ Learn by doing

Coping

   Offer a risk or challenge
   High-stakes, high-reward opportunities tend to go hand-in-hand with extroversion.
   Unpredictability isn't necessarily viewed as a bad thing by extroverts, but rather a challenge to

overcome. An experiment involving a gambling task found that extroverts had a stronger neurological response to both surprise and positive results than introverts did. If you're trying to convince an extrovert to take on a task or join you in an endeavor, frame it as an adventure or a big opportunity. Adding a little bit of a risk-factor is definitely a plus.

Give them time to talk

Extroverts like to talk. So naturally, when you communicate with an extrovert, it's best not to cut them off. Give them the time to say what they want to say, and more likely than not, they'll leave you plenty of time to talk once they've completed their thought. If not, don't hesitate to politely let them know you'd like a chance to speak; extroverts are excited by many different aspects of social interactions, so they'll be interested in hearing what you have to say, too.

Introverts

- ✓ Introverts are quiet and reserved.
- ✓ They are already over-aroused and shun sensation and stimulation.
- ✓ Introverts are reserved, plan their actions and control their emotions.
- ✓ They tend to be serious, reliable and pessimistic.

Coping

- **Give them plenty of time to be alone**. Introverted students prefer low-stimulation environments, so a classroom that is fast-paced and constantly moving from one activity to the next is likely to wear them out. Allow introverts to have longer-term projects that they can really focus on over several class-periods and that they can work on by themselves. Although this seems counter-intuitive to increasing group participation, introverts will love to share their projects with others because the projects will give them something to share. A great example of a class that is attempting to do this is here.
- **Give them alternate means of participation**. In today's world, it's naïve to think the only way to participate is by speaking in a group discussion. Introverted students thrive on the internet, mostly because of the asynchronous discussions that happen on them. Allow students to tweet, blog, or participate in forums as means of participating. All of these give students a chance to form their thoughts, and participate in ways that they find meaningful.

22. **Define the term defense mechanism**
    • It is unconscious psychological mechanism that reduces anxiety arising from unacceptable or potentially harmful stimuli. [NB It is not a conscious coping strategy].
    • It is unconscious reaction which seeks to protect an individual from unpleasant emotions like anxiety, guilt, loss, rejection, etc. It reduces anxiety by unconsciously distorting reality.

23. **Describe the following defense mechanisms and state how each may be used in a school setup**
    a. **Rationalization**
       • This is creating false but logical excuses to justify unacceptable behavior. The ego replaces a less acceptable motive with a more acceptable one.
       • E.g. a boy who fails to get a date from a girl may justify it by saying that the girl is not worth it anyway, or statements like "better late than never" when an individual is late for appointment.
    b. **Identification**
       • The person forms an imaginary or real alliance with successful individuals or groups. It is basking in the glory of others.
       • E.g. young people tend to boost their self-worth by identifying with celebrities, movie stars or famous athletes. Adults may join exclusive clubs as a means of identification.
    c. **Compensation**
       • It is replacing unattainable goal or object by striving to excel in the things one is gifted at; to make up for their short comings.

• E.g. A poor academic achiever may excel in sports, a perpetually absent parent may over provide luxuries for their children.

d. **Repression**

• Keeping distressing thoughts and feelings buried in the unconscious mind. The ego pushes unacceptable impulses out of awareness.

• People tend to repress memories that are painful, desires that make them feel guilty and conflicts that make them feel anxious

e. **Displacement**

• It involves diverting negative emotional feelings like anger, annoyance, frustration, etc. to a less threatening substitute other than the actual cause of anger, anxiety, frustration.

• E.g. after being scolded or beaten by mother, a youngster takes out their anger on a little sister or kicks the cat or throws a stone to the dog.

24. **Define the term learning and state any three of its principles (5mks)**

• Learning is a relatively permanent change in behavior as a result of experience and practice

• **The principle of readiness**

The individuals will learn best when they are ready to learn.

Readiness may be mental, physical or emotional.

• **The principle of Practice**

This means people get better as they repeat what has been learnt.

The more often people are able to do what they have learnt, the better they become in doing it.

• **The principle of meaningfulness**

We learn best and retain for long what is meaningful.

• **The principle of known to known**

Learning occurs best if it is started from the known to unknown.

• **The principle of step to step**

✓ Learning should be done on steps.
✓ Divide whatever is being learnt into smaller steps, starting from the simple one to more complex.
✓ The steps should be logical.

25. **Discuss five factors that may lead to forgetting what has been learnt (10mks)**

• **Encoding Failure** (Learner Didn't Pay Attention to Content)

This is the most common cause of forgetting. Basically, the information never actually made it to the person's memory bank. This happens when a student fails to focus on what is being taught.

• **Interference**

It is known that recent things we learn are more easily remembered than older information. If both sets of information on the same subject, the newer memories may make it harder, if not impossible, to remember the older ones on the same subject. This is called retroactive interference. If the original information is so strong that it makes learning new information on the subject difficult, it is referred to as proactive interference.

• **Shallow Processing**

Deep processing occurs when meaning is placed on the material being learned. If the material can't be connected to a sense or a feeling, the processing is shallow and it does not stay in the brain for any length of time because the brain considers it unimportant and will make room for things it considers more relevant.

• **Decay or Disuse**

The brain tends to take information that isn't used regularly and replace it with material it knows a person needs. The more ways something is gone over, the more it stays in memory.

26. Explain five ways in which a teacher may enhance learning among students (10mks)

• Teachers and parents need to be good role models in all areas for the children.

• Teachers should invite good role models to come to school so that the children have a wide range of good role models to choose from.

• Parents and teachers should be loving and caring so that the children can copy them.

• People can control and manipulate others by use of reinforcement.

• Give correct feedback immediately and make use of the principle of reinforcement to maintain desired behavior.

27. State five factors that influence emotional development (5mks)
Health

• Healthy individuals usually grow at optimal rates and naturally reach adolescence earlier than sickly ones. This therefore implies that the healthier a child is, the earlier he/she reaches adolescence and vice versa.

Nutrition

• Well-fed individuals are less likely to fall sick often as they are able to fight off infections.

• They also grow well hence getting into adolescence earlier than poorly fed ones.

Genetic make-up

• The rate of maturation is determined by the genes that we acquire from our lineage.

• Those who acquire a fast rate of maturation grow faster than those with a lower growth rate.

Gender or sex of individual

• Studies have proved that females tend to grow and mature faster than males. Girls will therefore reach adolescence earlier than boys

Socio-economic factors

• This aspect mostly influences the factors of health and nutrition.

• Studies also show that children from upper socio-economic groups mature faster than those from lower social-economic groups

28. Discuss five ways in which the emotional development of an individual may influence learning (10mks)
  - ✓ Positive learning emotions include interest, curiosity, wonder, passion, creativity, engagement and joy.
  - ✓ These activate the reward system of the brain, make the experience desirable, and aid in focus and attention.
  - ✓ Positive emotional states can enable students to broaden their perspective, see alternatives, persist through challenges and respond effectively to criticism and failure.
  - ✓ On the other end of the spectrum, negative emotional states such as anxiety, stress, sadness, disinterest, disengagement, worry and fear can impede learning processes and the motivation to learn, and stifle the development of effective learning dispositions.
  - ✓ If a learner perceives a threat, their attention will be drawn to this, interfering with their ability to learn.
  - ✓ In a learning environment, threats might be in the form of failure, being unprepared or feeling disconnected from other learners or the teacher.

29. **Define the term intelligence and discuss three reasons why it is important to have knowledge of your students intelligence levels (10mks)**
    - Intelligence is the ability to learn quickly, understand complex and abstract issues, solve problems etc.
    - Intelligence is capacity to act purposefully, think rationally and deal effectively with the environment
    - Intelligence is the capacity to acquire and apply knowledge.
    - Intelligence is ability to grasp relationships, analyze facts particularly abstract facts with alertness and accuracy, exercise practical wisdom in seeking solution to various problems.

Knowledge of intelligence levels
1. To place learners in the appropriate groups.
2. To appreciate and take care of individual learner differences.
3. Teacher is able to prepare adequately and select appropriate materials to be learned.
4. Teacher is able to identify weak points and strong points of learners
5. Teacher is able to compare performance of learners.
6. Makes it easier to predict achievement.
7. Helps in career guidance.
8. Helps in structuring content.

30. **Discuss five ways in which a teacher may enhance creativity among students (10mks)**
    1) Accept and encourage divergent thinking.
    2) Encourage expression of curiosity by asking questions.
    3) Organize for exploratory activities that promote discovery.
    4) Encourage improvisation of play materials.
    5) Recognize both academic and other types of achievements.
    6) Provide a conducive environment and adequate materials.
    7) Encourage students to trust their own judgement and provide rewards for creativity.
    7) Encourage discussion, research and project based learning.
    8) Organize for tours and excursions for more exposure [they provoke thinking].
    9) Emphasis that everyone is capable of creativity of some form.
    10) Allow differing opinion/radical ideas/criticism.
    11) Do not over emphasize togetherness/allow individualism.
    12) Provide practical toys [items].
    13) Allow room for imaginations. E.g. suppose we do this. What would happen? [suppose the sun does not rise from the East one day. What would happen?]

31. **Define the term play and explain the role of play in learning (5mks)**
    - Play is an activity engaged in for enjoyment without consideration of the end result. It is voluntary: has no external forces or compulsion.
    - Play is an activity for amusement only, especially among young children as they explore their environment and learn new skills.
    - Play may be active or passive

Role
    - Play is an activity engaged in for enjoyment without consideration of the end result. It is voluntary: has no external forces or compulsion.
    - Play is an activity for amusement only, especially among young children as they explore their environment and learn new skills.
    - Play may be active or passive.
    - **Active play** involves one doing or taking part in an activity or game. It requires expending some large amount of energy or effort
    - **Passive play** involves enjoyment derived from the activities of others, or activities that require minimal expense of energy, such as: watching others play, watching TV, reading books, etc.

32. **Discuss five principles for effective discipline and classroom management (10mks)**
- the teaching of classroom rules and procedures;
- the teaching of social and emotional skills;
- acknowledgement of appropriate behavior and desired social skills;
- differential attention and response to inappropriate behaviors in a positive way;
- the utilization of a variety of instructional modes;
- the maintenance of well-organized student learning materials;

- effective time management; and
- the promotion of emotional, behavioral, and cognitive engagement and re-engagement of all students.
- Appreciate the theory of moral development
- Set realistic goals for individuals – all to experience success
- Have clearly set rules and regulations – boundaries

33. **Explain five ways in which education psychology is useful to a teacher (10mks)**
    - Equips teachers with psychological theories and principles
    - Understand the nature and behaviour of the students
    - Appreciate individual differences and cater for the same in different set ups
    - Better understanding of learner's needs and handle situations appropriately
    - Better understanding of the learning process and how to make learning more effective
    - Teachers are able to appreciate learning processes e.g memory, forgetting
    - Choice of appropriate teaching methods
    - Able to set realistic and achievable goals

34. **Giving examples, describe the following defense mechanism (6mks)**
    a) **Sublimation**
       - It is transforming of unwanted impulses into something less harmful.
       - E.g. a person with a strong sexual urges becomes an artist who paints nudes, or 'I am angry. I go out and chop wood'. I end up with useful pile of firewood, I am physically fitter and nobody is harmed.
    b) **Rationalization**
       - This is creating false but logical excuses to justify unacceptable behavior. The ego replaces a less acceptable motive with a more acceptable one.
       - E.g. a boy who fails to get a date from a girl may justify it by saying that the girl is not worth it anyway, or statements like "better late than never" when an individual is late for appointment.
    c) **Reaction formation**
       - The ego transforms unacceptable motive into its opposite. It is behaving in a way that is exactly the opposite of one's true feelings.
       - E.g. a mother who may have resented her baby during pregnancy may be over possessive of the infant.

35. **Explain four ways in which students will be helped to avoid over using defense mechanisms (8mks)**
    - Encourage and support them to solve their problem and not to avoid the problem.
    - Encourage and help them to make realistic goals.
    - Create/provide opportunity for them to experience success. In evaluation include test items that can be scored right by both gifted and slow learners.
    - Advice them to avoid company of "perfectionist". Avoid criticism.
    - Equip the learner with life skills such as process of decision making, negotiating skills, conflict resolution, etc.
    - Facilitate and help learners to appreciate health life style and practice it.
    - Help learners appreciate nature, beauty of nature and preserve it.

36. **Discuss five factors that may influence the physical and motor development of an individual (10mks)**

Health

- Healthy individuals usually grow at optimal rates and naturally reach adolescence earlier than sickly ones. This therefore implies that the healthier a child is, the earlier he/she reaches adolescence and vice versa.

Nutrition

- Well-fed individuals are less likely to fall sick often as they are able to fight off infections.

- They also grow well hence getting into adolescence earlier than poorly fed ones.

Genetic make-up

• The rate of maturation is determined by the genes that we acquire from our lineage.

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Socio-economic factors

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• Studies also show that children from upper socio-economic groups mature faster than those from lower social economic groups

37. **With relevant illustrations, describe the five Freud's psychosexual stages of personality development (10mks)**
    1. Oral Stage (0-2yrs)
    ▪ During this time a child's centre of pleasure is the mouth.
    ▪ The child derives pleasant sensations through biting , swallowing and sucking.
    ▪ Children who are overindulged by being overfed or under indulged by being underfed turn into oral personalities.
    ▪ Eg greed, selfish, over optimism, dependence on others. They also chew gum, pens, finger sucking and are over talkative etc.
    2. Anal Stage (2-3 yrs)
    ▪ This is the stage of toilet training and the centre of pleasure is around the anal region.
    ▪ The child derives pleasure through tiolet activities like short calls and long calls.
    ▪ If training is over strict and premature, it will deprive the child pleasurable sensations around the anal membrane.
    ▪ As a result, the child will become frustrated and will transfer the effect later in life giving rise to anal personalities like over orderliness, perfectionism, stinginess and lack of flexibility.
    ▪ On the other hand if the toilet training is too lenient, the child is likely to become careless and too permissive later in life.
    ▪ Those whose toilet training was relaxed and taken at their own pace become more productive.
    3. Phallic Stage (3-6yrs)
    ▪ This time the centre of pleasure is the genitals.
    ▪ The basic conflict of this stage is the desire of the child for parent of opposite sex.
    ▪ Boys are sexually attracted to their mothers a conflict referred to as Oedipus complex
    ▪ Girls are sexually attracted to their fathers a conflict referred to as Electra complex.
    ▪ If the conflicts are not handled carefully through understanding and supporting by parents, phallic personalities will result in later life. Eg men will want to conquer as many women as they can to prove their manhood while women will sleep with different men to compare and for material gain
    4. Latency Stage (6-11 yrs)
    ▪ No serious event in terms of physical development takes place in this stage.
    ▪ During this time the sexual drive appears to be dormant. Children develop interest in their age mates of the same sex and they form groups.
    ▪ They use their energy in school work and games. They are obedient to parents and teachers.
    5. Genital Stage (12 yrs and above)
    ▪ If the conflict of all the previous stages have been successfully resolved, a mature personality will develop.
    ▪ A mature personality is referred to a genital personality.
    ▪ Will have the capacity for normal heterosexual relationships. If not solved immature personality will emerge characterize by masturbatory, homosexual tendencies etc.
38. **Outline five levels of Maslow hierarchy of needs (5mks)**

39. **Define play (1mk)**
    - Play is an activity engaged in for enjoyment without consideration of the end result. It is voluntary: has no external forces or compulsion.
    - Play is an activity for amusement only, especially among young children as they explore their environment and learn new skills.

40. **Put forth a six-point strong explanation to convince two parents why their children are not wasting time in school (12mks)**
    - ✓ High level of motivation
    - ✓ Goals that need attainment within a given time-frame
    - ✓ Commitment to success in all forms of activities in the school
    - ✓ A positive environment that encourages learning
    - ✓ Clear verbal and written directions by teachers on what is required

41. **Explain six ways in which a person can manage an exceptional child (12mks)**

Creativity is essential

- ✓ She emphasizes that gifted children will often become bored with both the content and rigor of a regular curriculum.
- ✓ With this in mind, it is the teacher's job to figure out a way to modify the curriculum in a way that is both exciting and differentiated.

Avoid assumptions

- ✓ It is not uncommon that teachers will witness exceptional children acting out, throwing tantrums, talking back and disengaging from many parts of the curriculum.
- ✓ These observations can lead to dangerous assumptions about the child's inherent inability to learn or even be misconstrued as innate character flaws.
- ✓ What teachers perceive as negative behaviors is often an exceptional child's way of expressing boredom.

Input from their family members

- ✓ They have unique insights about his or her personality, values, favorite activities and constantly changing emotions.
- ✓ In a similar vein, teachers connect best with the exceptional children in their classrooms when they collaborate with these individuals' parents or guardians.

Willingness to learn from mistakes and successes

- ✓ When you work with exceptional children, you are going to experience multiple failures and successes with each individual.

- ✓ Although it is very important to celebrate the successes you have with a specific student, it is equally important to maintain a mindset of continual growth when your ideas don't result in achievement with the next student.

Avoid generalizations

- ✓ It's important to show a genuine interest in connecting with the child as an individual instead of by a label.
- ✓ You will discover ways to meet their unique needs that a label or di
- ✓ agnosis could have never revealed.

42. Two of your teacher colleagues are having problems of student indiscipline in their classrooms. Suggest some six techniques to them that they could use to manage the indiscipline (12mks)

Change students around
Have 'bad behavers' sit at the front of the class. This way you can move towards them more easily and maybe touch them lightly on the shoulder or pause near them if they are getting out of hand. Make eye contact as you move away. Sometimes these small gestures are enough to keep students in check.

Use soft reprimands
Find time to praise the good work the student does. If the bad behaviour is minor, then ignore it wherever possible. Don't yell. Remain silent until the group settles down. If you have some students on side – those who do know what is going on – they will settle the rest of the group down. Let them be the ones to say 'shush'. Sometimes, simply clapping your hands a couple of times brings the group back in line. Then speak softly, not loudly. This has a calming effect on the whole class and means the students have to quieten down to hear what you are saying.

Encourage even your 'worst' student
When they are behaving well, catch them doing that. Say, 'Well done', 'Good work'. It is amazing how soon you get them on-side if they think you are finding them out doing good work. Counsel when you can and don't make it always about bad behaviour. Speak to a student after the class, sometimes in front of their friends, and say how well you think they are doing. This motivates the rest of the group, too.

Don't allow yelling at the teacher in class when students know something
Shouting, 'Miss!' and 'Sir!' and standing up and coming to the teacher all the time is another disruptive behaviour. It can be VERY noisy if all the students know the answer and are yelling at you, and you don't want a rush of students all trying to show you their work.
They soon learn the discipline of putting their hand up when a response is needed or that you will look at their work at an appropriate time. This makes for a more productive classroom and students feel great when they are chosen to answer. You feel better too because you don't have a headache from all the noise!

Move around in the proximity of the misbehaving student when the bad behaviour is persistent
Not in a disciplinary way, rather in the guise of helping them with the problem they have. Maybe they don't understand something? Move towards them, see if you can help, then when you have calmed the student, walk away with a smile and a 'Well done'

Create some healthy competition and encourage peer pressure for good behaviour
At the start of class/term, put your students into teams. Allow them to choose a team name or assign team names yourself, as you feel appropriate. Throughout the lesson/term, award points for good work/behaviour and deduct points for inappropriate behaviour. Award a certificate/stickers/small prize to the highest-scoring team at the end of the class/term. This encourages students to do their best work and you will find that the 'threat' of point deduction spurs students on to put pressure on their peers to behave well. If your classroom has digital facilities, ClassDojo can do all of this digitally and is often very effective and popular with young learners.

Don't be afraid to ask for help
Your (more experienced) colleagues and manager/s can often give you new ideas and approaches

to try. Colleagues who have had similar issues with their classes (or even taught your own students previously) can give a fresh perspective and say what has/hasn't worked for them.

Be firm but approachable

It often works best to start off being firmer rather than friendlier with new classes – especially with ones you think may be problematic. It's easier to start firm and then soften your approach with learners than to do it the other way round. At the end of the day, students (even teens) feel more secure when they have clearly defined boundaries and understand clearly what is/isn't acceptable. Parents will also expect teachers to be able to keep control of the class.

Don't lose your temper!

As trying as students may be, once you've lost your temper you've lost control of the class and the balance of power then resides with the students.

Don't humiliate students

Whether this is by chastising them in front of the class, or inflicting demeaning punishments such as 'naughty corner' (or even corporal punishment – still seen as acceptable in some parts of the world), humiliating students will only turn them against you and cause resentment. As you are passing the student, quietly say that you want to see them after class.

43. **Identify three characteristics of gifted learners (3mks)**
     - ✓ High level of intensity
     - ✓ Enjoys learning; rapid learner
     - ✓ Depth of perception
     - ✓ Ability to recognize more options
     - ✓ Sophisticated language and thought process

44. **Explain five ways in which a teacher may organise learning for gifted learners (10mks)**

    1. **Design your lessons with Bloom's Taxonomy in mind**. For gifted students, construct activities from the two upper levels: creating and evaluating. For example, activities could include conducting an experiment, designing a game or musical composition or writing an editorial about a current events topic.
    2. **Assign independent projects**. When your gifted students finish class assignments early, allow them to work on special projects. Assign topics that are of special interest to your students and have them explore the topic in depth.
    3. **Ask intellectually stimulating questions**. When constructing your lesson plan, write questions that are open-ended and require more thoughtful responses.
    4. **Find mentors**. Gifted students need guides just like other students. Find an adult who can help your student explore a subject of interest more deeply. This mentor can serve as an advisor, counselor and role model to the student. Ask other teachers and parents for recommendations or contact a local organization.
    5. **Organize cluster groups**. Research shows gifted students of the same grade benefit from being grouped together. As a way to combine resources, teachers can shift gifted students from different classrooms into one group to learn about a specific topic in more depth. This method works best with teachers who are specially trained to work with gifted students and have minimal distractions from other students in the class.

45. **Describe three ways in which a teacher would cater for introvert and extrovert learners during the teaching and learning process (12mks)**

    - **Refer to the concept of extroversion and introversion in class**, especially if teaching young learners. It's important that students realize others learn and perceive the world differently.
    - **Provide choice** where possible (e.g., write vs. think, draw vs. share).
    - **Rearrange chairs** into horseshoes, small groups, or pairs to give students chances to work with others.
    - **Let your introverted students find "alone time" in the classroom**. Ideally, create a quiet corner. At least, don't make introverts sit in the center of a group of busy extroverts!

46. **Explain four factors that influence learning (8mks)**
    - ✓ intellectual factors
    - ✓ environmental factors
    - ✓ physical factors
    - ✓ emotional factors
    - ✓ relationship with teachers parents and peers

47. **Outline four ways in which a teacher may restore discipline in a classroom (6mks)**
    Change students around
    Have 'bad behavers' sit at the front of the class. This way you can move towards them more easily and maybe touch them lightly on the shoulder or pause near them if they are getting out of hand. Make eye contact as you move away. Sometimes these small gestures are enough to keep students in check.
    Use soft reprimands
    Find time to praise the good work the student does. If the bad behaviour is minor, then ignore it wherever possible. Don't yell. Remain silent until the group settles down. If you have some students on side – those who do know what is going on – they will settle the rest of the group down. Let them be the ones to say 'shush'. Sometimes, simply clapping your hands a couple of times brings the group back in line. Then speak softly, not loudly. This has a calming effect on the whole class and means the students have to quieten down to hear what you are saying.
    Encourage even your 'worst' student
    When they are behaving well, catch them doing that. Say, 'Well done', 'Good work'. It is amazing how soon you get them on-side if they think you are finding them out doing good work. Counsel when you can and don't make it always about bad behaviour. Speak to a student after the class, sometimes in front of their friends, and say how well you think they are doing. This motivates the rest of the group, too.
    Don't allow yelling at the teacher in class when students know something
    Shouting, 'Miss!' and 'Sir!' and standing up and coming to the teacher all the time is another disruptive behaviour. It can be VERY noisy if all the students know the answer and are yelling at you, and you don't want a rush of students all trying to show you their work.
    They soon learn the discipline of putting their hand up when a response is needed or that you will look at their work at an appropriate time. This makes for a more productive classroom and students feel great when they are chosen to answer. You feel better too because you don't have a headache from all the noise!
    Move around in the proximity of the misbehaving student when the bad behaviour is persistent
    Not in a disciplinary way, rather in the guise of helping them with the problem they have. Maybe they don't understand something? Move towards them, see if you can help, then when you have calmed the student, walk away with a smile and a 'Well done'
    Create some healthy competition and encourage peer pressure for good behaviour
    At the start of class/term, put your students into teams. Allow them to choose a team name or assign team names yourself, as you feel appropriate. Throughout the lesson/term, award points for good work/behaviour and deduct points for inappropriate behaviour. Award a certificate/stickers/small prize to the highest-scoring team at the end of the class/term. This encourages students to do their best work and you will find that the 'threat' of point deduction spurs students on to put pressure on their peers to behave well. If your classroom has digital facilities, ClassDojo can do all of this digitally and is often very effective and popular with young learners.
    Don't be afraid to ask for help
    Your (more experienced) colleagues and manager/s can often give you new ideas and approaches to try. Colleagues who have had similar issues with their classes (or even taught your own students previously) can give a fresh perspective and say what has/hasn't worked for them.
    Be firm but approachable
    It often works best to start off being firmer rather than friendlier with new classes – especially with ones you think may be problematic. It's easier to start firm and then soften your approach with learners than to do it the other way round. At the end of the day, students (even teens) feel more secure when they have clearly defined boundaries and understand clearly what is/isn't

acceptable. Parents will also expect teachers to be able to keep control of the class.

Don't lose your temper!

As trying as students may be, once you've lost your temper you've lost control of the class and the balance of power then resides with the students.

Don't humiliate students

Whether this is by chastising them in front of the class, or inflicting demeaning punishments such as 'naughty corner' (or even corporal punishment – still seen as acceptable in some parts of the world), humiliating students will only turn them against you and cause resentment. As you are passing the student, quietly say that you want to see them after class.

48. **Explain five reasons why it is important for a teacher pursuing technical education to learn education psychology (10mks)**
    - Equips teachers with psychological theories and principles
    - Understand the nature and behaviour of the students
    - Appreciate individual differences and cater for the same in different set ups
    - Better understanding of learner's needs and handle situations appropriately
    - Better understanding of the learning process and how to make learning more effective
    - Teachers are able to appreciate learning processes e.g memory, forgetting
    - Choice of appropriate teaching methods
    - Able to set realistic and achievable goals

49. **Briefly describe five principles of learning (10mks)**
    - **The principle of readiness**
        - The individuals will learn best when they are ready to learn.
        - Readiness may be mental, physical or emotional.
    - **The principle of Practice**
        - This means people get better as they repeat what has been learnt.
        - The more often people are able to do what they have learnt, the better they become in doing it.
    - **The principle of meaningfulness**
        - We learn best and retain for long what is meaningful.
    - **The principle of known to known**
        - Learning occurs best if it is started from the known to unknown.
    - **The principle of step to step**
        - Learning should be done on steps.
        - Divide whatever is being learnt into smaller steps, starting from the simple one to more complex.
        - The steps should be logical.

50. **Outline five reasons why a teacher needs to know the intelligence levels of their learners (5mks)**

    1. To place learners in the appropriate groups.
    2. To appreciate and take care of individual learner differences.
    3. Teacher is able to prepare adequately and select appropriate materials to be learned.
    4. Teacher is able to identify weak points and strong points of learners
    5. Teacher is able to compare performance of learners.
    6. Makes it easier to predict achievement.
    7. Helps in career guidance.
    8. Helps in structuring content.

51. **With relevant examplees, discuss five principles of growth and development (10mks)**

    Growth and development is influenced by heredity and environment.

    ➡ The two aspects are influenced by both what we acquire from our parents as well as by our interaction with the environment. The potential of an individual is determined by our heredity at conception. The environment then plays a part in determining whether this potential is to be realized or not.

➡ (Consider body size, intelligence, creativity etc.)

Growth and development is a directional process.

- G&D proceeds from head to tail- the Cephalocaudal aspect. E.g

- Babies attain the use of their upper parts of the body (head, arms) before the lower parts. G & D proceeds from the centerline to the outer or distal parts.

- E.g. Babies attain good use of their arm\forearm before the wrist and the fingers.

- Consider scribbling among toddlers or infants.

Growth and development is cumulative in nature.

- It progresses from one stage the next, building on the previous achievements. It is not sudden or drastic. One does not wake up one morning and find they are able to do something new, or they have grown taller, heavier etc.

- E.g. Babbling to talking, sitting to walking etc.

- It is patterned and continuous but it is not always smooth and gradual. Consider periods of rapid growth.

Growth and development is a whole process.

- Different aspects are interrelated and inter dependent.

- Aspects of growth and development should not be looked at in isolation since different aspects influence each other.

Growth and development is an individualistic process.

- Individuals grow and develop at different rates or pace.

- The _trend_ of development is similar with everybody, **but the pace is individualistic**. No two individuals are the same in all cases, e.g. two babies aged nine months and one of them is already walking while the other does not.

Growth and development proceeds from general to specific.

- We begin as a mass of cells, language development begins from general crying, writing begins from scribbles etc.

Structure precedes function.

- The body's structures have to be in place and in order before their functioning.

- Consider muscles, vocal cords, brain cells, reproductive structures etc. No amount of practice can bring about capability unless maturation has been attained.

There are critical or sensitive periods in the development of certain body.

- Severe interferences on G & D means serious and permanent deficiencies may occur.

- Consider the growth and development of major organs within the first month after conception, development of trust and attachment during infancy and early childhood.

Growth and development is a continuous process. It does not stop, until death.

52. **Outline five ways in which a teacher may enhance creativity in a classroom (10mks)**

8) Accept and encourage divergent thinking.
9) Encourage expression of curiosity by asking questions.
10) Organize for exploratory activities that promote discovery.
11) Encourage improvisation of play materials.
12) Recognize both academic and other types of achievements.
14) Provide a conducive environment and adequate materials.
15) Encourage students to trust their own judgement and provide rewards for creativity.
16) Encourage discussion, research and project based learning.
17) Organize for tours and excursions for more exposure [they provoke thinking].
18) Emphasis that everyone is capable of creativity of some form.
19) Allow differing opinion/radical ideas/criticism.
20) Do not over emphasize togetherness/allow individualism.
21) Provide practical toys [items].

Allow room for imaginations. E.g. suppose we do this. What would happen? [suppose the sun does not rise from the East one day. What would happen?

53. **State five possible indicators of creativity in students (5mks)**

a. Playfulness
b. Independence
c. High concentration level
d. Curiosity
e. High adaptability skills
f. Non-conformity
g. High energy level
h. Risk-taking
i. Attracted to complex and mysterious things
j. Willingness to fantasize and day-dream

54. **Discuss five challenges encountered by adolescents in our schools and ways of helping them (10mks)**

1. Physical changes
  ✓ Physical changes happen due to change in the teenager's hormone levels.
  ✓ The best way you can do to help your teenager get through the stage is to make them aware of these changes.
  ✓ Explain that it is normal for the body to change for every teenager

2. Emotional changes and problems
  ✓ Hormones affect your teenager not only physically but also emotionally.
  ✓ **eenagers are often confused about their role and are torn between their responsibilities as growing adults and their desires as children**.
  ✓ Assist them to take care of themselves. Tell your teenagers that it is okay to feel the way they are feeling.
  ✓ Encourage them to exercise as physical activity helps keep the serotonin (creates good feelings and happiness) levels up

3. Behavioral changes
  ✓ Adolescence is the time when children develop and exercise their independence.
  ✓ This can give rise to questioning the parents' rules (seen as argumentative) and standing up for what they believe is right (seen as stubbornness).

4. Substance Use and Abuse
  ✓ Teenagers are vulnerable and can be easily swayed to the wrong side. **Substance abuse is one of the biggest problems that parents of adolescents around the world have to deal with**
  ✓ Keep an eye on your child's behavior. Look for erratic behavior and change in their appetite, sleep patterns, and moods.

✓ Do not spy on them or accuse them of any wrongdoing. Encourage them to talk and be honest. Tell them what your concerns are and discuss the problem with them.

5. **Psychological problems**
   ✓ The most common mental health disorders observed during adolescence are anxiety and mood disorders. Social phobias and panic disorders are common among this age group.
   ✓ Most of the time, talking about the problems and maintaining a healthy lifestyle can prevent the onset of depression.
   ✓ If your child is overly moody and cynical, it is time to intervene and seek professional help if necessary.

6. **Social problems – dating and relationships**
   ✓ Attraction to the opposite sex begins during puberty. Adolescence is the time when their sexual or reproductive organs start developing. At such a vulnerable time, it is but natural for teens to feel awkward in social situations.
   ✓ Sharing your dating and social life experiences in school can put them at ease sometimes.

55. **Identify three challenges that parents face when promoting moral development among their children (6mks)**
    ✓ **Lack of role models-** some teachers, religious leaders and political leaders have not been morally upright
    ✓ **Breakdown of the family structure-** lack of enough individuals to guide the person
    ✓ **Political incitement-** which leads to lack of morals
    ✓ **Technological advancement-** for instance social media that compromise morality

56. **State four factors that influence personality development (4mks)**

Genetic and Environmental Factors

• Heredity has a considerable influence on physical characteristics e.g temperaments.

• Good environmental factors promote the developmental aspects of personality potential while poor environmental factors tend to hinder the realization of this potential.

Physical Factors

➢**Appearance**-Our looks and body appearance can influence our perception and behaviour. Other people also treat and perceive us differently.

➢**Body structure**-Thin people are said to be anxious, moody and shy while fat people are warm, kind and cheerful. The strong muscular people are bold and assertive

➢**Physical Defects**- Body defects can also limit what we can do, influence our self-concept and the way others perceive and treat us.

➢**Health status**-People adjust well and feel good about themselves when in good health. Poor health affects one's mood and relationship with others.

Emotional Factors

• Children who are deprived of love are likely to be withdrawn. Those who are emotionally deprived become self-centered and selfish.

Cultural Factors

The society's beliefs and norms contribute to shaping children's personality.

57. **Identify five stages of the psychosexual theory described by Freud in relation to personality development (5mks)**

Psychosexual Stages of Personality

1. **Oral Stage (0-2yrs**)

▪ During this time a child's centre of pleasure is the mouth.

▪ The child derives pleasant sensations through biting , swallowing and sucking.

▪ Children who are overindulged by being overfed or under indulged by being underfed turn into oral personalities.

▪ Eg greed, selfish, over optimism, dependence on others. They also chew gum, pens, finger sucking and are over talkative etc.

2. **Anal Stage (2-3 yrs)**

▪ This is the stage of toilet training and the centre of pleasure is around the anal region.

▪ The child derives pleasure through tiolet activities like short calls and long calls.

▪ If training is over strict and premature, it will deprive the child pleasurable sensations around the anal membrane.

 ▪ As a result, the child will become frustrated and will transfer the effect later in life giving rise to anal personalities like over orderliness, perfectionism, stinginess and lack of flexibility.

▪ On the other hand if the toilet training is too lenient, the child is likely to become careless and too permissive later in life.

▪ Those whose toilet training was relaxed and taken at their own pace become more productive.

3. **Phallic Stage (3-6yrs)**

▪ This time the centre of pleasure is the genitals.

▪ The basic conflict of this stage is the desire of the child for parent of opposite sex.

▪ Boys are sexually attracted to their mothers a conflict referred to as Oedipus complex

▪ Girls are sexually attracted to their fathers a conflict referred to as Electra complex.

▪ If the conflicts are not handled carefully through understanding and supporting by parents, phallic personalities will result in later life. Eg men will want to conquer as many women as they can to prove their manhood while women will sleep with different men to compare and for material gain

4. **Latency Stage (6-11 yrs)**

▪ No serious event in terms of physical development takes place in this stage.

▪ During this time the sexual drive appears to be dormant. Children develop interest in their age mates of the same sex and they form groups.

▪ They use their energy in school work and games. They are obedient to parents and teachers.

5. **Genital Stage (12 yrs and above)**

▪ If the conflict of all the previous stages have been successfully resolved, a mature personality will develop.

▪ A mature personality is referred to a genital personality.

▪ Will have the capacity for normal heterosexual relationships. If not solved immature personality will emerge characterize by masturbatory, homosexual tendencies etc.

58. **Explain five factors that affect prenatal growth and development and suggest possible ways of improving them (10mks)**
    - ✓ **Pre-conceptional factors-** genetic disorders or malformation syndromes
    - ✓ **Infections-** They include HIV, STD's , Zika Virus- Immediate care
    - ✓ **Exposure to toxins-** The developing fetal brain is especially vulnerable to environmental toxins. Mercury and chemical compounds, drugs, alcohol. Avoid during pregnancy
    - ✓ **Maternal chronic illness-** Illnesses such as diabetes, hypertension, renal disease and autoimmune disorders are associated with complications to pregnancy that can adversely affect a fetus or newborn child.
    - ✓ **Maternal nutritional deficiencies -** malnutrition occur more frequently in resource-constrained populations and countries. This risk factor for developmental disability may also be combined with increased exposure to prenatal toxins, infection, alcohol and poorer access to healthcare and screening. Mother should have a balanced diet

59. **State five ways a teacher may use to enhance motivation among learners (5mks)**

1] Teacher should create a positive learning environment ie learners to feel cared for, supported, belonging, valued and respected.

2] Arouse learners' curiosity about a lesson by use of instructions that are interesting to stimulate learners' curiosity. This helps to prevent many discipline problems.

3] Provide plenty of models, samples and examples so that learners know what to do. Examples of bad work are also helpful because they show learner what not to do.

4] Make success possible. Begin each assignment with the easier material, question etc. It creates confidence in learners and encourages them to keep trying

5] Recognize and praise effort. Help your learners develop self-efficacy by helping them to see the connection between effort and achievement.

6] Offer encouraging, focused feedback as well a general praise to encourage learners to work with focus.

7] Give clear written and verbal direction so that learners can find it easy to stay on task. Learners who know how to do their work well are less likely to absent themselves from school/class.

60. **Examine five ways in which a teacher can apply cognitive development theory by Piaget to learning (10mks)**

Guide the students. Piaget recommended that teachers take an active, mentoring role toward students. Instead of pushing information at students while they sit and listen passively, share the learning experience and encourage students to be active and engaged. Take your students seriously and respect their ideas, suggestions and opinions. Supplement traditional lectures with relevant, hands-on classroom activities that let students experience the content for themselves.

Encourage students to learn from their peers. This is especially relevant for children in the 2 to 7 age range but applies to students of all ages. Learning to listen thoughtfully and sensitively to their peers and respect a variety of different viewpoints will provide lifelong benefits for your students. Since different students excel at different areas of knowledge, learning from peers also provides a thorough education.

Allow students to learn from their mistakes. Piaget believed that children develop knowledge about the world through trial and error. Mistakes can be frustrating for the students as well as the teacher, but try to model patience and guide the student toward a different conclusion. Mistakes show that the student is actively interacting with the world around her and trying out new ideas for herself.

Focus on the process as well as the result. Instead of focusing on having one right answer, pay attention to the many different steps it takes to reach a finished product. For instance, during an art lesson ask the students to notice the different ways they create a painting. Some may start at the bottom edge of the easel while others begin at the middle.

Respect each student's individual interests, abilities and limits. Different children reach developmental stages at different times. Rather than pressuring every child to adapt to one learning style, pay attention to each child's developmental stages and adapt the lessons accordingly. Piaget encouraged independent, hands-on learning and opportunities for discovery. Plan a variety of classroom activities that accommodate different learning styles, such as visual or auditory.

Multiple choice questions

1. **Psychology today is best described as the science of**

2. **Sigmund Freud founded and developed which school of psychology**

3. **Perception is the process of**   **sensory information**

4. **Often parents discover that their children learn by watching other children or by watching TV. This type of learning is called**

5. **The period from the onset of puberty until the beginning of adulthood is**

6. According to Erikson, if parents often scold their four-year-old for trying new activities, the child may develop

7. An internal state that activates and gives direction to our thoughts, feelings and behavior is known as

8. The psychoanalytic theory of personality suggests that the ID operates by the:

9. Which of the following is associated with the personality structure known as the ID?

10. Robert developed a conditioned response of Fear and anxiety to hearing music by Mozart. If he were to have the same response to any classical music, it would be called

11. Dogs are often used in airports to detect explosive materials or narcotics. Their trainers teach them to smell out certain substances by rewarding them with treats for correctly identifying a substance. In what type of learning are the dogs engaging?

12. The following are purposes of theories EXCEPT?

13. Pavlov's initial interest in classical conditioning was stimulated when he observed his research dog salivating at the sight of

14. Reinforcers that are innately reinforcing such as food, water and warmth are called

15. If a child is rewarded for appropriate behaviour every 15 minutes, what type of schedule is being used

16. Which one of the following is not true about punishment?

17. The following are features of traits EXCEPT?

18. Which one of the following describes cardinal traits?

19. Which one of the following is not a major element of personality

20. According to Freud, psychological energy develops into the three basic structures of personality. Which is not one of those three structures?

21. A relatively stable, enduring predisposition to consistently behave in a certain way is

22. Which of the following is a trait theory of personality that identifies extraversion, neuroticism, agreeableness, conscientiousness and openness to experience as the fundamental building blocks of personality

23. Which one of the following is true of psychologists across the different specialists in psychology

24. In positive punishment, the probability of a response decreases over time when a stimulus is ____ , in negative punishment the probability of a response decreases over time when a stimulus is

25. According to Freud, which of the following would be an example of an unconscious process

26. The modern educational psychological perspective that explores the mental processes of perceiving, believing, thinking, remembering, know and deciding is known as

27. Abnormal behavior involves patterns of acting, thinking or feeling that

28. You ask your friend Tom to name three mental processes required for memory. He tells you that he used to know but now he can't remember. If Tom's report is accurate, his difficulty is with

29. Which one of the following is not a goal of psychology

30. Which one of the following indicates the duration of the prenatal stage of growth and development

True or false questions

1. Mental processes are thoughts, feelings and motives that each of us experiences privately and cannot be observed directly

2. Developmental psychology is a branch of basic education that attempts to explore the lifelong process or changes

3. Growth and development are not interrelated

4. **Embryonic period is the third stage of prenatal development**

5. **Teratogen are any agents that cause birth defects**

6. **In general, anxiety about dying tends to decrease in early adulthood**

7. **Intelligence is the ability to learn quickly, understand complex and abstract issues and solve problems**

8. **Intelligence increases with mental age until 22 years when maturity is attained**

9. **When organizing learning for mentally challenged students, learning should proceed in large logical steps**

10. **Encouraging discovery learning among the learners improve intelligence of learners**

11. **Intrinsic motivation defines motives or forces of behaviour from outside the individual**

12. **Cognitive development achievement depends closely on the mastery of working**

13. **Trial and error method of learning may lead to learning, but it can be very wasteful**

14. **Ridiculing a student in class for poor performance instills a motivation to learn**

15. **Genetic factors are more influential on a student's school performance**

16. **It is not necessary for trainers to be interested in student's emotional aspects**

17. **Motivation has its root in the Latin word movers which means to move**

18. **Needs at level 4 upwards are called being needs and cannot be satisfied fully at any one time**

19. **Those who are emotionally deprived become self-centered and selfish**

20. **We forget easily what we have not taken time to learn**

ENTREPRENEURSHIP

1. **Explain five factors that enhance entrepreneurship in Kenya (10mks)**
   Availability of finance or funds.
   Capital is always the major challenge to those who wish to start businesses. Availability of finance of a starting capital will favour entrepreneurship. Financial assistance from families, friends and relatives further ensures that the entrepreneurs are better placed financially.

   2) Modern technology.
   Technological advancement has made entrepreneurs get more skills in improving their businesses and helping the entrepreneurs have more advanced business skills in starting and running the business successfully.

   3) Infrastructures.
   Development of infrastructure favours entrepreneurship. With good and developed infrastructural

facilities, operational and other costs are reduced. Developed infrastructure also reduces efforts and improves the viability of projects through higher profit margins.

4) Appropriate knowledge and skills.
Entrepreneurial practices are favoured by appropriate knowledge and skills. An individual will easily go into starting a business when he or she has the appropriate skills and knowledge.

5) Appropriate training.
Entrepreneurial practices are easily encouraged when one has gone through training and acquired the relevant and appropriate knowledge in entrepreneurship.

6) Government policies.
The government can also come in to provide incentives to new business persons. Entrepreneurs take this opportunity to venture into businesses with assurance that they have the government support. The government can choose to reduce taxes on new businesses, can provide free electricity, and can provide good roads and such other incentives to attract more businesses.

8) Availability of markets.
Availability of markets, in this case customers, will motivate an individual (an entrepreneur) to start or improve on his or her products, targeted at satisfying customer's needs. An entrepreneur is able to scan the market and come out with a general opinion or survey of what the customers need and is not produced or available in the market so that he or she can supply that product or service.

9) Availability of resources.
Without resources, entrepreneurs find it a challenge to put their ideas into important investments. Resources, both physical and human among others are very important in entrepreneurship. An entrepreneur will be motivated to go into a business when there are resources to help him or her start and run the business easily and effectively.

10) Culture
Environmental impact on the business is important for entrepreneurs. Some cultural values might make entrepreneurship to grow or rather to develop faster than others. For instance, there are some cultures that encourage people through role models to develop well through entrepreneurship and this leads to people following other people's lines of success.

11) Natural factors.
Entrepreneurship can also be encouraged by natural factors. For instance, an entrepreneurship will be encouraged to get into a business when there are favorable natural factors.

12) Political stability.
Political stability favours entrepreneurial practices to a larger extent. For instance, when there is political stability in a country, entrepreneurs seem to invest, start and run businesses successfully while when there is political instability, the businesses are mostly affected and entrepreneurs run away and are discouraged to start businesses.

13) Competition.
Fair competition in the market will encourage entrepreneurship in a country. For instance, when businesses are almost all in one level so that there is no monopoly, entrepreneurs will tend to get into business and work hard to succeed.

14) Resource persons or entrepreneurs.
Successful entrepreneurs may be resource persons who through their success, motivates young and other aspiring entrepreneurs to go their successful ways.

2. **Explain five ways in which the business community contributes to economic development of a country(10mks)**

- Employment creation: Entrepreneurs create employment for themselves and other people. They are employers and assist in solving the unemployment problem.

- Local resources: When entrepreneurs utilize local resources, the value of these resources increases.

- Decentralization and diversification of business: Entrepreneurs are able to identify business opportunities, and locate these businesses in suitable areas, including rural areas.

- Promotion of technology: By being creative, entrepreneurs are able to contribute to the utilization and development of appropriate technology.

- Capital formation**:** Entrepreneurship increases capital formation and investment in new and expanding business.

- Promotion of an entrepreneurial culture: By projecting successful images, entrepreneurs become role models for other people.

- Product and services: Entrepreneurs make and distribute the products and services that people want.
- Income**:** through its employment creation, business provides an income base to its stakeholders in terms of salaries, wages, profits and taxes.

- Taxes: without taxes on the incomes of individuals and businesses, social institutions and services cannot be afforded.

- National well-being: most of the capital goods, commercial and social services as well as technological know-how required to satisfy our needs come from business activity.

- Improving standard of living of the people: the standard of living of a people is measured by the ability of people of a nation to buy goods and services.

- Promotion of national productivity: when an entrepreneurs' products or services are sold in the local economy, this means that the equivalent of the same in money terms is not used for importing similar products. When this happens the gross domestic productivity increases.

- Innovation/technology: entrepreneurs are innovative and creative and usually come up with new technologies.

- Conservation of foreign exchange: the more able a country is able to produce goods and services which do not require any or little imported components the more entrepreneurs can contribute to the conservation of foreign exchange.

- Export promotion: Entrepreneurs earn the country foreign exchange by providing goods and services for exports.

3. **Explain five methods that entrepreneurs may adopt in generating business ideas**

Building on your Skills, Hobbies or Interests;
   Generating a business idea based on skills, hobbies or interests, entails listing as many of your interests, skills and hobbies as you can think of. For each try to think of a business idea to match it.
Copying and Improving an Existing Business

It is true that many successful businesses are based on innovative and original ideas. It is also true that a completely new untried and untested idea may be risky. That means that one could eliminate the risk of failure by copying and improving on somebody's idea.

Combining Two Existing Business Ideas

Think of two or more existing business ideas and combine them to produce a new concept. E.g A Diet Food Restaurant.

Spotting a Market Niche

Entrepreneurs usually look for "gaps" in the growing markets. They try to identify needs of sections of markets which are not being met by existing businesses. However, spotting a gap in the existing market may not be easy. One way is to identify trends and translate them into business ideas by identifying a possible need associated with the trend.

Listening to What People Say

If enough people say the same thing, then that could be a market niche to exploit. Listening to what people say could be enhanced by actual interviewing of people to collect their complaints and desires. E.g. a questionnaire could be circulated in the estate to find out the residents unmet needs.

- **Personal skills/experience**
- **Use of Mass media: newspapers, TV, Radio, Magazines**
- **Franchising (copying)**
- **Attending Business exhibitions**
- **Surveys (interviews, observations, questionnaires)**
- **Customer complaints (listening to these)**
- **Changes in society (analyzing trends)**

4. **Luke has been operating as sole proprietorship. Advise him on five benefits he will enjoy if he converts the business into a limited company.**

Private Limited Company	Publicly Limited Company
• Wide range of sources of capital	• Wide range of sources of capital
• Employees are motivated because they can have share purchase schemes.	• Employees are motivated because they can have share purchase schemes.
• Its large size enables it to enjoy economies of scale	• Its large size enables it to enjoy economies of scale
• It has a continuous life as it is not affected by shareholders death, insanity, bankruptcy or transfer of shares.	• It has a continuous life as it is not affected by shareholders death, insanity, bankruptcy or transfer of shares.
• Easy transfer of shares	• Easy transfer of shares
• Wide choice of business opportunities	• Wide choice of business opportunities
• The liability of the shareholders is limited	• The liability of the shareholders is limited
• Its vast resources, for example, financial strength, enables it to hire qualified and experienced professional staff.	• Its vast resources, for example, financial strength, enables it to hire qualified and experienced professional staff.

5. **Analyse five factors that an entrepreneur needs to consider while evaluating the business environment**

Internal factors that influence the performance of the business include: -

a) **Objectives of the business**

These are targets or goals that are set by the owners or managers of a business to be achieved.

b) **Management policies and style**

Management refers to the people who are responsible for directing the day to day operations of the business. A policy is a course of action for achieving set objectives which is adopted by the business.

c) **Personnel skills, knowledge and values**

Personnel refers to the employees working in the business. Employees will only be useful if they have the necessary knowledge and skills to successfully carry out the assigned tasks. The management should ensure that the people who are hired to work for the business have the necessary knowledge and skills to do the job. A business can increase the productivity of its workers through training. Productivity may also be increased by building a workforce that can work as a team and which shares certain core values of the business.

d) Financial and physical resources

This refers to finances and equipment required to run the business successfully. If these resources are not available, then the business may not succeed in achieving its objectives.

e) Research and development

Research generates new ideas, skills and better methods of doing things. A business has to do market and consumer research regularly to find out how the consumers perceive their goods and how they can improve in order to outdo their competition. Research also assists in the development of new and unique goods and services that may attract new consumer or maintain the loyalty of existing ones.

f) Organizational culture

This encompasses values and behaviors that contribute to the unique social and psychological environment of a business.

1. **External Environment**

This environment consists of all the factors which affect the operations of a business from outside. These factors include; -

a) Infrastructure

It consists of all the facilities that exist within an environment to facilitate better living conditions e.g. transport, communication, electricity, social amenities etc. Availability or lack of such infrastructure will determine whether a business environment is conducive or not.

b) Market conditions

An entrepreneur should evaluate the market for the opportunity. This involves the understanding of the market that includes customers, pattern of trading and business activities in the environment e.g. rural market conditions differ from urban market conditions. An entrepreneur should thus develop a business opportunity that fits in the environment.

c) Price structure

It is important in assisting the entrepreneur to evaluate the market in order to choose appropriate pricing strategy for the business opportunity.

d) Social-cultural factors

These are factors that are based on beliefs, values, attitudes, opinions and lifestyles of people. They may be determined by culture, religion, education, age or ethnic background. A business environment consists of people and people have different cultural values. Entrepreneurs need to understand the social-cultural values within the environment before engaging in a business. The knowledge gained would direct the opportunity to the right environment and reduce the risk of failure considerably.

e) Competition

The entrepreneur considers the business opportunity with the least amount of competition within the business environment. The less the competition the higher the chances of survival. A business should gather all the necessary information regarding its customers in order to determine their needs, tastes and preferences. It should then try to fulfill or satisfy these needs in a better way than the competitors.

f) Government policies/incentives

The entrepreneur should consider Government incentives e.g. tax relief, relaxed legal constraints, financial aid (loans/low interest rates), sponsoring training and seminars.

g) Technological factors

Technology is the application of scientific knowledge in performing tasks. A business has to consider the technological factors influencing its operations. This is because technology can radically change the way goods are produced and services provided.

6. **Explain five sources of business finance that are available to an entrepreneur**

   Equity Finance:

   This type of finance is the money invested in a business venture with no legal obligation for an entrepreneur to repay the principal amount or pay interest on it. Sources of type of finance include.

   - Individual savings
   - Family members contributions
   - Contributions from friends and relatives
   - Contributions from financial institutions that take partial ownership of the business in return for funds. Examples of such institutions are angel capitalists and venture capitalists.

   Debt Finance:

   This is a source of finance whereby money is loaned to an entrepreneur who is starting or expanding his/her business, with an expectation that the funds will be repaid with interest. The interest can be low, but the expectation of payment is still present. Banks

   - Cooperative societies
   - Commercial finance companies
   - Life insurance policies
   - Savings and loans institutions

7. **Explain five reasons why an individual would rather start his or her own business enterprise as opposed to wage employment**
   - ✓ There are those who want to make more money than what they have: to get rich. They believe that nobody gets to be a millionaire while working for others. To them, money is a measure of success. Love for money becomes a motive for going into self employment.
   - ✓ Some people want to realize a dream. They want to challenge themselves to do more because they want more.
   - ✓ Some people want freedom from depending on someone else for a salary.
   - ✓ There are those who simply love success. They go into business with a burning desire to succeed. They want to prove to themselves and others that they are succeeding.
   - ✓ There are those who simply love hard work. They derive fun from working long and hard, only they do not like working for someone else. They want to do so for themselves.
   - ✓ Quite a number of people have a desire to put into practice a talent that they have. They may have an inborn talent, a natural gift.
   - ✓ There are also those who are risk lovers. They understand the basic risk and reward ratio in life: the greater the risk, the higher the reward. They therefore risk going into self employment.
   - ✓ Pride and prestige may also lead some people into self employment. Such people want to be proud of their abilities and achievements. Business success gives them the pride and prestige that they want.
   - ✓ Some go into business as a need to continue with the family business.
   - ✓ Lack of wage employment has forced many to go into self employment. Some people may have been sacked, retired, or simply unable to get wage employment.

✓ Some people are encouraged by e.g. spouses to go into self employment

8. **Mike is thinking of expanding his manufacturing business internationally. Identify five advantages he will enjoy.**
   ✓ Develop New Sources of Revenue.
   ✓ Create a Better Brand Image.
   ✓ Beat The Competition
   ✓ The Ability to Help More People
   ✓ Greater Access to Talent.
   ✓ Learning a New Culture
   ✓ Exposure to Foreign Investment Opportunities
   ✓ Improving Your Company's Reputation
   ✓ Diversifying Company Markets
   ✓ Benefit From Global Talent Acquisition.
   ✓ Make Use of International Financial Incentives.

9. **Rosa is intending to start an online business. Describe five benefits of doing business online.**
   ✓ Easier and faster financial transaction
   ✓ Access to international markets
   ✓ Cheaper start-up cost
   ✓ 24/7 Availability
   ✓ Better Customer Support
   ✓ Better Communication and Faster Decision-Making
   ✓ Cheaper Marketing, More Control

10. **Explain five problems that small-scale entrepreneurs are likely to face in managing their enterprises.**

1. They operate in a highly regulated setting where there are many rules and regulations.
2. Many of the businesses are excluded from mainstream of business activities. These include access to credits which is limited because of lack of the generally accepted requirements. Title deeds are required as collateral, comprehensive business plans are needed to convince the financial institutions for the viability of the business, acceptable business history or track records are needed to confirm that the business has been and is likely to thrive if more money is injected in it. The business has to be in a fixed location to convince the financiers that the business is stable and has the necessary licenses. Many of them operate on locations which are not designated for business e.g. Jua Kali many of them are hawkers
3. Licenses and permits take too long before they are given out and the permits required are very many before one can start a business
4. Poor extension of physical activities. These include operations in areas with poor roads, no telephone for easier operations in hot sun an as a result their performance is reduced e.g. mechanics
5. Gender hostility problems. Those who are women are seen as women and not as individuals working. Society is very hostile to them.
6. The employment's act restricts women in running business in their homes and being hawkers.
7. The inheritance law i.e. land is inherited by men only.
8. Women generally play multiple roles in the homes and this makes it difficult for their participate in small enterprises.
9. Traditional roles of them assuming the entire family responsibility for childcare, responsible for providing food, water, fuel and general maintenance of homestead.
10. They are engaged with frequent pregnancy and childbirth takes toll on their health. Unless we consider this issue, they are not particularly useful in terms of smalls roles.
11. Certain social practices and attitudes reduce effective participation of women in small enterprise environment e.g. traditional and modern view of marriage -views women as subordinates and dependents of husbands.
12. Fairly land and property are frequently registered in the names of men.

13. In banks, financial institutions, if women are to borrow money, they are to get clearance from husbands, ye women are better borrowers- particularly in loan repayments.
14. Poor quality products of small-scale enterprises
15. Competition from big companies

11. Outline the factors that negatively affect the development of entrepreneurship in Kenya.

- Inadequate capital
- Poor infrastructure
- Poor information on availability of opportunities.
- Poor knowledge of existing regulations.
- Poor knowledge of the market.
- High risks involved in starting and operating an enterprise.
- Low status of entrepreneurs
- Arbitrary changes in the administration of law by the government.
- Low status of entrepreneurs in the eyes of the public
- Unwillingness to devote organizational abilities to business purposes.
- Lack of adequate response to monetary incentives
- Arbitrary changes in the administration of law by the government which spreads the element of uncertainty among entrepreneurs
- Family issues
- Lack of encouragement

12. State four ways through which entrepreneurs contribute to the country's development.

- Employment creation: Entrepreneurs create employment for themselves and other people. They are employers and assist in solving the unemployment problem.

- Local resources: When entrepreneurs utilize local resources, the value of these resources increases.

- Decentralization and diversification of business: Entrepreneurs are able to identify business opportunities, and locate these businesses in suitable areas, including rural areas.

- Promotion of technology: By being creative, entrepreneurs are able to contribute to the utilization and development of appropriate technology.

- Capital formation**:** Entrepreneurship increases capital formation and investment in new and expanding business.

- Promotion of an entrepreneurial culture: By projecting successful images, entrepreneurs become role models for other people.

- Product and services: Entrepreneurs make and distribute the products and services that people want.
- Income**:** through its employment creation, business provides an income base to its stakeholders in terms of salaries, wages, profits and taxes.

- Taxes: without taxes on the incomes of individuals and businesses, social institutions and services cannot be afforded.

- National well-being: most of the capital goods, commercial and social services as well as technological know-how required to satisfy our needs come from business activity.

- Improving standard of living of the people: the standard of living of a people is measured by the ability of people of a nation to buy goods and services.

- Promotion of national productivity: when an entrepreneurs' products or services are sold in the local economy, this means that the equivalent of the same in money terms is not used for importing similar products. When this happens the gross domestic productivity increases.

- Innovation/technology: entrepreneurs are innovative and creative and usually come up with new technologies.

- Conservation of foreign exchange: the more able a country is able to produce goods and services which do not require any or little imported components the more entrepreneurs can contribute to the conservation of foreign exchange.

- Export promotion: Entrepreneurs earn the country foreign exchange by providing goods and services for exports.

13. State four ways in which the government of Kenya has encouraged entrepreneurship development.

Infrastructure

Availability of roads, power, water and telephone services is an important factor in enterprise development. For example, perishable food businesses. The government of Kenya has embarked on infrastructure development as a means of improving and developing small scale enterprises in Kenya.

Export/ import incentive scheme

Assistance is provided by the government through the ministry of trade on export market.

Entrepreneurs are encouraged to produce goods and services for export market to earn foreign exchange for the country.

Pricing policy

The government imposes price control on basic goods to protect the small-scale business owners from exploitations and consumers from exploitations by small scale business owners.

Credit facilities

To increase business opportunities the government provides loans and charge low interest rates on loans. They organize for entrepreneurial seminars at reasonable fees and provide advice on other sources of finance to the small-scale entrepreneurs.

Education

The Kenyan government has introduced entrepreneurship education in the Kenyan colleges and universities. Its taught at all levels of education in the country as away of encouraging the youths to engage in entrepreneurial activities after school because formal employment opportunities are limited. Small business centres have been established as a mechanism of linking trainees in technical institutions with industrial business community in all technical training institutions.

Technology

Technical training in the country has been integrated with entrepreneurship education such that the graduates from these institutions can become entrepreneurs. At these training institutions relevant technological skills are imparted to the trainees. The government provides maximum support for these institutions. For example, providing managerial and technological development for entrepreneurs.

Enabling environment

A good environment which encourages entrepreneurial activities is an attempt by the government to encourage development of enterprises in Kenya.

14. State the types of entrepreneurs (3mks)
The Innovator

With a strong personal drive, these are the leaders. Innovation motivates them strongly, but a major incentive for this group is the idea of creating a legacy and doing things the other way.

The Hustler

The enthusiastic ones, these entrepreneurs don't wait for opportunities to fall in their lap. They know the importance of small things and make use of them effectively and efficiently. They are focused dreamers and work hard to achieve it.

The Imitator

These entrepreneurs try to play safe by copying a successful or going to be a successful business model. They iterate a certain feature or innovation in a particular product or the business model to make it more appealing and have a competitive edge over the current market. The greatest advantage of copycat entrepreneurs is that they know the opportunities and shortcomings of the business and have a proven business model to work on

The Researcher

These entrepreneurs not only believe in original ideas but also ideas which are viable. They believe in starting a foolproof business and spend a lot of time in choosing the right one.

The Money Magnet

It's a lot easier to make money when you start with money. This is what these entrepreneurs do. They usually don't have much know-how of the business world and most of the work is done by the professionals appointed by them.

The Prodigy

While others thrive on innovating and challenging the status quo, prodigies rely on innate intelligence and instinct as well as a higher degree of emotional stability. These entrepreneurs are blessed with inborn business sense and instinct.

The Buyer

These entrepreneurs have huge pockets and are ready to invest in any promising venture. They might already have an experience in running a successful business and look for more opportunities.

The Solopreneur

These entrepreneurs choose to start a business on their own with no intention of ever adding staff. They are the chief cook and the sole person responsible for the fate of the business.

The Short-termer

The main motive of these entrepreneurs is to create a successful business and sell it for top dollar. They are the innovators who derive their business model from bigger companies and add up innovation to them.

The Rebels

These are the unconventional and challenge the existing players with their innovation and different routes. The rebels challenge the way it has always been done and does the work that matters.

15. **Kariuki wants to start a business, but does not know where to obtain capital. Outline four main sources of business finance.**
    Equity Finance:

    This type of finance is the money invested in a business venture with no legal obligation for an entrepreneur to repay the principal amount or pay interest on it. Sources of type of finance include.

- Individual savings
- Family members contributions
- Contributions from friends and relatives
- Contributions from financial institutions that take partial ownership of the business in return for funds. Examples of such institutions are angel capitalists and venture capitalists.

    Debt Finance:

    This is a source of finance whereby money is loaned to an entrepreneur who is starting or expanding his/her business, with an expectation that the funds will be repaid with interest. The interest can be low, but the expectation of payment is still present. Banks

- Cooperative societies
- Commercial finance companies
- Life insurance policies
- Savings and loans institutions

16. **Highlight with examples the factors that an entrepreneur considers when evaluating the business environment.**
Internal factors that influence the performance of the business include: -
g) **Objectives of the business**
    These are targets or goals that are set by the owners or managers of a business to be achieved.

h) **Management policies and style**
    Management refers to the people who are responsible for directing the day to day operations of the business. A policy is a course of action for achieving set objectives which is adopted by the business.

i) **Personnel skills, knowledge and values**
    Personnel refers to the employees working in the business. Employees will only be useful if they have the necessary knowledge and skills to successfully carry out the assigned tasks. The management should ensure that the people who are hired to work for the business have the necessary knowledge and skills to do the job. A business can increase the productivity of its workers through training.

Productivity may also be increased by building a workforce that can work as a team and which shares certain core values of the business.

j) Financial and physical resources

This refers to finances and equipment required to run the business successfully. If these resources are not available, then the business may not succeed in achieving its objectives.

k) Research and development

Research generates new ideas, skills and better methods of doing things. A business has to do market and consumer research regularly to find out how the consumers perceive their goods and how they can improve in order to outdo their competition. Research also assists in the development of new and unique goods and services that may attract new consumer or maintain the loyalty of existing ones.

l) Organizational culture

This encompasses values and behaviors that contribute to the unique social and psychological environment of a business.

2. **External Environment**

This environment consists of all the factors which affect the operations of a business from outside. These factors include; -

h) Infrastructure

It consists of all the facilities that exist within an environment to facilitate better living conditions e.g. transport, communication, electricity, social amenities etc. Availability or lack of such infrastructure will determine whether a business environment is conducive or not.

i) Market conditions

An entrepreneur should evaluate the market for the opportunity. This involves the understanding of the market that includes customers, pattern of trading and business activities in the environment e.g. rural market conditions differ from urban market conditions. An entrepreneur should thus develop a business opportunity that fits in the environment.

j) Price structure

It is important in assisting the entrepreneur to evaluate the market in order to choose appropriate pricing strategy for the business opportunity.

k) Social-cultural factors

These are factors that are based on beliefs, values, attitudes, opinions and lifestyles of people. They may be determined by culture, religion, education, age or ethnic background. A business environment consists of people and people have different cultural values. Entrepreneurs need to understand the social-cultural values within the environment before engaging in a business. The knowledge gained would direct the opportunity to the right environment and reduce the risk of failure considerably.

l) Competition

 The entrepreneur considers the business opportunity with the least amount of competition within the business environment. The less the competition the higher the chances of survival. A business should gather all the necessary information regarding its customers in order to determine their needs, tastes and preferences. It should then try to fulfill or satisfy these needs in a better way than the competitors.

m) Government policies/incentives

The entrepreneur should consider Government incentives e.g. tax relief, relaxed legal constraints, financial aid (loans/low interest rates), sponsoring training and seminars.

n) Technological factors

Technology is the application of scientific knowledge in performing tasks. A business has to consider the technological factors influencing its operations. This is because technology can radically change the way goods are produced and services provided.

17. **Explain the methods that entrepreneurs may adopt in generating business ideas.**
Building on your Skills, Hobbies or Interests;
Generating a business idea based on skills, hobbies or interests, entails listing as many of your interests, skills and hobbies as you can think of. For each try to think of a business idea to match it.
Copying and Improving an Existing Business
It is true that many successful businesses are based on innovative and original ideas. It is also true that a completely new untried and untested idea may be risky. That means that one could eliminate the risk of failure by copying and improving on somebody's idea.
Combining Two Existing Business Ideas
Think of two or more existing business ideas and combine them to produce a new concept. E.g A Diet Food Restaurant.
Spotting a Market Niche
Entrepreneurs usually look for "gaps" in the growing markets. They try to identify needs of sections of markets which are not being met by existing businesses. However, spotting a gap in the existing market may not be easy. One way is to identify trends and translate them into business ideas by identifying a possible need associated with the trend.
Listening to What People Say
If enough people say the same thing, then that could be a market niche to exploit. Listening to what people say could be enhanced by actual interviewing of people to collect their complaints and desires. E.g. a questionnaire could be circulated in the estate to find out the residents unmet needs.
- **Personal skills/experience**
- **Use of Mass media: newspapers, TV, Radio, Magazines**
- **Franchising (copying)**
- **Attending Business exhibitions**
- **Surveys (interviews, observations, questionnaires)**
- **Customer complaints (listening to these)**
- **Changes in society (analyzing trends)**
18. **The office of the governor of city council of Nairobi has proposed that matatus should be parked in the suburbs of the city in a bid for decongestion. Explain four ways in which this decision will affect businesses.**
   ✓ increasing operating costs
   ✓ reducing the size of market areas served from any given business location.
   ✓ Reduced revenues and profits
   ✓ Increased competition among businesses
   ✓ Stock limitations due to lack of ploughed back profits

1a) **Entrepreneurship a competence that every enterprise should have for successful running. Highlight the importance of communication in an enterprise**
i. Clarifies issues
ii. Motivations
iii. Customer service
iv. Coordinate departments
v. Decision making
vi. Management
vii. Implementation of change

b) Discuss 5 barriers of effective communications
*i. Information **overload** or **underloa**d make it difficult to get important aspects of the message*
*ii. **Poor presentation**, poor handwriting, that is illegible may kill delivery*
*iii. **Wrong choice** of communication medium*

iv. ***physical barriers*** *i.e Noise in factories, time and distant, environmental stress, subjective stress*
v. ***interpretation*** *barriers*
vi. psychological barriers
vii. ***negative attitude****: Mistrust and prejudice, deliberate misunderstanding of communication*
viii. ***Emotional response*** *eg. Anger, excitement may distort*

2a. Employees motivation is critical to the success of an entrepreneur. Highlight 5 methods used by entrepreneurs to motivate employees
i. Rewards/incentives
ii. Promotions
iii. Salary increment
iv. Provision of training opportunities
v. Good working environment
vi. Appreciation
vii. Job security
viii. Carrier development

b) Explain 5 importance of motivating employees
i. improves productivity level
ii. they become more innovative
iii. reduces absenteeism
iv. ensures organisation efficiency
v. ensures loyal workforce
vi. boost reputation of the business
vii. facilitates direction

3. I dearly every entrepreneur should prepare a business plan. Justify the need for preparation of business plan by an entrepreneur
i. Enables the entrepreneur in decision making.
ii. Reference tool for bench marking.
iii. Better understanding of the business.
iv. Financing from financial institutions.
v. Highlights risks involved.
vi. Communication tool.
vii. Tool for planning and guidance.

b) Explain components of a good business plan
i. Financial planning ie working capital, preoperational cost, work flow.
ii. Production/delivery plan/business operation
iii. business description
iv. market target
v. means of operation/production
vi. management
vii. finance
viii. risks and assumption
4a) in the recent past it has been proved that for business to thrive they need to implement creativity and innovation
a) Explain the importance of creativity and innovation in a business enterprise
i. -increased creativity
ii. Profit maximization
iii. Motivates employees to become creative

iv. Leads to diversification of products and services
v. Introduces a variety of goods and services

b) Explain 5 challenges faced by entrepreneurs in implementing creativity and innovation strategies in business enterprise
i. Fear of failure
ii. Financial constraint
iii. lack of adequate motivation
iv. lack of commitment
v. lack of knowledge
vi. lack of collaboration
vii. *not thinking proactively*

5a) Explain 5 advantages of adapting ICT technology in business management
i. Better decision making
ii. improved customer service
iii. quality of goods and service
iv. reduced production costs
v. immediate customer feedback

b) Highlight challenges Small scale business(SSB) face in their attempt to integrate ICT
i. financial constraints…h/w and software
ii. lack of information about suitable ICT solutions
iii. inadequate skills/ training
iv. lack of ICT policy
v. poor infrastructure
vi. in access to electricity

1. **Explain the role of entrepreneurs in the development of a country**

- Employment creation: Entrepreneurs create employment for themselves and other people. They are employers and assist in solving the unemployment problem.

- Local resources: When entrepreneurs utilize local resources, the value of these resources increases.

- Decentralization and diversification of business: Entrepreneurs are able to identify business opportunities, and locate these businesses in suitable areas, including rural areas.

- Promotion of technology: By being creative, entrepreneurs are able to contribute to the utilization and development of appropriate technology.

- Capital formation**:** Entrepreneurship increases capital formation and investment in new and expanding business.

- Promotion of an entrepreneurial culture: By projecting successful images, entrepreneurs become role models for other people.

- Product and services: Entrepreneurs make and distribute the products and services that people want.
- Income**:** through its employment creation, business provides an income base to its stakeholders in terms of salaries, wages, profits and taxes.

- Taxes: without taxes on the incomes of individuals and businesses, social institutions and services cannot be afforded.

- National well-being: most of the capital goods, commercial and social services as well as technological know-how required to satisfy our needs come from business activity.

- Improving standard of living of the people: the standard of living of a people is measured by the ability of people of a nation to buy goods and services.

- Promotion of national productivity: when an entrepreneurs' products or services are sold in the local economy, this means that the equivalent of the same in money terms is not used for importing similar products. When this happens the gross domestic productivity increases.

- Innovation/technology: entrepreneurs are innovative and creative and usually come up with new technologies.

- Conservation of foreign exchange: the more able a country is able to produce goods and services which do not require any or little imported components the more entrepreneurs can contribute to the conservation of foreign exchange.

- Export promotion: Entrepreneurs earn the country foreign exchange by providing goods and services for exports.

2. **The key factors that affect the growth of women entrepreneurship in Kenya (8mks)**

   - ✓ Availability of finance or funds.
   - ✓ Modern technology.
   - ✓ Infrastructures.
   - ✓ Appropriate knowledge and skills
   - ✓ Appropriate training.
   - ✓ Government policies.
   - ✓ Individual strengths and talents.
   - ✓ Availability of markets.
   - ✓ Availability of resources.
   - ✓ Culture
   - ✓ Natural factors.
   - ✓ Political stability.
   - ✓ Competition.
   - ✓ Resource persons or entrepreneurs.
   - ✓ Social security.

3. **Discuss the importance of business plans for young entrepreneurs (8mks)**
   i. Enables the entrepreneur in decision making.
   ii. Reference tool for bench marking.
   iii. Better understanding of the business.
   iv. Financing from financial institutions.
   v. Highlights risks involved.
   vi. Communication tool.
   vii. Tool for planning and guidance.
4. **Evaluate factors that can influence locational mobility among entrepreneurs (6mks)**
   - ✓ Availability of raw material
   - ✓ Infrastructure and labor
   - ✓ Nearness to market
   - ✓ Own resources
   - ✓ Knowledge
   - ✓ Experience

     ✓ Socio political situation

5. **Critically evaluate using suitable illustrations the relevance of Maslow's hierarchy of needs theory on enterpreneur motivation (20mks)**

Physiological Needs

• The most potent need. According to Maslow, when these physiological needs are developed for a long period, all other needs fail to appear or recede in the background.

Physiological needs are deemed to be the lowest- level needs.

• These needs include the needs such as food and water

Safety Needs

• When the physiological needs are successfully fulfilled then safety needs become the dominant force in the personality of the individual.

• Safety needs are many and are mainly concerned with maintaining order and security.

• Safety needs include a desire for security, stability, dependency, protection, freedom from fear and anxiety, and a need for structure, order, and law.

• In the workplace this needs translates into a need for at least a minimal degree of employment security; the knowledge that we cannot be fired on a whim and that appropriate levels of effort and productivity will ensure continued employment.

Social Need

• This need emphasizes basic physiological nature of human beings to identify with the group life; making intimate relationship with other members of society.

• These needs are dependent on the fulfilment of previous needs

Esteem Need

• Esteem needs include the desire for self- respect, self-esteem, and the esteem of others.

• When focused externally, these needs also include the desire for reputation, prestige, status, fame, glory, dominance, recognition, attention, importance, and appreciation.

Self-actualization Need

• he highest need. It means to fulfil one's individual nature in all aspects, being what one can be.

• One of the most important aspects of self- actualization is freedom from cultural and self- imposed restrains.

• Self-actualization is possible when the basic needs of the person are met.

6. **Discuss with practical examples the importance of entrepreneurial education as a curriculum unit for future teachers (20mks)**
    - ✓ Prepare students for an uncertain future.
    - ✓ Creativity and collaboration.
    - ✓ Teach problem identification.
    - ✓ Boosts Leadership Quality:
    - ✓ Teaches Basic Life Skills

- ✓ Nurturing a culture of entrepreneurship spirit also helps students in creating and achieving realistic goals. Young minds can be trained about long-term & short-term goal achievements.
- ✓ A key aspect of entrepreneurship education is about imparting problem-solving skills. Beyond the world of jobs and businesses, these skills allow students to cope better with challenges in regular life.
- ✓ Students are future entrepreneurs, and by giving them the tools, resources, and expertise for learning about enterprise management, institutions can make a difference in the learning process.
- ✓ Learning about entrepreneurship encourages collaboration and teamwork. It fosters a mindset where students depend on one another for creative reasons instead of merely competing in the classroom.
- ✓ -Provides individuals with the ability to recognize commercial opportunities

7. **Evaluate factors contributing to use unemployment in Kenya and suggest possible interventions (20mks)**

   1. High population whereby there are too many people for the available job opportunities
   2. Lack of money to start individual businesses /unavailability of finances
   3. Some people lack skills which make them not to be absorbed in the job market
   4. Rural –urban migration- Many people are congested in towns where job opportunities are limited
   5. Rural migration-May people are congested in towns where job opportunities are limited
   6. Foreign aid-dependence on foreign aid causes the donors to give conditions of employment that is lean service
   7. Selfishness/greed-some Kenyans have more than two jobs, while others
   8. Education system-many Kenyans prefer while collar jobs after school and because of still competition for available spaces many remain unemployed.
   9. Insecurity/increase in crime discourages local and international investors
   10. Negative attitude towards work-some Kenyans lack the initiative to do or participate in economic activities just idle around.
   11. Unequal distribution of wealth. Some regions have more resources that create employment than other
   12. Slow or declining economic growth

8. **Evaluate factors that influence entrepreneurship mobility in Kenya (6mks)**

   - ✓ Availability of raw material
   - ✓ Infrastructure and labor
   - ✓ Nearness to market
   - ✓ Own resources
   - ✓ Knowledge
   - ✓ Experience
   - ✓ Socio political situation

9. **Explain benefits of a business plan to entrepreneurs (6mks)**

   i. Enables the entrepreneur in decision making.
   ii. Reference tool for bench marking.
   iii. Better understanding of the business.
   iv. Financing from financial institutions.

v. Highlights risks involved.
vi. Communication tool.
vii. Tool for planning and guidance.

10. **Outline using examples contributing factors to the growth of microfinance institutions in Kenya (7mks)**

- **Moderately rising interest rates.** As rates rise, financial services companies can earn more on the money they have and on credit they issue to their customers.
- **Reducing regulation.** Whenever the government decides to cut back on red tape, members of the financial sector will benefit. This means it could lessen the burden while increasing profits.
- **Lower consumer debt levels.** as consumers decrease their debt loads, they lessen the risk of defaults. This lighter load also means they may have a tolerance for more debt, further increasing profitability.
- Government policies
- Economic factors
- Rapid change in technology.

STUDY GUIDE QUESTIONS

1. **Define entrepreneurship**
2. **Identify principles of entrepreneurship**
3. **Give five traits of an entrepreneur**
4. **Describe factors affecting entrepreneurship**
5. **Distinguish between an entrepreneur and a business person**
6. **Identify ways of becoming an entrepreneur**
7. **Define born and made entrepreneurs**
8. **Define self-employment**
9. **Discuss requirements to entry into self-employment**
10. **Discuss relationship between entrepreneurship and self-employment**
11. **Discuss the importance of self-employment**
12. **Discuss business cycle**
13. **Identify five sources of business ideas**
14. **Identify types and factors affecting business environment**
15. **Identify and discuss five legal aspects of the business**
16. **Discuss using examples the business environment**
17. **What is the content of legal aspects of a business**
18. **Discuss partnership membership**
19. **Identify sources of business finance**
20. **Differentiate between private and public limited companies**
21. **Define motivation and its factors**
   Entrepreneurial motivation may be defined as the process that activates the entrepreneurs to exert a high level of effort for the achievement of his/her goals. In other words, the entrepreneurial motivation refers to the drive or forces within an entrepreneur that affects his/her direction, intensity and persistence of voluntary behavior**.**
22. **Discuss entrepreneurial communication principles**
23. **Explain internal and external motivation factors**
24. **Explain the terms**
   a) **Communication principles**
   b) **Entrepreneurial of motivation**
25. **Apply entrepreneurial motivation theories**

26. **Identify and discuss the process theories**
27. **Develop innovative business strategies**
28. **Discuss creativity in business environments**
29. **Discuss business innovative strategies**
30. **Develop a business plan**
31. **Discuss types of businesses**
32. **Define all types of plans**
33. **Identify sections in a marketing plan**

EMPLOYABILITY

6.3.2.3 Self-Assessment
Written Assessment
1. Which of the following is not a self-management skill?

a) Problem solving

b) Bargaining

c) Understanding self

d) Confidence building

2. Grooming is a term associated with?

a) Time management

b) Problem solving

c) Neat and clean appearance

d) Self-management

3. Work reporting and leaving time is a private and personal matter that should not be discussed by anyone at place of work?
a. True
b. False
4. Write a short note on the factors influencing self-management?

5. Describe the importance of self-management.

6. Outline the various self-management skills.

Oral Assessment

1. Identify ways in which you can develop a positive attitude.

2. What are some of the ways one can be assertive at place of work?

Practical Assessment

1. "John a recruited to a company after college. He was so able to cope with the employees, company dress code and was always late to office. What self-management quality do you think are missing in John?

2. Prepare a checklist on your strength, weakness and action plan on how to overcome your weakness.

3. Describe the steps you should take if there is a true emergency or you are very sick and can't go to work.

6.3.3.3 Self-Assessment

Written Assessment

1. Which among the following is not a language skill?

a) Listening

b) Negotiation

c) Speaking

d) Writing

2. The best way to negotiate a good outcome is to

a) Play hardball.

b) Master tactics.

c) Prepare thoroughly.

d) Help your counterpart get what s/he wants.

3. Which of the following is the best definition of empathy?

a) Feeling what someone else is feeling.

b) Feeling sorry for another.

c) Feeling sympathy for another.

d) Feeling that you want to help another.

4. In comparison to small group communication, in an organization communication;

a) Feedback is easier and more immediate

b) Communication roles are more formal

c) Messages can be better adapted to the specific needs of the receiver.

d) People are closer to one another in space.

5. Skimming is done through the following except?

a) Noting bold prints.

b) Reading just few words.

c) Reading to find specific information.

d) Familiarizing with reading materials.

6. What is the meaning of public speaking?

7. Why should you be assertive in the workplace?

8. What is an audience need?

Oral Assessment

1. State three significance of listening skills.

2. State one difference between skimming and scanning.

Practical Assessment
In groups of threes, discuss how you can prepare a speech for public speaking and the importance of preparing for public speaking.

6.3.4.3 Self-Assessment
Written Assessment
1. The following are reasons for conducting awareness on HIV/AIDS except one.

a) Promote good health.

b) Prevent further infection.

c) Stigmatization reduction.

d) None of the above.

2. Which one of the following is not a strategy of effective time management?

a) Focusing on the task at hand.

b) Prioritizing which tasks are more important.

c) Texting with your friends.

d) None of the above.

3. Which one is a method for managing destructions?

a) Using headphones.

b) Studying in an office.

c) Studying in a crowded place.

d) All of the above.

4. Which of the following is not a common time management problem area?

a) Insensitivity to the needs of others.

b) Procrastination.

c) Over planning.

d) Too many meetings.

5. Examples of social stresses are?

a) Financial problem

b) Divorce

c) Loss of loved ones

d) All of the above

6. What thoughts come to the mind when under negative stress?

a) You think that you can cope with the situation.

b) You think that you cannot cope with the situation.

c) You think that everything will be fine eventually.

d) You think that you need help immediately.

7. Is a form of human activity carried out for intrinsic rather extrinsic purpose?

a) Play

b) Leisure

c) Recreation

d) Tourism

8. State the difference between stress and stressors

9. Define the term drug

10. State the importance of punctuality

11. Distinguish between resource mobilization and resource utilization.

Oral Assessment

1. Discuss the importance of leisure time

2. Explain how work procedures can be set.

6.3.5.3 Self-Assessment
Written Assessment
1. Which of these should not be avoided for effective communication?

a) Noise

b) Planning

c) Wrong assumptions

d) Semantic problems.

2. Both encoding and decoding of messages are influenced by emotions.

a) True

b) False.

3. Which is the first enemy of communication

a) Noise

b) Clarity

c) Politeness

d) Completeness

4. Which one of the following is not a characteristic of a team?

a) Minimal and formal knowledge sharing

b) Collective output

c) Individual and collective responsibility

d) Fluid dimension to roles and tasks.

5. The process which begins when one party perceives that others have frustrated or is about to frustrate, some concern of this is known as?

a) Conflict

b) Risk

c) Uncertainty

d) Poor management

6. Most conflicts have roots in uncertainty and negotiation is a way of managing the

a) Resultant risk

b) Failure

c) Uncertainty

d) Inputs

7. When employee's high expectations confront reality of a boring job.it is called?

a) Promotions

b) Transfers

c) Reality shock

d) Formal training.

8. What is gender?

9. How many forms of communication do we have?

10. What is conflict resolution?

11. Which are the leadership qualities you know?

Practical Assessment

Assuming you are a group leader and there is conflict between the group members. How will you solve the conflict?

6.3.6.3 Self-Assessment
Written Assessment

1. To what time frame do strategic plans relate?

a) Long-term

b) Medium-term

c) Short-term

d) Unspecified term

2. Which one of the following is not a key management skill in planning?

a) Conceptual skills

b) Analytical skills

c) IT and computing skills

d) Communication skills.

3. Studying the future, arranging the means for dealing with it is part of the process of?

a) Organizing

b) Commanding

c) Controlling

d) Planning

4. Evaluation measures?

a) The timeliness of program activities

b) The outcome and impact of a program activities

c) How closely a program is kept to its budget

d) How the program was implemented

5. At what stage of a program should monitoring take place?

a) At the beginning of a program

b) At the midpoint of the program

c) At the end of the program

d) Throughout the life of the program

6. An unsafe state is of course a state that is not?

a) Require

b) Safe

c) Run

d) Control

7. Which of the following would not normally be considered as part of a person's work habits?

a) Commuting

b) Promoting setting

c) Sending and receiving mail

d) Organizing

8. What is time management technique?

9. What is decision making?

10. What is planning?

11. How is monitoring done?

12. Why is evaluation done?

Oral Assessment

1. What are the qualities of a good time manager?

2. What is organizing resources?

6.3.7.3 Self-Assessment

Written assessment

1. Refers to the learning opportunities designed to help employees grow.

a) Training

b) Development

c) Education

d) All of the above.

2. How does training and development offer competitive advantage to an organization.

a) Removing performance decision

b) Deficiency is caused by lack of ability

c) Individual have the aptitude and motivation to learn

d) None of the above.

3. Which of these is a benefit of news assessment?

a) Assessment makes training department more accountable.

b) Higher training cost

c) Loss of business

d) Increased overtime wastage

4. Which of the following is not one of the job-related experiences for successful job performance?

a) Innovation

b) Knowledge

c) Skills

d) Behavior

5. Is the identification of tasks to complete and the order I which they will be completed?

a) Planning

b) Procrastination

c) Prioritization

d) Program

6. Distinguish between license and certification.

7. What is the importance of assessing training needs?

8. Differentiate between personal and organizational goal.
Oral Assessment
1. Explain the significance of training and development.

2. Discuss reasons why employees seek recognition.

6.3.8.3 Self-Assessment
Written Assessment
1. Which of the following are the benefits of mentoring programs?

a) Personal fulfillment

b) Development of managers

c) Career advancement

d) All of these

2. Why is coaching and mentoring important for an organization?

a) It increases employee morale

b) All of these

c) It helps in the employee growth and development

d) Help an employee to adjust to company culture

3. The basic functions of the management process include all the following except

a) Planning

b) Outsourcing

c) Organizing

d) Leading

4. Studying the future and arranging the means for dealing with it is part of the process of?

a) Organizing

b) Cementing

c) Controlling

d) Planning

5. How do you identify opportunities in the workplace?

6. What are the cultural aspects of work?

7. What is coaching?
Oral Assessment
1. Define the term mentoring based on the workplace?

2. What is managing own learning?

3. What is the contribution of learning to the community?

6.3.9.3 Self-Assessment
Written assessment
1. How many steps are there in problem-solving and decision-making process

a) Seven

b) Eight

c) Five

d) Nine

2. What is intuitive decision based on?

a) Guesswork

b) Gambling

c) Instinct

d) Rationality

3. A hostile situation resulting from opposing views

a) Brainstorming

b) Compromise

c) Conflict

d) Consensus

4. A group technique used to develop many ideas in a relatively short time

a) Brainstorming

b) Compromise

c) Conflict

d) Consensus

5. A problem-solving method in which each side gives up something of value to help solve a problem

a) Compromise

b) Consensus

c) Constraint

d) Problem-solving

6. The last step in the process of problem-solving is?

a) Design a solution

b) Define a problem

c) Practicing the solution

d) Organizing the data

7. Thing to keep in mind while solving a problem is?

a) Input data

b) Output data

c) Stored data

d) All the above

8. What are the steps of problem-Solving?

9. What are team problems?

10. What is decision making?
11. How is testing assumptions done?
Oral Assessment
1. What is a team?

2. What is a problem?

6.3.10.3 Self-Assessment
Written Assessment
1. A written statement of policies and principles that guides employee behavior is called

a) Code of ethics

b) Word of ethics

c) Ethical dilemma

d) No of the above

2. Which of the following is not an objective if a code of ethics?

a) To create an ethical workplace

b) To evaluate ethical components of the proposed employee actions

c) To improve the public image of the company

d) To enhance the profits of the business continuously.

3. Which of the following shape ethical behavior in organization?

a) Supervisor behavior

b) Organizational culture

c) Code of ethics

d) All of the above

4. Which statement best describes workplace diversity?

a) A physical difference among employees

b) Social differences among employees

c) Historical differences among employees

d) Managerial differences among employees

5. The mainstream approach to diversity supports

a) Business case

b) Affirmation case

c) Radical approach to equal opportunities

d) Social justice

6. The purpose of employee relations is to

a) Adhere to laws pertaining to worker rights

b) Maintain a harmonious working environment

c) Undertake conflict resolutions

d) All of the above

7. What is the meaning of ethics?

8. What is jurisdiction law?

9. What is organizational culture?

10. What is workplace integrity?

Oral Assessment

1. State four ethical perspectives.

2. Discuss the importance of the code of ethics.

ENVIRONMENTAL EDUCATION

7.3.2.3 Self-Assessment

Written Assessment

1. Which is the environmental governing body in Kenya?

a) EMCA

b) NEMA

c) Ministry of Environment

d) Government of Kenya

2. In which year was EMCA amended to align with the Kenyan Constitution?

a) 2015

b) 1999

c) 2007

d) 2010

3. Among the following, which is not a hazardous material?

a) Mine Brine

b) Used oil

c) Natural gas

d) Broken computers

4. Which of the following is a storage method of environmentally hazardous material?

a) Open Tanks

b) Open pits

c) Injection wells

d) Incineration

5. Which disposal method is most ideal for hazard waste from Uranium mining?

a) Landfills

b) Recycling

c) Injection wells

d) Sea dumping

6. What does OSHS not deal with?

a) Provision of PPE

b) Employability

c) First Aid training

d) Workplace safety

7. Chemical splashes are common hazard at Coca Cola Company. Which PPE does not protect from this?

a) Goggles

b) Overall

c) Safety boots

d) Earplugs

8. Name three aspects to be considered when choosing a suitable storage method for hazardous materials.

9. Briefly explain four disposal methods for hazardous waste.

10. Describe PPE you can recommend in a welding industry.

11. Differentiate between OSHS and OSHA.

Practical Assessment

1. Develop an instruction manual describing procedures on how to store and dispose-off a hazardous chemical material

2. Write a report on the storage and disposal methods of hazardous materials used in school.

7.3.3.3 Self-Assessment

Written assessment

1. Which of the following is an example of solid waste?

a) Bio-medical waste

b) Carbon Dioxide

c) Vibrations

d) Noise from house electronics

2. Which of the following is NOT an impact of air pollution?

a) Over-fertilization

b) Stunted growth

c) Improve health

d) Acidification

3. Which of the following is a type of noise pollution?

a) Sewage sludge

b) Waste tires

c) Industrial

d) E-waste

4. Identify which is not a source of air pollution from the option below

a) Audio-Visual equipment

b) Carbon dioxide

c) Sulphur oxides

d) Volcanism

5. Which one of the following ways can be used to minimize noise pollution?

a) Recycling

b) Source control

c) Composting

d) Thermal treatment

6. Which one of the following is the principal Act that guides Environmental management in Kenya?

a) Water Act

b) County government by laws

c) Environmental Management Co-ordination Act

d) Air quality regulation 2014

7. Define the following terms

i. Sewage Sludge

ii. Necrosis

8. List four methods of minimizing noise pollution

Practical Assessment

1. Identify a waste solution source from an institution or area near, where you live and up with practical measures to control the solid waste pollution

2. Write a report on the effects of air pollution on biogeochemical cycles

7.3.4.3 Self-Assessment

Written Assessment

1. Which of the following is not a principle of the 3Rs?

a) Reduce

b) Replenish

c) Reuse

d) Recycle

2. Identify which of the following resource is odd one out.

a) Air

b) Fossil fuel

c) Water

d) Sun

3. Classification of environmental resources is based of the three of the following apart from?

a) Based on source of origin

b) Based on renewability

c) Based on development stage

d) Based on region.

4. Which is not a wastage minimization technique?

a) Resource optimization

b) 3Rs principles

c) Quality control improvement

d) Replenish

5. Benefits of minimizing waste do not include?

a) Public image

b) Fun

c) Environmental responsibility

d) Economic benefits

6. Explain the principles of 3Rs according to environmental resources giving examples

7. Briefly outline the types of environmental resources.

8. Give three examples of measuring techniques of current resource usage.
Practical Assessment
A report on methods for minimizing wastage used in the school.

7.3.5.3 Self-Assessment
Written Assessment
1. Which is not a benefit of using resource efficiency systems?

a) Sustainable Development

b) Cast reduction

c) Environmentally friendly

d) Less value output

2. Data analysis on current work processes involves certain phases apart from which one?

a) Data processing

b) Data guessing

c) Data collection

d) Data cleaning

3. Which is the odd one out in relation to resource usage?

a) Resource exploitation

b) Resource efficiency systems

c) Purchasing strategies

d) Data analysis on work processes

4. Baseline data in establishing resource use profile does not include?

a) Water use

b) Waste generation

c) Premises

d) Energy use

5. Which of the following is not included in the life cycle analysis?

a) Establishing resource use profile

b) Documenting and reviewing plan

c) Data collection

d) Prioritizing resource efficiency actions

6. Describe development procedures of a resource efficiency system.

7. Outline steps taken in developing purchasing strategies.

8. Define data analysis and explain the phases it involves.

7.3.6.3 Self-Assessment

Written Assessment

1. Which year was the Montreal protocol agreed?

a) 1999

b) 2001

c) 1987

d) 2000

2. Which of the following is not a greenhouse gas?

a) Carbon dioxide

b) Hydrogen

c) Methane

d) Nitrous oxide

3. Which of the following is the principal guiding Act in environmental matters in Kenya?

a) Environmental Management and Coordination Act (EMCA)

b) Water Act

c) National Climate Change Action Plan (NCCAP)

d) Air Quality Regulations (2014)

4. Which one of the following is an effect of climate change?

a) Urbanization

b) Flooding

c) Seal level decrease

d) Reduction in diseases

5. Which year did National Environment Management Authority become operational?

a) 1999

b) 1995

c) 2001

d) 2002

6. Identify environmental legislations for environmental concerns

7. List five effects of global warming

SOCIOLOGY OF EDUCATION

1. **Define the following sociological terms (8mks)**
   a) **Social institutions**
      - ✓ Specialized structures established to ensure that the psychological physiological and security needs of its members are well catered for.
   b) **Sociology of education**
      - ✓ This is a branch of sociology that studies the social side of education.
      - ✓ It attempts to systematically study the sociological problems (those originating from the society), patterns and process that are found/associated with the education practice.
   c) **Values**
      - ✓ Refer to intangible qualities or beliefs accepted and endorsed by a given society
      - ✓ They include justice, freedom, respect, community, and responsibility
   d) **Socialization**
      - ✓ Socialization can also be seen as the process of building of group values into the individual or the process through which the individual is cultured.
      - ✓ Socialization is the way culture is transmitted and the individual is fitted in into an organized way of life.

2. **Give three reasons why teachers need to study sociology of education (3mks)**

   - ✓ It introduces the teacher to **sociological** perspectives of **education** which include ; learners, teachers, the **school**.
   - ✓ It enables the teacher to understand the importance of interaction with the learners in a classroom Situation.
   - ✓ Acquaints teachers with knowledge about social needs of both learner and society;
   - ✓ Gives an understanding of the social background of an individual and its influence on the individual's learning;
   - ✓ Familiarises teachers with the contemporary social problems that face the schools e.g. drug abuse, strikes, permissiveness and promiscuity;
   - ✓ Teachers get better understanding of group interaction patterns and how to influence or put it into use in a school situation'
   - ✓ Improves teacher's management of students, parents and the school community at large;
   - ✓ Interaction with other teachers is easier;

3. **Explain three reasons why people form groups (6mks)**

   1. Psychological Factors: After associating in a particular organization, a person joins a particular group in which he/she finds him/her interest, attitude, personality, perception etc. corresponding with other individuals within the department or the organization. Thus, a group is formed.
   2. Social Factors: Persons also form or join the group depending upon their social class, caste, and religion to satisfy their social needs. They do it mainly to satisfy their love, affection and care needs, which at first, they think that they are deprived of after leaving their families.
   3. Security Factors : When a person feels insecure over astonishing developments such as sudden health problem, termination, suspension, local problems etc., consequently, everyone likes to be in a group to feel secured to work.
   Particularly in a new place of work, a new employee needs more security cover than the existing ones and thus it also becomes one of the reason to join the existing group for security.
   4. Economic Factors: When persons work in an organisation, they get every type of economic incentives and benefits available within the rules and regulations. At times organisations cannot meet up an individual's unintended or obligatory needs like money for marriage, house construction,

medical care and other proposes. Therefore, they try to be associated with those people who will help them at the time of need.

5. Cultural Factors: Persons who are coming to work from various societies and culture. It so happens when their place of work is far from their place of origin, region and culture; they do not feel comfortable at work. The reason could be the absence of cultural celebrations. This is also one of the reasons for which individuals coming from same culture, tradition and speaking similar language usually form the group

4. **Give four reasons why sociology is a science (4mks)**

a) Systematicness

A scientific method of investigation has to be systematic. This refers to logical sequence or steps that lead to logical or justifiable conclusions. This means that the results of such investigations must be valid. Sociology emphasizes reliance on verifiable evidence.

b) Objectivity

Scientific methods employ ways of investigation that reveal things as they really are. This means that the investigator is able to put aside personal feelings, biases, prejudices and emotions when studying a phenomenon. Objectivity is emphasized in all sociological studies.

c) Replicability and Transmutability

In science, one research after another can investigate the same phenomenon in the same way leading to the same explanation and prediction thus enabling the acquired knowledge to be passed on to others (Bless and Achola,19880). Replicability is however only possible under the same prevailing conditions. This also applies to Sociology.

d) Reductivity

Scientific methods have the ability to reveal the essential from the trivial, necessity from chance, fundamentals from irrelevancies. Through this principle, sound generalizations or laws can be formulated, thus building up the body of knowledge in a discipline. Sociological analyses have been used to reveal fundamentals from irrelevancies. Issues like causes of drug abuse, teenage pregnancy and abortion have been analyzed from a sociological perspective.

e) Causation

Scientists assume that an event occurs for a reason, a concept known as causation, and that all events have causes. When they conduct studies, scientists identify variables to investigate and look for correlations of how things relate to one another. Three standards are used to determine causal relationships: two variables must be correlated, all other possible factors must be taken into account, and a change in the independent variable must occur before a change in the dependent variable can occur. The concept of causation is applicable in sociological studies.

Sociology is therefore a science since it meets all these criteria for the scientific methods.

5. **List three factors that are necessary for socialization to take place (3mks)**

   ✓ **Socialisee**
   This is the person being socialized. It can either be anew born child, a recruit to the army, afresh man to college or a new student/pupil in a school or a new employee.

   ✓ **Socializer**
   This is the person doing the act of socialization. These are parents, peer groups, community, teachers, church members and employers.

   ✓ **Environment**
   Socialization cannot take place in a vacuum. It must be in a social setting such as in the family, school etc. The socializer and socialisee interact with one another in an environment.

6. **Explain three roles of the family as a socialization agent (6mks)**

The family is the most important agent of socialization' in almost every society. It is the principal socializer of young children. It is within the family that most children learn how to behave in socially accepted ways, to develop close emotional ties and tointernalizethe' values and norms of society (Thomas, 1995). Experiences in the family help deter- mine the type of person an individual becomes. Children grow up to be what they observeand experience in the family. Experiences gained at home are reflected in schools,

church and the community at large. <u>The family</u> also provides security for the child inboth physical and psychological terms. There are negative consequences brought about by harsh family environments. But even in stable families, variations in family composition, beliefs, behavioursand circumstances produce a society of individuals who share in the patterns of the larger culture but who retain unique personalities and behavioural traits. In many cases, a child will admire parents, relatives and siblings andimitate their behaviour. The behaviour imitated is likely to be reflected in school. Families differ. For example, there are the nuclear or monogamous families. This is the ideal or acceptedfamily.Itplaystheroleofcreation.Thereisalsotheextendedfamily.

In <u>the family</u>, socialization can be both deliberate and unconscious. A father or mother mayteach his/her children the importance of telling the truth. These are deliberate or intended socialization activities. There are other unintended socialization activities. Manyof these activities have great impact on children. A parent who stresses on the importance of politeness but is not polite, or emphasizes the danger of drinking but is always drunk sends conflicting messages to thechildren:'

According to Ezewu(1984), the family plays various functions in society. Economically, it is a unit of both production and consumption. It also contributes to child bearing, rearing and socialization. Parental socio-economic statuses have been known to determine the child's ascribed roles and statuses in society. The standard of living which the fancily enjoys becomes dependent on how much money <u>the family</u> has and how efficiently its resources are managed.

However, in modern society, the role of <u>the family</u> as an effective socialization agent has faced various challenges. Most parents have abdicated their responsibilities to house helps and teachers. Urbanization has resulted in the breakup of the traditional setup where every tuber of the community assisted parents in bringing up children. The legislation of laws protecting children such as the Children's Bill has made most parents very conscious of the extent to which they can go in disciplining their children. Some children exploit this awareness to behave as they want. Parents are also not dynamic enough to accommodate new views, ideas and challenges. They therefore appear old fashioned and out of touch with reality.

7. **Define the following sociological terms (8mks)**
   a) **Education**
      ✓ Refers to the acquisition of knowledge, skills, values, attitudes etc, of a society so as to become full and integrated members of that society.
      ✓ It is both formal and informal.
      ✓ Individuals do not have to go to school or any formal setup to be educated. Knowledge, attitudes skills/practice, values etc., can be acquired in the process of daily interactions
   b) **Sociology of education**
      ✓ This is a branch of sociology that studies the social side of education.
      ✓ It attempts to systematically study the sociological problems (those originating from the society), patterns and process that are found/associated with the education practice.
   c) **Culture**
      ✓ The sum total of: human creation which includes what man has made in form of tools, weapons, shelter, material goods, attitudes, beliefs, judgment, institutions, arts, science, philosophy, and social organizations up to the present time.
      ✓ Culture can therefore be viewed as constituting the way of life of an entire society.
   d) **Society**
      -Refers to an organized group of people with common ties, operating through its interacting systems of institutions established to ensure, nurture, defense, and survival for its members.
8. **Outline three reasons why sociology is considered as science (6mks)**

a) Systematicness

A scientific method of investigation has to be systematic. This refers to logical sequence or steps that lead to logical or justifiable conclusions. This means that the results of such investigations must be valid. Sociology emphasizes reliance on verifiable evidence.

b) Objectivity

Scientific methods employ ways of investigation that reveal things as they really are. This means that the investigator is able to put aside personal feelings, biases, prejudices and emotions when studying a phenomenon. Objectivity is emphasized in all sociological studies.

c) Replicability and Transmutability

In science, one research after another can investigate the same phenomenon in the same way leading to the same explanation and prediction thus enabling the acquired knowledge to be passed on to others (Bless and Achola,19880). Replicability is however only possible under the same prevailing conditions. This also applies to Sociology.

d) Reductivity

Scientific methods have the ability to reveal the essential from the trivial, necessity from chance, fundamentals from irrelevancies. Through this principle, sound generalizations or laws can be formulated, thus building up the body of knowledge in a discipline. Sociological analyses have been used to reveal fundamentals from irrelevancies. Issues like causes of drug abuse, teenage pregnancy and abortion have been analyzed from a sociological perspective.

e) Causation

Scientists assume that an event occurs for a reason, a concept known as causation, and that all events have causes. When they conduct studies, scientists identify variables to investigate and look for correlations of how things relate to one another. Three standards are used to determine causal relationships: two variables must be correlated, all other possible factors must be taken into account, and a change in the independent variable must occur before a change in the dependent variable can occur. The concept of causation is applicable in sociological studies.

Sociology is therefore a science since it meets all these criteria for the scientific methods.

9. **Explain two types of socialization (4mks)**
   - ✓ **Status socialization**
     In this kind of socialization, an individual is exposed to a broad pattern of socialization such as in a family or a community. This is designed to prepare the individual to occupy a generalized status in life. This involves learning the ways of life of a family and the community. It includes religious observations and initiation ceremonies (Ezewu, 1983). An individual also learns general positions such as being a mother if one is a female or a husband if one is male. One learns the position she occupies in society.
   - ✓ **Role Socialization**
     In this kind of socialization, an individual is prepared for a specific vocation or function in society (Ezewu, 1983). One learns roles such as teaching, medicine and law. The purpose of this socialization is to equip one with a skill and expectations that contribute both to the development of the individual and society at large. One is socialized to accept and internalize the part and duties one has to play insociety.

10. **Outline three factors that are vital in socialization (3mks)**
    - ✓ Common language
    - ✓ Strong family ties
    - ✓ Organized school activities
    - ✓ Positive peer group

11. **Identify four factors that are likely to hinder successful socialization (8mks)**

    - ✓ Lack of a common language
    - ✓ Schooling(workload/boarding)
    - ✓ Rural urban migration
    - ✓ Mixed marriages
    - ✓ Media influence
    - ✓ /.Working parents etc.

12. Describe five types of families (10mks)

- **Monogamous family**

Consists of one husband and one wife at a time and their children. It is nuclear and does not include the relatives of these members.

- **Manandrous family**

This is when a woman marries one man. The woman is in control of the household and the children belong to her.

- **Polygamous family**

A man marries more than one wife. The man has control over the members and the household. Common in African societies.

- **Polyandrous family**

The woman maries several men at a time and they belong to her domain. She controls them.

- **Group family**

This is where by arrangement a group of men marry a group of women. When the children grow up, they have sexual relations within the groups. Eg the Aiyetoro community of Ondo state in Nigeria.

- **Extended family**

Includes parents, their children, aunties, uncles, grandparents and great grandparents.

13. Identify three reasons that qualifies families as the most influential social agent (6mks)

The family is the most important agent of socialization' in almost every society. It is the principal socializer of young children. It is within the family that most children learn how to behave in socially accepted ways, to develop close emotional ties and tointernalizethe' values and norms of society (Thomas, 1995). Experiences in the family help deter- mine the type of person an individual becomes. Children grow up to be what they observeand experience in the family. Experiences gained at home are reflected in schools, church and the community at large. The family also provides security for the child inboth physical and psychological terms. There are negative consequences brought about by harsh family environments. But even in stable families, variations in family composition, beliefs, behavioursand circumstances produce a society of individuals who share in the patterns of the larger culture but who retain unique personalities and behavioural traits. In many cases, a child will admire parents, relatives and siblings andimitate their behaviour. The behaviour imitated is likely to be reflected in school. Families differ. For example, there are the nuclear or monogamous families. This is the ideal or acceptedfamily.Itplaystheroleofcreation.Thereisalsotheextendedfamily.

In the family, socialization can be both deliberate and unconscious. A father or mother mayteach his/her children the importance of telling the truth. These are deliberate or intended socialization activities. There are other unintended socialization activities. Manyof these activities have great impact on children. A parent who stresses on the importance of politeness but is not polite, or emphasizes the danger of drinking but is always drunk sends conflicting messages to thechildren:'

According to Ezewu(1984), the family plays various functions in society. Economically, it is a unit of both production and consumption. It also contributes to child bearing, rearing and socialization. Parental socio-economic statuses have been known to determine the child's ascribed roles and statuses in society. The standard of living which the fancily enjoys becomes dependent on how much money the family has and how efficiently its resources are managed.

However, in modern society, the role of the family as an effective socialization agent has faced various challenges. Most parents have abdicated their responsibilities to house helps and teachers. Urbanization has resulted in the breakup of the traditional setup where every tuber of the community assisted parents in bringing up children. The legislation of laws protecting children such as the Children's Bill has made most parents very conscious of the extent to which they can go in disciplining their children. Some children exploit this awareness to behave as they want. Parents are also not dynamic enough to

accommodate new views, ideas and challenges. They therefore appear old fashioned and out of touch with reality.

14. **Differentiate between educational attainment and educational achievement (4mks)**
- ✓ Educational attainment refers to the highest level of formal education completed by the members of a population.
- ✓ Educational attainment is sometimes recorded as the number of years of schooling that individuals have completed

- ✓ Achievement is the progress made by a student in acquiring new skills that are reflected in improvement, in grades, in exam
- ✓ Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university.

15. **Outline six social factors that influence educational achievement and attainment (6mks)**
- ✓ Family background eg
  - o Size of the family (large/small)
  - o Nature (single parent, problematic or normal)
  - o Parental education
- ✓ Social economic status
- ✓ (Low, Middle, High income)
- ✓ School attended
  - o Location of the school atteded
  - o Type of the school (day, boarding, mixed or single sex)
- ✓ Unemployment
- ✓ Discipline or lack of it
- ✓ Cultural practices
- ✓ Political climate etc.

Commented [H1]:

16. **Discuss three causes that lead to divorce and how it will affect a child's education (9mks)**
- ✓ Financial problems
- ✓ Infidelity
- ✓ Lack of intimacy
- ✓ Domestic abuse
- ✓ Lack of compatibility
- ✓ Physical appearance
- ✓ Substance abuse and addiction
- ✓ Early marriage
- ✓ Marrying for wrong reasons

17. **Give five reasons why sociology is considered a science (5mks)**
a) Systematicness
A scientific method of investigation has to be systematic. This refers to logical sequence or steps that lead to logical or justifiable conclusions. This means that the results of such investigations must be valid. Sociology emphasizes reliance on verifiable evidence.
b) Objectivity
Scientific methods employ ways of investigation that reveal things as they really are. This means that the investigator is able to put aside personal feelings, biases, prejudices and emotions when studying a phenomenon. Objectivity is emphasized in all sociological studies.
c) Replicability and Transmutability
In science, one research after another can investigate the same phenomenon in the same way leading to the same explanation and prediction thus enabling the acquired knowledge to be passed on to others (Bless and Achola,19880). Replicability is however only possible under the same prevailing conditions. This also applies to Sociology.
d) Reductivity

Scientific methods have the ability to reveal the essential from the trivial, necessity from chance, fundamentals from irrelevancies. Through this principle, sound generalizations or laws can be formulated, thus building up the body of knowledge in a discipline. Sociological analyses have been used to reveal fundamentals from irrelevancies. Issues like causes of drug abuse, teenage pregnancy and abortion have been analyzed from a sociological perspective.

e) Causation

Scientists assume that an event occurs for a reason, a concept known as causation, and that all events have causes. When they conduct studies, scientists identify variables to investigate and look for correlations of how things relate to one another. Three standards are used to determine causal relationships: two variables must be correlated, all other possible factors must be taken into account, and a change in the independent variable must occur before a change in the dependent variable can occur. The concept of causation is applicable in sociological studies.

18. **Define the following terms (10mks)**
    a) **Social interaction**
       - ✓ Social interaction is the process of reciprocal influence exercised by individuals over one another during social encounters.
       - ✓ Usually, it refers to face-to-face encounters in which people are physically present with one another for a specified duration.
    b) **Soci al institution**
       - ✓ Specialized structures established to ensure that the psychological physiological and security needs of its members are well catered for.
    c) **Social stratification**
       - ✓ This is ranking some individuals and groups as more deserving than others.
       - ✓ It is a hierarchical arrangement in the society.

    d) **Socialization**
       - ✓ Socialization can also be seen as the process of building of group values into the individual or the process through which the individual is cultured.
       - ✓ Socialization is the way culture is transmitted and the individual is fitted in into an organized way of life.
    e) **Ascribed status**
       This refers to a position or level occupied by individuals by right of birth or inheritance. This means that birth determines an individual's position in the society usually reflected in closed social classification systems such as royal family.
    f) **Achieved status**
       This is a position or level occupied by an individual as a result of personal effort or striving. e.g Professional occupational status.

19. **Discuss five ways in which a family may influence our learner's achievement in class (10mks)**
    - ✓ Enrolling children in schools
    - ✓ Provision of books and other resources/materials
    - ✓ Motivation for performance
    - ✓ Helps in homework
    - ✓ Getting involved in others' school activities
    - ✓ Influencing on career choice and job aspirations

20. **Describe three functions of education in a society (6mks)**

    - ✓ Preparing one for life in society
    - ✓ Helping one accumulate wisdom of a society
    - ✓ Helps one to live in the society and interact with other people
    - ✓ Nurturing the individual's emotions so that they are controlled and exhibited in ways that are not harmful to other people

Nurturing the individual so that he grows up to interact in a socially approved manner with other people in his society.

21. **Explain five ways in which a school qualifies as a bureaucratic organisation (10mks)**

✓ Has a layer of positions of authority e.g. governing council, principal, deputy principal etc
✓ Has division of labor- organization tasks are distributed and call for high degree of specialization
✓ Encourages the performance of tasks on the basis of written rules and regulations- e.g TSC code of regulations for teachers therefore all the internal regulations should not contradict that. Student's regulations are as prescribed by the school authorities to ensure uniformity and smooth running of the institution.
✓ Persist on performance of tasks in an impersonal manner i.e through neutrality or detachment or without any bias
✓ Has informal relations or networks i.e. those social relations that are outside the control of the organization
✓ It is established for the purpose of achieving goals
✓ Displays a high degree of specialization i.e. recruits experts on the basis of professional and academic qualifications

22. **Discuss three ways in which school categorization can impact learners educational achievement and attainment (9mks)**
    ✓ Examination failure rates among public secondary schools students in Kenya
    ✓ Percentage transition rates to universities and colleges of students in public secondary schools in Kenya
    ✓ Poor performance in specific subjects
23. **Outline five reasons why there is alcohol and drug abuse in learning institutions in Kenya (5mks)**
    ✓ Experimental curiosity
    ✓ Peer pressure
    ✓ Poor socio-economic condition at homes
    ✓ The need for extra energy for daily activities
    ✓ Popular media- music, videos
    ✓ Rebellion
24. **Explain five ways in which alcohol and drug abuse affects learning in school (10mks)**
    ✓ Dropping out of school
    ✓ Strained relationship with other students
    ✓ Lack of interest in studying
    ✓ Low concentration span
    ✓ Declining grades
    ✓ Absenteeism from class
25. **Discuss five measures that heads of learning institution can take to deal with the problem of alcohol and drug abuse (10mks)**
    ✓ Setting clear rules and boundaries that are consistently enforced in a reasonable and measured manner;
    ✓ Keeping an open mind and asking students for their opinions;
    ✓ Giving praise and reward for students' good behaviour, achievements and accomplishments;
    ✓ Modelling a sense of optimism and a positive view of learning;
    ✓ Encouraging constructive use of time and participation in extracurricular activities;
    ✓ Encouraging reading for pleasure outside of school hours;
    ✓ Being a good listener.
    ✓ Modelling appropriate alcohol use behaviours at school events. The availability of alcohol at school events may interfere with drug education and prevention efforts. Be considerate of your school's liquor licensing policy and check if it is in line with the World Health Organization (WHO) recommendations for alcohol-free events where children are present.
26. **Give five factors that lead to social stratification (5mks)**
    ✓ **Stra tification based on class**
      This arises out of the unequal distribution of income and wealth in society. According to the theory of Karl Marx, society is divided into the Bourgeoisie and the Working class, the former exploiting the latter for labor with a less than deserving pay.
    ✓ **Stratification based on Caste, Race, or Ethnicity**

While race deals with people's genetic heritage in question, ethnicity refers to their cultural fabric and traditions. Based on one's race, caste, or ethnicity, this discrimination is observed throughout the history of developing and developed nations.
These conditions turn out to be the criteria for people's social ranking, usually resulting in negative and discriminative hierarchies.

- ✓ **Stratification based on gender**
  Here, the stratification is based on the stereotypical gender roles that become the norm of mainstream society. Gender roles are rigid social constructions that expect a specific set of duties to be performed by that gender only.
  The lack of flexibility in these social roles leads to stratification and discrimination of one gender in light of others' superiority.
- ✓ Wealth
- ✓ Income
- ✓ Education
- ✓ Family background
- ✓ Power

27. **Explain five reasons why a school needs to maintain a good relationship with the community (10mks)**

The school is usually established by the community to serve it in the following ways;
  - ✓ The community relies on the school to teach its values to the learners who form the backbone of the community
  - ✓ The school imparts skills, knowledge and information that eventually affect the community.

On the other hand, the school looks upon the community;
  - ✓ For support when rights of students or teachers are violated
  - ✓ For provision of cheap labour
  - ✓ Enforcing discipline among students
  - ✓ Responsible parenting
  - ✓ Provision of land for expansion

28. **Discuss five ways in which the Kenyan government has tried to provide equal educational opportunities (10mks)**
  - ✓ Posting trained teachers to all public school all over the republic.
  - ✓ Introduction of school feeding programs in arid and semi arid areas
  - ✓ Provision of mobile schools and libraries among pastoralist communities
  - ✓ Allowing churches, NGOs and individuals to develop and run schools.
  - ✓ Provision of free primary education and subsidized secondary education
  - ✓ Quota system in the provision of resources as well as placement into institutions of learning

29. **Outline five benefits that may result from good teacher-student relationships (5mks)**

  - ✓ Promote academic success with positive student-teacher relationships
  - ✓ Avoid behavior problems through healthy student-teacher relationships
  - ✓ Help develop self-worth and improved student mental health
  - ✓ Positive student-teacher relationships assist educators with professional growth
  - ✓ Develop better social-emotional skills
  - ✓ Learn more academic content

30. **Describe the structure of the following family types (10mks)**
  - ✓ **Monogamous family**
    Consists of one husband and one wife at a time and their children. It is nuclear and does not include the relatives of these members.
  - ✓ **Manandrous family**
    This is when a woman marries one man. The woman is in control of the household and the children belong to her.
  - ✓ **Polygamous family**

A man marries more than one wife. The man has control over the members and the household. Common in African societies.
- ✓ **Polyandrous family**
  The woman marries several men at a time and they belong to her domain. She controls them.
- ✓ **Group family**
  This is where by arrangement a group of men marry a group of women. When the children grow up, they have sexual relations within the groups. Eg the Aiyetoro community of Ondo state in Nigeria.
- ✓ **Extended family**
  Includes parents, their children, aunties, uncles, grandparents and great-grandparents.

31. **Discuss five ways in which the changes in the family institution have influenced the education of its members (10mks)**

Structural changes
- o Nuclear family to extended family- Conflict at home
- o Large family to small family

Role changes
- ✓ The breadwinner is no longer the man but both
- ✓ The socializer is no longer the parents but the house help- The children are not socialized with good moral
- ✓ Haste marriages- There are more divorces than before

32. **The family seems to be failing in its socialization role. Discuss any five reasons for this (10mks)**

- ✓ Most parents have abdicated their responsibilities to house helps and teachers.
- ✓ Urbanization has resulted in the breakup of the traditional setup where every tuber of the community assisted parents in bringing up children.
- ✓ The legislation of laws protecting children such as the Children's Bill has made most parents very conscious of the extent to which they can go in disciplining their children.
- ✓ Some children exploit this awareness to behave as they want.
- ✓ Parents are also not dynamic enough to accommodate new views, ideas and challenges.
- ✓ They therefore appear old-fashioned and out of touch with reality.

33. **Socialization is a process. In your opinion, discuss five factors that are likely to interfere with the process (15mks)**

- ✓ Lack of a common language
- ✓ Schooling(workload/boarding)
- ✓ Rural urban migration
- ✓ Mixed marriages
- ✓ Media influence
- ✓ Working parents etc.

34. **Socialization, gender and inclusivity is one of the foundation areas of study in the teacher education program. Explain five reasons for this consideration (15mks)**
   Considerations for socialization
   Learning
   Early socialization capitalizes on the first few years of your children's life when they're most impressionable to form positive and healthy habits.
   - Understand how to respect other's opinions, belongings and personal space
   - Pay attention to authority figures outside of child's parents
   - Actively apply conflict-resolution techniques
   Language
   Early socialization helps children understand and properly use verbal and nonverbal communication to express ideas and feelings.
   - Interacting with peers their own age allows language skills to develop more rapidly

- Stronger story construction with a beginning, middle and end of an event
- Listening capacity increases to result in a better understanding of the spoken word

Sharing

Early Socialization promotes a variety of robust interactions to shape how children respond to sharing toys and working with others toward a common goal.

- Understanding how to take turns
- Learning to wait patiently in a positive and healthy manner
- Opportunities to strengthen cooperation in a group setting

Considerations for gender inclusivity

- ✓ Ensuring that children living in poverty and in other vulnerable situations, particularly girls, complete quality education without discrimination.
- ✓ Strengthens quality of education
- ✓ Provides an appropriate learning environment for both girls and boys
- ✓ Ensures that students leaving secondary school have an awareness of gender equality.
- ✓ Gender equality in education also has a multiplier effect impacting future opportunities and outcomes in relation to economic growth, good health, well-being and poverty reduction.

35. **You have been invited to address a youth seminar on the influence of peer pressure among youth. Use five examples and explain five influences of peer pressure (10mks)**

- ✓ low self esteem
- ✓ lack of confidence
- ✓ uncertainty about ones place within a given peer group
- ✓ no personal interests exclusive of one's peer group
- ✓ feeling isolated from peers and/or family
- ✓ poor academic abilities or performance
- ✓ fear of one's peers
- ✓ lack of strong ties to friends
- ✓ feeling that friends could turn on you
- ✓ close bond with a bully

36. **Suppose you have been appointed to head a technical institution in Kenya. With relevant examples, describe five effects of covid 19 and suggest ways of how to reduce the spread (15mks)**

- ✓ Disorganization of learning programmes countrywide -The closure of institutions affected learners and teachers. Interrupted and loss of learning, financial constraints on households, homelessness, poor childcare and sexual exploitation especially to the underprivileged in the urban centres.
- ✓ The learning gap increased since most of the learners were excluded from online education due to a lack of accessibility to the internet and reliable electricity.
- ✓ Private schools closed down completely since they could not afford the rental premises.
- ✓ Many Teachers and staff lost their jobs.

  Solutions
- ✓ Stopping physical classes and working remotely and digitally.
- ✓ Centralizing teaching and learning resources making them more accessible to learners.
- ✓ Rescheduling of the academic calendar
- ✓ Harness available technology
- ✓ Provide adequate infrastructure
- ✓ Mobilize stakeholders to prepare alternative learning programmes.

37. **Examine five areas that form the basis of exclusion in technical institutions (10mks)**

- ✓ **Political factors** can include the denial of citizenship rights such as political participation and the right to organise, and also of personal security, the rule of law, freedom of expression and equality of opportunity. Bhalla and Lapeyre (1997: 420) argue that political exclusion also involves the notion that the state, which grants basic rights and civil liberties, is not a neutral agency but a vehicle of a society's dominant classes, and may thus discriminate between social groups.
- ✓ **Economic factors** includes lack of access to labour markets, credit and other forms of 'capital assets'.

- ✓ **Social factors** may take the form of discrimination along a number of dimensions including gender, ethnicity and age, which reduce the opportunity for such groups to gain access to social services and limits their participation in the labour market.
- ✓ **Cultural factors** refers to the extent to which diverse values, norms and ways of living are accepted and respected.

38. Identify four examples of strata in the economy (4mks)
- ✓ Upper class- owns and controls the means of production i.e wealthy
- ✓ Middle class- professional or salaried workers, the working class
- ✓ Lower class- rely on hourly wages for their livelihood -the poor
- ✓ The well educated and illiterate

39. Explain the outcomes of class structure to the occupants (9mks)
- ✓ Health – Access to medical care and good nutrition
- ✓ Family life- affects economic status of family e.g poverty in Black single parent families
- ✓ Education – For middle, high and low income
- ✓ Religious affiliation
- ✓ Political participation – the political ruling class and the citizens
- ✓ Experience with the criminal justice system
- ✓ Social respect

40. As a trainer, describe six ways in which you can promote gender equality in your classroom (12mks)

- ✓ Ensure educational materials are free from gender stereotypes.

- ✓ Challenge expectations of professions typically associated with a particular gender, for example include a female construction worker or soldier and a male secretary or nurse.

- ✓ Avoid the term 'guys,' which may make female students feel excluded, use gender-neutral pronouns like 'everyone.'

- ✓ Do not refer to stereotypical characteristics like 'boys don't cry' or 'girls don't fight' which limits understanding of gender roles.

- ✓ Address phrases like 'you play like a girl' or 'man up,' and point out the gender implications of these statements and help find alternative phrasing.

- ✓ Avoid segregating boys and girls into separate lines, separate sports activities and mix seating up in the classroom.

- ✓ Ensure any educational materials used show genders in equal measure.

- ✓ Mix boys and girls to work on projects together.

- ✓ Explore gender concepts and roles from different communities.

- ✓ Help students identify instances of gender bias, through awareness activities or historical events, laws and cultural changes.

TRENDS AND ISSUES IN EDUCATION AND COMPARATIVE STUDIES

1. **Explain five specific objectives of African indigenous education (10mks)**
   - ✓ Character building through the acquisition of moral qualities
   - ✓ Preservation of cultural heritage of the extended family, the clan, and the tribe
   - ✓ Adapting the younger generation to their physical environment and teaching them how to use it
   - ✓ Instilling feelings of group cohesion and stability not individualism
   - ✓ Preparing the individuals for adult roles and active participation in social life of all forms
   - ✓ Learning practical skills and knowledge useful in making individuals self reliant and independent
   - ✓ Instilling in the youth the understanding and perpetuation of their own tribal institutions based on their laws, languages and values inherited from the past to future generations

2. **Outline five methods that were used to give instructions in the African indigenous system of education (5mks)**
   Informal methods
   - ✓ Play
   - ✓ Oral literature
   - ✓ Involvement in productive work

   Formal instruction methods
   - ✓ Apprenticeship
   - ✓ Formal instructions
   - ✓ Indecision and circumcision stages

3. **Explain five main contributions of Islamic education to education in the rest of the world (10mks)**
   - ✓ They have established great universities in Cairo, Tehran, Baghdad, Saudi Arabia and other Arabian countries

- ✓ They majored in the study of astronomy long before westerners began
- ✓ They majored in the study of mathematics especially algebra, geometry, trigonometry, Arabic numerals, etc
- ✓ In physics they invented the pendulum and advanced knowledge of optics, astronomy and worked out the angle of ecliptic and precision of equinoxes
- ✓ In the field of art and architecture they excelled in high quality art for example glassware, jewellery, pottery and architectural designs in mosques, tombs and pyramids
- ✓ In languages they perfected the study of Arabic language
- ✓ In chemistry they have invented potash, silver, bronze and sulphuric acid
- ✓ In manufacturing they have better variety in beauty of designs, perfection of workmanship in silver, copper, bronze etc
- ✓ In medicine they have studied physiology, hygiene and methods of treatment
- ✓ Muslim scholars have sound knowledge of Islamic learning in law, theology, philosophy and classical literature
- ✓ It is from Arabic language and records we understand the early African history and civilization

4. **Explain the reaction of the colonial government to:**
   a) **The Fraser report (10mks)**
   - ✓ Setting up a department of education in 1910 and J.R. Orr appointed as director to head it. This department went on up to the time of independence.
   - ✓ Schools were set up along racial lines where Europeans schools trained their children as masters and leaders. Asian schools trained their children to be artisans and business people, while the native
     African was trained to provide cheap labour
   - ✓ The colonial government through the new director of education opened a number of industrial/agriculture schools in areas not effectively served by the missionaries. These were to act as government-model schools. Some of these schools were: Machakos Technical School, Maasai school at Narok and Coast school at Waa
   - ✓ The government gave some grants to some missionary schools that were offering technical/industrial education. By 1912 some of the courses offered included: carpentry, agriculture,
     typing, and blacksmithing

   b) **The Phelps-Stoke Report (10mks)**

   1. Cooperation between the government and the missions was formalized following the report.
   2. A school was opened at Kabete in the model of Negroes schools in American called the Jean's school at Kabete.
   3. Government subsidies to approved mission schools were given which later became grants-in-aid.

   About the same time the Phelps Stokes Commission was carrying out its task, the government issued a
   document called Education Ordinance, which emphasized the following:
   - ✓ Control of mission schools, which had to be registered and licensed and teachers had to be licensed to teach after meeting certain qualifications. Failures to meet the requirements the schools
     were closed and teachers disqualified.
   - ✓ The director of education was given more authority to inspect schools, withdraw 'grants-in-aid' and
     even to close schools at will.
   - ✓ In matters of finance, the grant-in system was re-emphasized with clear guidelines on government
     commitment to the mission schools.
   - ✓ District Boards were set up to assist in the management of local schools. This marked a start of

African representation and opinion in Education matters.
- ✓ A central (permanent) advisory committee on Education was established in 1924 on which the
Local Nature councils were to be represented. Taxpayers were to contribute two shilling per head to
finance Education.

5. **Identify five current goals of education in Kenya (5mks)**
   - ✓ Foster national patriotism and promote national Unity
   - ✓ Promote social, economic, technological and industrial needs for national development
   - ✓ Promote Individual development and self-fulfillment
   - ✓ Promote sound moral and religious values
   - ✓ Promote social equality and responsibility
   - ✓ Promote respect for and development of Kenya's rich and varied cultural heritage
   - ✓ Promote international consciousness and foster positive attitudes towards other nations.
   - ✓ Promote positive attitudes towards good health and environmental protection.

3a)Explain why the Ominde Commission (1965) , Give little emphasis to Vocational subjects and Agriculture   (10mks)

Ominde Commission was to look at the following:

1.The problems inherited from the colonial rule some of which were:Racial/regional/religious inequalities ,Rigid school curriculum,Outdated examination patterns based on British Models.
2.The societal expectation that Education was an agent of upward mobility and thus the demand for schools offering academic Education.
3.The special Education functions required by the government – such as need to :To create National Unity ,To reinforce the African Cultural Identity ,Reduce reliance on overseas help and advice.
4.Economic constraints on Educational development. The country had limited capital and manpower.
5.The political feature that schools could be used as an effective tool in personal/party electioneering campaigns.

The commission started its task by stating the following nine objectives for education in Kenya:

1.To foster a sense of nationhood and *promote national unity*
2.To **serve** the people of Kenya and the needs of Kenya *without discrimination*
3.To be an instrument of the secular state in which no religion is privileged and to *respect the religious convictions of all people*
4To *respect the cultural traditions* of the people of Kenya both as expressed in social institutions and relationships
5.To restrain an excessively competitive spirit in the schools which is incompatible with our traditional beliefs; every young person coming from our schools must be made to realise that he has a valuable part to play in the national life
6.To ensure that education is regarded and used as an instrument for the conscious change of attitudes and relationships preparing children for those changes of outlook required by the modern methods of productive organisation and at the same time education must foster respect for human personality
7.To *serve the needs of national development*
8.To **promote social equality** and *remove division of race and tribe and religion;* to pay special attention to training in social obligations and responsibilities
9.To ensure **adaptability to change**
These have since been revised to remain as six goals of education in Kenya.

Other recommendations include:

a) **Primary Education** should be managed by the **Public** and not religious authorities.
b) **English** to become the **universal medium** of Institution in all schools, while **Kiswahili** becomes **compulsory s**ubject as a national unifying influence and as a national language
c) Establishment of **PTAs** to foster greater understanding between the teachers and parents.

d) **Agriculture and Home Science** to cease as examinable subjects in primary school and instead becomes part of a revised general science syllabus.
e) **Introduction of NPA (New Primary Approach**) making Education more child-centred.
f) **Change of structure from 4-4-4 to 7-4-2-3 system of education.**
g) Need for a curriculum change to make **curriculum localized.**
h) **Age** of primary school entry be **6 yrs**
i) **Issue of Kenya Primary Education certificate.**

b) Explain Five similarities in each case between the current challenges in Education and most of the Immediate Post Independence period (1963 -1973) in Kenya to Primary education (10mks)

✓ Regional inequalities
✓ Inequalities on a racial and ethnic basis
✓ Rigid school curriculum
✓ Outdated examination patterns based on British Models.
✓ The societal expectation that education was an agent of upward mobility and thus the demand for
✓ schools offering academic education.
✓ Economic constraints on educational development. The country had limited capital and
✓ manpower.
✓ The political feature that schools could be used as an effective tool in personal/party electioneering
✓ campaigns.

c) Give Five reasons Why Africans dislike western Education (5mks)

i. *Education was based* **on racial basis,** *that is education for* <u>Europeans,</u> <u>Asians</u> *and* <u>Africans</u>
ii. *The desire by majority of* **Africans to retain their cultural values**
iii. *Africans were* **unhappy with the style** *of education in mission schools which only prepared them for low positions in government or employment on European farms and homes.*
iv. *Africans* **desired leadership** *in their own schools and churches instead of being led by European missionaries whom they viewed as agents of colonialism.*
v. *They* **wanted to be free from the compulsory** *element of religious training in missionary education*
vi. *They* **resented** *the* **technical and vocational education given to Africans,** *Which they saw as away of keeping them in* **inferior position**

4a) Explain Five Characteristics of teacher Education in Kenya before 1963 (10mks)

Innovations in the curriculum of the school included use of African folklore and local teaching aids- Jeanes school

Grading of school teachers in accordance with examinations.

Characterized by the provision of grants-in-aid to facilitate the system

Beecher Education Report (1949)
The Beecher commission on teacher education recommended the immediate recruitment of European staff
and soon a committee was sent out to Britain to recruit European teachers. A ten year plan envisaging a full primary course under qualified teachers recommended the establishment of 24 elementary teacher training centres and 16 lower primary teacher training centres. The bulk of the teachers were to be trained
locally at Kagumo. A Teachers' Certificate (T4) replaced Elementary Teachers' Certificate and qualified the holder to teach up to standard four; a Teachers' Certificate (T3) replaced the Lower Primary Teachers Certificate and qualified the holder to teach up to standard six. A Teachers' Certificate (T2) replaced Primary Teachers' Certificate and qualified the holder to teach up to form two. A teachers' Certificate (T1)

(Makerere teacher) qualified the holder to teach up to form 4. A bulk of the teachers was untrained or of low

grades, a thing that tended to have adverse effect on the quality of education at the primary level. The Beecher Report adopted these recommendations. The adoption of a ten-year plan and the Beecher Report

to establish a high number of primary teachers colleges resulted in the creation of a large number of relatively isolated teacher training centres. This was governed by such factors as availability of land forbuilding the schools, the local demand for teachers and if the problem of language of instruction was

solved. The commission was also of the opinion that a unified African teaching service be established. Following this an African teaching service was established in 1956 and it is out of this the Teachers Service Commission (TSC) was established in 1967. The commission also recommended that teachers should have a national organisation for airing their views. Following this the Kenya National Union of Teachers (KNUT) was established in 1957/58.

The Binns Education Commission (1952)

Following recommendations to employ expatriate teachers by the Beecher Commission Report, Binns Commission was of the opinion that it was necessary to emphasize on training and employment of local African teachers who would be suitable in meeting the realities of African environment. The commission also expressed concern over the dignity of the teaching profession caused by the structure of teacher institutions. It argued that as long as teacher education continued to be carried out in small-scattered training centres, the profession could not achieve the dignity it requires. The commission therefore expressed urgent need to set up large institutions and institutes of education to coordinated their activities.

This note was taken up in 1956 when Mrs E.M Williams, principal White lands training college was invited by the Christian council of Kenya to study and advise on the reorganisation of teacher training by the protestant churches. The conference strongly recommended that delegacies be established to coordinate the work of teacher training centres and take up the responsibility of setting teacher examinations. Following these recommendations two teacher-training organisations were set up at Kagumo and Siriba to

coordinate teacher-training activities and explore possibilities of consolidating training centres. This heralded the setting up of Kenya Institute of Education in 1964 to carry out the organisations' functions

b) List five recommendations of the Kamunge reports (1988) regarding Teacher Educations

(5mks)

i. Students for **pre service primary** school teacher training be recruited immediately **after form four** and while on training should attend **a one-year teaching practi**ce session during which they should be **paid a salary** similar to that of **an untrained teacher**

ii. **Untrained primary** school teachers be trained only through in service training and their admission to colleges be done annually

iii. **Diploma teachers trainees to attend three year training** where **two years** would be for **resident training** and **one year for teaching practice** during which they should be paid as untrained teachers

iv. **A bachelors degree** for teachers be extended to **take five years** up from four years in the 8-4-4 system of education while post graduate diploma be expanded to train more teachers for secondary schools

v. The **vocational and technical teacher** education program be expanded to cater for the vocationalised 8-4-4 system of education and the existing vocational and technical institutes be used to train vocational and teachers

vi. **Diploma training for specialised education** be adequately equipped to offer **other specialised supplementary service**s effectively

vii. **Teacher colleges** which provide **diploma programmes** in specialised education be equipped to enable students train and gain from the pattern and content of training

viii. **Teacher advisory centres** in every district be well equipped with professionals, **equipments, and be assigned a budge**t to cater for their activities in the district they cover

c)Discuss any Five major changes in Educatin that occurred following recommendations of Koech report (1999)

i. *Examinable subjects* in class eight have been reduced from seven to five
ii. The *syllabi of primary schools have been changed* and improved
iii. *Intake criteria in primary* teachers colleges have been *raised from D+ to C* (content) to improve the quality of teaching in primary schools
iv. *There is more flexibility in the university education* for example credit accumulation where learners can study where they have time and money and accumulation of credits over a given period of time
v. *Emphasis on distance learning* to allow so many people to *access higher education* and possibility to promote life long learning
vi. There is *credit transfer* from *one college* to another or the *university*

5a) Discuss the significances of Technical educations in Kenya   (10mks)

✓ Provide adequate and appropriate skilled Artisans, Craftsmen, Technicians, and Technologists at all levels of the economy through practical training and work experience;
✓ Transfer technology continuously through a collaborative approach between TVET institutions and the relevant industries;
✓ Promote dignity and decency of labor, particularly manual work;
✓ Provide increased training opportunities for the increasing school leavers and other trainees to increase employability;
✓ Provide continuous upgrading of skills and knowledge at the pace and ability of the trainees;
✓ Provide a dynamic curriculum responsive to the manpower needs of a dynamic economy; Impart marketable skills, technical know-how, and attitudes that respond to contemporary labor market demands by the industry, informal sector, and for self-employment;

b)Analys any Five demerits of the 8 – 4 – 4 systems of Education   (10mks)

1.The **system is overloaded with a lot of subjects** in the current curriculum. The curriculum is extensive and demanding to both students and teachers. The parents are overburdened by meeting the high cost of learning materials

2.There is **insufficient financial resources** to meet the total cost of education e.g. stationary for schools and even recruiting more teachers to cope with the high enrolment in schools

3.There is **lack of trained personnel** to deliver the services. There is inadequate teaching and learning resources and facilities

4.**No feasibility studies were done before initiating the system** and therefore, its suitability was not guaranteed. This led to even teachers negative attitude for they were not consulted as stakeholders

5.**Lack of employment**, which is attributed to poor economy. Successful individuals in their fields of specialization encounter long tarmac king period

6.**Rampant drug abuse and school drop out due to early marriages and unexpected pregnancies** due to poor parental care, peer group and teachers lacking motivation

7.**Technological changes** – Kenya is not able to cope with the global market of technology. The abolishment of technical subjects from both primary and secondary schools has led to less prepared skilled trainees

8.**Low recognition of qualified products** of the system. It is evident that decision makers do not remunerate educational scholars well. Big businessmen and entrepreneurs are highly esteemed compared to scholars

9.**Poor nurturing of skills**- students can go up to university without really recognising their area of specialisation

c)Explain any Five aspects of African Traditional education that are still being incorporated in the current education systems in Kenya (5mks)

✓ Play- children are left to take their own initiative and make toys.
✓ Apprenticeship- to equip the individual with occupational skill
✓ Formal instruction- involving the giving of constant correction and warnings to the child
✓ The principle of preparationism- children are brought have to be useful members of society and take up future roles
✓ The principle of functionalism- gearing education towards integrating children in engaging in productive work
✓ Using the principle of learning by doing
✓ Using an education system that reflects the values and expectations of society
✓ The principal of holisticism- using aims contents and methods that are interwoven

6. **Explain the meaning behind any five goals of education in Kenya (10mks)**

✓ **Foster nationalism, and patriotism and promote national unity -** Kenya's people belong to different communities, races, and religions, but these differences need not divide them.

✓ **Promote social, economic, technological, and industrial needs for national development** - Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

✓ **Promote individual development and self-fulfillment -** Education should provide opportunities for the fullest development of individual talents and personalities.

✓ **Promote sound moral and religious values** - Education should provide for the development of knowledge, skills, and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

✓ **Promote social equality and responsibility -** Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all.

✓ **Promote respect for and development of Kenya's rich and varied cultures** - Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society.

✓ **Promote international consciousness and foster positive attitudes towards other nations -** Education should, therefore, lead the youth of the country to accept membership in this international community with all the obligations, responsibilities, rights and benefits that this membership entails.

✓ **Promote positive attitudes towards good health and environmental protection -** Education should inculcate in the youth the value of good health in order to avoid indulging in activities that will lead to physical or mental ill-health.

7. **Covid is an emerging issue that has disrupted education in the world. Explain five measures that the government of Kenya has put in place to mitigate this effect (10mks)**

    ✓ **Digitized monetary platforms**
    On March 16 2020, the CBK announced a number of measures that banks through the Central Bank of Kenya have put in place to increase the use of mobile money transactions instead of cash. This was necessary to reduce the transmission and consequently spread of the Corona Virus through physical exchange of money

    ✓ **Monetary Policies:**
    On March 23, the CBK's Monetary Policy Committee (MPC) resolved to:
       • Reduce the Central Bank Rate
       • Reduce Cash Reserve Ratio
       • Enable banks to release Ksh.35.2B additional liquidity to directly support distressed borrowers due to COVID-19

    ✓ **Use of digitized systems for content delivery**
    ✓ **closure of all schools and other learning institutions**
    ✓ **Restructuring of the school calendar**
    ✓ **Development of social distancing protocols -**in public areas including classes, libraries

✓ **Development of hygiene and sanitation protocols for schools**

8. **Give five reasons that necessitated the change of the system of education in Kenya to 2.6.3.3.3 (10mks)**

   ✓ -Failure of education system to identify learners' talents and nurture them.
   ✓ -To identify learners' talent early and nurture it in course of learning.
   ✓ -Need to incorporate and streamline early childhood education in our country.
   ✓ To incorporate vocational and technical education at secondary school level.
   ✓ -Need to have alternative pathways for learners.

9. **The African traditional philosophical foundation of communalism can be applied in our modern education to solve certain issues in the society. Give five points to support this (10mks)**

Communalism

This philosophy emphasized group cohesion. Each child was brought up to fit within a community, which saw the well-being of each individual in the well fare of the group. Children were socialised to subordinate their own interests to the interests of the community and not the individual. Cooperation was preferred to competition, the individual was brought up to love and have sympathy for fellow human beings and such love was to be reflected in all areas of human activities and relations.

(Then apply to schools)

10. **Discuss five contributions of Islamic education to modern education (10mks)**

1. They have established great universities in Cairo, Tehran, Baghdad, Saudi Arabia and other Arabian countries
2. They majored in the study of astronomy long before westerners began
3. They majored in the study of mathematics especially algebra, geometry, trigonometry, Arabic numerals, etc
4. In physics they invented the pendulum and advanced knowledge of optics, astronomy and worked out the angle of ecliptic and precision of equinoxes
5. In the field of art and architecture they excelled in high quality art for example glassware, jewellery, pottery and architectural designs in mosques, tombs and pyramids
6. In languages they perfected the study of Arabic language
7. In chemistry they have invented potash, silver, bronze and sulphuric acid
8. In manufacturing they have better variety in beauty of designs, perfection of workmanship in silver, copper, bronze etc
9. In medicine they have studied physiology, hygiene and methods of treatment
10. Muslim scholars have sound knowledge of Islamic learning in law, theology, philosophy and classical literature
11. It is from Arabic language and records we understand the early African history and civilization

11. **Outline five achievements of African independent schools (5mks)**
   ✓ Provision of Academic type of education, which they saw as an avenue to economic prosperity and high social status.
   ✓ Availability of an education free from mission Control, since Missionaries were
   ✓ opposed to African traditional ways of life.
   ✓ Freedom from the compulsory element of religious training in missionary education.
   ✓ They resented the technical and vocational Education given to the Africans, which they saw as a way of keeping them in inferior positions.- Opportunities for social and ecomic mobility
   ✓ Expansion of units offered to equip them with skills available to Indians and Europeans

12. **The entry requirement was recently reviewed upwards to c+. Discuss advantages and disadvantages of this decision (12mks)**

   Adv
   ✓ Increase the number of individuals who qualify for university admission
   ✓ Access to state sponsorship
   ✓ Availability opportunities for students from marginalized communities

   Disadv

- ✓ Increased expenditure for the government
- ✓ Limited facilities in already operational learning institutions
- ✓ The exclusion of leaners with lower grades

13. **Discuss five impacts of Christian Missionaries in the areas where they settled (13mks)**

Positive

- ✓ Built schools in the mission centres
- ✓ Opened health facilities
- ✓ Trained Africans and these successful graduates became role models to the rest of the community
- ✓ Trained the first batch of African teachers who were used to move into the interior and start
- ✓ schools. These included catechists who also evangelised in the interior
- ✓ Through their education they provided literate Africans who could be employed by the settlers and the colonial government

Negative

- ✓ Each missionary group (denomination) taught its members to mistrust the other group. This brought a new type of hostility that divided homes, clans, and communities into religious division with
  each group feeling superior to the other
- ✓ It also led to starting denominational schools (bush schools) whereby only members of that sect were admitted
- ✓ The schools started in the interior were haphazardly built and they had no facilities because the missionaries lacked the resources
- ✓ The teachers in these schools were not fully trained which affected the quality of the curriculum offered
- ✓ It also led to starting of an elite African educated group
- ✓ As the demand for schools increased the missionaries in their mission to civilise Africans demanded that Africans should abandon their cultural practices, beliefs and customs which had a far
  reaching reaction amongst Africans
- ✓ The missionaries also started boarding schools to keep the Africans from their corrupting native

14. **Covid 19 has influenced education practices in the world over. Discuss the lessons that our country learnt from this world event (10mks)**

- ✓ **Massive Online Open Courses**. The potential of MOOCs increases with the challenges created by the need of online education. They acquire more importance today given that one side-effect of the COVID-19 pandemic has been increased enrollment in <u>online classes</u>. Some argue that secondary education may become a target for MOOCs. A clear "side-effect" of the COVID-19 pandemic has been increased enrollment in online classes. The increase in enrollment in many MOOC classes was in the order of magnitude over the similar time span in previous years. A particular target were teachers who needed to be trained to manage online classes. Some called 2020 the year of the MOOCs. Increase in enrollment has been seen in both developed and developing countries. It has been also noticed that learners enrolling during the pandemic are more likely to be younger than previous enrollees.
- ✓ **Private Sector**. In developing countries, school enrollment fall during recessions, especially among students served by the public sector schools. Not surprisingly, private sector enrollment goes up during these times, even covering low-income students. COVID-19 has led to an increase in private school enrollment in <u>some countries</u>.
- ✓ **Education Technology**. This is a clear lesson. Education systems that did not pay enough attention to education technology, learned the hard way that it needs to be included as part of the system, a needed education input. Many innovative models have blossomed during the pandemic, so a role for Blockchain in education is still apparent, as it could help create an <u>open architecture for learning</u>.
- ✓ **Inequality**. The negative impact of COVID-19 on learning has been significant and while it affected all students worldwide, the most affected ones are those students from <u>low-income families</u> in rural isolated regions. It is estimated that the share of 10-year-olds who cannot read a basic text

could reach 70% in low- and middle-income countries <u>due to prolonged school closures and poor learning outcomes</u>.

✓ **Pedagogy**. Last but not least, <u>teachers</u> and school principals need to be a focus of attention to make sure that the pedagogy in the classroom or in the videoconferencing platform deals with the specific challenges. New skills including dealing with education technology, working with parents and other community stakeholders, are needed.

15. **Outline five recommendations of the ominde commission of 1964 to 1965 (5mks)**

1. To foster a sense of nationhood and promote national unity
2. To serve the people of Kenya and the needs of Kenya without discrimination
3. To be an instrument of the secular state in which no religion is privileged and to respect the religious convictions of all people
4. To respect the cultural traditions of the people of Kenya both as expressed in social institutions and relationships
5. To restrain an excessively competitive spirit in the schools which is incompatible with our traditional beliefs; every young person coming from our schools must be made to realise that he has a valuable part to play in the national life
6. To ensure that education is regarded and used as an instrument for the conscious change of attitudes and relationships preparing children for those changes of outlook required by the modern methods of productive organisation and at the same time education must foster respect for human personality
7. To serve the needs of national development
8. To promote social equality and remove division of race and tribe and religion; to pay special attention to training in social obligations and responsibilities
9. To ensure adaptability to change

These have since been revised to remain as six goals of education in Kenya.

Other recommendations include:

1. Primary Education should be managed by the Public and not religious authorities.
2. English to become the universal medium of Institution in all schools, while Kiswahili becomes compulsory subject as a national unifying influence and as a national language
3. Establishment of PTAs to foster greater understanding between the teachers and parents.
4. Agriculture and Home Science to cease as examinable subjects in primary school and instead becomes part of a revised general science syllabus.
5. Introduction of NPA (New Primary Approach) making Education more child-centred.
6. Change of structure from 4-4-4 to 7-4-2-3 system of education.
7. Need for a curriculum change to make curriculum localized.
8. Age of primary school entry be 6 yrs
9. Issue of Kenya Primary Education certificate.

16. **Discuss any five rights contained in the Kenya Bill of Rights 2010and how the Ministry of Education provides for them (10mks)**

✓ **The right to free and compulsory education**- Free primary education was introduced in 2003 and free secondary education in 2008. The objective of this programme is to increase access to secondary education by providing more resources in line with the policy of providing 12 years of basic education as well as meeting the constitutional requirements to provide education to all her citizens. In addition, the State Party has introduced mobile schools in arid and semi-arid areas in Kenya.

✓ **Non-Discrimination** - the State shall put in place affirmative action programs to ensure that minorities and marginalized groups are provided with special opportunities in education. The 2013 Basic Education Act guarantees access to education without discrimination and remedies if the admission is denied.

✓ **Gender equality-** The State Party has through the Ministry of Education issued a circular that allows teenage mothers to go back to school. This circular although a way forward to ensuring that rights of adolescent mothers are respected, has been undermined by the stigmatization of young mothers which deters them from returning to school. The State Party however has made

all necessary efforts to ensure that girls who are victims of unwanted and early pregnancies are not stigmatized nor denied re-entry opportunity by school administrators
- ✓ **Persons with disabilities-** The 2010 Constitution provides that "a person with any disabilities is entitled to access educational institutions" and the 2013 Basic Education Act provides the implementation of special needs education
- ✓ **Minorities and indigenous groups**
  Minorities and indigenous In each County, Kenya has upgraded designated secondary schools to the status of "national schools", in order to improve access to education, particularly in remote areas. It has also introduced a quota system that provides special places in national schools for children from minority and indigenous communities, as well as mobile schools for children from pastoralist communities

17. **Discuss five policies that the Kenyan government has put in place to ensure education for minority and disadvantaged groups (10mks)**
    - ✓ **Free Primary Education Policy-** After the Government introduced FPE in 2003, school fees no longer blocked poor children's access to primary education. Within a year, primary school enrolment increased by17%.
    - ✓ **Free Secondary Education policy-** In 2008 government pledged to offer Free Secondary Education [FSE]. However due to financial constraints, government only subsidized secondary education by allocating ksh 10,625 per student per year. Every secondary school had to open two bank accounts to receive the funds.
    - ✓ **Establishment of Technical Industrial Vocational and Entrepreneurship Training** (TIVET)- This is one of the Investment Programs under the KESSP. The objective of this program is "to reduce inequity in society through increased training opportunities for the female students, the disabled learners, and learners from poor households
    - ✓ **The 2010 National Policy Framework for Nomadic Education-** aims at ensuring equitable access to education by children in nomadic areas
    - ✓ **The 2009 National Special Needs Education Policy Framework-** provides guidance in implementing education for learners with special needs

18. **Discuss five emerging issues in education and discuss the possible measures to manage them (10mks)**
    - ✓ Digital Literacy
    - ✓ Self-Directed Professional Development
    - ✓ Collaborative Learning
    - ✓ Gender disparities
    - ✓ High poverty levels
    - ✓ Teacher supply and quality
    - ✓ Inadequate financial resources

19. **"Citizens of this country require basic facilities, for example, water, electricity, good transport, affordable food rather than hospital buildings and drugs" reported the CS treasury. Discuss this claim based on our experience in the recent financial year 2020-2021 (10mks)**
    - ✓ Hospital buildings and drugs ensure provide the services required to ensure that the population remains health.
    - ✓ Together with shelter, water and food, it is also referred to as a physiological needs.
    - ✓ Physiological needs are the lowest level of Maslow's hierarchy of needs.
    - ✓ They are the most essential things a person needs to survive.
    - ✓ Lack of medical resources leads to premature deaths and lost productivity.
    - ✓ As a result, the country performs poorly economically making it difficult to provide a conducive environment in which citizens can meet their basic needs.
    - ✓ Making health a priority has numerous benefits.
    - ✓ It return can improve resilience
    - ✓ It reduces health inequity
    - ✓ Promotes greater individual, social, and economic well-being.

20. **Explain how the 2.6.3.3.3 education system will address challenges experienced in 8.4.4 (10mks)**
    - ✓ It places emphasis on formative assessments as being a critical aspect of final assessment
    - ✓ **Varied Content**

✓ **Strong Support**
access to academic coaches who can provide general guidance and faculty who can provide targeted instruction as needed.
✓ **Clear Assessment Standards**
rubrics that clearly lay out the expectations and define what is considered passing and what isn't.
✓ **Student Ownership**
Emphasizes on personal learning. Students set your their goals and control how much and how fast you learn.

21. **The role of a parent in the implementation of CBC is not clear. Explain five roles (5mks)**
   • Provide basic necessities.
   • Protect your child from physical and emotional harm.
   • Instill and nurture morals and values.
   • Teach and guide children to make the right choices and make them aware of consequences.
   • Teach and model proper use of resources.
   • Instill a sense of responsibility by ensuring children participate in age-appropriate chores. • Help in enhancing learning achievements in your child as guided by the teacher.
   • Engage with the teacher to enrich your child's learning experiences.
   • Provide tender, loving care to boost your child's emotional safety and a sense of belonging.
   • Monitor your child's growth and development and also identify any signs of disability for early intervention.
   • Identify your child's natural talents and abilities, and work with the teachers to nurture them.
   • Discuss observed character, behavior and indiscipline issues regarding your child with teachers and take necessary action.
   • Engage in peaceful and prompt resolution of conflicts that may arise.
   • Get involved in planning, development and decision-making process of school activities. • Take part in school activities such as academic clinics, talent

22. **What do you consider as the key hindrances to the provision of quality primary education in Kenya (10mks)**
   ✓ Under Staffing
   ✓ Poor working conditions
   ✓ Inadequate funding
   ✓ Lack of learning resources and learning facilities
   ✓ Corruption
   ✓ Teacher Absenteeism

23. **Highlight the main reasons why comparative education is an important course for teacher trainers (10mks)**

   1. To make general statements about how education develops and also test how universally applicable existing theories in education are

   2. To understand our own education system better by knowing its roots and how it has been influenced by others to be what it is today.

   3. To broaden our thinking when dealing with educational issues and problems.

   4. To get exposure to knowledge in other humanities and social sciences that also study human affairs to enable us to see a holistic picture of education.

   5. To learner the nature of society ie have an insight into the country's school which are mirrors of society. Schools represent the character of nations.

   6. To foster international understanding, peace and co-operation amongst nations of the world. [discovering and appreciating what exists elsewhere replaces national pride and prejudice with the objectivity that facilitates international harmony]

   7. Helps achieve international standards in education [in today's global village, comparison makes us aware of international trends in education and guides countries on how to give their citizens a

universally conscious and relevant education.

8. To reform or improve our education system by providing a reference point i.e. we are able to discover which reforms are desirable and possible

9. For satisfaction of intellectual curiosity i.e. it satisfies our natural desire to learn more about origin and development of education in different countries and ours.

10. To understand the differences and similarities between our own educational system and others. This helps us in appreciating that countries develop educational systems to serve their own national interests, values and aspirations, based on their unique contexts.

24. Using relevant examples, discuss the key determinants of the similarities and differences in the systems of education around the world (20mks).

Geographical factors :
- ✓ geography of a region is in most cases natural, not determined by man
- ✓ It is inevitable for man to behave or act in accordance with the geography and nature in particular.
- ✓ Geography influences the nature of school buildings and equipment, the means and methods of transport to school, the age at which children start school

Economic factors
- ▶ **They** determine the content and methods of an education system.
- ▶ Indigenous traditional education people were trained depending on the economic conditions and needs of the community.
- ▶ Formal education is only possible where production exceeds consumption e.g. Poorer societies have tended to be contented with minimum education for their children, while richer societies keep their children longer in school because they can afford to meet the costs.
- ▶ In countries where there is enough grants for systems of education, minimum requirements per student are met and thus quality of education is high. E.g. in Britain, France and Japan there are enough grants allocated to their system of education to support programmes.

Social and cultural factors
- ▶ A culture of society is the total way of life of that society. Education system must reflect the values of the people it serves.
- ▶ Thus education ensures cultural continuity mainly through fostering the growth and development of national characteristics that will act as a stabilizing force.
- ▶ It is through education system that society strives to protect and perpetuate its traditions and its aspirations.
- ▶ Each education when studied and analyzed, reveals the cultural patterns or the way of life of each society. The key to the behavior of different groups lies primarily in a study of physical surrounding and social conditions

Historical Factors
- ▶ Different countries of the world have varied histories which have helped in shaping their systems of education.
- ▶ What we see in systems of education is as a result of history.
- ▶ Thus similarities and differences in systems of education the world over have a history behind them.
- ▶ Colonialism has been an important historical factor that has helped to shape systems of education.
- ▶ At Berlin Conference in 1815 [the scramble for Africa] European powers shared Africa like a cake.
- ▶ The colonies had to take up what was in their colonizer's countries back home.

Political factors

▶ The political system of a country influences the extent to which policies of reform in its system of education are subjected to debate.

▶ It dictates the kind of administration the system will have.

▶ Political philosophies adopted by countries party, helps determine the features in their system of education.

25. **Justify the inclusion of comparative education in teacher training programs (10mks)**

1. To make general statements about how education develops and also test how universally applicable existing theories in education are

2. To understand our own education system better by knowing its roots and how it has been influenced by others to be what it is today.

3. To broaden our thinking when dealing with educational issues and problems.

4. To get exposure to knowledge in other humanities and social sciences that also study human affairs to enable us to see a holistic picture of education.

5. To learner the nature of society ie have an insight into the country's school which are mirrors of society. Schools represent the character of nations.

6. To foster international understanding, peace and co-operation amongst nations of the world. [discovering and appreciating what exists elsewhere replaces national pride and prejudice with the objectivity that facilitates international harmony]

7. Helps achieve international standards in education [in today's global village, comparison makes us aware of international trends in education and guides countries on how to give their citizens a universally conscious and relevant education.

8. To reform or improve our education system by providing a reference point i.e. we are able to discover which reforms are desirable and possible

9. For satisfaction of intellectual curiosity i.e. it satisfies our natural desire to learn more about origin and development of education in different countries and ours.

10. To understand the differences and similarities between our own educational system and others. This helps us in appreciating that countries develop educational systems to serve their own national interests, values and aspirations, based on their unique contexts.

26. **Assess five major issues affecting international cooperation in education today (10mks)**
   - ✓ Geographical factors
   - ✓ economic factors
   - ✓ social and cultural factors
   - ✓ historical factors
   - ✓ political factors

27. **Describe the key factors that determine and shape the similarities and differences in systems of education in different countries (20mks)**
   - ✓ Geographical factors
   - ✓ economic factors
   - ✓ social and cultural factors
   - ✓ historical factors
   - ✓ political factors

28. **Explain five ways in which goals of education are important in an education system (10mks)**
   - ✓ **Foster nationalism, patriotism, and promote national unity**
     Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and harmonious co-existence.
   - ✓ **Promote social, economic, technological and industrial needs for national development**
     Education should prepare the learner to play an effective and productive role in the nation.
     - o *Social Needs*
     - o Education should instill social and adaptive skills in the learner for effective participation in the family, community, national, regional and international development.
     - o *Economic Needs*

- o Education should prepare the learner with requisite competences that support a modem and independent growing economy. This should translate into high standards of living for every individual,
- o *Technological and Industrial Needs*
- o Education should develop in the learner necessary competences for technological and industrial development for the nation in tandem with global trends.

✓ **Promote individual development and self-fulfillment**
Education should provide opportunities to the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

✓ **Promote sound moral and religious values**
Education should promote acquisition of national values as enshrined in the Kenya Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

✓ **Promote social equity and responsibility**
Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through community service learning.

✓ **Promote respect for and development of Kenya's rich and varied cultures**
Education should instill in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices iii a dynamic society.

✓ **Promote international consciousness and foster positive attitudes towards other nations**
Kenya is part of the interdependent network of diverse peoples and nations, Education should empower the learner to respect, appreciate and participate in the opportunities within the international community. Education should also enable the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

✓ **Promote positive attitudes towards good health and environmental protection**
Education should inculcate in the learner the value of physical and psychological well-being for self and others, it should promote environmental preservation and conservation, including animal welfare. For sustainable development.

29. **Discuss the rationale behind any five goals of education in Kenya (5mks)**

✓ **Foster nationalism, and patriotism and promote national unity -** Kenya's people belong to different communities, races, and religions, but these differences need not divide them.

✓ **Promote social, economic, technological, and industrial needs for national development** - Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

✓ **Promote individual development and self-fulfillment -** Education should provide opportunities for the fullest development of individual talents and personalities.

✓ **Promote sound moral and religious values** - Education should provide for the development of knowledge, skills, and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

✓ **Promote social equality and responsibility -** Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all.

✓ **Promote respect for and development of Kenya's rich and varied cultures** - Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society.

✓ **Promote international consciousness and foster positive attitudes towards other nations -** Education should, therefore, lead the youth of the country to accept membership in this international community with all the obligations, responsibilities, rights and benefits that this membership entails.

✓ **Promote positive attitudes towards good health and environmental protection -** Education should inculcate in the youth the value of good health in order to avoid indulging in activities that will lead to physical or mental ill-health.

30. **As Kenyans struggle to achieve 100% transition trade policy, Canada has already succeeded in this. Discuss five challenges being experienced in the process of implementing this policy in Kenya (10mks)**
    o Congestion in school
    o Increased student to teacher ratio above the globally recommended ratio.
    o Poverty – students have no school fees
    o Students who performed lowly in primary will face challenges in learning in secondary.
    o Non-cooperating students who do not want to proceed to secondary
    o Lack of interest in schooling
    o Early marriages
    o Long distance to school
    o Corruption – misuse of school funds

31. **Both Canada, Japan and Kenya have one of their goals in education as the promotion of individual development. Explain five ways through which this is being implemented in CBET programs (15mks)**
    ✓ It is practical based.
    ✓ Focuses on competencies – more focus on competencies and less on content. Emphasize on application of knowledge; not necessarily on just its acquisition.
    ✓ Balance between formative and summative assessment. Allow for a range of assessment that focuses on the development of student learning outcomes, cross-curricular competencies, and literacy and numeracy.
    ✓ Trains on skills for self-reliance.
    ✓ Provides adequate and appropriate skilled artisans, craftsmen, technicians and technologists at all levels of economy through practical training and work experience.
    ✓ Provides increased training opportunities for the increasing school leavers and other trainees to increase employability.
    ✓ Enable transfer of technology continuously through collaborative approach between institutions and the relevant industries.
    ✓ Different learning styles
    ✓ Student centred
    ✓ Self-paced
    ✓ Engaging
    ✓ Provides for different learning abilities and talents.

32. **Outline five advantages of using continuous assessment for evaluation in Kenya as in the Nigerian system of education (5mks)**
    ✓ Assess performance
    ✓ Evaluating effectiveness of teaching methods.
    ✓ Motivating learners
    ✓ Provides quick feedback on strengths and weaknesses of learners.
    ✓ To understand learner's behaviour
    ✓ Monitoring student achievement
    ✓ Problems are solved as they arise.

33. **Discuss five factors that determine systems of education which scholars should not ignore in the study of comparative studies (10mks)**
    ✓ Social factors – Schools at large often and closely reflect the social patterns prevailing in a particular country. As such the education system is usually seen as a social factor which must reflect the needs of the people that it serves.
    ✓ Economic factors – The type of education largely depends on the economic strength of any country. Also, the economic factor determines the content and method of an education system.
    ✓ Religious factors - Religious loyalties also dictate aims, content and even methods of instruction in education. Indeed, religion and beliefs have also been known to influence and shape aspects in education system.

- ✓ Geographical factors such as climatic conditions, population distribution and land configuration. The geographic factors determine the types of buildings and equipment to be used.
- ✓ Political factors – The political philosophy which controls the government of a country often has its inevitable impact on education. The political factor dictates the kind of administration the system of education will have. They also underlie the features in education system and the functioning of the same.
- ✓ Technological factors - Technology and especially modern technology also influence the education system of the country. Technology affects the type of education as well as the means of instruction.

34. **Discuss five elements in education a person should consider in choosing a country for further studies (15mks)**
    - o Language
    - o Quality of education
    - o Cost
    - o Mode of content delivery
    - o Security
    - o Entry requirement
    - o Climate
    - o Flexibility
    - o Syllabus/ curriculum
    - o Religious beliefs

35. **Outline five reasons why teacher trainees should study comparative education (5mks)**

    1. To make general statements about how education develops and also test how universally applicable existing theories in education are
    2. To understand our own education system better by knowing its roots and how it has been influenced by others to be what it is today.
    3. To broaden our thinking when dealing with educational issues and problems.
    4. To get exposure to knowledge in other humanities and social sciences that also study human affairs to enable us to see a holistic picture of education.
    5. To learner the nature of society ie have an insight into the country's school which are mirrors of society. Schools represent the character of nations.
    6. To foster international understanding, peace and co-operation amongst nations of the world. [discovering and appreciating what exists elsewhere replaces national pride and prejudice with the objectivity that facilitates international harmony]
    7. Helps achieve international standards in education [in today's global village, comparison makes us aware of international trends in education and guides countries on how to give their citizens a universally conscious and relevant education.
    8. To reform or improve our education system by providing a reference point i.e. we are able to discover which reforms are desirable and possible,
    9. For satisfaction of intellectual curiosity i.e. it satisfies our natural desire to learn more about origin and development of education in different countries and ours.
    10. To understand the differences and similarities between our own educational system and others. This helps us in appreciating that countries develop educational systems to serve their own national interests, values and aspirations, based on their unique contexts.

36. **Explain five ways in which education of planners would benefit from comparative research in the process of implementing education reforms (10mks)**
    - ✓ Building up data which is vital to educational planners and policy makers
    - ✓ Guides educational reforms
    - ✓ Can be used in the censorship of educational aid from developed to developing countries

37. **Discuss five ways through which the history of Kenya has influenced the education system (10mks)**
    - ✓ Despite the fact that Kenya had its own indigenous system of education, history particularly with respect to interaction with settlers, the missionaries and the colonial government has shaped its education sector.
    - ✓ More specifically, the Missionaries wanted Africans who could read the Bible to be able to convert them in their religion
    - ✓ The Settlers wanted Africans to work in their plantations to provide raw materials for the upcoming Industries abroad as well as improve the colony's economy
    - ✓ The colonial government wanted people who could participate in its indirect rule.
    - ✓ Historical aspects such as the development of the Uganda railway in 1901 culminated in the influx of missionary groups to introduce formal education.
    - ✓ Additionally, increase accessibility of the country led to the settlement of other racial groups including Indians
    - ✓ The subsequent interest of different groups in the country culminated in the development of numerous reports to achieve different aims that set the foundation for the country's education system.
    - ✓ They include the Fraser report, the Phelps-stoke Report among others.

38. **An economically poor country will have a poor education system. Discuss the truth of this statement in the context of comparative education (10mks)**
    - ▸ **Economic factors** determine the content and methods of an education system.
    - ▸ Indigenous traditional education people were trained depending on the economic conditions and needs of the community.
    - ▸ Formal education is only possible where production exceeds consumption e.g. Poorer societies have tended to be contented with minimum education for their children, while richer societies keep their children longer in school because they can afford to meet the costs.
    - ▸ In countries where there is enough grants for systems of education, minimum requirements per student are met and thus quality of education is high. E.g. in Britain, France and Japan there are enough grants allocated to their system of education to support programmes.
    - ▸ In 3rd world countries the funds are scarce even paying of teachers is a problem. The economic conditions have:

      - influenced the content and methods of learning,

      - resulted in lack of adequate qualified teachers,

      - caused lack of essential resource materials e.g. textbooks
    - ▸ Where there is subsistence economy [i.e. people are just able to make ends meet] education must be informal, occurring in the process of job performance.
    - ▸ Such an economy is characteristic of primitive civilization which also harbor a contempt for academic or intellectual pursuit [formal education] which results in surplus economy.

39. **Explain five reasons why it is important to involve stakeholders when tending the curriculum (10mks)**
    - ✓ Provide the resources required for implementation
    - ✓ Eliminate resistance
    - ✓ They highlight need areas that the curriculum should cover
    - ✓ The provision of indigenous knowledge critical in shaping the curriculum
    - ✓ To ensure that the curriculum aligns with the philosophy and goals of the nation
    - ✓ To ensure that the curriculum reflects what goes on in Society
    - ✓ To indicate the materials that would enhance the coverage of the curriculum

40. **Suggest five measures the Ministry of Education has put in place to ensure that Kenyans are proud of their cultural heritage (5mks)**
    Publishing industry
    - ✓ The publishing industry plays an important role in promoting the country's literary traditions, culture and identity.

- ✓ It facilitates the expression of the creativity and originality of Kenyan authors.

Design and architecture

- ✓ This includes interior design, graphic design, fashion, jewelry and toys**.**

Visual Arts

- ✓ Kenya has a strong tradition of visual arts expressed through fine art, rock paintings, photography, sculptures, jewelry, ornaments, ceramics, woodcarvings,
- ✓ These artforms reflect a community's way of life, identity, values and norms

5.5 Performing Arts

- ✓ Performing arts are creative expressions by individuals or groups and include genres such as theatre, music, dance, storytelling, poetry, puppetry and spoken word.

5.6 Cinema and Audio-visual Industry

- ✓ Cultural products can be consumed through cinema and audio-visual platforms. Audiences are entertained and exposed to other cultural experiences through these mediums.

5.7 Cultural Diplomacy and International Relations

- ✓ Cultural diplomacy is a course of action based on the utilization and exchange of ideas, values,
- ✓ traditions and other aspects of a people's culture to build and foster mutual relations, enhance trust, generate goodwill, and increase understanding regionally and internationally.

41. **Discuss five challenges that have hindered the realization of free and compulsory education in most African countries (10mks)**
    - ✓ Poor funding
    - ✓ Unavailability of qualified trainers
    - ✓ Lack of continuous training for trainers
    - ✓ Academic fraud and indiscipline
    - ✓ Lack of infrastructure
    - ✓ Politics in education
    - ✓ Corruption
    - ✓ Outdated curriculum

42. **Creativity and critical thinking are key drivers of industrialization in Japan. Discuss five ways in which Kenya is promoting these through our education system (10mks)**
    - ✓ Local students' conferences Student's conferences organized by prefectures
    - ✓ **Simulating real life encounters to support learning**
    - ✓ Promoting learning through experience and guided studies
    - ✓ Developing teaching methods and materials to enhance creative and independent thinking
    - ✓ CBC exposes the learners to a learning system that demands them to reason, make a reasonable judgement and use creativity in arriving at solutions.
    - ✓ CBC does not bind the learner to what is entailed to the syllabus but allows the learners to expand their minds to discover new ideas and images and bring them into accomplishment.

43. **State five challenges the Kenyan education system is facing from the devaluation of government services (10mks)**
    - ✓ Non-uniform education development
    - ✓ Loss of financial resources- The introduction of more seats (67 senators, 47 governors and 2,526 member of assemblies) means that the taxpayer is at a loss since the wage budget increased significantly.
    - ✓ Duplication of roles
    - ✓ Mismanagement of funds
    - ✓ Human resource gaps
    - ✓ Lack of resources and capacity for effective service delivery

44. **Critically discuss how insecurity and political differences are major concerns in education of East African countries (10mks)**
    - ✓ Shuts down schools
    - ✓ Prevents the government and ngos from opening new schools
    - ✓ Increased cases of dropouts and especially among the boys
    - ✓ Low enrolment
    - ✓ Reduced rate of student retention and completion in schools

✓ Deters inter-school collaboration

45. **Explain five reasons for the study of comparative education in a teacher education programme (16mks)**

1. To make general statements about how education develops and also test how universally applicable existing theories in education are
2. To understand our own education system better by knowing its roots and how it has been influenced by others to be what it is today.
3. To broaden our thinking when dealing with educational issues and problems.
4. To get exposure to knowledge in other humanities and social sciences that also study human affairs to enable us to see a holistic picture of education.
5. To learner the nature of society ie have an insight into the country's school which are mirrors of society. Schools represent the character of nations.
6. To foster international understanding, peace and co-operation amongst nations of the world. [discovering and appreciating what exists elsewhere replaces national pride and prejudice with the objectivity that facilitates international harmony]
7. Helps achieve international standards in education [in today's global village, comparison makes us aware of international trends in education and guides countries on how to give their citizens a universally conscious and relevant education.
8. To reform or improve our education system by providing a reference point i.e. we are able to discover which reforms are desirable and possible,
   -how best to implement them,
   -what successes to emulate
   -what failures to avoid
9. For satisfaction of intellectual curiosity i.e. it satisfies our natural desire to learn more about origin and development of education in different countries and ours.
10. To understand the differences and similarities between our own educational system and others. This helps us in appreciating that countries develop educational systems to serve their own national interests, values and aspirations, based on their unique contexts.

46. **Assess five major issues affecting international cooperation in education today (10mks)**
    ✓ language and technology failures
    ✓ Economic constraints
    ✓ Foreign policies and international relations
    ✓ Massive shortage of teachers
    ✓ Scheduling
    ✓ Culture

47. **Describe the main perspectives under which education systems may be compared (10mks)**
    1. Geographical unit of study: regional, continental, international, intra-national, etc.
    2. Ideological scope: political, social, economic, etc.
    3. Content perspective: goals of education, structure, financing, administration, etc.
    4. Historical scope: travelers' tales, selective education borrowing, cultural context and scientific phase.

48. **Briefly explain five changing demands on teacher education programs in Kenya (10mks)**
49. **Using relevant examples, discuss how political systems of countries affect education (10mks)**
50. **Discuss the key factors that determine and shape the similarities and differences in systems of education around the world (20mks)**
51. **Define the following terms (6mks)**
    a) **Comparative education**
       ✓ The analytical study of factors that influence the development of education in historical and comparative perspective

  ✓ The analysis of educational systems and problems in two or more environments, in terms of social, political, economic, cultural, ideologies and other contents in order to understand the factors underlying similarities and differences
b) **Education structure**
c) **Curriculum development**

✓ A process of curriculum construction and its implementation, evaluation and maintenance.
✓ The planning of learning opportunities intended to bring about certain changes in the learners.
✓ It involves a lot of value judgments and decision-making.

52. **What are the benefits of studying curriculum education for potential teacher (10mks)**
   ✓ Understand the procedures and strategies of curriculum development.
   ✓ Participate effectively in the various stages of the curriculum development process.
   ✓ Translate national goals of education into instructional objectives
   ✓ Interpret curriculum programs correctly for effective teaching or implementation
   ✓ Curriculum development is a professional activity and thus a responsibility of all teachers.
53. **Give reasons why history of education is a unit of study in teacher education**

   ✓ **It enables educators** to examine in a historical context the educational problems and issues that perplex us today, since they have their roots in the past. Their evaluation in light of historical development would contribute to a better understanding of their nature with a view to improving the quality of action in the present
   ✓ **It improves and strengthens** the personal and professional competence of teachers. In essence they are able to develop a viewpoint with regard to:
     • The aim of education
     • The principles of curriculum development
     • The nature of the learner
     • The process of education
     • Objectives of various levels of instruction

   Educational trends provide a basis for comparison and contrast of different educational systems by evaluating the relative worth of conflicting educational theories and practice. By acquainting with failures of the past centuries we can reduce the possibilities of repeating them and improve on our own educational system

   ✓ **It is also important to acquaint ourselves with the** issues that confront our current system of education with an aim of understanding their historical basis with a view to developing informed decisions

Countries and Kenya

1. **Explain five roles that the Federal Government of the United States plays in education (10mks)**

Funding- The federal government also influences education by allocating funding only to those school districts that follow certain federal guidelines. Roughly three percent of the federal budget is spent on education as of 2017 - a small proportion, of course, but in many years this amounts to billions of dollars. Most of this money goes toward assistance programs for children with disabilities. The rest of the money is distributed to school districts under the Every Student Succeeds Act (ESSA).

Nation's Report Cards- The federal government plays a role in evaluating each school district by administering the National Assessment of Educational Progress (NEAP), also known as the Nation's Report Card. Finally, federal agencies such as the National Science Foundation and the Department of

Education publish recommended teaching strategies and materials. States and local governments are free to adopt or ignore these recommendations as they see fit, although no funding will be awarded if the school district adopts these recommended practices.

Policy formation- The U.S. Department of Education is the agency of the federal government that establishes policy for, administers and coordinates most federal assistance to education. It assists the president in executing his education policies for the nation and in implementing laws enacted by Congress.

Organisation of the school system- through the department of Education, the Federal Government organizes school systems outlines teacher qualifications method for instruction and even specifications for school buildings

2. **The United States has three major programs of education. Namely, the academic, vocational and general. Explain each of the programs and state why they would be good for Kenya (15mks)**
   Vocational
   Community and junior colleges in the United States are public comprehensive institutions that offer a wide range of educational services that generally lasts two years. Community colleges are generally publicly funded (usually by local cities or counties) and offer career certifications and part-time programs. Though it is cheaper in terms of tuition, less competitive to get into, and not as prestigious as going to a four-year university, they form another post-secondary option for students seeking to enter the realm of American higher education. Community and junior colleges generally emphasize practical career-oriented education that is focused on a vocational curriculum.[95] Though some community and junior colleges offer accredited bachelor's degree programs, community and junior colleges typically offer a college diploma or an associate degree such as an A.A., A.S., or a vocational certificate, although some community colleges offer a limited number of bachelor's degrees. Community and junior colleges also offer trade school certifications for skilled trades and technical careers. Students can also earn credits at a community or junior college and transfer them to a four-year university afterwards. Many community colleges have relationships with four-year state universities and colleges or even private universities that enable some community college students to transfer to these universities to pursue a bachelor's degree after the completion of a two-year program at the community college.
   General Programmes

General education courses at US universities are designed to promote critical thinking across multiple subjects. By learning about subjects that differ from their chosen major, students gain a broader understanding of a range of topics. This equips them with highly desirable skills — communications, teamwork, ethics, time management, problem-solving, and more — while also providing necessary tools to positively impact the future.
More than 90% of US universities teach general education courses. The types of foundation courses required vary by school, but often include liberal arts subjects such as history, science, math, ethics, and English. Some universities have also recently added health and diversity classes as part of their core curriculum.
   Academic
   Some students, typically those with a bachelor's degree, may choose to continue on to graduate or professional school, which are graduate and professional institutions typically attached to a university. Graduate degrees may be either master's degrees (e.g., M.A., M.S., M.S.W.), professional degrees (e.g. M.B.A., J.D., M.D.) or doctorate degrees (e.g. PhD). Programs range from full-time, evening and executive which allows for flexibility with students' schedules.[94] Academia-focused graduate school typically includes some combination of coursework and research (often requiring a thesis or dissertation to be written), while professional graduate-level schools grants a first professional degree. These include medical, law, business, education, divinity, art, journalism, social work, architecture, and engineering schools.

3. **Outline three similarities and three differences between the Kenyan and Japanese system of education (12mks)**
   Similarities
   Both systems have exams that enable learners to move from one level to the other
   Differences
   ✓ **Japan has 6-3-3-4 system of education while Kenya has 8-4-4 system.**
   ✓ **Dress code- Kenyans** students wear uniforms from the lowest to the highest level. School uniforms are not necessary for elementary school students in Japan

4. **Explain four goals of education in China (6mks)**
   ✓ To improve national living
   ✓ To support decent existence in the society, pursue economic development and prolong the life of the nation so as to achieve independence of the nation, implementation of democracy, and advancement of national livelihood.
   ✓ To attain to the ideal world of universal brotherhood.
   ✓ promotes students' holistic development
   ✓ underpins political, civic, and economic purposes.
   ✓ Students' development morally, educationally, and physically

5. **Discuss three differences and similarities between education in Kenya and Nigeria (10mks)**
   Similarities
   ✓ Education is under ministry of education
   ✓ Age of primary school entry is 6 years
   ✓ Free and compulsory basic education.
   Differences

Kenya	Nigeria
2-6-6-3 system of education	9-3-4 system of education
8 years of primary education	6 years of primary

6. **Explain five factors that have contributed to poor quality in education as the case of Kenya and Nigeria (10mks)**
   ✓ Poor funding
   ✓ Unavailability of qualified trainers
   ✓ Lack of continuous training for trainers
   ✓ Academic fraud and indiscipline
   ✓ Lack of infrastructure
   ✓ Politics in education
   ✓ Corruption
   ✓ Outdated curriculum

7. **Explain five reasons why schools should teach moral education as in the case of Japan (10mks)**
   ✓ Moral education helps one to distinguish right from wrong
   ✓ It gets reflected in one's personality
   ✓ It helps in building a good personal and professional life
   ✓ It helps to eliminate problems like violence, dishonesty, jealousy etc from one's life.
   ✓ It can wipe out bad influences in the society like violence, crimes, agitations, child abuse, disregarding women, etc.
   ✓ It can wipe out bad influences in the society like violence, crimes, agitations, child abuse, disregarding women, etc.
   ✓ It also helps in building a positive approach to things, self-confidence, and motivation.
   ✓ It helps in finding out the true purpose of life. These values help one to be dedicated, unselfish, loving and caring for others.

8. **Explain five challenges that prevent achievement of effective involvement of local communities in education as in the case of American system of education (10mks)**
   ✓ Illiteracy of community members which makes them to see no need for involvement in school activities.

- ✓ Limited opportunities provided by the school personnel to involve the community members in school affairs.
- ✓ Poor policies and decisions made by educational authorities on community involvement.
- ✓ Personal interest in educational activities.
- ✓ Lack of awareness on the importance of involvement in school activities.
- ✓ Unwillingness of the school management to be accountable to the community on the use of resources.
- ✓ When the school does not serve needs of the community.

9. **Identify five main national goals of Nigeria on which the national goals of education are based (5mks)**
10. **Both Nigeria and Kenya aim at producing youths who are self-reliant. Explain five ways in which Kenya is using her education system to achieve this (10mks)**
11. **List five goals of education in Japan (5mks)**
12. **Discuss five problems that may be associated with homeschooling as practiced in Britain (10mks)**
13. **Give five ways through which Senegal has addressed the issue of enrolment in primary school (5mks)**
14. **Explain the four fields of the USA vocational program (8mks)**
15. **Explain the advantages of the decentralized education system in USA (8mks)**
16. **Describe with appropriate reasons of any aspects would want to borrow from education aspects of Cuba, England and Uganda in order to improve the Kenyan system (20mks)**
17. **State two advantages and two disadvantages of the Nigerian matriculation exam (4mks)**
18. **Nigeria is Africa's most populated country. Briefly discuss five ways in which the size of population impacts negatively the education system (10mks)**
    - ✓ High student teacher ratio
    - ✓ Overcrowding in schools
    - ✓ Funding issues
    - ✓ Lack of equity in education opportunities
    - ✓ Mass failure of students when they don't access the necessary facilities

1. Give five reasons why cram schools cannot be supported by educationists in most parts of the world (5mks)
2. Discuss five features of the Nigerian system of education and include an advantage of each (10mks)
3. Explain two features of the national education in Canada which the Kenyan system could benefit from (6mks)
4. There are several characteristics of British schools or curriculum which make it unique and usable in many ways. Outline three of these characteristics (9mks)
5. Compare and contrast education system of England and Uganda (10mks)