

*Students Taking Charge of Their Own Value Addition*

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# S-PAD

**Student Performance Appraisal & Development**

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As **T-PAD** is to Teachers, so is **S-PAD** to Students

**George K. Njenga**

KESSHA TPAD AMBASSADOR

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# S-PAD

Student Performance Appraisal and Development

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## **PREAMBLE**

### **Where are These Results Hiding?**

**T**he question is, as we keep pushing for results each year WHO wants this results the most? And where are these results hiding? I have interacted with many students, teachers and principals – in the course of my teaching career and T-PAD induction to schools in over 100 schools – and without butting my eyelids I can say – most of your students are not in desperate need of peak performance. It is the Principal, a few teachers and parents – who want good grades. The T-PAD is supposed to hold teachers into account to play their part, find results, but students are conspicuously left out.

Try this, go and tell your students that if they fail dismally their exams, the future will look bleak and blank. To your utter surprise, they will just sneer at you and silently ask you to let them go suffer.(Preedy, 2003).

The results are hiding behind the student involvement Falchikov, (2005). The generation Z needs to feel in charge of their destiny, (*Hello gen z*, 2017) Allow your students to set targets, form study groups and brain storm on how to achieve the results – work smart. That is S-PAD.

### **The Encounter with T-PAD that Led to S-PAD.**

It was in 2018 during the Principals Conference in Mombasa where I had a real encounter with DEMISTIFYING T-PAD. I later invited Mr. Njenga and in two hours talked on the document that has changed the school performance. He talked to teachers, then helped students to internalise T-PAD in the form of S-PAD document and their role in relation to it. This is what has given the school wonderful wings to fly and soar like an eagle.

Brigadier's role is to ensure that the students are managing their time well, that all students attend lessons, all students write notes – check and sign, etc. While the academic captains give the fortnight RATS to the learners, organise how to mark them and return under the supervision of the subject teachers. This has greatly helped us to ensure that the students are busy all the time and that no time is wasted. And no energy is dissipated. They have different neckties to differentiate them from the rest of the learners, that is, the academic neckties. These are issued based on merit. This then forms the academic dream team in the school – they meet with the Principal and the DoS after a fortnight to evaluate their performance. This has set the school on the right trajectory.

Thanks, so much to Mr. Njenga for coming up with such viable ideas.

**Sister Margaret Lydia Buore: Principal Rombo Girls, Loitoktok.**

## WHAT IS GENERATION CHANGE?

Today, three of the most studied generations have converged in the secondary school at the same time:

### Guidelines Redefine Birth Years and Generation Classifications

- The Silent Generation: Born 1928-1945 (74-91 years old)
- Baby Boomers: Born 1946-1964 (55-73 years old)
- Generation X: Born 1965-1980 (39-54 years old)
- Millennials: Born 1981-1996 (23-38 years old)
- Generation Z: Born 1997-2012 (7-22 years old)
- Generation Alpha Born 2013 -

(2019: [Pew Research Center](#))

### **Baby Boomers *Important Characteristics.***

- **Strong work ethic:**

Baby boomers aren't afraid to put in a hard day of work. For many of this generation, some of their self-worth comes directly from their professional achievements. They acknowledge that success comes from dedicating a great deal of time and effort into their careers, which also means that they may find it difficult to find the perfect home-work balance.

- **Self-Assured**

This generation is independent and self-assured. They were raised during a turbulent time in history, and they were required to take on their fair share of responsibilities in order to fulfill their roles in society.

- **Competitive**

Baby boomers like competition. One of their biggest motivators is racing to the top of the corporate ladder, or a leaderboard [in the case of gamified eLearning](#), doing their best to surpass their peers and co-workers.

- **Goal-centric.**

This post-war generation is all about goal setting and achievement. They enjoy creating goals for themselves, or even being assigned specific goals to reach.

- **Resourceful**

Baby boomers were raised in an era where resourcefulness was a necessary trait. Not to mention that many of their parents lived through the Great Depression. People often had to make do with what they had. As such, this generation can squeeze every ounce of usefulness out of the online activities, exercises, and tech tools that you offer them.

- **Mentally focused**

Unlike more recent generations, baby boomers know how to keep their minds focused on a particular subject or topic. [They have amazing attention spans](#), which enables them to stay on track when they are engaging in eLearning experiences.

- **Team oriented**

One of the baby boomers' strongest characteristics is [their strong sense of community](#). They thrive in team environments, whether that be in-person or online.

- **Disciplined**

Baby boomers like structure. Many grew up in households that were highly disciplined and structured, which shaped who they are today. Though they enjoy being able to navigate the eLearning path on their own, they must also have the option to follow a pre-set learning path that leads them right to their goals.

## **Generation X**

This generation is independent, resourceful, and self-sufficient. They value freedom and responsibility at the workplace. Many display a casual disdain for authority and structured work hours. They dislike being micro-managed and embrace a hands-off management philosophy.

## **Generation Y**

Is thought to be more family-oriented and willing to sacrifice career advancement for a better work-life balance. However, this does not mean they aren't achievement-oriented. **Generation Y** can be confident and ambitious.

## **Generation Z or Millennials**

Generation Z refers to young people who were born between 1997 and 2014. They are difficult to manage and stands out from the previous generations – Generation Y and generation X – for a tone of reasons.

## **Defining Characteristics of Generation Z**

### **Generation Z is financially focused**

When it comes to work, Generation Z views their job as a means to an end. Unlike their Millennial counterparts who often need to love what they do; Gen Z understands that work is performed for financial reasons.

### **Generation Z is entrepreneurial**

We regularly hear about rags-to-riches stories that have resulted from the technology boom. Whether it's the notable rise of Steve Jobs and Bill Gates from toiling in their garages to accumulating limitless wealth, or the recurring stories of teenagers creating apps in their free time that make them overnight millionaires, Gen Z knows there is money to be made from good ideas.

### **Generation Z is all about technology**

From the time of their birth, the internet and cell phones (for the most part) were commonplace. Gen Z wants instant gratification and they know if that if they need information, it's easily accessible.

### **Generation Z enjoys other people**

Sure, Gen Z likes face-to-face interaction, but it doesn't always have to take place in the same physical location. Regularly utilizing apps such as FaceTime or Skype, members of Gen Z will often have "face-to-face" conversations with thousands of miles separating the participants, utilizing technology of which they are so adept.

### **Generation Z is competitive**

This group is very focused and competitive in most areas of life. Not only do they want to get into the best schools and get the highest paying jobs, they want to win every debate and every sporting event. Competition constantly drives this group.



## **Change is welcomed by Generation Z**

With limitless information at their fingertips, Gen Z has a lot of knowledge and exposure to many different topics. With this breadth of knowledge, they constantly seek new ideas and experiences. They will change direction on a dime without a second thought, leaving some of the older generations shaking their heads trying to keep up.

## **Diversity doesn't even register with Generation Z**

They've grown up in a diverse world and it's all they know. Neither race, sexual orientation nor religion are the identifying characteristics that they may have been for previous generations. People are just people to Gen Z.

## **Generation Z prefers independence**

A key differentiator between Gen Z and their Millennial counterparts is Gen Z's preference to work independently. Millennials are all about collaboration, but the competitive nature of Gen Z contributes to them wanting to control their own destiny and not rely on others for their own success.

## **Generation Z wants to be heard**

Having access to so much information, Gen Z has strong opinions and wants them to be heard. This is especially true in the workplace, where they expect to be an equal contributor. Gen Z members believe their ideas are just as valuable as ideas from members of other generations.

## **Generation Z can be a lot like their parents**

No matter how much they may try to fight it, Gen Z can be a lot like their Gen X parents. Behaviorally, Millennials tend to reflect many of the characteristics of their Baby Boomer parents, a key distinguishing difference between the two groups.

Generation Z, from a cultural perspective, is clearly different than those that came before them, but did you ever consider how the world they're growing up in and the technology that surrounds them shapes the way they learn?

(Characteristic of generation Z and How Generation Z perceives learning is covered in chapter 3 and 7).



**Figure 1 The Generation gap**

## **Generation Alpha: The Children of the Millennial.**

### **Generation Alpha**

Identified as being born between the years 2015 and 2030 and also dubbed the *iGeneration*, this new generation is the offspring of millennials, the first to be born completely in the 21<sup>st</sup> century and anticipated to be the most technological-infused up to date. Growing up in a digital world: What is in for the *Alpha Generation* or *iGeneration*, whose oldest members are now 4 years old. (McCrindle & Wolfinger, 2009)

This generation will not experience the traffic jam. They will laugh at us for spending too much money building SGR and super-highways. They shall use drones or flying cars as means of transport. Flying cars are coming sooner than you think. Is it a bird? Is it a plane? No, it is evolution – the way of the future. One futurist predicts the hi-tech inventions that are coming soon before noon.

### **The side effects of the merged generation in school.**

Up to 2024 there shall be a merger of 4 generations in schools. All students shall be generation Z while teachers are in three generations, Baby boomers, Generation X and Y.

The conglomeration of the four generations in schools poses a challenge in many ways due to weak team work since the four generation has been socialised differently by technology. This is because technology and specifically social media is taking over parental role as socialising agent. It will be a challenge for the teachers to speak in one voice on some issues that dent the students' discipline. Therefore, students will get different signals from different teachers.

### **Pressure for Excellent Academic Performance and Students' Unrest in Public Secondary Schools in Kenya.**

Between June and July 2008, approximately 300 secondary schools in Kenya went on strike (Republic of Kenya, 2009). The strikes were declared the worst ever witnessed in the history of Kenya. Many more schools experienced varied forms of

unrest that were successively contained. A study conducted by Ministry of Education in July 2008 to investigate school unrest found the following causes.

- Overloaded curriculum
- Autocratic school administration
- Drug and substance abuse
- Poor living conditions in schools
- Excessive use of corporal punishment
- Lack of an effective school guidance and counselling services

### **Pressure for Excellent Academic Performance**

- Abdication of parental responsibility
- Incompetent board of governors
- The culture of impunity in the society
- Identity crisis among the adolescents
- High-handedness of some school principals
- Mass media campaigns
- Moral decadence and the prefect system

(Republic of Kenya, 2009). Studies by Githiari (2002), Cheloti, Obae, & Kanori, (2014) Huka (2003), Kiruma (2004), Sichei (2005), and Obiero (2006) *explored students' strikes but did not explore the influence of principals' management styles on students' unrest.*

### **The Silent but Lethal Generational Conflict.**

There is serious generation gap where Generation Y is missing in school leadership. The worse bit is that Baby boomers are handling Generation Z, the negative effects of Baby Boomers and Generation X is they demonise technology especially the mobile phones. This unknowing declaring conflict with generation Z.

The S-PAD model aims at reducing the generational gap for generation Z by involving the students in the academic process.

### **Pressure for Excellent Academic Performance.**

Its feared that the high demand for academic performance, the fear for failure to meet the target is causing the increase cases of Bipolar disorder in Kenyan schools, among students and even teachers. Some schools are still struggling with the extra tuition despite the ban by the Ministry of Education in the effort to mitigate poor performance unknowingly to the detrimental of the students' state of mind which ends up as a stress predisposal factor. S-pad reduces the risk of Bipolar Disorder by encouraging teacher to engineer learning experiences that put students in the driver's seat. Then, they get out of the way.

## **BIPOLAR DISORDER**

## What should you know about Bipolar Disorder?

1. What is bipolar disorder?
2. Symptoms.
3. Diagnosis.
4. Treatment.
5. Causes.

## What is Bipolar Disorder?

Bipolar disorder, formerly called manic depression, is a mental health condition that causes extreme mood swings that include emotional highs (mania or hypomania) and lows (depression).

When you become depressed, you may feel sad or hopeless and lose interest or pleasure in most activities. When your mood shifts to mania or hypomania (less extreme than mania), you may feel euphoric, full of energy or unusually irritable. These mood swings can affect sleep, energy, activity, judgment, behavior and the ability to think clearly.

Episodes of mood swings may occur rarely or multiple times a year. While most people will experience some emotional symptoms between episodes, some may not experience any.

Although bipolar disorder is a lifelong condition, you can manage your mood swings and other symptoms by following a treatment plan. In most cases, bipolar disorder is treated with medications and psychological counseling (psychotherapy).

Diagnosis most commonly occurs ***between the ages of 15 and 25*** years, but it can happen at any age. It affects males and females equally.

## Symptoms

Symptoms [vary](#) between people, and according to mood. Some people have clear mood swings, with symptoms of mania and then of depression each lasting for several months, or with months of stability between them. Some spend months or years in a "high" or "low" mood.

A "mixed state" is when a manic and a depressive episode happen at the same time. The person may feel negative, as with depression, but they may also feel "wired" and restless.

## Symptoms in children and teens

Symptoms of bipolar disorder can be difficult to identify in children and teens. It's often hard to tell whether these are normal ups and downs, the results of stress or trauma, or signs of a mental health problem other than bipolar disorder.

The most prominent signs of bipolar disorder in children and teenagers may include severe mood swings that are different from their usual mood swings.

### **Mania or hypomania symptoms**

- Tendency to make grand and unattainable plans
- Less need for sleep
- High sex drive or Libido
- Excessive happiness and excitements
- impaired judgment.
- feeling "wired"
- a sense of distraction or boredom.
- missing work or school, or underperforming.
- thinking they can "do anything".
- belief that nothing is wrong.
- being extremely forthcoming, sometimes aggressively so.
- likelihood of engaging in risky behavior.
- a sense of being on top of the world, exhilarated, or euphoric.
- excessive self-confidence, an inflated sense of self-esteem and self-importance.
- excessive and rapid talking, pressurized speech that may jump from one topic to another.
- "racing" thoughts that come and go quickly, and bizarre ideas that the person may act upon.

This may include squandering money, abusing illegal drugs or alcohol, and taking part in dangerous activities. A higher libido may lead to promiscuity.

### **Diagnosis**

The person must meet certain criteria for mania and depression, including an elevated or irritable mood and "persistently increased activity or energy levels." These must have lasted at least [7 days](#), or less if symptoms were severe enough to need hospitalization.

The individual and their family members, colleagues, teachers, and friends can help by relating experiences of the patient's behavior.

Other healthcare professionals may have detected secondary signs of the condition.

The doctor may carry out a physical examination and some diagnostic tests, including

## **Treatment**

Treatment aims to minimize the frequency of manic and depressive episodes, and to reduce the severity of symptoms to enable a relatively normal and productive life.

Left untreated, a bout of depression or mania can persist for up to 1 year. With treatment, improvements are possible within 3 to 4 months.

Treatment involves a combination of therapies, which may include medications and physical and psychological interventions.

The person may continue to experience mood changes, but working closely with a doctor can reduce the severity and make the symptoms more manageable.

### **Drug treatment.**

Lithium carbonate is the most commonly prescribed long-term drug to treat long-term episodes of depression and mania or hypomania. Patients usually take lithium for at least 6 months.

It is essential for the patient to follow the doctor's instructions about when and how to take their medication in order for the drugs to work.

Other treatments include:

- Anticonvulsants: These are sometimes prescribed to treat mania episodes.
- Antipsychotics: Aripiprazole, olanzapine, risperidone are some of the options if behavior is very disturbed and symptoms are severe.

Medication may need to be adjusted as moods shift, and some drugs have side effects. Some [antidepressants](#) given to patients before they have a diagnosis of

bipolar disorder may trigger an initial manic episode. A physician who is treating a patient with depression should monitor for this.

## Causes

The exact cause of bipolar disorder is unknown, but several factors may be involved, such as:

- **Environmental factors:** Abuse, mental [stress](#), a "significant loss," or some other traumatic event may contribute to or trigger bipolar disorder. One possibility is that some people with a genetic predisposition for bipolar disorder may not have noticeable symptoms until an environmental factor triggers a severe mood swing.
- **Biological differences.** People with bipolar disorder appear to have physical changes in their brains. The significance of these changes is still uncertain but may eventually help pinpoint causes.
- **Genetics.** Bipolar disorder is more common in people who have a first-degree relative, such as a sibling or parent, with the condition. Researchers are trying to find genes that may be involved in causing bipolar disorder.
- **Biological traits.** Patients with bipolar disorder often show physical changes in their brains, but the link remains unclear.
- **Brain-chemical imbalances:** Neurotransmitter imbalances appear to play a key role in many mood disorders, including bipolar disorder.
- **Hormonal problems:** Hormonal imbalances might trigger or cause bipolar disorder.

## The Confession of a Student Who Attempted to Burn A School Dorm

I had left class room to see the school matron to brief her on the school routine since I was the dorm captain.

As I was briefing the school matron, I noticed a match box on the table and as she went inside her bedroom to get the note book, I found myself taking the match box and swiftly putting in my pockets. (Bipolar Mood swing). I had no plan or idea why I took the match box, I just did it.

Back in class, after about one hour I remembered I had the match box in my pockets and in split of a second I found myself waking to the dorm. This I had done many times since it was my duty and I was committed to my work. (Hyper Active) I had the down key so I opened the door and found myself alone in the dorm. I gathered a number of blankets on one bed and lit the pile with the matchbox, I then left the dorm hurriedly and joined my classmates in class.

In few minutes the school groundman was shouting FIRE! FIRE! We all run out to put out the fire. I took charge and led the team to put out fire.

When the investigation was done to ascertain the cause of the fire, three girls were suspected the parent were summoned and they were expelled for good despite their claims of innocence. During the investigation, the school principal could not entertain anybody who could question me. He had full trust in my work as I was the one informing him about many things in confidence. I was very dependable.

Days and weeks passed by and nobody would suspect me, but the cry of the parents and girls expelled made me have sleepless night knowing they were innocent.

I could not hold is anymore (manic [depression](#)) I felt was going mad so I decided to do something. I first thought of hanging myself using the bed sheet but I was worried how the truth could be known by the parents of victimized girls. I thought of them following me to grave and the next world. They need to know the truth.

I then decided to confine with the matron and request for her advice. I told her the whole truth and I felt relieved. But it did not happen as I thought. She immediately told the principal.

The principal was shocked to hear my confession, he refused to see me. The following morning, I saw my mother come to school and I was asked to carry all my personal belonging. I knew my world had come to an end. My mother was told not to inform me that I have been expelled mainly for my safety since the other students would have attacked me knowing I was the school informer turned arsonist.

At home life was unbearable three time I tried committing suicide by taking overdose.

My parents disowned me since no school would admit an arsonist until my untie suggested to persuade the principal of a nearby day school called Natewa.

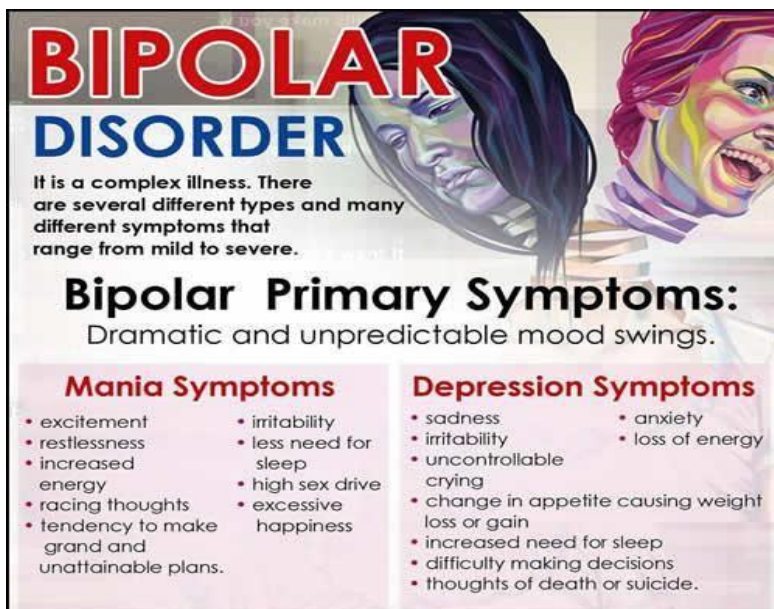


My life was restored when I met this principal, he was kind and understanding. The shocking part is when he called my previous school and spoke to the principal to confirm my confession. He then with smile told me that what one confesses is forgiven and forgotten. He praised me for confessing my mistake and assured even in heaven I was forgive completely. I was very happy and for the first I smiled.

He then told my auntie that he will admit me on condition that my parents especially my mother come in person. In surprise turn of events he asked for my mother's contact and called her. When my mother came I and my auntie were asked to wait out and I could hear serious talk though I could not get what the two were saying.

When I was called my mother's, eyes were red and she hugged me and declared she has forgiven me and promised never to disown me. She gave me my admission letter which she had received from the principal.

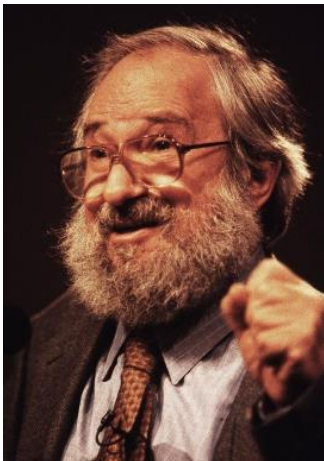
I wept.



To this day nobody knows why I left a good boarding school to join a day school. The principal is always keen on my progress and I a subject captain helping to implement S-pad in my class.

## PROFESSOR SEYMOUR PAPERT.

“I am convinced that the best learning takes place when the learner takes charge of their own learning” (Papert, 1993).



One of the first people who saw the potency and power of computers in education was Seymour Papert. People laughed at Seymour Papert in the 1960s, more than half a century ago, when he vividly talked about children using computers as instruments for learning and for enhancing creativity, innovation and “concretizing” computational thinking. The brilliant idea of an inexpensive personal computer, for every child, like a notebook and a pencil – was then tantamount to fiction.

Papert’s career traversed a trio of influential movements: child development, artificial intelligence, and educational technologies. Based on his insights into children’s thinking and learning, Papert recognised that computers could be used not just to deliver information and instruction, but also to empower children to experiment, explore – and express themselves.

The central tenet of his Constructionist Theory of learning is this: that people build knowledge most effectively when they are actively engaged in constructing things in the world.

With a mind of extra-ordinary range and creativity, Seymour Papert helped revolutionise at least three fields; the study of how children make sense of the world, the development of artificial intelligence, the rich intersection of technology and learning.

His famed phrase, “you cannot think about thinking without thinking about thinking about something,”

Computer Laptop Project Strategy for Basic Education Schools in Kenya’s Vision 2030 recognises the enabling role of Information and Communication

Technology (ICT). It anchors some of its key aspirations upon the availability and adoption of computers for schools. Since the 1980s, integration of ICTs in education has been compulsory in the developed nations.

***The difference between Studying to gain knowledge and Reading to pass examination.***

The current approach to education in many schools is like the Kenyan system of education is synonymous with examination and cut-throat competition in achieving high mean score. The appetite for high mean-score have seen schools going out of their own way from drilling students to pass examination by converting schools into examination centres to direct exam cheating. This has made the final evaluation process to be the most expensive in our third world economy. It stressed many. The effort by the Ministry of Education to attempt to emphasize on learning by criminalizing holiday tuition is being undermined by the same system demand that takes mean score as the only measure of academic erudition.

The Teachers Service Commission will not hesitate to issue a warning letter to any principal whose mean score is nose-diving. They fail to forget that every year there are different students and different results from primary school. The ones who are mostly affected by this craze for mean score are the day schools. Boarding Schools students have a chance to attend preps every evening, morning and weekends, while their counter parts in day schools will be arrested if seen near their schools during weekends. This has made some dare devil day schools to carry out clandestine programmes where class rooms are dorms at night. It's crazy to imagine the sanitation programme. This is how corruption gets entrenched in the minuscule minds of children thereby justifying the existences of highly paid anti-corruption outfits. It is time we get courage and help raise a responsible generation by practice. S-PAD seeks to empower the students to embrace learning to gain knowledge and subsequent marvelous means scores.

When the results are released even the media focuses on top performers and has no time for value addition. The emphasis on grades has increased the cut throat competition instead of cooperation and knowledge acquisition. The final indicators being building collapsing due to poor architectural supervision combined with corruption.

# PREFACE

## The Law of Diminishing Returns

It's evident that piling a lot of pressure on teachers to enhance students' peak performance while ignoring the students, tends to obey the law of diminishing returns at its best. The law of diminishing returns or principle of diminishing marginal productivity is a law of economics that states: If one input in the production of a commodity is increased while all other inputs constant a point will eventually be reached at which additions of the input yield progressively smaller, or diminishing in output.

In the classic example of the law, a farmer who owns a given acreage of land will find that a certain number of labourers will yield the maximum output per worker.

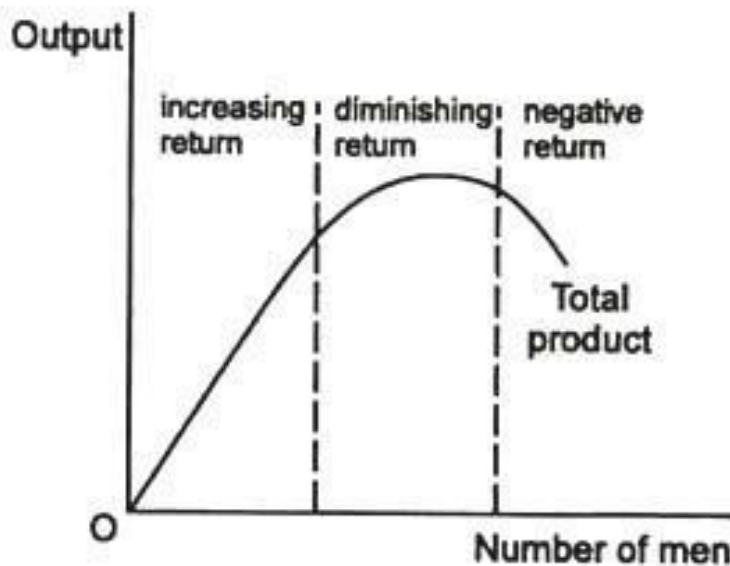


Fig. 2 : Three stages of production

If he should hire more workers, the combination of land and labour would be less efficient because the proportional increase in the overall output would be less than the expansion of the labour force. The output per worker would therefore fail and fall. This rule applies in any process of production unless the technique of production also changes.

When T-PAD process increases the teacher's academic input while the student academic input is fixed, a time will reach that every additional

academic input by the teacher will result in diminishing academic output by the student. This is academically tragic. This book aims at involving the students in the appraisal process not just as reporters of the process flaws but a prime mover.

To sustain value addition in the school; the students must be the centre of focus while the teacher is the facilitator.

When the T-PAD pressure for academic accountability was exerted on the teacher, the process mutated into a political and trade union conflict. This is evident with T-PAD between TSC and KNUT. It's for this realisation that S-PAD is the game changer.



The current education system has been rocked by chilling challenges. Firstly, is the militarisation of national examination. The school heads and police officers – are nowadays guarding examination containers. In addition, the police even enter the examination room as exams are in progress. The cabinet secretaries go to places to supervise KCPE and KCSE exams making the process too expensive as all these stakeholders have to be paid allowances. The Es that are posted belong to the system instead of the students. There should be a normal distribution curve. Moreover, exams should

be a process not a one-day event.

Secondly, the system is too expensive. The transportation of national exams is an expense that can be avoided through administration of exams online as the exams can be printed in schools once they have been equipped with ICT facilities to reduce the huge cost of the process. Online courses also should be available for campus students. There is an acute shortage of teachers. At least 60 % of laboratories in Kenyan schools are ill-equipped equipped. Most of the schools are having the problem of infrastructure because of abject lack of adequate funds.

Children do what mature people do and not what they say. Students nowadays know that they can be rich without working hard as an aspect of corruption. Any time we watch or read news; we see our judicial system robbing our future as the perpetrators of corruption are left to go scot-free. There are political bellicose utterances that we normally watch on our TVs that make students to ape bad behaviour. As Psychologists put it: Monkey see, monkey do syndrome.

Politicians normally complain of unfairness during the election results release. In the same way, students do not accept the examination results and therefore they even kill themselves. As we noted since 2007 to 2017, many school premises were

razed down, simply because of fear of the exams or not accepting the results of their handwork. To curb rampant cheating of exams in our schools, students who join universities, national schools should be given entry examination for them to be admitted.

### **Challenges Facing Education System in Kenya.**

- Shortage of schools and general infrastructure in these schools.
- Poverty.
- Outdated teaching methods.
- Lack of interest among the students.
- Shortage of studies and learning materials.
- Politicized education process
- Exam cheating
- Poor instructional methods that don't enhance content mastering
- Lack of one-on-one conference between student and teachers
- Generational changes: the current crop of students are not self-driven they want to thrive on quick success schemes.
- The present teacher is not equipped on how to handle the present generation of students.

The following are some of the suggested solutions of the chilling challenges facing the education system in Kenya:

#### **Shortage of schools and general infrastructure in these schools**

The government should build more schools, bank-roll them and ensure that the infrastructure is well taken care of. The students should also avoid destroying what they already have.

#### **Poverty**

The politicians should stop toying with the money meant for the needy. Bursaries should not be used as campaign tool.

All bursaries must be given to the needy who are identified by the school counseling department.

The needy cases should not be discriminated by their performance in the past, since poor performance may have been caused by poverty. It's shell-shocking to see even the presidential bursary being pegged to high marks in KCPE thereby locking out many genuine needy cases who did not exploit their potential due to scarcity.

#### **Outdated teaching methods**

The Teachers Service Commission (TSC) should improve the T-PAD implementation and enhance reward system with less threats. They should enforce laws that will make sure that teachers use up-to-date study materials

when teaching. They should organise periodic seminars and constantly check on the teachers' welfare and wellbeing.

### **Lack of interest among the students**

The classroom must be updated by fully integrating the ICT with curricula implementation. The evaluation process should not be treated like an event but as a process where continuous assessment is taken into keen consideration.

### **Shortage of studies and learning materials**

The government should not procure text books direct but allow classroom teachers to scrutinise and buy the appropriate textbooks.

The schools should employ qualified teachers and make sure the students get equipped as much as possible. The TSC should stop micromanaging the staff recruitment using a score card that ignores teaching experience.

### **Politicised Education Process**

The education policy should be left to the education technocrats the same way security matters are left to the military. There should be no roadside pronouncement of education policy. For instance, what is the logic of paying exam fee to private students but deny them free educational fund? It is ironical to examine what you have not funded.

### **Exam Cheating.**

The universities must be allowed to be conducting entry exam and the middle level colleges should be structured. The Ministry of Education should stop dramatising the release of results making it look like a-do-and-die exercise, a situation in which you must take a big risk in order to avoid failure

### **Brief Comparison with USA evaluation process.**

*By David Ng'ang'a a former principal at Rukuini Secondary School and currently a mathematics teacher in the USA.*

In USA, students ranking is never made public, but in Kenya, the pressure to post good grades is too much. Some schools use unorthodox means. They pile pressure on parents – to transfer their children to other schools due to poor performance – and that is how they end up in day schools.

In the US, students get their final grades in two ways. Firstly, it is the grade they get from their teacher – in the Continuous Assessment Tests. Secondly, they take a final standardised test that is not set by the teachers and is not graded by the teachers. I like this strategy because you can always bet on a

student's based on their continuous assessment grades from the teacher. Even when they don't do well in the Final standardised test, they can always retake it and still get their high school Diploma.

### **Teaching Exam.**

We are not even allowed to discuss immediate past exam questions leave alone reviewing past papers. The only time we review past exam is when the state releases past questions that they feel that were not tackled well. You can face dire consequence in case you discuss exam questions after seeing them during invigilation.

The Code of Ethics for exam personnel is so strict such that we do not have policemen guarding exam centres! Nobody leaves with anything from an exam room. It's a requirement that all scratch papers (rough work) are collected after an exam and kept by the school counselor for three years just in case a student appeals for grades garnered.

No cell phones allowed into exam rooms including teachers. I once taught in a school where the principal used to collect teachers' phones and lock them in her office until the end of the day

### **Kenyans Experience**

In the contrary Kenyan teachers teach students how to pass exam not how to acquire knowledge.

There are numerous carters selling past exam papers with KNEC marking schemes

and a new innovation of predication question by exam prophets is in the market,

the teachers who are KNEC examiner make a kill as they loam from school to school teaching students the strategy of answering the exam questions. Parent part with millions of shilling under the carpet to ensure there is extra tuition, being a class teacher of an examination class is such a lucrative opportunity. The schools are turning into exam center not learning centers. The end justifies the means.

### **The Competence Based Curriculum**

This is the answer to the mess we in now. Any delay or resistance to the implementation of the concept in CBC must be met with the full force. The cartels are gathering in the dark to sabotage implementation of CBC for the commercial reason stated above.

Education is what survives when what has been learned has been forgotten  
Great teachers engineer learning experiences that put students in the driver's seat.  
Then they get out of the way. (Ben Johnson)



## FOREWORD

I glow with glee as I pen this foreword, not just because George Karanja Njenga is a colleague and the founding Principal of Natewa High School, but because I believe deeply in the value of constructivism. For this is the approach that allows learners to construct their own knowledge and learning experiences. I also believe that learners at every level and stage of learning – can enrich and strengthen their learning by being actively involved in learning through collaboration among themselves; thereby tapping a lot of wit from peers. Constructivism allows teachers to allocate a small proportion of grades for peer assessment. It also trains students quite well.

George Karanja Njenga introduced in Natewa High School the concept of Information Communication Technology integration in teaching; that allows learners to use three receptive channels that are audio (hearing), visual (seeing) and kinesthetic (learning by doing, exploring, discovering).

Mr. Njenga has had a lustrous career. He explored the philosophy and practice of core skills deep learning that encompass the 21st Century skills including; global citizenship, digital literacy, student leadership, creativity and imagination, collaboration and communication, critical thinking and problem solving; through a dynamic program of scholarship and teacher-education. He has shared this knowledge with principals and teachers – and has mentored many preceptors who have had the privilege of working under him as his deputies, heads of departments, heads of subjects, teachers and teachers on teaching practice, interns or volunteers.

He has conceptualised the intellectual foundations of deep learning, elaborated its distinctive pedagogy, studied its patterns and impact on teachers and students. He has designed unique systems for inducting others into this powerful educational practice. At the annual head teachers' conference at the Wild Waters Beach Resort, participants listened aptly with deep admiration and interest as he demystified The Teachers' Performance Appraisal and Development (T-PAD) tool by looking at it from a practical and positive viewpoint. Through this exhilarating experience, scores of aspiring principals and teachers have been introduced to the power and practice of ICT integration in teaching and learning that they, in turn, have introduced to their students.

### **Six important books are a product of his work:**

- The Tithe Weapon in Spiritual Warfare
- Thanksgiving Restores Our Spiritual Life
- How to Formulate the Church Strategic Plan
- The Love offering
- The Blood of Jesus verses the blood a goat
- Demystifying T-PAD

In this book George K. Njenga in a semi-scholarly way looks at the process of teaching and learning from a production line point of view. The book gives an overview of problems that plague our education system. It proposes that as much as the input of the teacher is necessary, the input of the learner is equally crucial if academic outcomes will be improved. Learners should strive to acquire knowledge and add value to themselves through co-operation and not competition. They should strive to improve their morale, team cohesion, innovation and hence improve the mean-score. Education leadership should involve learners through motivation and direction in a disciplined force-like structure.

In this book, George Karanja Njenga has discussed ideal ways of improving personal safety, discipline and students' conduct, promotion of co-curricular activities, strategies of academic improvement and development and collaboration with parents and stakeholders. He provides templates for; Syllabus Coverage Monitoring Tool, Examination Revision Timetable, Time Management Matrix, Micro-notes preparation and worship attendance Card.

Dr. David Gitau Turuthi (Ph.D.).

(Educational Communication and Technology)

## ACKNOWLEDGEMENT

**T**hanks to the Almighty God who bestowed me the privilege to be a mentor. Writing such a book is a tedious and tiresome project. Like Professor Papert, we are equally convinced that the best learning takes place when the learner takes charge.

This book benefited from the input of many individuals and with the assistance of the following teachers: -

1. Mr. Kepha Mariera, (0723-104-568) B.ED. Egerton University,
2. Mr. Enock Momanyi, (0720-631-612) B.ED. Laikipia University
3. Mr. Henry Mbugua (0737-223-503) B.ED. Mount Kenya (Phy Computers)
4. M/S Rose Bwari (0721-870-643) B.SC. Egerton University.
5. Mr. Luyali Ian Linyali (0727 987 669) Egerton University, B.ED. (SCI)
6. Mr. Simon Ndung'u (0727-869-548) B.ED. Rongo University
7. Mr. Symon Kiarie, (0719-548-705) B.ED. Kenyatta University
8. Dr. David Gitau Turuthi (0722-279-338) Ph. D (Educational Communication and Technology)
9. David Ng'ang'a former principal Rukuini Secondary School, currently a Mathematics teacher in USA.

Many thanks to Victor Ochieng' (Director – God's Pen Consultancy); for giving this book a meticulous touch. His excellent editorial work has added heft and weight to this book.

Thanks to Mr. Thagichu Anthony Gitau for designing the S-PAD cover.

Finally, I salute one great leader, Mr, Indimuli Kahi, National Chairman, Kenya Secondary Schools Heads Association, and Chief Principal, Machakos Boys High School for literally holding my hand in this journey of demystifying the T-pad and implementation of the S-Pad in schools. My appointment as T-pad Ambassador was a clear recognition of the role of the school principal in embracing the 21st century strategies of strengthening quality teaching for enhanced learning outcomes which is propelled by T-pad and actualized by S-Pad.

The Ubuntu National Principals' group (WhatsApp/Telegram) knows that Mr. Indimuli is full of humility and swims in the sea of wisdom.

## EDITORIAL REFLECTIONS

Somewhere I read. That there are two categories of writers; writers who think, and writers who make people think. I had the privilege and pleasure to read and edit the draft of this good book from the beginning to the end. I can courageously say that the author of this book makes people think. These drops of ink can make you link the dots. This book is a treasure trove, a precious pearl. A house of gold.

Francis Bacon succinctly said: “Some books are to be tested, others to be swallowed, and some few to be chewed and digested: that is, some books are to be read only in parts, others to be read, but not curiously, and some few books to be read wholly, and with diligence and attraction.”

This book is replete with wit and wisdom. It is among those few books that should be read wholly, and with diligence. For the author chose to obey wise words of Benjamin Franklin, “Either write something worth reading or do something worth writing.”

The book is of help to all parties in the school set up: the CEO (principal), the consultants (teachers), the investors (parents), the clients (students), and all.

All writers must keep writing. Even wend wonderfully, and publish. For the good book posits: “Of writing many books, there is no end.” – Ecclesiastes 12:12

Enjoy the reading. Drink from the deep wells of wit and wisdom.

Victor Ochieng’, Esq.

(God’s Pen)

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# *Chapter One*

## **LEARNERS' KNOWLEDGE AND VALUE ADDITION**



“Knowledge comes, but wisdom lingers.”

– Alfred Lord Tennyson

## What is Knowledge

**K**nowledge is familiarity, awareness or understanding of something such as facts, information, descriptions or skills. According to Zagzebski, (2017), knowledge is a highly valued state in which a person is in cognitive contact with reality. He continues saying that knowledge has two dimensions: knowledge of things and knowledge about things.

Knowledge can be a practical understanding of a subject. Never stop fighting until you arrive at your destined place; that is, the unique you. Have an aim in life, continually acquire knowledge, work hard, and have perseverance to realise the great life (Abdul Kalam & Tiwari, 1999). Students must work smart to acquire knowledge that they seek diligently through schooling.

There is too much pressure from the government, parents, and teachers to all the students to score A's in exams. As a student, ask yourself, what was my entry behavior, for example if your entry marks to secondary school was 150 marks in KCPE out of 500, you are expected to score D that is if you have maintained your entry behaviour, but if you score D+ (plus) and above negative, then you have added value, but scoring less than a D, means you have lost value and luster. Performance should be progressive. Nobody should pile perilous pressure for you to score an A, yet you scooped mediocre marks in primary school. Just ask yourself whether you have added value or not. If you had 350 marks out of 500 marks and above in KCPE; then you are expected to do more, and become more – perhaps score a B+ (plus) and above.

The Ministry of Education has gone ahead and injected some changes on how to release national examinations. During 2018 KCPE results announcement, the minister of education, veered off from the norm. The minister did not rank schools as this created the unfair competition since in the previous years every student tried to use 'crude' methods such as cheating in their examinations in order to receive a loud laud from the society in the name of 'passing exams.'

It's for this reason that S-PAD avails to you, stupendous skills on how to read SMART and not HARDER, being an active participant in the learning process so that the knowledge acquired can help you construct your own learning experience. If this is done, you will not only retain information longer, but also become more confident in your abilities. The more you struggle to work smarter despite the challenges, the more you escape from the vile vultures of life. Education should not be competition but cooperation leading to value addition.

Tam, (2001) came up with a production model which depicts a direct relationship between inputs and outputs. The 'value-added approach' measures the gain by students before and after they receive education. The 'total quality

experience approach' aims to capture the entire learning experience undergone by students during their years in institutions of learning.

### **Set Achievable Targets**

The setting of targets is a very motivating strategy, but when targets are imposed by the administration to the teachers and teachers in return impose unachievable target to the learner which tightens tension hence promoting suicidal tendencies. Most schools set targets to impress the parents or the ministry knowing very well it is a wait for nothing for the next 365 days. The pressure to perform has over years been exerted on the student too much until there have been cases of suicides related to the targets. Parents who scored a plain D are putting pressure to their children to scoop an A – hence running away from truths about genetic engineering and heredity. In my teaching career I have been contracted to train doctors in teaching methodology in a medical school, and privileged to teach in a national school, a technical institute, county school and a day school so called CDF School, thereby gaining unique experience.

Day school students have been ridiculed by the system in particular the Ministry of Education and TSC. Whenever the two institutions address the issue of performance, one may be forgiven to think that they have in mind national schools and to them day schools do not exist. 99% of the education reviews by commission serve the interest of the above average learners. It's a fallacy to claim that any student can get an A, if only they work hard. That is a big fat lie. We have given value addition no recognition.

Due to the craze about marvelous mean scores, the education in Kenya has been reduced to an event. Bruner (1977) states that education should be a means of training well-balanced citizens for democracy.

Education is no longer in the hands of professionals but is being repackaged by the politicians as political goodies to be dished out. Education policies are being pronounced at the political rallies where the policy makers pick the hints to develop a solution that fit the political pronouncement not the needs of the Kenyan child.

The target setting covered here gives all student hope and reason to study.

### **Strategic Student Involvement.**

The Student Leadership Organizational Structure is borrowed from the military formation of ranks. It's noteworthy that Military world over is known for discipline and order, an aspect quickly fading among the youth. High school



students, young musicians and youths in general – are known to enjoy military movies and attire. We use their language to drive a point home. With the ever tainted political landscape in Kenya which is becoming synonymous with impunity where activists have repeatedly targeted the parliamentarians, especially due to the salary and allowance increase plus extravagance foreign benchmarking trips all compounded with the negative audit reports bordering on miss use of public funds, the use of the title Governors, Senators, etc. in the students' leadership, could be sending the wrong signals to the young minds. In Kenya, Governors have chosen to love and cherish corruption.



## CHARACTERISTICS OF A SOLDIER

- They are under authority (Luke 7:8)
- They are devoted (Acts 10:7)
- They maintain law and order (Acts 21:32)
- They rescued Paul from mob injustice (Acts 21:35)
- No soldier gets entangled in civilian pursuits

*“no one serving as a soldier gets entangled in civilian affairs, but rather tries to please his commanding officer” (2 Timothy 2:4)*

Leadership is about the art of motivating, influencing and directing people so that they work together to achieve the goals of a team or the whole school. Maxwell, (1998) in his book 'The 21 Irrefutable Laws of Leadership' says “a leader is one who knows the way, and shows the way”. It's important to be involved in academic matters in your school as it is your opportunity to achieve

success with friends and peers in the classroom, on sporting fields and on the stage, strive to embody the values and faith for which the school stand.

With the assistance of the principal in your school, you can come up with names of students who emerge as top performers in a particular class and those who have scooped the best grades in various subjects. For example; those students who are the best in a class we call them Brigadiers while those that are best in a subject you refer to them as Subject Captains.

## **THE APPOINTMENT LETTERS**

**NAME:** ..... **Class** .....

**ADM NO:**..... **UPI NO:**.....

Re: Appointment as S-PAD **Chief Commander** and **Coordinator:**  
Strategies of Academic Improvement and Development

Re: Appointment as S-PAD \_\_\_\_\_ **Commander** and **Coordinator:**  
Learners' Knowledge and Value Addition

Re: Appointment as S-PAD **Parade Commander** and **Coordinator:**  
Time Management

Re: Appointment as S-PAD **Commander** and Also **Coordinator:**  
Promotion of Co-Curricular Activities

Re: Appointment as S-PAD **Commander**  
And Also, **Coordinator:** Personal Safety, Discipline and Students Conduct

Re: Appointment as **S-PAD Commander** and Also **Coordinator:**  
Learning Activity, Innovation and ICT Integration

Re: Appointment as S-PAD **Commander** and Also **Coordinator:**  
Collaboration with Parents and Stakeholders

## **S-PAD Commander Appointment**

It has been decided that you be appointed S-PAD **Commander** form \_\_\_\_\_ and **coordinator** of learning Standard \_\_\_\_\_ with effect from **1<sup>st</sup> January**

Your duties include the following:

- Coordinate the duties on the assigned learning standard
- Chair weekly meetings for the form brigadiers and captains
- Announce exams results of every form
- Have meetings with the principal on the second day of the week
- Check and rubber stamp notes for the brigadiers
- In-charge of all the form broad sheet
- Ensure the empowerment creed is recited during parade
- Administration duties outside the classroom
- Organise inter-form games
- Ensure that the brigadiers attend their duties
- Consult on appointment of brigadiers and also the merit list
- Report to the principal every day.
- Always be getting the CAT results and keep a copy in your file for brigadiers and captains to refer to when setting targets
- Ensure tittles are adopted and written as required
- Attend to any other duty assigned by the principal

Please accept my sincere congratulations upon this appointment and best wishes as you continue to serve in our School.

**Principal/Secretary BOM**

**Copy to: Deputy Principal**

## **RE: CLASS BRIGADIER APPOINTMENT**

It has been decided that you be appointed member of S-PAD implementation team with effect from **1<sup>st</sup> January** because of your exceptional performance in **class**.

Your duties include the following:

- Attend the S-PAD Commander's meeting on Mondays at 4:00 pm
- Be a member of one of the seven learner's standards
- Ensure captains do their work effectively and with high level of discipline.
- Check and rubbers tamp the notes of all captains
- Attend the academic improvement weekly meeting
- Always be getting the results and keep a copy in your file for captains to refer when setting targets

- Identify the students with overall grade of E and develop a program for them
- Take the roll call for all preps, re-scheduling and remedial lessons
- Supply the Peer CAT foolscaps to captains during peer CAT exams.
- Set progressive class target in consultation with captains.
- Prepare a broadsheet from the marks presented by Captains.
- Check Church Attendance Cards
- Attend to any other duty assigned by the principal

Please accept my sincere congratulations upon this appointment and best wishes as you continue to serve in our School.

**Principal/Secretary BOM.**

**Copy to: Subject Teacher.**

### **RE: APPOINTMENT AS A SUBJECT CAPTAIN.**

It has been decided that you be appointed member of S-PAD implementation team with effect from **1<sup>st</sup> January** because of your exceptional performance.

Your duties include the following:

- Attending the S-PAD commander's meeting on Mondays at 4:00 pm
- Be a member of one of the seven learner's standards
- Read and implement the S-PAD book
- Going to remind the teacher in the staffroom if 5 minutes late
- Note in the exercise book the time the lesson started
- Checking and rubberstamping the notes of fellow students in their subject area.
- Identifying the E students and assigning them subject lieutenants to assist them by giving and marking assignment.
- Attend the academic improvement strategy meeting scheduled by the principal.
- Liaise with the brigadier to analyse the CAT whenever they are released to see whether the set target is being achieved.
- Report to the principal any student who has a specter of indiscipline; the one affecting the subject performance.
- Be the custodian of the revision books.

- Ensure that students revise past papers and sign at the back of the exercise book.
- Be the custodian of the subject syllabus and ensure you know the coverage level.
- Set and mark the peer CATS.
- Monitor the syllabus coverage.
- Check the micro notes.
- Present the mark list to Brigadier after peer CAT
- Be the patron to the peer study groups.

Please accept my sincere congratulations upon this appointment and best wishes as you continue to serve in our School.

**Principal/Secretary BOM.**

**Copy to: Subject Teacher.**

### **The Duties and Responsibilities of the Coordinators of the S-PAD Learning standards.**

The respective commanders coordinating the learning standards are expected to read thoroughly the S-PAD book in order to execute the duties therein. To effectively involve other team players, they are also required to form the learners' standard implementation team from Brigadiers and captains ensuring that every class is represented.

## **OATH OF ALLEGIANCE**

I (Name)..... do swear that I will be faithful and bear true allegiance to the Principal according to the school S-PAD, I am holding. So, help me God!

### **OATH OF OFFICE.**

I (Name).....class ..... **Adm. Number**..... having been appointed to the position of .....hereby solemnly swear, that I will faithfully discharge to the best of my ability, the duties outlined in the S-PAD book that I will bear true allegiance to the same; that I will obey the S-PAD laws, and that I impose on myself this obligation upon myself voluntarily, without mental reservation or purpose of evasion. SO, HELP ME GOD!

**Subscribed and sworn** to before the school principal.

### **Subject Lieutenants**

This a termly duty given by the subject captain to a student to give particular student peer tuition to low performing student in order to boost the subject mean score. The subject captain will delegate to the lieutenant the responsibility of eliminating the low grades in the group. The first assignment is to eliminate the E, then D minus followed by D. The level of elimination will depend from the school entry behavior and particular subject. To revise the CAT then give the mentored and mark, repeat until 70% is attained.

### ***Multiplier effect,***

*In macroeconomics, a multiplier is a factor of proportionality that measures how much an endogenous variable change in response to a change in some exogenous variable. (McNicol & Baird, 1980).*

*In S-PAD a multiplier is a factor of proportionality that measures how much a student adds value or improves in response to the peer mentorship by the Lieutenant.*

*Lieutenant is a junior officer rank in the army. It's below captain and has a NATO ranking code of OF-1. It's a task orientated rank.*

### **Example of the formation of study groups.**

To ensure the groups are mixed with students of different academic level, a special table is provided. In a class of sixty students each lieutenant can have four members.

Using the end of term class positions, list the numbers as shown above. The student in position number 1, 24, 25, 37 and 60 will form group A. while positions 2, 23, 26,38, and 59 will form group B ... this way the selected students team member are composed of the students with different academic performance. Using the end of term class position the group is poled together. Using the average position notice that group A has a better average than group L.

	<b>SELECTION OF SUBJECT LIEUTENANTS</b>											
	<b>LEARNERS' KNOWLEDGE AND VALUE ADDITION</b>											
	Strategising on Subject revision and peer support system											
Code Name	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>
<b>Target Subject</b>	121 MAT	232 PHY	231 BIO	233 CHEM	101 ENG	312 GEO	102 KIS	311 HIST	313 CRE	443 AGRI 451 COM	565 BUS	966 L/S
Class Position	1	2	3	4	5	6	7	8	9	10	11	12
Class Position	24	23	22	21	20	19	18	17	16	15	14	13
Class Position	25	26	27	28	29	30	31	32	33	34	35	36
Class Position	37	38	39	40	41	42	43	44	45	46	47	48
Class Position	60	59	58	57	56	55	54	53	52	51	50	49
<b>Total</b>	<b>147</b>	<b>148</b>	<b>149</b>	<b>150</b>	<b>151</b>	<b>152</b>	<b>153</b>	<b>154</b>	<b>155</b>	<b>156</b>	<b>157</b>	<b>158</b>
<b>No. of Members</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>Average Position</b>	<b>29.4</b>	<b>29.6</b>	<b>29.8</b>	<b>30</b>	<b>30.2</b>	<b>30.4</b>	<b>30.6</b>	<b>30.8</b>	<b>31</b>	<b>31.2</b>	<b>31.4</b>	<b>31.6</b>

This covers the weighing of the subject in career choice. Some teachers feel offended when they are told their subject has less weight than others. This must be understood as a fact from the grouping and weighting of subject by KNEC. Example weighting of Mathematics and History is different, for this reason assign the subjects to the groups in order of weighting.

## Burden of Proof

The burden of proof, Fellmeth and Horwitz (2009), is the obligation of a party in a trial to produce the evidence that will prove the claims they have made against the other party. In a legal dispute, one party is initially presumed to be correct and gets the benefit of the doubt, while the other side bears the burden of proof. The burden of proof is always on the person who brings a claim in a dispute.



Over the years the teachers have been accused of not teaching effectively. T-PAD is intended to gather evidence of compliance while S-PAD seeks to shift the burden of proof to students, after all no teacher sits for the exam in question. Teachers must get the benefit of doubt.

### **Exam analysis by Students**

In normal circumstances, a patient is the one who goes to the doctor for checkups. Working smart is when students analyse exam. It's important to note that after every exam i.e. CATs, RATs, end term, mid-term examinations – students should be involved in the analysis of the exams – and report during the meeting with the principal. The school should design a questionnaire (see appendix) for the captains for them to effectively report during the meeting. The exam analyses by the students gives them the opportunity to state their symptoms and recommend remedial action. It's from this report that a staff meeting is held to discuss the course of action. To mitigate on the performance decline.

### **What Are the Benefits of Practicing Students Involvement & Empowerment?**

According to Richardson, Danford, Stewart, & Pulignano, (2010), employee's involvement is a philosophy practiced by companies that gives their employees stake in decisions that directly affect their jobs leading to employee commitment; while employee empowerment is a corporate structure, that allows non-managerial employees to make autonomous decisions. Each one is a distinct practice and is usually mutually exclusive to one another, though the benefits can be similar.

The main benefits of employee involvement and empowerment are, enhanced morale, more productivity, healthier coworker relationships and creative thinking. The exam analysis by the students is strategy of students' involvement and just like employees in an organisation there are benefits of involving students.

### **Improved Morale**

Involving students in decisions and policy changes that directly affect their learning, while empowering learners to be more autonomous, greatly improves morale at large. When students are treated as an asset and their input is given consideration, confidence increases among every team member, and the school garners good gains in different facets – such as academic performance and discipline.

Moreover, improved morale can augment students' lesson attendance. The longer the student is associated with the school, the more experienced they become – making them mentors to new students and become indispensable to teaching staff.

### **Improved Mean Score**



Student involvement and empowerment translates directly into improved mean score. A student with an investment in the school, target her role in the company, fostering effective reading habits. When students are given independence and expected to be more self-sufficient – s/he becomes more efficient over time, and learns to navigate responsibilities with minimal interference and relies less on the teaching staff for direction. This gives the teaching staff more time to attend to core responsibilities other than supervising sweeping by students and decreases micro-management; which impedes curriculum implementation.

### **Team Cohesion**

Although student empowerment is largely designed to give each student autonomy and self-control, it likewise fosters better relationships between students and teachers, because students that are given more independence tend to form better learning and teaching relationships. Each sees the other as mutually benefiting from their working relationship. In addition, more self-governance in the workplace lessens dependence on subject teachers and Head of Departments (HoDs) – and redirects that reliance laterally to fellow students.

### **Innovation**

Student empowerment helps to cultivate innovation. Students that have a stake in the school's growth and sustainability – will offer more brilliant ideas and problem-solving solutions when obstacles rage like tidal waves. Moreover, as the students encounter various challenges or find improvement in policies, procedures – this galvanises growth, more critical and imaginative thinking. Students may see a particular issue differently than a teacher and be able to think of a creative solution, which may not be considered in a closed circle of teachers.

When CATs are used frequently, they can have the following impacts:

1. Provide day-to-day feedback that can be applied immediately.
2. Provide useful information about what students have learned without the amount of time required for preparing tests, reading papers, etc.
3. Allow the teacher to address student misconceptions or lack of understanding in a timely way.
4. Help to foster good working relationships with students and encourage them to understand that teaching and learning are on-going processes that require full participation.
5. Help students develop self-assessment and learning management skills.
6. Reduce feelings of isolation, especially in large classes.
7. Increase understanding and ability to think critically about the course content.

8. Foster an attitude that values understanding and long-term retention.
9. Show interest and support of the students' success in classroom.

## **TEACHING AND LEARNING**

The objective of the student is to learn. While the objective of the teacher is to teach. Some schools operate like teaching centres instead of a learning centre. Teaching Centre focus on the Teacher. Learning Centres focuses on the student. They work hard but the results do not reflect.

### **Characteristic of a Teaching Centre**

- The focus is on the teacher's needs.
- The teachers read ahead of the students and give students very good lesson notes.
- Teachers use lecture methods to a staring, wondering class exhibiting the expertise.
- Students attend preps to finish teacher's assignments if not they "make noise"
- Teachers and parents blame students for not passing exam.

### **Characteristic of a Learning Centre.**

- The focus is on the students' needs.
- Students read ahead of the teacher and prepare notes.
- The teacher uses question-answer method in class.
- Students attend preps to do their own assignments and that assigned by teachers.
- At the end of every lesson, the teacher gives assignments.
- Students set their own targets.
- Students embrace team spirit and team work.
- There are many active study groups.

### **Teaching/Learning methods.**

It's no secret that as a student you learn by watching the world around you. You must have an interaction with your teacher for the teaching-learning process to be effective. The following are the teaching methods that can be used in a classroom by the subject teacher.

### **Lecture Method.**

Many teachers use this method as it is simplest and a lot can be covered within a short time. However, it is not effective as students need a more interactive method. It does not allow time for evaluation. It is teacher-centred and is less motivating to students. The method is used when

students fail to read ahead and the teacher is under pressure to clear the syllabus within unrealistic time with no ICT integration.

### **Discussion Method.**

Popular but takes time, energy and planning. Learners practice problem solving and critical thinking skills to arrive at conclusion. It is extremely student-centered and all the teacher needs to do is to lead.

### **Group Method.**

Considered effective if carried out correctly. Students are put in small groups to work. They are not grouped by ability. Students are given tasks to accomplish together. The teacher to monitor the groups closely, guide and make sure all students are participating.

### **Question and Answer method.**

This is the most effective learning method. Have you ever attended class unprepared and secretly hoped the teacher would not call on you? Perhaps you have experienced a “panicky” feeling when an important assignment was due and you hadn’t completed the work? This makes you uncomfortable in class and less active meaning that important information will “pass you” as the teacher is teaching.

### **Highlighted below are the importance of this method:**

- Stimulates or provokes interest and bring out response.
- Brings about response leading to a proper answer to a problem.
- Encourage self-analysis in individual activity.
- Keeps students attentive as they will not know when and who will be chosen.
- The teacher gets feedback.

The making of marking schemes which involves students using their notes to answer exam questions. Consultation time and students doing their own remedial by re-reading areas of the past topics they find difficult to comprehend.

### **MOTIVATE TEACHERS TO TEACH**

Teachers are highly trained on teaching methods but students discourage the application. Teachers are human beings, and at times they have bad moods. Learn to cheer up your teachers. Encourage the question and answer method by

answering the questions otherwise you will sleep and receive a “flying duster or chalk”.

### **Agenda for the S-PAD weekly Meeting.**

- Calling the meeting to order.
- Apologies and roll call.
- Reading and confirmation of the previous minutes.
- Matters arising from the previous meeting.
- Report by the Class Brigadiers
- Reports Learning Standards Conveners.
  - i) Chapter 1: Learners’ Knowledge and Value Addition
  - ii) Chapter 2: Time Management
  - iii) Chapter 3 Learning Creativity, Innovation and ICT Integration.
  - iv) Chapter 4: Personal Safety, Discipline and Student *Conduct*
  - v) Chapter 5: Promotion of Co-Curricular Activities
  - vi) Chapter 6: Strategies of Academic Improvement and Development
  - vii) Chapter 7: Collaboration with Parents and Stakeholders
- Resolutions
- AOB.

## ***S-PAD REPORTING QUESTIONNAIRE.*** **S-PAD PERFORMANCE STANDARDS ANALYSIS.**

CLASS.....Month.....TERM: .....YEAR: .....

### **BACKGROUND INFORMATION.**

1. NAME OF CLASS BRIGADIER..... ADMNO.....
2. Class Teacher ..... CLASS ENROLMENT.....
3. CLASS TARGET ..... LATEST CLASS MEAN SCORE .....

## ***S-PAD REPORTING TOOL.*** **S-PAD PERFORMANCE STANDARDS ANALYSIS.**

S/N	LEARNING STANDARD	GENERAL COMMENTS	RATINGS (1 – 10)
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<b>1</b>	<b>Learners' Knowledge and Value Addition</b>		
1a	Last term Class Mean Score		
1b	Give Syllabus Coverage per class,		
1c	Checking notes by Captains		
1d	Exam analysis by captains		
1e	Peer CAT analysis		
1f	School/Class targets		
1g	Safety Drill		
<b>2.</b>	<b>Time Management</b>		
2a	Lesson Missed		
2b	<b>Rescheduled</b>		
2c	<b>Parade Activities</b>		
2d	Lessons attended		
2e	<b>Remedial</b>		
2f	<b>Empowerment Creed</b>		
<b>3.</b>	<b>Learners' Creativity, Innovation and ICT Integration</b>		
3a	Use of ICT in class		
3b	Projectors Condition		
3c	Talking Walls		
3d			
3e			
3d			
<b>4.</b>	<b>Personal Safety, Discipline, and Student Conduct</b>		
4a	Classroom rules & Regulations, Graffiti in class		
4b	Class sweeping		
4c	Presence of Dust bin in class		
4d	Infrastructure Development		
4e	Repairs & Maintenance		
4f	Lunch Program – Meal Cards		
4g	Personal grooming		

<b>5.</b>	<b>Promotion of Co-Curricular Activities</b>		
5a	PE Lesson,		
5b	<b>Balls</b> Inter class competition		
5c	Music Drama,		
5d	Playing fields		
5e	Clubs and societies		
<b>6.</b>	<b>Strategies of Academic Improvement and Development</b>		
6a	Micro Notes,		
6b	How many Peer Exam taken		
6c	Condition of Academic files		
6d	Class Motivation: Trips		
6e	Training of captains by examiners		
6f	Study Groups		
6g	Past Papers Revision- WhatsApp group		
<b>7.</b>	<b>Collaboration with Parents, Guardians and Other Stakeholders.</b>		
7a	Academic day		
7b	How many students filled SWOTi Analysis		
7c	Cass PTA Meetings		
7d	BoM meetings/CDF		
7e	PTA Meeting		
7f	Church attendance Cards		
7f	Fees Balances		

*Every S-PAD Leader in levels of meeting is expected to make a report using the leaners standards as the heading and the area covered as explained in the S-PAD book*

The **Hawthorne effect** (also referred to as the observer **effect**) is a type of reactivity in which individuals modify an aspect of their behavior in response to their awareness of being observed.



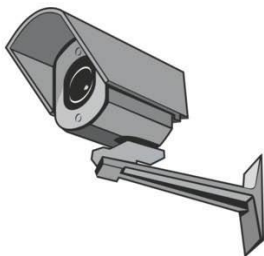
Workers become more productive as a result of being observed.

### What is the significance of the Hawthorne Effect?

The **Hawthorne effect** is the modification of behavior by study participants in response to their knowledge that they are being observed or singled out for special treatment. In the simplest terms, the **Hawthorne effect** is increasing output in response to being watched.

### How does the Hawthorne Effect affect validity?

The **Hawthorne effect** is perhaps the most challenging threat to internal **validity** for researchers to control. ... Rather, it just makes the **effect** equal across groups given that everyone knows they are in a research study and that they are being observed.



What was the main conclusion of the Hawthorne studies?

It was concluded that social relationship among workers, participation in decision-making, etc. had a greater **effect** on productivity than

working conditions. 21,000 employees were interviewed over a period of three years to find out reasons for increased productivity.

The **Hawthorne effect** established that employees tend to perform better when they are being observed. But it has different connotations in the modern **workplace**. Employees hate being under vigilance 24×7, but yes, they want to be observed. ... Paying attention to what employees are doing brings in some wonderful results.

### **The Hawthorne effect in S-Pad application in schools**

The Impact of The Hawthorne effect in S-Pad application in schools is greatly observed. The involvement of students' leaders to oversee the level of compliance with the academic improvement strategies makes the difference.

The peer direct observation is a way of gathering data using the Spad tools by or, a teacher *teaching* a lesson. ... In psychology, these forms of reactivity are known as the *Hawthorne effect*, and the observer- or experimenter- expectancy effect. This improves absorption rate and overall performance.

**Tpad has Hawthorne effect on teachers while Spad has Hawthorne effect on students, thereby strengthening quality teaching for enhanced learning outcomes.**

### **ASSESSMENT QUESTIONS:**

1. State five characteristics of:
  - a) Learning center
  - b) Teaching center.
2. What are the duties of a captain?
3. Explain five duties of a Brigadier:
4. When CATs are done frequently, what can be their impacts to the learner?
5. What happens when targets are imposed by the administration to the teachers and teachers in return impose unachievable target to the learner?
6. A) List the teaching / learning methods?  
B) Which one(s) is more appropriate in your view and why?
7. What Are the Benefits of Practicing Students Involvement & Empowerment?
8. In your own view, tick from the list below the most appropriate requisite(s) for a student to perform exemplary.

<input type="checkbox"/>	Learner involvement
<input type="checkbox"/>	Learner empowerment
<input type="checkbox"/>	Learner enhanced morale/ motivation
<input type="checkbox"/>	Learning healthy environment
<input type="checkbox"/>	Learner creative thinking

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## *Chapter Two*

### **TIME MANAGEMENT.**

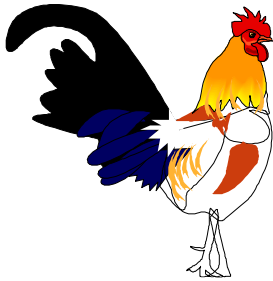


“Bad news is that time flies; good news is that you are the pilot”.

You cannot kill time without injuring your future.

## What is Time management

**T**ime is the period during which something or things happen. As a student, once you master your time, you will understand how true it is that most people over estimate what they can accomplish in a year and under-estimate what they can achieve in a decade, said Anthony Robbins. Time management is the thinking skill that helps a student to prioritise tasks and accurately judge the amount of time needed to complete them. It helps to complete activities in a timely fashion, and learn to manage and stick to a schedule. Being successful doesn't make you manage your time well. Managing your time well makes you successful. Time is equal to life, therefore waste your time and waste of your life – or master your time and master your life.



Performances of teachers depends on their ability to direct and control students' learning activities. Students perform fairly in their subject's despite of satisfactory time management styles of their teachers, but they perform best when they take charge of their own time. Engaged time is a significant predictor of the students' academic achievement. Students can manage their time well in the classroom by using the time allotted effectively to meet learning outcomes. Engaged time highly influences the passing rate of the students in their areas of subjects. Time management is not taught as an academic subject in schools. As a student you have to utilise 24 hours to become the best students and an expert in the subjects. The focus of learning time management skills is just to develop the habits of spending time wisely.

### Why Manage Time?

Time management helps a student to:

- ✓ Accomplish more study areas in a shorter period.
- ✓ Lowers stress and helps one to access success.
- ✓ Increases will-power, self-discipline and inner strength with all instructions, guidance and exercises needed.
- ✓ Helps one to overcome procrastination, get rid of laziness and develop decisiveness.
- ✓ Helps one to persevere till completion of task.
- ✓ Helps one to get what one wants out of life.
- ✓ Helps one to set up priorities and become conscious in making choices to do things that are important and valuable.
- ✓ Helps one to become more creative and productive hence doing right things at the right time.
- ✓ Helps one to avoid distracters.

## ***Time for action is now.***

It's never too late to do something-Antoine de Saint. The Ten Essential Time Management Strategies are: (Brian Tracy, 2014).

### **✓ *Get the right things done in less time.***

Get a history of how you have been using your time, and then make necessary as adjustments.

### **✓ *Start your day with a clear focus.***

Make a list of things you want to do in a day. This makes you not to forget. It creates a pattern of doing things thus making you to get focused on what matters most in your life.

### **✓ *Focus on high-value activities.***

Set your priorities right. Do the most important things first like meeting as deadline of a given assignment, reading ahead of a teacher two topics and then others can be done later.

### **✓ *Minimize interruptions.***

Avoid distractions that may lead to poor stewardship of time. Know your endurance and concentration level. More time-consuming tasks should be done when you are still fresh. This enables you to achieve maximum concentration and results.

### **✓ *Stop procrastinating***

*The action of delaying or postponing something:* - If it can be done today, do it today. This golden rule should be your motto if you want to make the most of your time. Take it a step further: If something in your schedule changes, and you find yourself with extra time before the end of the day, start on the next day's tasks without thinking twice. It's much better to finish your week earlier on Friday than it is to get stuck working on a last-minute project.

### **✓ *Limit multi-tasking.***

Many times, students believe that they are able to multi-task and complete multiple tasks successfully at once. But this is not the case! The brain is designed to limit conscious focus to one thing at any particular time. When we attempt to multi-task and attempting to do multiple things at one time; rather than multitasking the brain is actually shifting its processing from one network to another. Each time that you shift from one task to another, you are wasting time, mental effort, and brain fuel (Patrick Forsyth, N.D)

### **✓ *Review your day before you sleep***

Reviewing your day means to mentally go over and scrutinise the experiences of the past 24 hours. Oftentimes, you are only mindful during the morning when it is still calm and not overwhelmed. But as the day goes by, you end up having too much on your schedule that gradually leads to lose mindfulness and paying little or no attention to what you say or do-which is natural. However, if you review the

day, you can spot the moments you were doing what is right or wrong. You might even remember things we forgot happened.

It is generally believed that prudent use of time allows students and schools to reduce levels of stress and as a result increase academic effectiveness.

Time is the only unique resource that we have from God. A concept of self-management in the form of the application of self-discipline is paramount. The acquisition of skills to manage ourselves and others reveals problems that plague the individual and the organization as a consequence of poor time management practices. Time cannot be saved, rather people should learn to manage the use of time.

### **Making Every Hour Count**

A time log should take into account every class, laboratory, social event and other work in which you engage. You must focus on the other free time available and how you will use it. Make a weekly time log and block off a period for sleeping each day and with what is left over, plan time for study.

### **Biblical Causes of Poverty**

*“How long will you lie there, you sluggard? When will you get up from your sleep? A little sleep, a little slumber, a little folding of the hands to rest— and poverty will come on you like a thief and scarcity like an armed man” – Proverbs 6:9-11 (NIV)*

Ghanaian rapper and the CEO of NKZ Music, Maradona Yeboah Agyei, professionally known as Guru is advised Ghanaians on how to put an end to their poverty. According to the rapper, the only quickest path to poverty is to continue sleeping in your bed like a dead man without having any plans on how to work. Students must sacrifice sleep, because poverty is manufactured in bed.

You can't sleep like you are competing with the dead and expect to make it in the world of the living. Guru also noted that discovering your potentials as a person also helps in eradicating poverty. “Everything you'll ever need to know is within you the secrets of the universe are imprinted on the cells of your body. Know thyself” Guru tweeted.

### **Eat That Frog!**

Twenty-one Great Ways to Stop Procrastinating and Get More Done in Less Time. Brian Tracy presents 10 tips to help you stop procrastinating and get more done in less time (B. Tracy, 2014).

#### **1. Set the Table.**

To identify your frog, you first need clarity on what you truly want. Clarity helps you to overcome procrastination and take concrete action, and it's probably the most critical productivity ingredient. One secret is to think on paper. People with clear, written goals can accomplish 5-10 times as much as others.

*Use these 7 steps to set and achieve goals:*

- Decide specifically what you want.
- Write it down. Think on paper and make it tangible.

- Set a deadline for the goal, with sub-deadlines as needed.
- List down everything you may need to do to achieve your goal.
- Break things down into individual tasks, and arrange them in priority and sequence to form a plan.
- Take action immediately. No amount of thinking can outdo action.
- Do something every day, however big or small, to move yourself toward your major goal. Don't miss even 1 day.

## **2. Plan Every Day in Advance.**

The 10/90 Rule says that the first 10% of time used to plan your work can save you 90% of the execution time once you start.

Originally, the Pareto Principle referred to the observation that 80% of Italy's wealth belonged to only 20% of the population. More generally, the Pareto Principle is the observation (not law) that most things in life are not distributed evenly. The Pareto Principle helps you realise that the majority of results come from a minority of inputs.

One minute of planning can save you 10 minutes of execution time, and help you improve your "return on energy". By setting aside 10-12 minutes for planning, you can save 2 hours of execution the next day.

- Every night, list down all the items you must complete the next day. Allow your subconscious mind to work on the list while you sleep, so you can wake up with new ideas on how to achieve them.
- Use different lists, including a master list (of all the possible tasks you must do at some point), a monthly list (for the month ahead), a weekly list (for the week ahead), and a daily list (for the next day).
- Tick the items as you complete them, to motivate and energise yourself on your progress.

## **3. Apply The 80/20 Rule to Everything**

Many people focus on their number of tasks and amount of activity, rather than the importance of the tasks or the achievements. The Pareto Principle or 80/20 Principle says that 20 % of your activities will account for 80 % of your results.

- Find the 1 top task that is worth the other tasks combined – this is the frog you must eat first. Often, this is also the most difficult and complex task you will tend to procrastinate on.
- The crux of time management is to control your sequence of events, or what you do next.
- Resist the temptation to clear the small tasks first; instead, start your day by asking, "Is this task in the top 20 % or bottom 80 % of my activities?" and focus only on the most vital tasks first.

- Completing an important job need not take more time than an unimportant one, but it will yield greater satisfaction.

#### **4. Consider the Consequences**

Successful people are able to look at 10 or 20 years into the future, and make decisions today that are consistent with their desired long-term future, including making short-term sacrifices. When considering whether to do or not do something, ask yourself if it has any consequences for your long-term vision. Rather than set deadlines for everything and feel stressed for missing most of them, focus on the most important task, and give it 20% extra time, so you can do it really well. Use these 3 questions to find your focus:

- Which are my activities with highest-value?
- What's the most valuable use of my time right now?
- What can I do that if done well will make a real difference? [This question originated from Peter Drucker]

Peter Drucker (1909-2005) was one of the most widely-known and influential thinkers on management, whose work continues to be used by managers worldwide. He was a prolific author, and among the first (after Taylor and Fayol) to depict management as a distinct function and being a manager as a distinct responsibility.

#### **5. Prepare thoroughly before you begin**

They say prepare a hay before sunshine. Draw a timetable on how to use your time for all the activities of the day e.g. class time, prep time, washing time, leisure e.t.c. This helps in allocation of the time available against tasks to be done which eventually leads to maximum utilisation and prior preparedness.

#### **6. Focus on key result areas.**

Self-discipline is necessary because this is what will enable you to stick to your timetable. Prioritise tasks starting with the most important areas and urgent ones.

#### **7. Take it one step at a time.**

Determine amount of time needed to accomplish a given each task then apportion the time well. Segment your task according to importance and urgency.

#### **8. Apply creative procrastination.**

*Unfinished work is hard for your mind to let go of — in a good way. Your mind keeps churning, considering other options, creative solutions to the problem.* If you are going to procrastinate, you may as well make the most of it. But when procrastination affects your level of productivity more than usual, you know you have a problem and should find ways to beat it instead of trying to use it to your advantage.

## 9. Identify your key constraints.

**Time constraints** determine when a project or its tasks start and when they must be finished. Identify three types of time constraints: **Start No Earlier Than, Finish No Later Than** and **As Soon as Possible**. Choose the third constraint; as soon as possible to accomplish all your tasks in good time.

## 10. Use the ABCDE method.

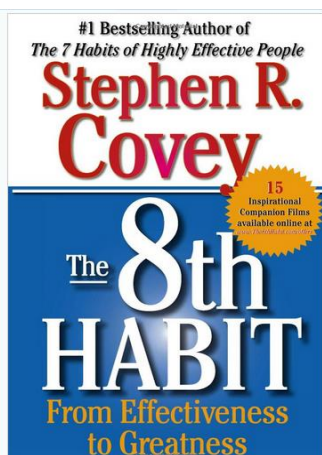
The more thought you devote into setting priorities before you begin a task, the sooner you will get the important things done. The more important and valuable the task is to you, the more motivated you are to overpower procrastination and launch yourself into the job. The first law of success is concentration – to bend all the energies to one point, and to go directly to that point, looking neither to the right nor to the left.

*In Summary of Twenty-one Great Ways to Stop Procrastinating.*

1. Set the table.
2. Plan each day in advance.
3. Apply the 80/20 rule to everything.
4. Consider the consequences.
5. Prepare thoroughly before you begin.
6. Focus on key result areas.
7. Take it one step at a time.
8. Apply creative procrastination.
9. Identify your key constraints.
10. Use the ABCDE method.

## Time Management Matrix

Stephen Covey's Time Management Matrix Explained. Covey's matrix allows you to organise your priorities much better than before. The idea of using four quadrants to determine the priority of a task was introduced by American keynote speaker Stephen Covey, author of the 8<sup>th</sup> Habit from effectiveness to greatness. (Covey: 2013)



Although time seems to fly by, we all have the same 24 hours a day. So why is it that some people are able to accomplish so much more than the majority of the population? One possible explanation can be found in their skill to manage time more efficiently than others. But how is it possible to cope with the flood of tasks that all require our immediate attention?



The idea of using four quadrants to determine the priority of a task was introduced by American keynote speaker Stephen Covey.

Task: With the time management matrix in mind, take a moment now and consider how you would respond on priority basis to the following.

- Telephone is ringing.
- Baby is crying in the bedroom.
- There is a knock on the door.
- Milk is on the gas boiling.
- Clothes on the line and it's just started drizzling.

**Quadrant 1: Urgent and Important.**

- Core functions task.
- Making Micro notes.
- Attending to Assignments.
- Reading ahead of the teacher.
- Attending lessons.

**Quadrant 4: Not urgent and Not important.**

- Television.
- Entertainment.
- Movies.
- Social Media.
- Gossip.

**What are Time Wasters in schools?**

- Not knowing what your priorities are before lesson start.
- Amount of time spent on preparation.
- Not meeting requirements of a lesson.
- Not identifying interruptions and distractions.
- Not having a game plan for success. In other words, bad planning.
- Lack of time management.



Figure 4 Time management matrix Theory-Stephen Covey.

### Students' Time Management Indicators.

- Punctuality in reporting teacher's lessons.
- Lesson attendance record (lesson taught/ missed, lesson recovered records, records of remedial lessons).
- Timely preparation of summary notes, micro notes, lesson notes and assignments.
- Timely syllabus coverage.

#### i) Punctuality in attending the Lessons - Quadrant 1.

By all means, a student should attend all allocated lessons within a day, week, term and a year's learning sessions. In a day, normal lessons are 9, running from around 8.00 a.m. to 4.00 p.m. A student should be in class five minutes earlier ready for the lesson with the necessary learning materials.



The school should come up with a policy of ringing bell twice after break, first as warning bell rung two minutes before commencement of a lesson and the second one as an action bell.

#### ii) Lesson Attendance Records.

A student should keep his/her personal records on lessons attended, missed, recovered and remedial lessons. Brigadier to keep records of absent students and present it to the class teacher for follow ups. Administration together with student's council to organise visitation to a student who misses lessons for more than one week in day school and in boarding schools, parents or guardians of those not in school to be contacted.

Subject captains to check all students' lesson attendance records by rubber stamping and in case of missed lessons, s/he should organise for a reschedule.

### **iii) Timely Preparation of summary notes, Micro-notes, Lesson, Notes and Assignments.**

Failing to plan on how to use your time is planning to fail. Plan on how to utilise your time each day, each week and each term. You can always change your plan, but only once you have one!

Summary is a restatement of someone's words in your own words. Therefore, summary notes are the written notes in a "short form" framed as per one own word and understanding. (On summary notes, refer chapter 1). Lesson notes are the ones given by the teacher during learning. Assignment is a task or piece of work allocated to a student as part of course study.

### **Procedure of Making Summary Notes.**

- Identify topic objectives, normally stated by the teacher before the beginning of a new topic.
- Divide and conquer. First off, skim the sub-topics you are going to summarise and divide them into sections. Focus on headings and sub-headings.
- Read - read straight through to get the author's main idea.
- Re-read by underlining topic sentences and key facts as you label key areas that you want to refer to as you write your summary.
- Write down main idea of each section in one well developed sentence.

### **iv) Timely Syllabus Coverage**

A syllabus is an academic document that communicates course information and defines expectations and responsibilities. A student should cover a minimum of 50% of the syllabus first term, 40% on the second term and 10% of the syllabus on third term. This will only be achieved if the student adopts a culture of reading three topics ahead of the teacher.

### **Signs of time wasting:**

- Messy locker and cluttered or no files.
- Can't find things i.e. learning materials.
- Unprepared for lessons and exams.
- Volunteering to do things other people should do.
- Tired/unable to concentrate.
- Always subjected to punishments by teachers.

### **Time Management Tips for a Student.**

- Make your course a priority for the duration of the course.
- Set aside a certain amount of time every day for personal studies.
- Make a study plan.
- Get rid of distracters.
- Jump ahead and do what you can when you can. Do not procrastinate.
- Find out what is expected of you from each teacher.

- Do not be afraid to ask for help.
- Self-pacing (Studying and reading too long can wear you down. Know when to take breaks).
- Getting your work done in a timely manner can lead to other rewards, such as more sleep and recreation time.
- Developing running culture as a routine.

### **Student's Time Management Mistakes.**

- Failing to set personal goals.
- Failing to prioritise.
- Failing to manage distractions.
- Procrastination.
- Multi-tasking.
- Not taking breaks.
- Ineffective when it comes to scheduling tasks.

### **Remedy.**

#### **1. How to Set Personal Goals.**

For a student to manage time well, s/he should be able to develop skills that can enable one to cope with stress, a hectic schedule and impending deadlines. Learning how to set realistic, productive personal goals each term can help you remain focused and cautious in time management. Below are four smart personal goals setting strategies for students as well as a criterion for setting new timely goals.



#### **a) Set SMART Goals.**

Before you set any major goals for yourself, try to ensure goals meet the following criteria.

- **Specific** - Follow exactly what you need to accomplish and what you hope to gain from doing so, whether it's simply finishing a given subject topics or covering a given percentage of a syllabus.
- **Measurable** - Make sure you can easily evaluate whether or not your goal was met and how beneficial it ultimately was to you.
- **Achievable**- Be realistic when setting goals. This can help you avoid missing deadlines and getting behind.
- **Result**- focused - Have very clear distinct outcomes for meeting your goals and hold yourself to them.
- **Time-bound** - Set deadlines for every goal or for every task, master multiple steps and establish deadlines for each major stage of the process.

#### **b) Set Goal for Grade in Each Class.**

As you always want to strive to do your best in every class within limited time, there are a number of factors that may impact how you are able to do from course to course. In each subject, set a realistic goal for the grade you think you can achieve and invest more time in areas that challenge you.

### **c) Plan Homework/Study Times for Every Subject.**

At the beginning of the term, try to plan out specific time blocks for each subject throughout the week, and hold yourself accountable for spending these time periods for completing homework and studying. If something comes up and you are unable to devote the usual time to a given subject, make sure you re-schedule the entire block of time for that class to another day, (which can help you from getting behind or missing an assignment). Make specific goals for each study block week-by-week, such as not stopping or moving onto next task until a particular section of a block or assignment for the week is finished.



### **d) Visit Each Subject Teacher At least Once Per Week.**

It is a patient who goes to a doctor for prescription. It is a student to schedule some time to talk to a subject teacher. This saves your time since some of the tasks, assignments and revision can be done easily since a teacher guides you. A teacher knows you well and can speak to your strengths.

### **How to Prioritise Tasks and Assignments.**

- *Respect Deadlines.* Meeting deadlines and due dates is an important part of student's school success.
- *Set Milestone Deadlines.* Break down the assignment and complete in small chunks in allotted time frames.
- *Consider the Consequences.* What happens of you if you do not complete your assignment/task on time?
- *Consider the Time Required.* Make a to-do list allocated the time required for each assignment/task.
- *Set Goals:* What type of reward comes if you meet your goals in your course?

### **3. Students distractions and how to escape from them**

Distraction is a thing that prevents someone from concentrating on something else, extreme agitation of the mind. For a student there are various distractions that can cause wastage of time during studies.

#### **They include:**

i) **Lateness** - causes repetition of instructions and information as well.

#### **ii) Talking.**

Talking to another student during a lesson distracts all the other students around and leads to lose of attention and concentration.

When speaking out of turn, students can miss vital information, assignments and instructions. It can be a distracting chain-reaction effect. Once a student misses

information, he may ask his neighbor what one missed, which can cause more talking and confusion.

### **iii) Being unprepared**

Students who come into class without the necessary materials distract themselves and those around them. They will distract their neighbors out of boredom or ask them for missing materials. Some will ask for a pen, paper or to share a textbook, and unprepared students may switch off and fail to pay attention during the lesson.

### **iv) Eating or gum chewing.**

The rustling of wrappers can cause teachers to lose their trail of thought, while the smell of foods can cause students to pay attention to the grumbling in their stomach, instead of the lesson going on. Gum chewing is a major distraction in class-rooms. Some students may smack their lips while they chew or even snap their gum in the middle of a lesson.

### **v) Familiar Environments.**

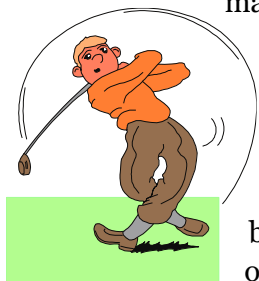
Environments that have become too familiar to you, can be a giant distraction in themselves, not just because of the different toys they give you access to, but also because of the mental associations and comforts they instill in your head. If you associate your house, apartment, or dorm room as “home,” then distractions will come no matter what. To avoid this distraction, it’s vital to designate an environment for work or study use only. The moment you bring in outside elements is the moment the environment shifts in your mind to multi-purpose.

### **vi) Movies and TV**

These two distractions can be distinguished as separate entities. Television and studies do not mix. It’s too easy to watch one more episode of your favourite operas while promising yourself that you can study afterward. While favorite TV shows, especially sports and movie TV Stations, can be greater time wasters because they air long movies where the shortest films are around 90 minutes in length. These days, there are movie theaters, Blu-rays, DVDs, cable channels, and video streaming services vying for your attention. Don’t let them suck you in. In-stead turn these distractions in to rewards for meeting your study goals.

### **vii) Exercise and Hobbies.**

Exercise and hobbies – yes, even good constructive hobbies – can be the worst possible forms of distraction from studies. What makes running a 5K or writing a novel or reading a book so bad, you ask? Not only do they take time away from you learning the necessary materials for a test, but they also make you feel as if your time is being used wisely. In other words, it becomes easier to justify your procrastination when you believe you’re doing something worthwhile, and that is less time away from the books.



Exercise works best as a routine. Fall out of that routine, and it can become very difficult to resume. Same with reading, writing, or any other hobby that fuels your creativity. Formal education is an obligation when you are in the thick of it, and that obligation is set to deadlines and

objectives that you must be able to accomplish in order to succeed. To keep your hobbies from becoming a distraction, plan ahead. Look at the expectations of your education, and schedule your hobbies around them.

### **viii) Friends and Family.**

Boyfriends, girlfriends, children, and best buddies; they all complement who you are, adding so many positive memories to life and teaching you how to love unconditionally. Good things, right? But as with hobbies, these relationships must be managed to accommodate education. A child throwing a tantrum, a needy and emotional mate, or a hard-partying friend refusing to take their own obligations as serious as you do yours; these can all derail your progress. Communication is key.

If the people in your life really love you and care about your progress and development, they will understand when you tell them how important your studies are – or anything else you feel passionate about, for that matter. Being open with peers and significant others will take care of many distractions. You should also lean on them to help you deal with children too young to understand. Without their cooperation, it will be difficult to improve your studies and meet educational commitments. And if they refuse to help, then you really need to re-evaluate their places in your life.

### **ix) Internet.**

WhatsApp, YouTube, Facebook, Twitter, message forums, Pinterest, and news updates – can be effective tools for education, social activity, and networking, but they are more often than not black holes that suck away your study time. Short videos aren't so short when you've watched 100 of them.

Social media gaming can go on for hours. Forums and comments can ignite arguments that conquer days of your life, accomplishing nothing in the process. Therefore, during study time, turn off your router or go somewhere that doesn't have Wi-Fi. Otherwise the temptation to "cheat" is too great.

### **X) Study Buddies.**

A partner can be of great help to understanding difficult topics, but be careful. Study buddies can become friends, and as friendships blossom, so too, can dis-tractions. It is advisable to stay on task. Set group goals and objectives for your study sessions, and time them. "Chat time" can be used as a motivator for meeting those tasks in between study sessions instead of as a detriment to the educational process.

## **The Reading Culture in Kenya**

It has become apparent that there is abject lack of a strong reading culture in Kenyan schools because it has been observed that Kenyan culture encourages people to spend leisure time in sporting activities, recreational places (bars, hotels), churches and mosques.

The youth on the other hand spend most of their time on social media, playing video games and discussing European football. Kenya is one of the countries with the most educated citizens in east and central Africa. Most Kenyans are in fact literate but

unfortunately lack a strong and consistent reading culture unlike the case with most developed western countries.

Secondary school teachers in Kenya have seen their students slowly lose interest in reading, they only read their books and class notes moments before their exams. Some students even see English in the classroom as a means to an end. It is commonly said *that if you want to hide anything from a Kenyan, hide it in a book*. This lack of interest in reading will see our academic institutions produce people who are functionally illiterate even at degree level because most students get interested in academic learning and are not bothered to learn what is outside their course.

### **Reading Culture in Kenya – Contributing Factors.**

Poverty levels and hardship in the rural areas are the key impediments that keep children away from school. Although there is rural electrification programme in Kenya, children in rural setups and those in shanty slums use Kerosene when reading. Some people claim they cannot read because they can't afford to buy books.

Cultural beliefs indicate that girls are more useful to the society when they are doing specific duties such as fetching water and firewood. Young boys on the other hand learn to take care of animals and education becomes a secondary consideration mainly in pastoral areas. It is also believed that Africans developed a highly effective oral tradition and over-reliance on the spoken word. Therefore, they commit all important matters to memory.”

The current Kenyan academic curriculum is considered as a hindrance in the promotion of a reading culture. The system puts more premium on examination and grades right from primary schools to the university. The high number of examinable subjects at both secondary and primary school level gives a lot of pressure to our children and leave them no room for leisure reading. Parents also contribute a lot to this behaviour because parents who dislike reading cannot buy books for their kids to read when they are glued to the computer and television screens. Besides being too lazy to read, Kenyans are busy looking for money.

### **Promoting a Reading Culture**

Reading culture is an activity that is meant to popularise reading to the general public and make it a lifelong hobby. It however needs concerted efforts because it has to be initiated with the involvement of publishing industries that should identify and engage cadres of appropriate writers to produce their work in a pleasing form to meet the taste of the end users. There should be adequate distribution network which may include bookstores, libraries and newspaper deliveries.

It's important for communities to aspire to enhance a more proactive reading culture so that the younger generation will become more inquisitive and aware of the world around them as well as appreciating the work of literature. Parents should lead by example and recommit themselves to providing an environment in which reading is encouraged and appreciated.



Teachers need to learn how to communicate their passion for reading and sustain meaningful conversations about their textbooks in their classrooms. A lot need to be done but, at the end of the day, everyone should take responsibility in order to achieve the common goal. In a time where social media, internet and television are a priority, turning off the television periodically by parents may just be a must. New approaches should be developed in consultation with publishers and authors to face the challenges of gathering new information and branding strategies applied across all professions. They have to attend tutorials, seminars and sometimes short-term courses in branding and communications to remain relevant. Kenya would be a great country if citizens read as much as they discuss politics or the English Premier Leagues.

### **Negativity**

A huge group of illiterate population can pose a serious problem in a country as it is commonly said 'little knowledge is dangerous'. The negative trend can lead to a split in the society between those who have access to information and those who don't. This may result in elite class formation regarded as custodians of knowledge and ideas who in turn abuse the privilege and patronise the less fortunate. The people's ability to make informed decisions is interfered with, for instance a voter cannot make a carefully considered political choice if s/he does not have free access to information.

There is a case where a section of members of a community declined to read a draft of the constitution of Kenya because their political leader read and found it was bad. All community members rejected it to a man and voted against it. The community also voted overwhelmingly in support of the 2010 draft because the same leader read and told them it was alright. The 2010 constitution later became a great obstacle to the war against corruption due to overpriced human rights, even to suspected criminals like murderous, rapist, terrorists, economic saboteurs who judicially grated right of release on bail.

A lot of work in research and cultural heritage will be lost without the written word. Every Sunday church congregation sit back and wait for the pastor to read the Bible for them as if it was an alien book from another planet. Any time a speaker makes references to 'Snow White and the Seven Dwarfs', Shakespeare's Julius Caesar or even our own 'Things Fall Apart' the entire crowd get lost.

### **Future Trend**

In order to develop a reading culture, the following issues ought to be considered both by the government and other stakeholders. Restructuring the education system; the current Kenyan education system should be revised to become both syllabus and student friendly to give room to leisure reading. Constructing school libraries; it is important for the government to develop a policy, which requires all counties and schools to have libraries.

If schools have libraries, they can: to give the pupils a wide and easy access of informational material, introduce the pupils to books at a tender age, develop the pupils ability to utilise libraries, reduce the pupil's dependence on the teacher as the only source of information, enlighten the pupils about the importance of information and easily develop the reading habit.

## Conclusions

It is important to encourage a voracious reading habit so that people grow up mentally to be able to fulfill their potential at every level from village to university. The education sector should provide a fairly good information infrastructure, which can form a solid base on which information services can develop. The importance of the information resources is to develop education and also the reading habit. There is need therefore to improve access to books and other sources of information to the various users at the right time and in an appropriate format.

The task of promoting a reading culture is not an easy one. All parties in educational and the private sector should coordinate their efforts to achieve this goal. The government of Kenya has no option but to support these efforts because the 2030 millennium development goals cannot be achieved unless Kenyans develop a good reading culture. One of the fifty ways to positively spend time well is by gaining knowledge through reading. Kenyans lack patience, no wonder the poor reading culture in Kenya!

Kenya is a land of people who are always in a hurry. We rush to do things like there's no tomorrow. No wonder every average Kenyan is familiar with rush hour! We literally rush to do practically everything. I bet 60 per cent won't read past this paragraph.

We over sleep, rush to the bathroom, rush to take breakfast, to the bus stop or hop into our cars only to be humbled by traffic jams that move slower than a snail. But that's not my point. I have an issue with Kenyan readers. We are a lazy and lackadaisical. We only care about headlines. You have heard people in the "matatu" request a newspaper vendor to see the headline. We have no time to read stuff. And it seems this trend will not go away any time soon.

No wonder people just know of somebody called Chinua Achebe but have no idea what his book *Arrow of God* is all about. They have heard about Ngugi Wa Thiong'o but have no idea whether he is a driver, a politician or a preacher. If you have had time to read on and have no idea who Ngugi Wa Thiong'o is then today is your lucky day.

## STRAREGIES - PREPARATION OF MICRO NOTES.

STRAREGIES - PREPARATION OF MICRO NOTES						
2019 CLASS	Page 1	Page 2	Page 3	Page 4	Page 5	Page 6
Form 1	Personal Introduction	SP Headings	F1: Topics	F2: Topics	F3: Topics	F4: Topics
Form 2	F1T1	F1T2	F1T3	MOCKS	MOCKS	KCSE
Form 3	F1	F2T1	F2T2	F2T3	MOCKS	KCSE
Form 4	F1	F2	F3T1	F3T2	F3T3	KCSE
Maths: Fomulae	F1	F2	F3	F4T1	F4T2(Topics)	F4T4(Topics)
REVISION STRATEGY						
Back Page	Page 1	Page 2	Page 3	Page 4	Page 5	Page 6
Mocks	2018	2017	2016	2015	2014	2013
KCSE	2018	2017	2016	2015	2014	2013

The A4 foolscap is folded to produce six pages, then each page is numbered and allocated the summary notes as below.

Read and prepare notes at least three Topics ahead of the teacher in all Subjects: From the past papers get the questions and answers on the syllabus you have covered. The Teacher on duty has a responsibility of checking the state of the micro notes, which must be carried by the student whenever he/she is in school. During lunch time the student should read the micro note while queuing for the meal.

### **Revision Questions.**

1. What is time?
2. Why manage time as a student?
3. Mention ten essential time management strategies
4. State student's time management mistakes
5. Highlight the remedy to each of the mistakes
6. State how a student can set personal goals
7. List the procedure of making summary notes
8. State importance of prioritizing tasks and assignments
9. Highlight time management tips for a student

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<https://books.google.co.ke/books?id=tOFeAgAAQBAJ>

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# Chapter Three

## LEARNING CREATIVITY, INNOVATION AND ICT INTEGRATION.



“I am convinced that the best learning takes place when the learner takes charge of their own learning”.

—Professor Seymour Papert.

## The Potential Power of Computers in Education

One of the first people who saw the potential power of computers in education was Seymour Papert. People laughed at Seymour Papert in the 1960s, more than half a century ago, when he vividly talked about children using computers as instruments for learning and for enhancing creativity, innovation and “concretizing” computational thinking. The brilliant idea of an inexpensive personal computer, for every child, like a notebook and a pencil – was then tantamount to fiction.

As a student you will prefer to learn in different styles and techniques. Some students will prefer to use a unique style of learning – which will enhance content mastery; leading to academic success. When you discover your learning style, you will be in a position to employ your learning style. This will add gravitas to your speed and quality of your learning – and facilitate the process of understanding (Davis & Arend, 2013).

### The Seven Learning Styles and techniques.

1. **Visual (spatial):** As a student you prefer using pictures, practical methods and videos for quick understanding.
2. **Aural (auditory-musical):** As a student you will prefer using sound and music to remember areas that have been taught.
3. **Verbal (linguistic):** As a student you will prefer using words, both in speech and writing for learning.
4. **Physical (kinesthetic):** As a student you prefer using your body, hands and sense of touch to understand.
5. **Logical (mathematical):** As a student you prefer using logic, reasoning and systems to allow more logical understanding.
6. **Social (inter-personal):** As a student you will prefer to learn in groups or with other people.
7. **Solitary (intra-personal):** As a student you prefer to work alone and use self-study.

It is your learning style that will guide the way you internally represent experiences, recall information, and the way you choose words when answering questions in an exam. When you involve more of your brain during learning and revision – the result will be amazing. You will also remember more stuff.

### Characteristic of a creative and innovative students

- You display a great deal of curiosity by taking more interest in things taught. This is by asking more questions and having ravenous hunger to learn more of logical concepts.
- You will generate more solution to problems facing you during learning.
- You will be free to express your opinion despite radical negative comments by fellow students.
- You are adventurous and willing to take more risks to learn by facing your fears as a student.
- You always have a keen sense of humour. You understand areas that are controversial.
- You value independence.
- You are very productive and a good steward of time.

## **Why students fail.**

Students get lost to understand the potent power of concentration. The major duty of a teacher is to awaken our creativity – and joy to think more on how we should pass.

### **Characteristics of a student who fails to be creative.**

- You as the student you have no definite goal. Yet goals act as maps that guide our success.
- You always depend more on teachers. Only class time is important and you tend to waste more of your free time.
- You always start the last minute. You are never prepared for exams you try to work hard than work smart the last minute.
- You never do your homework. The home work is done in a hurry. The process of understanding the purpose of your assignment fail.
- You are always sleeping. Early risers will use their brain while fresh and will have more time allocated to them.

### **Creativity and innovation**

Creativity to you as a student is the ability to use imagination and creative thinking to bring new ideas and solutions to problems in your learning. For you to achieve academic excellence – you must create more time to learn and improve in critical thinking. You must hone your examination techniques. This will be achieved by doing the following things.

- You find your best learning technique – what helps you learn with ease.
- You create more time in studies.
- Know your concentration power and duration. Don't overdo it. Just learn the duration your brain can handle.
- Develop independence. Avoid being more dependent on the teacher.
- Know the areas you need to learn and put more effort.
- Be goal oriented.
- Be a creative thinker. Before rushing to answer a problem, think to answer it in the right way.
- Consult more from your teachers.
- Learn from your peers.

## **Generation Z**

This is the current generation of students in our schools. In the age bracket 1997-2014. Today we can confirm that Professor Papert prophesy about children using computers as instruments for learning has come true with generation Z.

This generation is very unique and require an improved study and approach for a successful learning process. They stay connected all the time and adopt technology at high levels and pushes others to do so. They approach all aspects of life from a global and visual perspective. They will crave regularly for a technology enhanced learning opportunities (Schnackenberg and Johnson, 2019)

### **Characteristics of generation Z students.**

1. Generation Z are technologically advanced and know how to use a smartphone from an early age (Selingo, 2018).
2. Generation Z representatives have never seen the world without the internet and thus have affinity for texting and messaging on mobile apps or online platforms, sometimes even over in-person, face-to-face communication.
3. Another characteristic of the Generation Z population is that they absorb tons of new information every day. Generation Z students spend several hours a day in social media or searching the internet for information (Seemiller and Grace, 2017).
4. Generation Z perceives information visually, so learning methods that are targeted at generation Z revolve around storytelling, explainer videos, and other forms of visualisation.
5. Being independent, self-confident and autonomous are also some of the key characteristics of generation Z. They do not rely on their teachers as much as previous teen generations did. The reason is that the internet and technologies allow generation Z to start learning at much earlier age.
6. Generation Z students have short attention spans and are less focused than their predecessors. According to an infographic by Vision critical, the attention span of generation Z is only 8 seconds, so one should try hard to capture and hold their attention.
7. Generation Z are environmentally aware. They value the eco-friendly and healthy lifestyle more than any previous generation. Maybe this generation will actually have a positive impact on the environment.
8. Multi-tasking is also one of the positive generation Z traits. Due to their extraordinary ability to process and absorb lots of information within seconds, generation Z students can easily handle several tasks at once.

### **How generation Z relates learning.**

- a) More technologically focused - 44% of these students will use computers to do their homework. Furthermore, 48% watch how to videos that are related to school. Classrooms at schools are also adapting to the new generation by offering various tech solutions for their students. Helping them to be more productive in education (Seemiller and Grace, 2016).
- b) Addicted to social media - When it comes to studying, Generation Z prefer to connect with their fellow students and teachers on social media sites such as Facebook.
- c) Habitual multitaskers - Generation Z students will listen to music, send text messages, watch TV, or use social media while doing their homework. Doing something else together with the home assignments does not affect

their productivity and in some cases even helps them become more productive.

- d) Focused on independence - they work alone and tend to be more independent; they resist authority and administration by breaking rules.
- e) They like videos - Generation Zed is happy to read online but prefers to watch, and they'll leave video messages rather than send an email or text.
- f) They expect everything on demand. Generation Zed has never had to wait to rent a movie or learn about a topic; it all happens online, immediately. They are not particularly impatient or entitled compared to other generations. It's just that, for them, it's normal not to wait.
- g) They assume it's tailored for them. Growing up during the birth of algorithms, they are simply accustomed to a personalized information, like entertainment, suggestions and requests based upon their personalities. Again, it's not something they ever demanded; it's just something that's been done for them at every stage in their lives (Selingo, 2018).

## How to teach generation Z

- 1) **Embrace personal devices.** After years of fighting Millennials' digital distraction, it's time to shift perceptions of the smartphones and the students who use them. Generation Z will go through high school organizing, delegating and even collaborating on group assignments via online video chat, each working from their own desks at home. For them, learning doesn't happen in libraries and coffeehouses but through online resources and chatrooms. Digital technology is already the infrastructure of their learning, and it needs to become the infrastructure of the classroom as well.
- 2) **Personalise their learning.** It doesn't mean designing a tailored approach for every student. Mostly, it means targeting it to the group by assessing their progress and adjusting on the fly. Formative assessment, especially when collected digitally, can give faculty a strong sense of a classroom's comprehension of the course material. Instructors can review challenging concepts, or dig deeper into topics that clearly elicit enthusiasm (C. Seemiller and Grace, 2017).
- 3) **Conduct office hours online.** Online video chat applications such as Google Hangouts or Zoom allow multiple people to join a discussion, and enable screen-sharing for participants to demonstrate concepts or display work. Online meetings also allow for the convenience of evening office hours.
- 4) **Publish assignments digitally.** Generation Z is already awash in online content: it's a more natural medium to them than books or television. So, have them generate content of their own for peers and others to see, whether it's written essays or video presentations. Assignments that are not intended not solely for the professor's eyes bring an added layer of motivation and create opportunities for peer-to-peer learning and assessment.



## **ICT integration.**

With ICT to your aid, learning has become easier by use of the following methods; the internet and electronic delivery systems such as radios, televisions, and projectors. Through ICT, you can learn from anywhere at any time. Online course materials, for example, can be accessible 24 hours a day, seven days a week. Multiple resources are abundant on the internet, and knowledge can be acquired through video clips, audio sounds, and visual presentation. Current research has indicated that ICT assists in transforming a teaching environment into a learner-centered one (Marceline, Mendes, and Gomes, 2016).

### **Advantages of use of ICT in learning process**

1. ICT will enhance effective learning.
2. It provides instruction according to student needs.
3. It provides educational activities in large geographical areas.
4. Encourages the individual study.
5. Allows flexible, self-paced learning.
6. ICT leads to added abilities for self-regulated learning
7. Reduces stigma of failure. Failure is a natural part of learning.
8. An online environment will provide enough privacy and space for you not to feel miserable about minor failures that come along the way and thus helps to keep you up motivated.

The following are the methods that you will use to be more creative and innovative in integration of ICT as a learning tool.

### **Make journal for visual reflection of new to be covered content. (Board of mind-set).**

This board of mindset moments is one example of this principle in action. By pinning your learnings or “shifted mind-sets” to the board, it will provide a great opportunity for a guided reflection. Areas to be covered should be recorded in this journal. New content learned should be recorded to keep track of syllabus coverage. Learning will become an adventure driven by curiosity and motivation to finish the target task (Haydn and Counsell, 2003).

### **Group discussion (Integrate more hands-on learning).**

Benjamin Franklin (1884) once said: “Tell me and I forget, teach me and I may remember, involve me and I learn.” Hands-on learning is a great way to apply a creative twist to traditional course content and engage yourself deeper on content coverage. The area where you have knowledge on will be of help others – resulting to more content coverage. Listening to presentations prepared by fellow students will boost your esteem, content mastery and curiosity to learn more (Uskov, 2019).

### **One laptop per student. (The computer lab)**

Less expensive laptops have been designed for use in school with features like lower power consumption, a low-cost operating system, and special re-programming which will allow content and educational resources to be available

to you as a student in form of videos, eBooks, choppie. This will allow flexibility of a classroom and lead to higher order thinking skills, provide creative and individualised options for you to express your understandings, and will leave you better prepared to deal with ongoing technological change.

### **Tablets:**

Tablets are small personal computers making them a versatile tool for learning. They have educative downloaded applications to aid more in content practice and mastery. As a learning technique more personal interaction with questions, learning materials sent by teachers to students will improve the student attitude toward a subject. Making easier to access online libraries with all leaning materials like soft copy notes.

### **Interactive White Boards or Smart Boards.**

Interactive white boards allow projected computer images to be displayed, interactive white boards are associated with whole-class instruction rather than student-centered activities. Student engagement is generally higher when ICT is available for student use throughout the classroom. This improves on more visual delivery of content where the teacher will demonstrate, even teach using videos, presentations, images and teaching programs which will allow room for more thinking and creativity of students understanding.

### **E-readers (digital library, resource center).**

E-readers are electronic devices that can hold hundreds of books in digital form (soft books), and they are increasingly utilised in the delivery of reading material. Students who are both skilled readers and reluctant readers have had positive responses to the use of e-readers for independent reading. Resource centers can contribute to positive use due to their portability and ability to provide special educative environment where learning is more continuous process. Additionally, many classic book titles are in e-book form available in school resource centers.

### **Flipped Classrooms (Cyber School).**

The flipped classroom model, involving lecture and practice at home via computer guided instruction and interactive learning activities in class, can allow for an expanded curriculum. This is where assignments are available to students via their emails, social media and portable storages (flash disks). This keeps the student on toes even when the teacher is not available making learning conducive and at any place.

### **Biometric Attendance System.**

This is a system where the students on arrival will have to clock in to allow registration of present and absent students. This will lead to time conservation for to students and teachers. They will have to keep time during class attendance to reduce time wastage. As a student you will be able to maintain good attendance to classes and you will be able to manage time.

### **Video tutorials. (Choppie).**

These are recorded classroom session of teachers where the teacher demonstrates the content to be taught at class. They are easily available and portable in simple formats to fit any device from mobile to computer.

### **Why use teaching video clips**

There are many benefits that come with using educative videos to students. Which are:

1. Videos make learning interesting.
2. Videos arouses curiosity in learners.
3. Videos bring more information than words can offer in content delivery.
4. Videos will engage you as a student.
5. Videos will integrate the outside world into classroom.

Live lesson, will allow more classroom concentration.

### **Class recorded audios**

These are portable audio recordings replete with content taught in class. The teacher can record his lessons and share with his class resulting to a more flexible classroom. As a student it will help in reducing time wastage. When the teacher is absent, assignments will be conducted normally with the class record audios. You will be able to carry away taught content to listen to during your free time.

### **Micro Notes. (Summary Learning, Culture).**

Our brain is a small room that will carry small information at a time, with micro notes you as a student will be able to arrange information /syllabus content in the brain as a filling unit. The more you prepare summaries of your work – you will be able to master content taught in class and will reduce strain during self-revision. A culture to help you as a student learn by having your syllabus on your tips. This will aid in content mastery and avoid time wastage.

## **PROJECTORS**

This is the new way to learn. It will allow you the student to interact more with the teacher and the content taught. This provide a way of learning when being entertained and reaching the lesson objectives. Gone too, are the days of blackboards being filled up with equations and science drawings. Projectors will allow the learner to effortlessly learn without the need erase and have a messy arrangement of their work (Marcelino et al., 2016).



## EPSON EB-S05-3200

Brightness	3200 ANSI lumens
Brightness	3200 ANSI lumens
Physical resolution	SVGA 800 x 600
Contrast	15,000:1
Internal speakers	10 Watts

## Importance of projector.

Projectors are beneficial in education.

- a) **A better interactive learning experience** -Through projectors, new learning experiences can occur, such as using Google Earth for geography, or looking at maps. Or using interactive school plans to learn a foreign language, or, even better using webcam functionalities to visit partner communities and schools for cross collaboration lessons.
- b) **New ways to learn** – projectors offer ways of reaching students in different ways. They allow the teacher to interact with students better, to use a multimodal form of teaching and to provide more entertaining ways to teach and get their lesson objectives and facts across.
- c) **Ease of use** – Nowadays, teachers are a lot more clued up with technology, or if they aren't particularly savvy, projectors are now user-friendly enough to troubleshoot themselves if and when problems occur.
- d) **Easy to connect**-projectors allow images to be projected in a crystal-clear format. This means that images be seen by all students in a lecture theatre or classroom, no matter the size of the room.

*For further assistance in procuring the appropriate projectors and other ICT equipment do not hesitate to contact Autonet ICT Systems the direct importers at Vickmark Arcade, Kenyatta Lane Nakuru or PN Karanja & Co,*

*at The Mall Westlands, 2<sup>nd</sup> Floor, NAIROBI. They have supplied over 100 schools with ICT equipment.*

### **Email and google+ learning**

The new trend to connect with teachers during holidays by having each student submitting their email to their teacher. The teacher share assignment and study materials to be done over the holiday, letting the student to be in contact with their teacher even during the off-school days.

### **Education blogs**

The website has become a classroom for our students. More providers of online revision materials will be available in websites that are free. YouTube is becoming a school for more knowledge, giving a student an entertaining tutorials and video sessions of the science lab.

### **Digital assignment.**

*Classroom assignment should be given in form of online tasks to help in creating a more creative student who is investigative in all his environments the email and social media can be used to have communication among teachers and students which is easier to hand out assignments.*

### **Video conferencing (online teaching)**

*By use of the digital social media like the WhatsApp Facebook and tweeter. A student is available online to an available resource of available teacher who have tailored coarse to help in understanding the content in our class rooms.*

### **Educational DVD recordings**

When it comes to DVDs the student is able to get different subjects with their recordings. The set books learnt in Kiswahili and English. The DVDs are available bookshops and also in areas of entertainment shops.

### **Educational televisions**

In or broadcasting channels. The government has provided with channels to help in the growth of education among the new generation of learners. The programmes are set to fit the wants of student and feel more interactive by giving chances for discussion through SMS and online platform as Facebook and tweeter.

### **Mobile phones application**

The new trend in our country is through mobile application growth among the young generations. There are new applications that will be covering content in areas of secondary school revision making easy for student to access books online and readily available teachers at any time and place. This is making the use of mobile to be an everyday want to student to allow their development through technology.

# REFERENCING AND CITATIONS SYSTEM

## Google scholar

Many computer users are not aware of this platform which serves scholars when doing research to enhance citations.

This is the best available resources from different scholars to a student. All the topics and content taught in class are available to students at the tip of their hands. All you have to do is search the term "*google scholar* " in google search tab and all the information will be available to you at any moment and time(Education et al., 2019).

## Zotero Program.

This is a free open source system for referencing offline manager which is smooth and easy to use. It will arrange your eBooks, academic papers and softcopy notes in libraries titles according subjects and contents. It's a very important especially when undertaking thesis writing, research paper, or academic papers.



Zotero is the only software that automatically senses research on the web. Need an article from JSTOR or a preprint from arXiv.org? A news story from the New York Times or a book from a library? Zotero has you covered, everywhere.

It allows an automatic listing of the reference book that in the in-text citations system in the correct alphabetical order, and styles of referencing. There are several different types of referencing, APA, MLA, Oxford, Harvard, Chicago etc. Most students are penalised by their supervisors for having citation that are either not listed on the reference page, or the APA style not followed. This Zotero is a solution to such challenges because once you select like APA the order will be automatic.

## Importance of Zotero

- Download, rename, and organise academic papers, news articles, web sites, and other reference material with one click.
- Have virtually unlimited storage for your PDFs with automatic back up.
- Extract highlighted text and annotations from PDFs and associate them with references.
- Search and insert references within a Word document and automatically insert a reference list in the required formatting style of virtually any journal.
- Create multiple libraries that you can share with other students.

## How to install Zotero in your laptop/Computer.

1. Go to your browser and search "Zotero."

2. Click on the Zotero website and download the software and install.

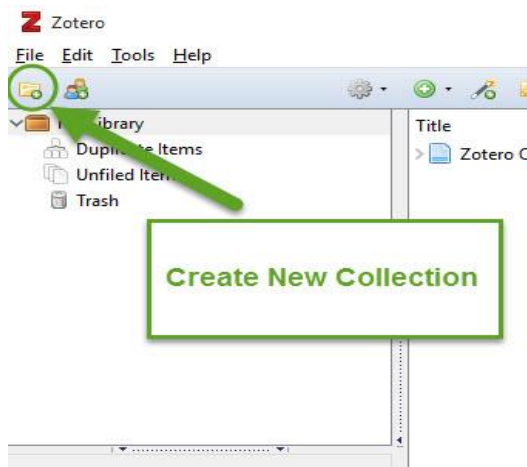


### How to use Zotero.

You now have everything you need to start managing your references with Zotero. Zotero has many built-in features and there are many resources online for learning. The first step is to open the Zotero Standalone application. Once Zotero is open and looks as below.

### Creating a library for specific topic

To begin adding items to your Zotero library, start by creating a folder or collection for your items to go into using the “new collection” icon and type the title of your library as per topics, names of classes, a project and academic work.



### Adding books to your library

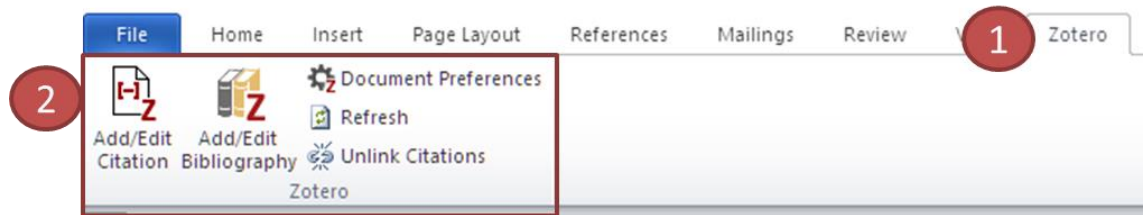
It's now easy to add content of reference by using their Website – unique short link (url) to the specific page.

Book - ISBN number which is unique for registered books.

Your book will be added automatically all the fields from: authors, date of publication, city and the publishers which makes it easy and smooth to export this to word documents.

### **Adding citation and references in documents in words.**

Zotero adds an add-on after installation directly to word which will look as below once accessed.



It's now easy to add citation of your work from this tab by clicking, Zotero will try to automatically find the associated metadata for each paper via Google Scholar.

## **Zotero Research assistant.**

### ***Organise your way***

Zotero helps you organise your research any way you want. You can sort items into collections and tag them with keywords. Or create saved searches that automatically fill with relevant materials as you work.

### ***Cite in style***

Zotero instantly creates references and bibliographies for any text editor, and directly inside Word, LibreOffice, and Google Documents. With support for over 9,000 citation styles, you can format your work to match any style guide or publication.

### ***Stay in sync***

Zotero can optionally synchronize your data across devices, keeping your notes, files, and bibliographic records seamlessly up to date. If you decide to sync, you can also always access your research from any web browser.

### ***Collaborate freely***

Zotero lets you co-write a paper with a colleague, distribute course materials to students, or build a collaborative bibliography. You can share a Zotero library with as many people you like, at no cost.



## Revision Questions

1. Explain the term ICT.
2. Explain ways in which ICT is used in learning.
3. Give the advantages of ICT.
4. State the application of ICT in learning.
5. With examples state the ICT resources present in your school.
6. State the benefits of using ICT in learning.
7. Give the importance of using video in learning.
8. What is the work of an email in learning?
9. What are the benefits of using projectors during class time?
10. Give the characteristics of generation Zed.
11. Explain the best method of learning for generation Zed.
12. How would you improve your concentration span in class?
13. In school with technology integrated.
14. How do you use the social media to improve in studies?
15. What are the available technologies to help students in learning in your school?
16. How well do you use technology to make you more productive?
17. What is creativity and innovation in learning?

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# *Chapter Four*

## **PERSONAL SAFETY, DISCIPLINE AND STUDENT CONDUCT.**



“The dangers of life are infinite, and among them is safety.”

– Goethe.

## **Safety Threat and Challenges**

**S**chools are plagued by threats like violence, drugs, bullying, crime, natural disasters and even terrorism. It is noted that most of the school girls were murdered in 2018 in Kenya and cases are still pending in the Temples of Justice. After KCSE 2018, some students found themselves in the full force of the law as they were held in prison because of burning the textbooks and hurling insults on the authorities at the Ministry of Education. My question is, are you responsible for your future? In recent years, we have seen dirty images emanating from teens in schools.

Teachers have to work overtime to console the students and provide resources to get help.

Schools must be places where students feel safe, secure, supported and respected; especially in these challenging times. Most of the students' fear reporting cases such as bullying and these incidents go unreported. As a student when you get older, you are less likely to report to adults to parents, teachers, family and friends. You can suffer in silence and fail to tell anyone about the bias, harassment or bullying you experience. You often believe it won't help and may even make things worse.

This should not be the case as most teachers as well as principals are approachable as they take those issues seriously, invest their time and space to listen before moving into problem-solving mode. You should see teachers as your parents. Report any case of insecurity to the principal, teachers; for you to be safe in your school.

### **How can a student survive in a “doomed” society?**

In recent times, we have witnessed unprecedented high levels violence in our society. We have heard cases of domestic violence, tragic love triangles, business rivalry. It's like the society is at war with itself. The key victim is the student who is affected either directly or indirectly in the event that the breadwinner is a victim Andre Gide (2006) autumn leaves states that society knows perfectly well how to kill a man and has methods subtler than death. It is clear that the society is not fair for a student hence students should take care of the following precautions (Morey, 2010):

1. Never accept any gifts from strangers.
2. Never accept any gift from a peer.
3. For girls, never wear very tight clothes.

4. Do not admire properties of others.
5. Have a mentor, and close friend.
6. Avoid “sonko” students.
7. Report any case of homosexuality – gayism or lesbianism.
8. Avoid watching pornographic videos.
9. Your father’s property is not your property and therefore you should work hard to have yours. Never expect sympathy in future if you don’t work hard now to change the status of your family and future generation.
10. Avoid practical jokes, live is not a rehearsal.
11. All injuries should be reported to the school administration.
12. Ensure that you have kept your properties safely.
13. Boys should avoid musturbation.
14. Respect the sanctity of life.
15. Always make time for spiritual nourishment by attending worship service.
16. Respect those who are older than you. Most students don’t respect subordinate members of staff.

### **Female Genital Mutilation.**

In some parts of this country Female Genital Mutilation (FGM) is still practiced. Women folk are still suffering due to this retrogressive practice. Experience of FGM jeopardizes the lives of women and girls. It is unacceptable from a human rights and health perspective (Momoh & Momoh, 2006). Both boys and girls are equal and therefore there is no reason why you should be denied rights to education. By being denied these rights, then there will be increase of chances of living a life replete with poverty and penury in future.

Women around the world are speaking about their experiences and advocating for change. “It is what my grandmother called the three feminine sorrows: the day of circumcision, the wedding night and the birth of a baby.”-from ‘the three feminine sorrows’, a Somali poem.

FGM is mostly practiced in Africa as part of rite of passage for girls. This archaic and retrogressive practice continue to pinch the girl child. The names for Female Genital Mutilation have evolved as the practice gained recognition in the popular parlance. For A long time, the practice was called female circumcision. This term tended to equate the practice with the circumcision of males. Circumcision of men which is referred to in the Bible (Genesis 17:10-15) seems to have no adverse effects upon men who undergo the operation. Several ethnic communities in Kenya practice male circumcision. When the term female circumcision is used in these communities, it clicks in people's mortal minds as positive connotation similar to the one they hold for male circumcision.

There is a link between FGM and HIV/AIDS prevalence in that when one tool is used to cut several girls, as is often the case in communities where large groups of girls are cut on the same day during a socio-cultural rite, there is a risk of HIV transmission(Momoh & Momoh, 2006). Additionally, due to damage to the female sexual organs, sexual intercourse can result in the laceration of tissue, which greatly increases risk of HIV/AIDS transmission. The same is true for the blood loss that accompanies childbirth. Every girl should say no to FGM!

## **Hygiene among Students**

Showering after physical education (PE) class is important(Hardy & Mawer, 2012). It has been noted that most boys are not taking a bath after the exercises simply because 'the water is very cold'. They are water phobic. The main purpose of bathing is to remove dirt and get rid of the pungent stench. Bathing is the most important way of maintaining good health and protecting ourselves from infections, illnesses and ailments. Maintaining cleanliness is also important for our self-confidence, physical and emotional well-being as highlighted by Hardy and Mawer, 2012.

The frequency of bathing or showering is self-centered and may be dependent on culture; food and water will always take priority over personal hygiene. Hand washing should be carried out frequently throughout the day, as they come into contact with many potentially harmful bacteria. It's important for you as a student to have your own handkerchief, towels, toothbrush, toothpaste, spoons and plates

## **The following are ways of practicing everyday cleaning habits:**

1. Wipe your feet on Mats before you enter the school building. Dirt, pollen and leaves can all be tracked in by students' feet, making the floors look dusty and dirty. To prevent all these, ensure that you wipe your feet before you get into the house. If your school doesn't have mats, lightly scuff your feet on the sidewalk before you walk inside. Ask your principal about the mats if your school doesn't have any.

Offer to start a fund drive to pay for the mats if your school doesn't have that in their budget.

2. Throw any trash you see into wastebaskets: it may not seem like a big deal if a candy wrapper falls out of your pocket, but over time, trash and litter can build up to make your school look messy. If you notice someone else drop something, pick it up and throw it away. If you see a used tissue or something gross on the ground, use a napkin to pick it up so that you don't have to touch it with your hands. Encourage your friends to follow your example in picking up trash when they see it.
3. Recycle paper, glass, and plastic: recycling helps reduce the amount of trash that goes into the landfill, so you're helping the environment and keeping your school clean at the same time. If your school doesn't participate in a recycling program, ask your teachers or your principal about starting one.
4. Keep things after you use them: if you get a book out of shelf in your classroom or you use a microscope in the science lab, make sure you put back when you have finished using it. Leaving things lying around leads to cluttered, messy classroom.
5. Make sure your lunch table is clean before you leave. Don't leave milk cartons, balled-up napkins, or pieces of food on your table, and remember to check the floor to make sure you didn't drop anything.
6. Mop up any spills right away: if you spill you drink, clean it up right away. Use paper towels or ask a teacher if there is a mop you can use to clean up your mess.
7. Take care not to damage displays around school: sometimes teachers might put diagrams, artwork, or science projects around the school to show off their students' hard work. If you see any of these displays, take care not to bump into them or knock them over, since this can lead to a big mess.

## **Dustbins in Schools**

The physical environment of school building and school grounds is a key factor in the overall health and safety of students. The dustbins should be placed in classrooms and along the school compound, strategically placed where people pass. Students should be responsible by ensuring their school is clean. This can only be achieved if they are careful and they learn never to throw waste material in the school compound.

## **‘School’s Internal Courts of Law’:**

The schools should have tribunals to handle legal disputes. Some students take minor case to the principal that should be resolved amongst themselves or by the teachers. Before the case reaches the principal’s desk, it’s important to have cases resolved by the juniors by having the ‘internal law courts. Just as we have courts in the judiciary starting with the supreme courts to the magistrate courts.

## **Life skill**

In a constantly changing environment, having life skills is an essential part of being able to meet the chilling challenges that bedevil our lives. Students should learn about life skills and be examined especially in form one and two. When students study life skills, it helps in the following ways:

1. They find new ways of thinking and problem-solving techniques.
2. They recognise the impact of their actions.
3. They learn to take responsibility.
4. They build self-confidence and communication skills
5. They analyse options, make decisions and understand how to make choices outside classroom.
6. They develop a greater sense of self-awareness and appreciation for others.

## **Classroom Rules**

As students, you need to establish general rules of conduct for your classroom. Students should create their own classroom rules and be approved by the school administration. Your teachers can help you create one by asking him/her to start with a list of what you consider the bare essentials, and then, through thoughtful discussion, you now create a set of rules expressed in your language. Use this list as a starting point, adapting and expanding it to meet the needs of the class and grade level(Cole, 2012).

The following are examples of classroom rules:

1. Treat others as you would like to be treated.
2. Respect other people and their property (e.g. no hitting, no stealing).
3. Use of CCTVs in schools. In order to curb stealing among students, there should be installation of CCTV cameras in classrooms, once



installed, the student whose properties have been stolen can access it through the assistance of the teacher concerned.

4. Laugh with anyone, but laugh at no one.
5. Be responsible for your own learning.
6. Come to class and hand in assignments on time.
7. Do not disturb people who are working.

**Note:**

It's prudent to select only a few rules. Rules that contribute to successful learning and an orderly environment. It's too hard to remember a long list. Make your rules as clear and specific as possible. Then you can decide as a class what the consequences of breaking those rules are.

**Internal Counselling.**

Guidance and counselling, is a very important programme in schools. It is the process by which students are helped on how to deal with emotional conflicts and personal problems. As a student, you should make use of this department in your school as it assists you in the following ways:

- Gives you solutions on how to deal with psychological problems which might affect your studies.
- You are advised on how to cope with different situations facing you in your school life.
- It helps shape your behaviour and instill discipline in you.
- You get to learn how-to live-in harmony with others in the school community.
- You get comprehensive advice on careers, courses and jobs.

## **STUDENTS' PERSONAL STRATEGIC PLAN.**

Strategic plan isn't just for the school. Personal strategic plan will help ensure that your academic goals and actions are aligned with what matters most in your life. A strategic plan is a method, or series of maneuvers for obtaining a specific goal or result. The student to use the following guidance to develop their own four Years strategic plan(Cheminais, 2008).

### **Steps for Formulating Students Strategic Plan.**

Foreword:

Table of Contents:

Chapter One: Introduction.

Chapter Two: Vision, Mission, Values and Core Functions

Chapter Three: Situational Analysis:

Chapter Four: Strategic Direction.

Chapter Five: Implementation Plan.

Chapter Six: Monitoring and Evaluation

**Monitoring and Evaluation:** this is a process that helps improve performance and achieve results. Its goal is to improve current and future management of outputs, outcomes and impacts(O'Brien, 2013). Are you doing exams? Do you revise and keep the papers for revision?

**Strategic Resource Requirement Assumption and Risk Management: Requirements:** are there enough resources in your school? If yes, are you making use of them? If they are inadequate or not available at all, have you asked the administration, parents to acquire one?

The brigadier with the help of the class teacher should supervise and ensure that each student has formulated the personal strategic plan. During the form one induction, they should be introduced to strategic plan process.

## **Drug Prevention in Schools**

When you use drugs, it interferes with the normal traffic patterns that neurotransmitters use(Lyman, 2010). The chemical structure in the drugs can imitate and fool the receptors, lock on them alter the activity of the nerve cells. This alteration can result in messages going in the wrong direction, and rest the way your brain should act or react. Ultimately this affects your brain processes and retains information-and how you think, learn, remember, focus, and concentrate(Barceloux, 2012).

Research shows that there is a definite link between teen's substance abuse and academic performance in school. Teens who abuse drugs are prone to truancy, absenteeism, obnoxious behaviour and rampant drop out from school.

Although we all know or hear stories about people who abuse drugs and still get good grades, this is just a drop in the sea. Students who abuse drugs regularly don't consistently do well in school. They fall and fail.

Ways in which a student can prevent himself/herself from drug abuse:

1. Effectively deal with peer pressure: the main cause of drug abuse in schools is negative peer pressure. No one likes to be left out, and

students find themselves doing things they normally wouldn't do, just to fit in. In these cases, you need to either find a better group of friends that won't pressure you into doing harmful things, or you need to find a good way to say no. Students should prepare a good excuse or plan ahead of time, so as not to succumb to tempting situations.

2. Deal with life pressure: students today are overworked and overwhelmed, and often feel like a good break or a reward is deserved. But in the end, drugs only make life more stressful – and many of us all too often to recognise this in the moment. To prevent using drugs as a reward, find other ways to handle stress. Take up exercises, read a good book, volunteer with the needy, and create something. Anything positive and relaxing helps take the mind off using `drugs to relieve stress.
3. Examine the risk factors: if you are aware of biological, environmental and physical risk factors you process, you are more likely to overcome them(Bardo, Fishbein, & Milich, 2011). A history of substance abuse in the family, living in a social setting that glorifies drug abuse and/or family life that models drug abuse can risk factors.
4. Keep a well-balanced life: students take up drugs when something in their life is not working, or when they are unhappy about their lives are going. Look at the big picture, and have priorities in order(Bardo et al., 2011).

### **Improving discipline in schools.**

Discipline is a set of rules and regulations that remind you of the proper code of behaviour(Haugen & Musser, 2013). You cannot learn well without discipline. Lack of learning and discipline in school; life can cost students later in their career. Discipline is more important during school life(Savage, Savage, & Savage, 2010).

Students misbehave simply because they choose the path of the incorrigible. For example, in one of the schools, a student reported a teacher to the police station after being punished for sleeping in class during lessons. After following through the CCTV footage, it was noticed that the student was rude to the teacher. At times you might think that you are very clever and crafty, but teachers are well trained and they give you a chance to improve on your discipline(Bianco, 2014).

## **Questions for Reflection**

1. How can I enhance my safety in school and at home?
2. What is the relationship between drug abuse and academic performance?
3. Describe measures used to mitigate FGM in Kenya.
4. Discuss ways of improving discipline in schools.
5. State ways in which a student can prevent himself/herself from drug abuse.
6. State some of the benefits of having Students' Personal Strategic Plan.
7. List some precaution that help student survive in a "doomed" society

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## *Chapter Five*

### **PROMOTION OF CO-CURRICULAR ACTIVITIES.**



“Doing makes people intelligent, not thinking.”

– Mary Rubin.



## Part of Students' Everyday Life

**C**o-curricular activities (CCAs), previously known as Extra-curricular Activities (ECA) are activities that educational organisations in some parts of the world create for school student. Grammatically, there is a difference between the two. Extra-curricular is self-explanatory, i.e. Activities which are extra or additional to curricular but is more leisure-oriented than learning-oriented.

The terms can generally refer to the student involvements not directly related with the prescribed curriculum and include; sports, athletics, scouting, cubing, various hobbies, excursions literary societies, dramatics, debates etc. – to bring social and physical adjustments in the child(Singh, 2017).

They are not a single day fun activity indulged by the student's personal convenience rather, ECA are part of students' everyday life; they play important roles in student's lives (R & S, 2015). The key identifiers of ECA is that they are outside the class curriculum or course work and they are an everyday engagement by the student, not a momentary engagement when the student feels like it.

Some researchers have divided co-curricular activities into informal and formal activities. The formal activities include activities which are relatively structured, such as participating in athletics or learning to play a musical instrument. Informal activities, on the other hand, also known as leisure activities, include less structured activities, such as watching television. A certain study ascertained – that more time in leisure activities was related to poorer academic grades, poorer work habits, and poorer emotional adjustments, while more time in – structured groups and less time watching TV were associated with higher test scores and school grades. Hence the need to insist that ECA is not a leisure done at one's convenience but a discipline well developed, nurtured and a student should be committed to. Only when this is met, can the desired experiential outcomes be attained (Singh, 2017).

Most students, parents and even sometimes teachers tend to view this curriculum as a threat to their class performance mainly in terms of grades. But this should not be so, the ECA should be viewed as one which reinforces learning, supplementing the required course work, integrating knowledge and carrying out the objectives of democratic life (Fred, 2010).

These activities stimulate skills in students such as playing, acting, speaking and others. They also help students to attain the overall role of education e.g. debating, drama and others. Mostly these activities are organised after class hours and so they widen the horizons of students to cater for their cultural and social development. To a greater extent, the theoretical skills attained in classroom are made strong. These makes the bridge between the two.

They help students to balance the intellectual and aesthetic development attained in classroom and co-curricular respectively. The language and personality in class are supported by these activities which in turn helps in coordination, speech, expression and more.

Sports and games in school encompass more than just the benefit of physical activities. An increase in self-esteem, mental alertness and alacrity – are enhanced through sports and games. Games and sports are integral part of a student's life and each student should study hard to be successful in competitive examinations, but also play games and sports to enjoy the health and vigour of life. Just as the old

saying goes “*all work and no play makes jack a dull boy.*” Therefore, the importance of playing or sports has become more relevant in our current times. Our schools have a prominent part to accomplish in relation to this aspect.

### **The advantages of being involved in games and sports are;**

- It leads to balanced mental and physical growth.
- Teaches students life skills like team work, leadership and patience.
- Inculcates discipline and playing within the rules.
- Builds sportsmanship that brings the spirit of winning and losing with grace.
- Teaches importance of hard work, perseverance, learning from failure and importance of grasping opportunities.

Schools need to provide both a supervised and unsupervised sports environment. Supervised focused approach with coaches in different sports which student choose. But too much supervised sports can be like a chore and thus detrimental. That is why S-PAD focuses most on the unsupervised sports which gives students choice of sports – letting them loose in the field with just basic monitoring. Students should come up with their own teams and their own rules to make the games full of fun. Some of the games and sports available in schools are; football, volleyball, netball, handball, rugby, hockey, basketball, athletics, fun games and some indoor games.

### **Games and Sports**

In most schools’ games are scheduled three days a week where students are get involved in at least one game. It should be made mandatory for a student to be involved in a game and evidence of the same be provided. With a help of a school sports captains and individual games heads – every student must be a registered member of a game and a proof of list of the games they participate in with the couch of the games. In the students’ file, the student must show evidence of games they participate in, list of the members, schedule of the meetings and rules of the games.

School captains with the help of the school games teacher – should organise inter-class/house competitions where the students are actively involved. The captain to cause the principal issue some letters of recommendation and some internal certificates. Then, in these competitions, the school should select the best students to represent the school in external competitions. This helps students to enhance practice even before the official dates for competitions to avoid late rush.

School games department should have a structure like shown below;

1. School games teacher – the head of the school games department
2. Individual games couches – teachers/couches of different games
3. School Games captain – students head games prefect
4. Individual games heads/captains – best player in the game
5. Team mates

### **Fun games**

These are games and sports which involves more of creativity, special talents, mind games and swift peed. They are basically meant to cheer up students and compel them be creative and competitive. During inter-competitions these games are more popular.

Examples of these fun games are;

- Tag of war
- Sack run





- Walk with an egg on a spoon
- Rope skipping
- Hide and seek etc.

These sports results to improvement of self-esteem, improved academic performance – and also, they serve as the best ice-breakers for ‘new’ students and help in faster assimilation. Winners in different games competition should be awarded internally and evidence of the same shown in the students’ files.

### **Clubs and Talents**

To develop a holistic personality within students, it is important to incorporate some co-scholastic activities in the school settings. This will be done possible by providing an ample opportunity for students to express themselves through debates, visual arts, elocution, drama, speech, art contest, beauty pageantry and other talents. It is important to help them display all these through various championships.

It is important for students to know that talents are very vital skills in life and we have a lot of people who have actually made it in life through talents. A good example is Lupita Nyong’o won Oscars award in America for being the best actress just from Kenya. Victor Wanyama plays football in the English premier leagues yet he is just from Kenya. It is possible to make it in life through use of talents.

Some of the clubs available in schools are;

- Debating club
- Red Cross club
- Research club
- Talent show club
- Scouting club
- Science club
- Environmental club

It should be noted that talent is an open field for all students, there are no discrimination of any talent whatsoever. Students should be encouraged to show-case their talents through the school talents and entertainment captain. The captain is the head of those departments where any student with a talent is expected to register to ensure that a student is given an opportunity to show-case the talent. This can be done through introducing a talent time during one of the school assemblies. At least five minutes during the assembly be set aside for talents purpose. Again, the school to allow the students have a day displaying talents once per term. With the help of a captain, there should be a list of students interested to present their talents through competitions.

Then, awards like letters, special diets and certificates – should follow.

### **School Hope Givers Melodies.**

A school should have a praise & worship team where the best singers are given a platform in order to perform and perhaps record music. The school management should provide funds to facilitate music recording. The choir also should come up with a school anthem to be sung during school parades and school competitions. A school flag to be raised alongside the national flag and the school anthem sang after the



national anthem. The concept of patriotism should be inculcated in school life.

## **Societies**

The constitution advocates for freedom of worship. This should also be seen in our schools. The student is expected to at least be equipped with information about different religions. Professional speakers should be invited to talk about different religions and the importance of tolerating other religions and faiths. This enhances peaceful co-existence, cohesion and integration. Students of the same religion/churches should have a place they converge during the society day and have a discussion with invited guest speakers. Baptisms, Holy Communion and other different activities done in churches – are done in schools together.

Students are required to be part of at least one society available in the school. Through the help of the school management, the school should ensure that student

have a document to show they attend churches on Sundays. A church attendance card is document which is made in such a way that once the student attends the service, the elder of the church and the parent is expected to sign the card. Then, on Mondays the school society's chairperson's, checks and reports to the patrons. For boarding schools, the same will be done during holidays and the cards checked on opening day by the captains – then the patrons. The school to ensure that they have the school chaplain, if the government can't provide the school management to ensure they hire one. Schools to plan for

baptism in school or in churches but done together as a school.



## **Hope Giver Melodies**

<https://www.youtube.com/watch?v=OetUPX6hlvo>

### **Sms: Skiza code then send to 811**

7633201 Baba Asante Hope Givers Melodies.

7633202 Bila wewe Hope Givers Melodies.

7633203 Chakutumaini Hope Givers Melodies.

7633204 Gutiri Hope Givers Melodie.

7633205 Hakuna Mungu kama wewe Hope Givers Melodies.

7633206 Jesus i will be your friend Hope Givers Melodies.

7633208 Twakutegemea Hope Givers Melodies.

7633207 Yesu hautanipita Hope Givers Melodies.

## ***Functions of ECA towards promoting class coursework;***

### **1. Reinforcement of Learning**

One function of extracurricular activities is to reinforce the required course of studies. The activity is used to enrich and extend the work in the classroom(Fred, 2010). But how is this attained? A student or teacher or parent may ask. Different activities outside the class have different input and co-relation to class coursework.

Most activities employ a literary or explicit application of the class content; a good example is the science club or the Christian Union club, mostly societies.

The science club will tend to reinforce your science subject mastery; some even tend to be more distinctive that they specialise either as Physics or Biology or Chemistry club. From the time and commitments spent in nurturing and teaching in these societies, several things are happening; peer teaching is already being inbuilt, subject confidence and content growth is being nurtured as well, especially if one is the chairperson, intrinsic motivation is naturally developed out of the need to be able to accommodate your peers both intellectually and innovatively.

Other fields of ECA employ an indirect route towards reinforcement of class course work. Therefore, such qualitative differences between activities should be considered. Grouping qualitatively different activities or simply totaling the number of activities in which an adolescent participates may lead to ambiguous results (Wimalasiri & Jayatilake, 2016).

A good example is a football player can extend his or her class in the field and put it to practice while playing; vectors can be applied when determining the shortest route to the track, or force determination when knowing the necessary amount of energy to apply while passing a ball. But this ECA may not offer the same type of reinforcement quality as the societies mentioned above, each ECA has its own strengths in its respective fields.

Such reinforcements promote and build up subject boldness and awareness within a student, and they are of importance in case the student involvement in the ECA is frequent and disciplined as well.

But this is to be carefully noted by parties involved in the learning process, ECA doesn't teach the student the class content, ECA offers an experience where this content can be handled at the comforts of the student without the confines of the class.

## **2. Supplementing Learning**

To supplement simply refers to improving or increasing or enhancing. Learning improvement can be increased through ECA by behavioral and experiential development. Regarding the teacher in reference to ECA application as a learning supplement, innovation and keen observation is demanded, regarding the student, self- interests and self- awareness is needed, regarding the parent, child motivation and support is required, as for the school administration, general support in making the ground level enough for the activities to prove effective. Additional activities for schools students are a means to enhance social interaction, leadership, healthy recreation, self-discipline and self- confidence (Singh, 2017).

The development of an individual is the principal goal of extracurricular activities on faculties and in university campuses; the numerous experiences these activities afford positively impact the students' emotional, intellectual, social, and inter-personal development. Which is a notable deficiency characteristic of generation z.

Through working with others, students can learn to negotiate, communicate, manage conflict and lead. Taking part in these out-of-the-classroom activities helps students to understand the importance of critical thinking skills, time management, and academic and intellectual competence. Involvement in activities helps students mature socially by providing a setting for student interaction, relationship formation

and discussion. Working outside of the classroom with diverse groups of individuals allows students to gain more self-confidence, autonomy, and appreciation for others' differences and similarities (R & S, 2015).

With all these skills acquired and nurtured to maturity, a holistic student will be acquired but even learning will be improved, especially where learner involvement methods are applied.

The main problem might just not be only the teacher's methodology, for even if the teacher is to shift from the lecture method and embrace a more student-centered method, yet the student's interaction skills are undeveloped, the efforts of the teacher will only be futile. These skills aren't notes to be memorised but experiences to be cultivated, and ECA offers better grounds for this. Social skills supplement class discussions and group work and they can be well groomed in games where team spirit is necessary to win. Self-confidence is necessary especially in class experiment presentations oral exam presentations such as French and music.

### **3. Integrating Knowledge**

In the introduction, it was mentioned that ECA and class course work are not different, rather they are related in many ways, and we have seen how the two run parallel in complementing, supplementing and enriching each other. This particular function of integrating involves conforming ECA to class course work and also mixing the two together.

Knowledge integration tends to take place in a student either prior to or after the related content is taught, either way, a skill and experience which a student can formerly relate to or engage to in future life is developed. It is among the most vital part of the functions of the student, and if used wisely, the end result is profitable. Various examples can be used to illustrate this function; one is the society students who may want to plan or organise their meetings. It is normally said that the value of teaching of a father to the son is measured by how the grandchild came out. It is of no use to teach given course if the course cannot be applied and given the skill to be transmitted. It is like an inventor who doesn't know how to remake his own work.

### **4. Carrying Out the Objective of a Democratic life**

The overall goal of education is to achieve EFA (Education For all) and post 2015 Education agenda as well as facilitate the achievements of Kenya Vision 2030. Towards this end, the Ministry will retain the eight goals of education, namely:

- Foster nationalism, patriotism and promote national unity.
- Promote the socio-economic, technological and industrial skills for the country's development.
- Promote individual development and self-fulfillment.
- Promote sound moral, religious and national value.
- Promote social equality and responsibility.
- Promote respect for and development of Kenya's rich and varied cultures.
- Promote international consciousness and foster positive attitudes towards other nations.

- Promote positive attitudes towards good health and environmental protection.(Ministry of Education, 2015)

The Vision of education in accordance to the ministry is a globally competitive education, training, research and innovation system for sustainable development (Ministry of Education, 2015), and its mission for education is to provide, promote and co-ordinate quality education, training and research; and enhance integration of Science, Technology and Innovation into national production systems for sustainable development (Ministry of Education, 2015).

All these cannot be achieved without the integration of ECA, supplements and reinforcements from ECA. The Vision 2030 of Kenya calls for a need to improve the state of studies in our students, students are called to realise that the country's direction is not of abstract knowledge only, but one which is based on both content and creativity, one which will demand innovation for survival. There is so much a classroom on its own can do, but it is still not enough or firm enough while standing alone. It is like having a brain without a skull or body without bones.

Research has proved that, in recruiting criteria's of private sector companies give high priority to people who engage in extracurricular activities, because these activities will be having impact on developing students' knowledge about management and risk taking behavior than their studies because these are practical. The interviewees who have much engaged in sport related activities have energetic personalities, tactical behaviors in their career behaviour. Students who participate in structured activities are more likely to respect diversity, play by the rules, and contribute as members of a team whether it is sports, scouting or clubs (Wimalasiri & Jayatilake, 2016).

### ***Examples of ECA adjusted to fit inside-class activities***

These examples are meant to demonstrate that it is possible for a particular theory to be explained or illustrated in class through borrowing of ECA methods;

Among the examples is the use of subject jokes which tend to excite students to speak and to be confident enough to respond to the teacher, it helps with lesson ignition and propelling. One can develop them on their own to help them not only find amusement in various subjects but also ponder on them and innovatively use them without the content losing its meaning. These jokes are also readily available in the internet, and they encompass all subjects. Some few for chemistry include;

**Q:** Did you hear oxygen went on a date with potassium?

**A:** It went OK.

Where 'O' and 'K' are the symbols of potassium and oxygen respectively.

**Q:** Why do chemists enjoy working with ammonia?

**A:** Because it's pretty basic stuff (*Jokes 4 Us.Com*, n.d.).

Where one of the chemical properties of ammonia is it is a basic gas.

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Another example is the use flash cards where the cards can contain up to five subject names, and students are kept in groups of three or five, and a timer for a minute or thirty seconds is set, the student in the group is to describe the names in the flash card to the other students of his or her team without mentioning the name in the card, the more the words described and correctly answered the more the points for the team.

Flash cards can also be used to make various key points pertaining a subject topic, which a student can be walking with to help in ease of content access especially when recollection is required, or peer to peer questioning is needed. Examples of such cards can be self-made by the student or can be downloaded and printed from the internet.

### **Co curricula activities improves the student's intelligence.**

There are three types of intelligence.

Intelligent Quotient (IQ)

Emotional Quotient (EQ)

Social Quotient (SQ)

Now this thread shows what each of these mean and their impact.

1. **Intelligent Quotient** (IQ) this is what helps one to "know book", solve maths; memorise things and recall subject matters.
2. **Emotional Quotient** (EQ): this is what makes someone to be able to maintain peace with others; keep to time; be responsible; be honest; respect boundaries; be humble, genuine and considerate.
3. **Social Quotient** (SQ): this is what makes people to be able to build network of friends and maintain it over a long period of time.

People that have higher EQ and SQ tend to go farther in life than those with high IQ but low EQ and SQ. Most schools capitalise in improving IQ level while EQ and SQ are played down. A man of high IQ can end up being employed by a man of high EQ and SQ even though he has an average IQ.

Your EQ represents your character; your SQ represents your fame. Give in to habits that will improve these three Qs but more especially your EQ and SQ. EQ and SQ make one manage better than the other. Please don't teach children only to be IQ but also to be EQ and SQ.

Now there is a 4th one: A new paradigm

4. **The Adversity Quotient** (AQ) that makes people go through a rough patch in life and come out without losing their centres. The AQ determines who will give up in

face of troubles, who will abandon their family or who will consider suicide.

## Conclusion

Co-curricular activities enhance absorption of knowledge and develops a competitive spirit which in turn fosters students' resolve in handling examinations. Students taking part in co-curricular activities mostly carry healthy habits and great potential of social adjustment (Singh, 2017). Studies have been done to show that ECA is not in conflict with class course work but rather it supplements it and can even promote better grades if the student's engagement is well structured and governed.

More studies have proved and even provided tabulated evidence that ECA is a good place to start towards building our students into people who won't be adjusted by vision 2030 but those who will perfectly fit in.

## Revision Questions.

1. What is the importance of games and sports to students' life?
2. Give three examples of supervised games in your school?
3. What are fun games?
4. List five types of fun games.
5. Mention the types of societies available in your school

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## *Chapter Six*

### **STRATEGIES OF ACADEMIC IMPROVEMENT AND DEVELOPMENT.**



**“A vision without strategy remains an illusion.”**

– Lee Bolman.



## ***Education Is A Phenomenally Transformative Intervention***

A strategy is a high-level plan to achieve one or more goals under conditions of uncertainty. This term is traced to have been defined and adopted by the military since time immemorial. The military units have no room for errors, as to them, a mishap by a soldier on duty translates into own death or annihilation of subjects.

*“Education is a phenomenally transformative intervention for nations as well as individuals.” H.E President Uhuru Muigai Kenyatta commissioning of the Equity Bank 2015 Wings to Fly.*

As a student, you should see this transformation as the acquisition of desirable attitudes, upgraded skills and new knowledge. Knowledge is chiefly quantified in the ability to adapt and fit in one’s environment. Value addition is the main goal of education, as this is the real intervention.

Setting strategies as a student is important because the resources available to achieve set goals are usually limited. Strategy generally involves setting goals, determining actions to achieve the goals, and mobilising resources to execute the actions. A strategy describes how the ends (goals) will be achieved by the means (resources). Strategy can be intended or can emerge as a pattern of activity as an entity, in this case student, adapts to its environment or competes. It involves activities such as strategic planning and strategic thinking.

A student is an individual pursuing good grades – that are necessary requirements in this competitive world. The market is wide open to receive candidates that graduate with good grades, for rewards and opportunities; hence a student cannot risk wasting a chance.

Henrik von Scheel defines the essence of strategy as the activities to deliver a unique mix of value – choosing to perform activities differently or to perform different activities than rivals, while Max McKeown (2011) argues that “strategy is about shaping the future” and is the human attempt to get to “desirable ends with available means”. Dr. Vladimir Kvint defines strategy as “a system of finding, formulating, and developing a doctrine that will ensure long-term success if followed faithfully.

As a student, do I know what strategy entails? Let me see as formulation and implementation. Formulation involves analysing the environment or situation, making a diagnosis, and developing guiding policies. It includes such activities as strategic planning and strategic thinking. Implementation refers to the action plans taken to achieve the goals established by the guiding policy.

Bruce Henderson wrote in 1981 that: “Strategy depends upon the ability to foresee the future consequences of present initiatives.”

He wrote that the basic requirements for strategy development include, among other factors:

1) Extensive knowledge about the environment, market and competitors;

- 2) Ability to examine this knowledge as an interactive dynamic system; and
- 3) The imagination and logic to choose between specific alternatives.

Henderson wrote that strategy was valuable because of: “finite resources, uncertainty about an adversary’s capability and intentions; the irreversible commitment of resources; necessity of coordinating action over time and distance; uncertainty about control of the initiative; and the nature of adversaries’ mutual perceptions of each other.”

The time resource to me student is limited. Any course of study is timed, for example, that of a high school course is barely FOUR years. To enroll and take study involves payment, in terms of registration fees, activity funds, tuition fees, examination fees, etc. Money in the modern world is really a limited resource, and families must sacrifice to keep children in school. I must therefore formulate and implement strategies to bag good grades and acquire value addition in school.

### **The following is the student organizational structure**

- ▶ Chief S-PAD Commander.
- ▶ Parade S-PAD Commander.
- ▶ S-PAD Form Commanders.
- ▶ S-PAD Class Brigadiers.
- ▶ S-PAD Captains.
- ▶ S-PAD Lieutenants.

### **Composition of the Academic S-PAD Council**

- ▶ The Principal/Deputy.
- ▶ Dean of Studies.
- ▶ Class Teachers.
- ▶ The commanders.
- ▶ Brigadiers.

### **Duties of the S-PAD Commanders.**

- ▶ Ensure the S-PAD Empowerment Creed is recited every assembly day.
- ▶ Settle disputers among Brigadiers & Captains.
- ▶ Has Direct Access to Principal.

### **Chief S-PAD Commander.**

This is the highest rank equivalent to the school captain, the S-PAD structure could gradually replace the old student’s council or prefects.

### **Duties of the Parade S-PAD Commander.**

- To precede over the assemble activities like flag raising etc.
- Lead the school in reciting the empowerment creed.
- Ensure effective Time Management.

## **Duties of the Form S-PAD Commanders**

- ▶ Check the academic work of the Brigadiers.
- ▶ Report to the principal every day.
- ▶ Always be getting the CAT results and keep a copy in file for brigadiers and captains to refer to when setting targets.
- ▶ Ensure Tittles are adopted.
- ▶ Captain: - Cpt. (Phy) Stephen Kamau.
- ▶ Brigadier: Brig. (F3B) Loice Makena.
- ▶ Chief Commander: - CC (school).
- ▶ Lieutenant: Lt. (Admission number).

## **Appointment of Brigadiers and Captains**

The Brigadiers and Captains are appointed by the S-PAD Academic Council. This is because if the appointment is left for the teachers, then the teachers would end up choosing the same student to be in charge of all the subjects instead of one student per subject. Yet, no student should be a captain of more than one subject. The appointments are reviewed every term. The students get the prefix Capt. Before the name and this is reflected in the report form. Further Captains and Brigadiers wear special badges on their school sweaters. The principal issues an official letter to Captains and Brigadiers. The appointments are reviewed every term.

## **The Strategy of Reducing the Academic Tail.**

The cause of low school mean score is fully blamed on the academic tail. Schools must develop strategies of reducing the tail in the most economical way. In the past schools were spending millions of Kenya shillings in paying teachers to mount extra tuition. With the Ministry of Education policy of making education affordable and the 100% transition, Principals must develop a cost-effective strategy to achieve the targeted mean score.

It's a fact that the retention rate when students teach each other is 90% so we propose that some time to be allocated on the school routine.

## **PEER CAT INSTRUCTIONS**

- ▶ The Peer CAT shall start as specified.
- ▶ Half of the questions shall be from week's lesson and some from past papers.
- ▶ The Subject captains' sets and marks the CAT, the Brigadier is in charge of coordination and reports to the principal.
- ▶ The signed list of the candidates must be submitted to the principal after the peer CAT.
- ▶ Those who scored less than 50% in the previous peer CAT should indicate; who is their Lieutenant that organises a re-sit.
- ▶ Brigadier MUST report any case of cheating.
- ▶ All Peer CAT Transcripts should be one foolscap.
- ▶ All Peer CAT Question MUST have subject teachers' rubber stamp.
- ▶ The Mark list should bear the Name of the captain, peer CAT Number, and Date.
- ▶ The captain must present a signed list for those who sat for the peer CAT to be given Per CAT supervisor rubber stamp.

## **Objectives: PEER CAT**

- ▶ The Students to Revise.
- ▶ Reduce Time Wastage During Free Time.
- ▶ Enhanced Team Work.
- ▶ Formation of Study Groups And
- ▶ Reduce the Academic Tail.
- ▶

## **Example Setting Target 7.5.**

- ▶ **Strategies to achieve.**
  1. Assignment at the end of every Lesson.
  2. Micro notes, Summary Notes.
  3. Exam Analysis,
  4. Peer Rats.
  5. Maths Hour.
  6. Revision of Past Papers,
  7. Academic File.
  8. Operational brigadiers and Captains.
  9. Syllabus Coverage.

## **Monitoring of Syllabus coverage.**

In the meeting between the principal, the deputy principal, commanders, brigadiers' captains and dean of studies, the captains report about syllabus coverage. They should know the total number of topics and the percentage that is required to be covered in a term or a year.

Syllabus monitoring tool is glued on each text books. Its updated weekly using the table of contents that has the topics numbered and marked in progress as covered.

## **Training the subject Captains to be Examiners.**

Teachers who have been trained by KNEC should also train subject captains and brigadiers to be examiners, so that the captains can apply the skill when marking the peer CATs. The skill will come in handy during the exam, so that they can be aware of how exams are set and marked. This helps to raise the Setting of Peer CATs by Subject Captains.

## **Administering and marking of Random Assessment Tests (RATs).**

The subject captains are expected to set the RATs which should be done by every member of the class. The Peer Cats must be presented to the subject teacher for moderation. This is evidenced by signing and rubberstamping with a special subject teacher rubber stamp.

The subject captains mark, analyse and present a report during the morning meeting with the principal on the said RATs. Example of the RAT timetable:

## **4. Weekly Peer CATs**

Frequent examinations as a method of assessment is a technique for success in academics (Wolf, 2007). Among the methods for teaching developed by various scholars, peer teaching is an important approach to learning. Students organise themselves in groups based on academic ability and teach each other.

In this strategy, peer CATs, a subject captain who tops in the subject under study, say captain for Mathematics, reads and revises. S/he then develops a CAT, after agreeing

with fellow learners what topic(s) to cover in the peer CAT. Those in the class or group will do the CAT, and the captain marks. The captain releases the results. The captain guides a discussion where the peer CAT is thoroughly revised and set objectives matched with the results. A timetable must be developed to ensure all subjects are revised and assessed. A class has a brigadier who is the top student in the class. This brigadier leads the class in overall class goal setting and he/ she is the student who sets and marks a peer CAT for the captain.

Peer CATs are set in class by the captain. A subject teacher may set the exam without minding much about learners' individual goals. One key thing of the Peer CAT is that it is within the learners understanding and goals. Students in a class have the same qualities therefore qualify to be peers. Therefore when the captain or brigadier sets the peer CAT, it's in the language and comprehension favorable to the fellow learners. Students understand each other better, and can set achievable goals. They

engage one on one, therefore a peer CAT could be the best strategy for academic achievement and improvement.

### Memory Recall



in which you know something but you are unable to bring it out accurately and timely from the long-term memory (longer response time). As you waste some time recalling, time refuses to wait. Questions repeated in peer CATs are prone to appearance in the CATs and exams set by the subject teacher and finally the KNEC. It's easier and time saving to tackle questions you are familiar with and time is of essence in an examination.

## PREPARATION AND SUCCESS IN EXAMINATIONS.

According to Barrass, (2017) The best way to avoid anxiety about coursework, tests and examinations, and to ensure that you obtain grades that are a true reflection of your ability, is to have a positive attitude to your work. Having studied and revised subjects in which you are interested, you should be well prepared.

### Guidelines to Effective Preparation for Examinations.

1. Read all instructions first and understand them for the whole paper. Never assume that you know the instructions.
2. Read and understand each question at a moderate speed without panic and anxiety.
3. Think carefully about the points required; interpret the question once more to avoid misconceptions.
4. Understand key words that will guide your points.
5. Check marks allocated to each question to guide you on the depth of your answer and also not to waste time.
6. Plan your answer and organise your presentation. In essay type questions, your first paragraph should create a positive impression in the incisive mind of the examiner.
7. Your handwriting should be clear, neat and decipherable.
9. Use correct grammatical expressions; avoid shortened forms of words or agent.

10. In essay type questions, pause at the end of each paragraph; re-read the question to be sure you are at grips with it.
11. Interpretation of questions.

### **Examination paper:**

Read it all the way through first. Choose a question to write on

Follow directions!

Answer the questions asked; don't write down everything you know.

Be keen on keywords used in the questions to guide you on the depth of your answer, for example discuss, describe, explain, compare, contrast, comment on state, mention, outline, name, make a list on, highlight, account for, define, narrate, distinguish, identify, solve, evaluate deduce, elucidate, classify and tabulate.

### **Techniques for examination success.**

1. Read and follow the instructions given by the examiner, for instance, do not write on the question paper.
2. Select questions wisely where a choice is offered. You may use elimination technique.
3. Organise your answers in a logical manner.
4. Respond correctly to key words such as consider, assess, analyse, criticise, critically evaluate.
5. Write good clear interesting answers for the essay questions
6. Adopt answer styles that are appropriate for the question.
7. Distinguish between the important and unimportant details of the question.
8. Prepare rough answer plans quickly before answering.
9. Be disciplined over the use of time in the examination.

Name..... Admission Number... Date, .....

Peer CAT No ..... Previous peer CAT marks ..... Target .....

Syllabus Coverage %.....My Lieutenant..... Sign.....

### **Remember**

A candidate may have objectives that differ totally from those of both the examiner and the teacher but will have been influenced largely by ideas picked up from his or her parents, peers and teachers.

You work hard but still fail in exams? How can you change this bad trend?

The fact that you have realised something is wrong tells much about you. The first step in bringing change is realising the need for it – and identifying that there is a Problem – then seek ways of solving it. There are many students who are not performing peerlessly and are not bothered to ask why. Some think it is fate and are settled in their comfort zones.

Let us now try to find out where your problem might be.

1. **Examine your attitude.**

Do you love all the subjects or you hate some? Having a bad attitude towards any subject will plague your performance. You need to appreciate each and every subject for you to perform. Reading a head of the teacher and making notes is the only way to excel. This gives confidence when answering questions in class while others are scratching their “tiny” heads.

## **2. Examine your study skills. How do you read?**

Do you have a study timetable? If NO, this might be a contributing factor. You need a timetable to guide you when revising otherwise you might

Overlook some subjects and give preference to some. Allow uninterrupted study time each evening and/or weekends. Disruptions include *television, rock music, and friends* just to mention but a few. Study for 30 to 45 minutes, then take a 10-minute break. Plan your time by developing a schedule. Don't put off term papers or research projects until the last week. Break large projects and lengthy assignments into smaller segments so they do not seem overwhelming.

## **3. Examine your weak and strong areas.**

Everyone including the genius – have weaknesses and strengths. I am sure there is at least one subject you love and cherish – and perform well. They may be many. Then those subjects that pull you down. After identifying the subjects, you are appearing weak and sick – let us move to the next step.

## **4. In each subject, find out the topics you have trouble grasping.**

It is rare that you do not understand everything in a subject but if you don't, list all the topics. Ask your peers who are good in those topics to offer assistance. Approach the teachers too. Look for many questions from past papers on those topics. Answer them and have your teacher mark them for you.

## **5. Prepare for revision early enough.**

Some students wait until they are in the class for preps to check the subject scheduled for that session. This is wrong! Prepare for your morning preps before you sleep. Prepare for the evening prep before you go for supper especially for the borders.

## **6. Familiarise yourself with the mode of testing.**

Every subject by the way has compulsory topics that must be tested. Do you know them? List all the compulsory topics tested in KCSE per subject. List also the most common areas tested. Work on understanding these areas.

Set achievable targets and appreciate any small improvement. Some students give up on themselves after failing to achieve their target. Some usually set unrealistic targets. Unless you seriously have not been reading at all previously, it is a bit hard to jump from a D to an A.

## **8. Understand your study pattern.**

People have different patterns when it comes to personal revision. For example, my friend and I are opposites in terms of our study patterns.

## **9. Finally, do not overwork yourself.**

You pass by working smart not working hard. You have already heard the story of two men who were told to cut down trees using axes? One was old the other was young and energetic. The young one worked very hard but when evening came, the old man had felled many trees. Why? Because he sharpened his axe constantly. Sharpen yours also. Research on how to better your studies.

## **Tips to improve studying results**

### **1. Study in Short, Frequent Sessions.**

It has been proven that short bursts of concentration repeated frequently are much more effective than one long session. So, even if you only have 10 minutes, DO IT. Take a break.

Then study another 10 minutes. This “distributed learning” approach is highly efficient because it honors the way the brain likes to work.

### **2. Take Guilt-Free time of Rest.**

The reason for resting is to refresh oneself. However, if you feel guilty (“I really should be studying”) then your precious rest period has been used to create more stress. The brain will not absorb new data if it is stressed. On days off from studying e.g. lunch break, tea break, PE, games, sports, really enjoy yourself and do not feel bad about not studying.

### **3. Honor Your Emotional State.**

Do not study if you are *tired, angry, distracted, or in a hurry*.-Just feel free. When the brain is relaxed, it is like a sponge and it naturally absorbs data without effort. If you are emotionally stressed, your brain literally repels data.

*Forcing yourself to sit and study when your mind is on other things is a complete waste of time!*

### **4. Review the Same Day.**

When you learn something new, try to go over the points the same day. If you wait a few days and then make efforts to review the material, it will seem much less familiar.

However, a quick review later in the day will tend to cement the information into your brain so that the next “official” study session, you will recognise it and it will seem easy.



**5. Observe the Natural Learning Sequence.**

Moving from large to small, coarse to fine, still remains effective even though we are now older.

When you study, if you try first to grasp the big picture and then fill in the details, you often have a more likely chance of success.

**6. Use Exaggerations.**

If you are studying spelling, exaggerate the sound of the letters to help to remember them. So for studying purposes, “naive” would be pronounced “NAY -IVY.”

By getting used to this exaggerated pronunciation, the correct spelling seems obvious.

**7. Prepare Your Study Environment.**

If you require certain elements in your environment to help you study, try to always make these a priority. For example, do you need *special lighting, silence, music, privacy, available snacks, etc.?*

Pay attention to what works for you and repeat it each time you study for best success.

**8. Respect “Brain Fade.”**

It is normal for the brain to have an attrition rate and to forget things. This does not mean that you are stupid! Instead of getting mad about this fact, you should expect it and deal with it accordingly. See your brain as depositing layers of knowledge. As you place more information on top, the lower levels become older and less available to your immediate recall. Unless you are gifted with a photographic memory, which is extremely rare.)

The trick here is simply to review.

**9. Create a Study Routine.**

Generally, if you schedule certain times of the day to study, you will get into a routine and accomplish more. If you just “fit it in” during your day, chances are that there will never be any time.

An effective way to do this is to literally mark it down in your personal Timetable. For example: “Sunday 3-4:30 P.M. — Study”

**10. Set Reasonable Goals.**

The setting of targets is a very motivating strategy, but when targets are imposed by the administration to the teachers and teachers in return impose unachievable target to the learner increases stress and may promote suicidal tendencies. The learners should set their own targets. One of the main reason learners do not reach their goals is because they set them too high.

If you set goals that are SMART, even if they seem too simple, you get in the habit of accomplishing them and gradually you can set higher goals.

Also, recognise the difference between long-term and short-term goals. Set your vision on the long-term dream, but your day-to-day activity should be focused exclusively on the short-term, enabling steps.

### **11. Avoid the Frustration Enemy.**

Ironically, the quicker the person's nervous system, the faster they learn. Yet, this fast-nervous system also works overtime in being self-critical. So, they are the ones who always think they aren't going fast enough!

### **TYPES OF NOTES**

Taking notes in a three stages process in which there are certain things you should do before class, during class and after class.

- Lesson Notes
- Micro notes/ Summary/Revision Notes
- Talking Notes

### **Lesson notes**

It's critical important that important points are noted when the teacher is teaching. This should be in a way not to confuse the order of the notes

- What you see you remember
- What you do you understand
- What you hear you forget
- 

### **Micro notes to improve reading culture**

The A4 foolscap is folded to produce six pages, then each page is numbers and allocated the summary notes as below.

*Read and Prepare Notes At least Three Topics ahead of the teacher in all Subjects:* From the Past Papers get the questions and answers on the syllabus you have covered. The Teacher on duty has a responsibility of checking the state of the micro notes, which must be carried by the student whenever s/he is in school. During lunch time the student should read the micro note while queuing for

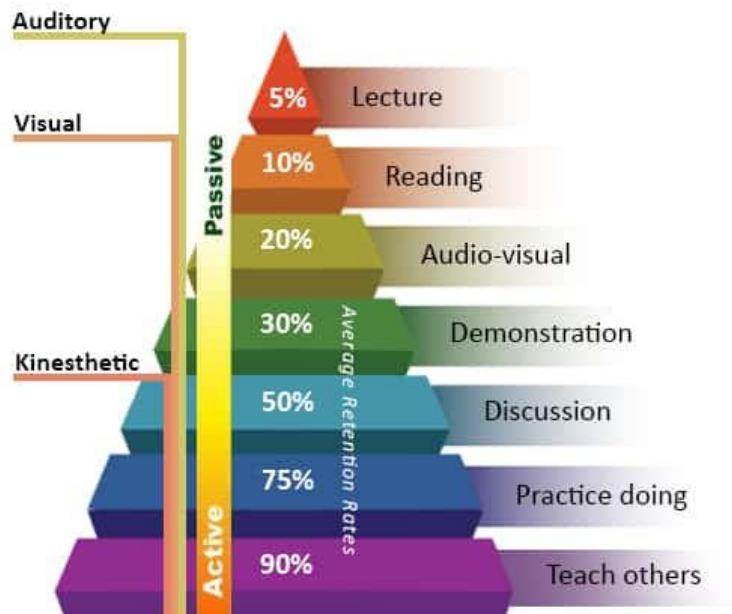
### **Strategies to achieve the academic objective.**

#### **Expectation from the Students.**

- a. All assignment must be completed in time.
- b. Start study groups.
- c. Have weekly Peer Cats by the subject captains.
- d. Make and follow a personal Time table.
- e. Revise past papers from the last ten years.
- f. Make use of ICT Cyber School.
- g. Attend remedial classes early in the morning.
- h. Attend all lessons be active leaner in class.
- i. Captains to check notes and attend meeting fortnightly.
- j. All captain to get A in the subject they are a captain.
- k. Target setting for every exam.
- l. Every Student to have a revision book.
- m. Academic file.

- n. Any student exam paper found in the dust bin shall bring a realm of photocopy papers.
- o. All students shall practice Team Work.
- p. No student should be found Standing or idling on the class room corridors.
- q. Allocating for group discussion.
- r. Students to always Consultant the teacher.
- s. Students must attend all lessons.
- t. Students to fill academic preparedness or SWOT and parents twice in a term.
- u. Students to report via the suggestion box any teacher who leaves the class early of come late.

## The Learning Pyramid



Adapted from the NTL Institute of Applied Behavioral Science Learning Pyramid

Studies show that varying your study methods and materials will improve your retention and recall of information, and enhance your learning experience. The "learning pyramid", sometimes referred to as the "cone of learning", developed by the National Training Laboratory, suggests that most students only remember about 10% of what they read from textbooks, but retain nearly 90% of what they learn through teaching others. The Learning Pyramid model suggests that some methods of study are more effective than others and that varying study methods will lead to deeper learning and longer-term retention.

## *Lecture*

The Learning Pyramid suggests that "Lecture" is one of the most ineffective methods for learning and retaining information. Lecture is a passive form of learning where you simply sit back and listen to information being spoon fed to you by your teacher or professor. Attempting to acquire information and gain understanding only through lectures is not the most effective way of learning. However, auditory learners tend to find lectures more stimulating and educational than students who have non-auditory learning styles. Lectures are most effective when students arrive to class prepared, actively participate in class discussion, and take good notes.

## *Reading*

While more effective than Lecture, Reading is still one of the less effective methods for acquiring and retaining information, according to the Learning Pyramid. However, if you are a visual learner, reading textbooks will likely be a more effective learning method for you than for students with non-visual learning styles. Notwithstanding, reading textbooks is a necessary (and required) method of study in most academic settings. There are several [strategies for reading textbooks](#) that can greatly improve your ability to retain and recall what you read in your textbook.

## *Audio-visual*

The Learning Pyramid suggests that Audio-visual learning methods only lead to a 20% retention of information learned. The audio-visual learning method may incorporate various audio-visual learning/teaching tools including videos, sound, pictures, and graphs. However, as media and computer technology continues to evolve, new forms of audio-visual instruction are leading to more effective learning and retention of material. The effectiveness of audio-visual learning and study methods are enhanced when combined with other, more active forms of study.

## *Demonstration*

Demonstration usually involves the teacher or professor providing students a learning task that they can observe. Within the structure of the Learning Pyramid, Demonstration is the first of the seven study methods that involves active learning. Demonstration tends to offer students less ambiguity than passive study methods and leads to fewer misconceptions and greater understanding. Demonstration can be an effective study method, especially when information is ambiguous or confusing.

## *Discussion*

Discussion, or "Group Discussion", is a form of Cooperative Learning. It is also an active study method that can lead to greater retention of information and material studied, and higher academic achievement. Unlike competitive and individualistic approaches to learning and studying, Discussion is a cooperative learning method that relies on students interacting and studying material with other students and instructors.

Discussion Groups are intended to stimulate student thinking, and increase participation and engagement. Discussion can occur within a classroom setting or by [forming a study group](#).

### *Practice (by) doing*

Practice by doing, a form of "Discover Learning", is one of the most effective methods of learning and study. This method of study encourages students to take what they learn and put it into practice – whereby promoting deeper understanding and moving information from short-term to long-term memory. Practice by doing makes material more personal, and thus more meaningful to students. Practice by doing also leads to more in-depth understanding of material, greater retention and better recall.

### *Teach others*

The key to subject mastery is teaching it to others. If you're able to accurately and correctly teach a subject to others, you'll have a very good mastery of the concepts, and superior retention and recall. According to the Learning Pyramid model, students are able to retain about 90% of what they're able to teach to others. The most common form of teaching others is Peer Tutoring. However, the best place to teach others is in a study group. One of the main activities that should occur in an effective study group is peer to peer teaching, where each group member takes the opportunity to teach the other group members the course material being studied.

### *Conclusions*

The effectiveness of any learning method, as presented in the Learning Pyramid, will also be influenced by your own unique learning style. Some students retain and recall information best through visual (spacial) learning, while others are aural (auditory) learners. To maximize the effectiveness of your studying [discover your learning style](#).

Also, remember that the key here is to vary your method of learning. Don't assume just because the Learning Pyramid suggests that Lectures are the least effective study method for retaining information, that lectures aren't important. Lectures are still very important. Each of the learning methods presented in the Learning Pyramid are important. Even if it's difficult for you to remember everything that is taught during lectures, the notes you take during lecture may be vital to your ability to participate in a discussion of the material later on in your group, or teach the material to others. Vary your study method and focus on the methods and learning styles that yield the best results for you.

## Strategies for Reading Textbooks

Reading textbooks may not be fun, but being able to, is important. Throughout high school and college, textbooks will be a big part of your

reading. Understanding how to read and use them effectively is key to academic success.

## Before You Read

Textbooks can be boring, tedious, and full of detail. Jumping right in to a textbook without having a general idea of the central themes and topics can make textbook reading that much more challenging. We learn best when we move from general to specific. Previewing and developing a big picture of a text before reading will enable you to better identify what's important as you read and make it possible for you to retain the detail.

### **Preview.**

The steps below will help you preview a text and enhance your comprehension and retention.

Review all chapter headings and subheadings.

- Glance over any pictures, charts or graphs in the section you'll be reading.
- Read any bold or italicized words and make sure you understand them.
- Read the chapter summary.
- Review any end of chapter questions.

### **Question.**

Developing a set of questions, you want to answer before you start reading a text provides direction and focus as you read the text. Once you've previewed the text, make a list of questions you want to find answers to as you read. How do you do this? Easy. While you're previewing the text, turn each heading and subheading into a question. For example, if the heading is "Root causes of the Kenyan political crashes," then your question may be "What were the root causes that lead to the political violence in Kenya?"

## While You Read

The following strategies will help you maximize your comprehension and retain information while reading textbooks.

Reflect. From reviewing chapter headings, subheadings, bold or italicized words, ask yourself what you've already learned. Now as you read:

- Answer the questions you developed while previewing the text.
- Try and predict the answers to the questions and find out if your predictions are correct.
- Read aloud. Reading aloud improves comprehension and retention of information.
- Develop a picture in your mind of the concepts presented. Visualizing information, concepts or material presented make it much easier to remember.

**Highlight.** As you read through your text, highlight important passages that support central themes and concepts. Be selective. If you're highlighting more than 20% of a passage you're not being selective enough.

- As you read, try and identify important concepts and facts that could be likely test questions. Underline and identify these concepts with a "Q" in the margin.
- Circle with a pencil key terms and vocabulary. Write a short definition for each in your notes or in the margin of the textbook.
- Take well organized notes on the backside of your corresponding class lecture notes. This way your lecture notes and textbook notes for the same topic will be easy to access and review in preparation for the test.
- Make visual aids, including, picture, graphs, diagrams, or tables, to help visualize what you're reading. Visualization is a great way to take information that is complex or difficult and make it easy to understand and remember.
- Write a brief summary of the central themes and ideas in your notes. Being able to develop a summary of what you learned will help you master the material and retain the information.

## **After You Read**

What you do after you read a text, can be almost as beneficial to learning and retention, as reading the text itself.

Recount. Once you've finished reading a text or passage, sit down with someone else and tell them what you read and what you learned from the text. Explaining aloud what you've learned from reading is arguably the most effective way to promote mastery of material and improve retention. Joining a study group is a great way to have the opportunity to share with others what you've learned from your reading.

Review. Review. And then review again! Within a day of your initial reading, spend 20 to 30 minutes—depending on the amount of material covered—reviewing your notes and the information you learned, reciting the main points and topics. This will move the information from short-term to long-term memory. Each week spend about 10 minutes reviewing your notes and the highlighted parts of your text. Reviewing will make sure you're prepared when test time arrives.

## **When Textbook Reading is Challenging**

Textbook reading is typically more difficult than other forms of reading, but sometimes it's downright challenging. If you're faced with reading a challenging textbook, we recommend the following:

- Read aloud. Reading aloud improves reading comprehension and retention of information. Reading aloud allows you to hear what you're reading which enables the brain to process the information more effectively and remember what it heard.
- Change positions. Reading passages from textbooks gets tedious and boring really fast. Being stuck in the same position the entire time you read only adds to the monotony. Try reading standing up for a while, or change positions every once in the while.

•**Read the text again.** Each time you read a text again you'll pick up something new, retain more information and find it easier to understand. It's not uncommon to read the same passage from a textbook several times before you're able to fully understand and retain the information.

**Search for key words.** Read sentences removing the adjectives and adverbs. This will cut to the meat of the sentence and help you identify what's being said and what's really important for you to know.

•**Jump around in the text.** Sometimes it's beneficial to skip around and read different parts of a chapter or section in a textbook. For example, jumping to the end of the chapter and reading the chapter summary, before reading the chapter, can greatly enhance focus, direction and understanding as you go back and read the actual chapter.

•**Mark it.** If you come across a passage or section of the text that you just don't understand, underline it and put a mark next it in the margin of your book. When you're done reading your text, you'll have several marks throughout the chapter. Once you get back to class, you'll know what questions to ask your teacher or professor.

•**Take a break.** If you're just not making headway with the text you're reading, take a break, regroup and come back to tackle it later with a fresh pair of eyes.

•**Turn to the web.** When all else fails, "Google" it. The web is a plethora of information. And these days there are websites that address, and lend understanding, to just about every topic or subject.

## **Things to Consider...**

Here are a few more things to consider when reading textbooks.

### **What to Read**

Every teacher and professor is different. Some weight their tests and quizzes heavily on what's found in the textbook, while others rely almost entirely on their lectures. At the beginning of the semester try and find out if exams will be based primarily on information obtained through in-class lectures or from reading the text book. This will help you know where to focus your time.

### **Where to Study**

Finding a peaceful, comfortable location, away from distractions, where you can focus, is essential to reading textbooks effectively. Learn more about finding a good study location.

### **When to Read**

When you read is just as important, if not more important, than where you read. Reading textbooks can be tedious and boring. The last thing you want to do is read when you're fatigued, tired or it's late at night. Reading textbooks requires that you're alert and attentive. We recommend reading for about 30



to 45 minutes at a time then taking a short break to reinvigorate your mind and body.

### How to Retain It

The best way to retain information from text books is to (1) read aloud and (2) discuss what you've read with other people. Reciting text information moves it from your short-term to long-term memory and ensures subject mastery.

## Exam Ranking of Students and Schools

One of the ugly faces of our education system is the ranking of students and schools basing on an average three-hour exam, that is administered in a military set up and marked by examiners in a robot speed in a condition that resemble the Escape from Sobibor movie version of Nazi concentration camp.



*“KCSE markers' strike sheds light on poor working conditions - Daily Nation 8 Dec 2019 · The examiners are required to wake up as early as 5am and retire to bed at 11pm, with a one-hour lunch break. They are also required to work ...”*

The knowledge purported to be evaluated was acquired in a structure called school that sometimes looks like old Jerusalem with shortage of teachers like the fig tree in Kalahari Desert. The science practical is set up using toxic chemical that are health hazard. The experiments and exam questions seem to be set by University researchers using rare chemicals that requires taking milk and wearing gas masks. The rare science specimen requires one to consult google search engine and single sourcing due to the monopoly in importation.

The exam process is like an attempt to intentionally induce stress. It's absurd to think of ranking such a process and circulating the ranks for the world to see how unfit our children are, hence condemning them to domestic jobs in Dubai, Qatar, Abu Dhabi, Saudi Arabia etc.

In civilized countries ranking of students is a criminal offence but in our situation is a process worthy a state commendation medal since our mindset is like in the Stone Age civilization our PhD notwithstanding.

### The Ranking Cartels

The ranking is suspected to be a product economic cannibal of cartels one being by some Private schools' owners as a marketing gimmick. The other wing of cartels is the strategy to maximize on the anxiety of the schools, the parents and the students. The anxiety is only quenched by sending an SMS to get results. Strategically, the uploading of free online results is delayed to maximize of the return on investment. The media makes money by producing the ranking headline and breaking news live interviews.

The Kenyan evaluation process is equivalent to Jonah telling his wife he had spent three days in a belly of a fish.

Our survival is just miracle process.

Woes to the headteacher the tormentors make sure the killer dose is released just before Christmas. Those who stress us with ranking are the same responsible for the shortage of teachers and infrastructure.

The parents are no longer responsible even the exam fee is not their business, the students are exhibiting the characteristics of the generation Z. There is increase in suicide among the youth, drugs and substance abuse, teenage pregnancy, violence etc.

Some teachers see the opportunity to make an extra shilling in the clandestine tuition.

The product of the screwed system that thrives in competition instead of complementation and has no place to value development: -

- Extremely corrupt judiciary that sells justice to the highest bidder while enjoying the security of tenure.
- Shameless politicians who master the art of deception to perfection.
- Collapse building design by such professional engineers
- Media thriving on sensational fake news
- Doctors that down tools while patients are in their ICU
- Freedom fighters without course etc.
- Lawyers cum Legislators in open conflict of interest leaned friends turns leaned fools
- Corruptions thrives on competing while integrity thrives on complementing

But for how long are we to play blind and dumb to discern our folly of facilitating predisposing factors of Bipolar disorder to our citizens?

We must have a paradigm shift and involve students and modernize our class room environment to make learning interesting. The 100% transition needs fine tuning otherwise you may need armed police to ensure students remains in the boring analogue classrooms.

Generation Z needs to get involved and they are very weak in stress management the worst bit is that the internet has opened their minds to detect deceitfulness. This is building stress in them to appoint of explosion. When they explode, they can do anything and you all know better on this. In the recent past over 500 schools have faced students' unrest!

Great teachers engineer learning experiences that put students in the driver's seat. Then they get out of the way.

## **REVISION QUESTIONS.**

1. List down your Strengths, Weaknesses, Opportunities, Threats and interests?
2. Apart from the SQ3R study model, name at least any other 3 study methods a student can use to improve his/her academic results?
  - a) Is a study time table important? (Tick one)
 

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------
  - b) I had prepared one, giving each subject ample time. (Tick one)
 

True	<input type="checkbox"/>	False	<input type="checkbox"/>
------	--------------------------	-------	--------------------------
3. What are Techniques for examination success? Mention 4.
4. What are the traits of the members of your group? List 3
5. Please tick in the boxes what notes you have and uses as a student.
 

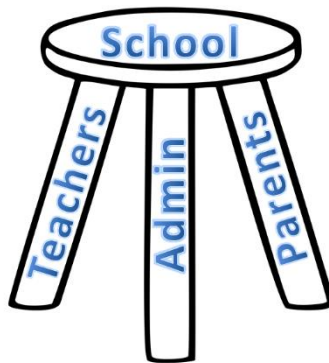
<input type="checkbox"/>	Lesson Notes
<input type="checkbox"/>	Micro notes/ Summary/Revision Notes
<input type="checkbox"/>	Talking Notes
6. Summarize the following key words that characterize students and success achievement.
  - i) Handwork
  - ii) Smart
  - iii) Revise
7. List 3 things that can make you remember what you read. (Factors that enhance remembrance).
8. ....is my role model in academics. I choose to emulate this person because .....  
 This person is truly a motivating factor to me, and I will do everything to excel too.
9. How often do I set myself an exam, mark it and revise it?

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# *Chapter Seven*

## **COLLABORATION WITH PARENTS AND STAKEHOLDERS.**



“Alone we can do little; together we can do much.”

– Helen Keller.

## Right of Children Without Responsibility

**T**he promotion of the right of children through the enactment of the CHAPTER 141 CHILDREN ACT has posed considerable challenges since the children responsibility were omitted. In Kenya today the processing of instilling discipline in children is too clumsy and undefined. The effects of this is increased student suicide, drug and substance abuse, pregnancy, burning of schools etc. Today students will walk on the centre of the road leaving cars to find their way, in the public transport, the student will not surrender the seat to the aged of show courtesy. Children outright defiance to their parents are on the rise.

*Chapter 141 of the children Act Revised Edition 2012 [2010].  
PART III – PARENTAL RESPONSIBILITY.*

### **Definition of parental responsibility.**

*(1) In this Act, “parental responsibility” means all the duties, rights, powers, responsibilities and authority which by law a parent of a child has in relation to the child and the child’s property in a manner consistent with the evolving capacities of the child.*

*(2) The duties referred to in subsection (1) include in particular—*

*(a) The duty to maintain the child and in particular to provide him with—*

*(i) Adequate diet*

*(ii) Shelter*

*(iii) Clothing*

*(iv) Medical care including immunisation; and*

*(v) Education and guidance*

*(b) The duty to protect the child from neglect, discrimination and abuse;*

*(c) The right to—*

*(i) Give parental guidance in religious, moral, social, cultural and other values;*

*(ii) Determine the name of the child;*

*(iii) Appoint a guardian in respect of the child;*

*(iv) Receive, recover, administer and otherwise deal with the property of the child for the benefit and in the best interests of the child;*

*(v) Arrange or restrict the emigration of the child from Kenya; (vi) upon the death of the child, to arrange for the burial or cremation of the child.*

Do children have any responsibility? How are these responsibilities to enforced by parents or schools? Do this right take cognation of scarcity of resources?

Consequently, one of the key challenges facing the current generation of students is parenting this can be traced to the millennium question.

## **WHAT IS A MILLENNIUM QUESTION?**

Millennium is group of people born in around the year 2000 and after. They are tough to manage, and they are accused of being described as selfish and egotistic, (I, me and Myself), self-interested, unfocussed and lazy. Being entitled is the big one and because they confound leadership/politicians so much, what's happening is leaders are asking the millennials "what do you want?" and millennials are saying:

- We want free loans for upkeep.
- We want freedom our cloth our choice.
- We want free internet to network.
- We want TV station to be live discotheque.
- We want pocket money without work.
- Free capital to start business.
- We want a working place with purpose.

The politicians have taken the hook and the line, there is free capital where they are given only to end up drunk ending poor and adducted. They are not happy. There is a missing piece. There are four pieces

1. Parenting.
2. Technology.
3. Impatience.
4. Environment.

### **Parenting**

The generation, call the millennials, too many of them grew up subject to failed parenting strategies. Where for example they were told that they were special all the time, they were told they can have anything they want in life just because they want.



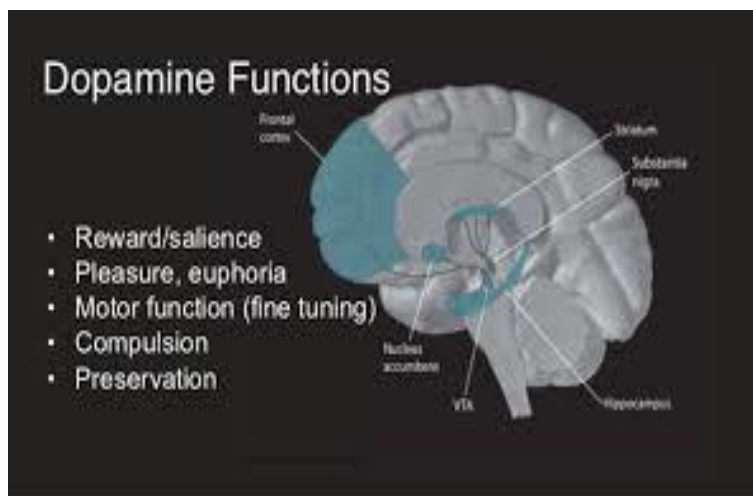
Some of them got grades not because they deserved but due to the parental aided the exam cheating witnessed in Kenyan history. Some were taught to pass exam in private academies, others were subject to excess school tuition (drilling) and exam prediction for the sake of getting a high mean score. Some got A's not because they were "A" materials but the teachers made sure they got that because the parents paid for it. They received honour they did not deserve. They got participation medals and medals for coming last, which in science we know is pretty clear it devalues the medal and the reward for those who actually worked hard. When you take this group in future joins public service makes the person embarrassed or develop foundation for participating in mega corruption. They seek quick wealth by participating in gabbling.

### **Technology.**

Technology & Dopamine Chemical.

We know engaging in social media and our cell phones releases a chemical called dopamine. That i.e. why when you get a text feels good. When one is lonely you send a text to ten friends saying Hi, Hi, Hi, because it feels good to get a response. It's why we count the likes. It's a trauma for young kids to unfriended. Because when you get it you get hit a dopamine which feels good. It's why we like it. It's why we keep going back to it. Dopamine is the exact same chemical that makes us feel good when we smoke, when we drink and when we gamble. In other words, it's highly, highly addictive. We have restriction on smoking, gambling and alcohol. And we have no age restrictions on social media and cell phones. Which is equivalent of opening up the liquor cabinet and saying to our teenagers to help themselves when they feel down. This is basically what is happening that we have an entire generation that has access to an addictive numbing chemical called dopamine, through social media and cellphones as they are going through the high stress of adolescence. Why is this important? Almost every alcoholic

- ▶ In the brain, **dopamine** functions as a neurotransmitter—a chemical released by neurons (nerve cells) to send signals to other nerve cells.
- ▶ The brain includes several distinct **dopamine** pathways, one of which plays a major role in the motivational component of reward-motivated behavior.
- ▶ Gambling – sportPesa, Alcohol.
- ▶ Approval of Peer to approval of Social Media.
- ▶ They have no relationship building skills.
- ▶ The addiction destroy relationship.



**Simon Sinek - The Millennial Question - Millennials in the workplace.** Dec 28, 2016: <https://www.youtube.com/watch?v=NEsUudZvntE>.

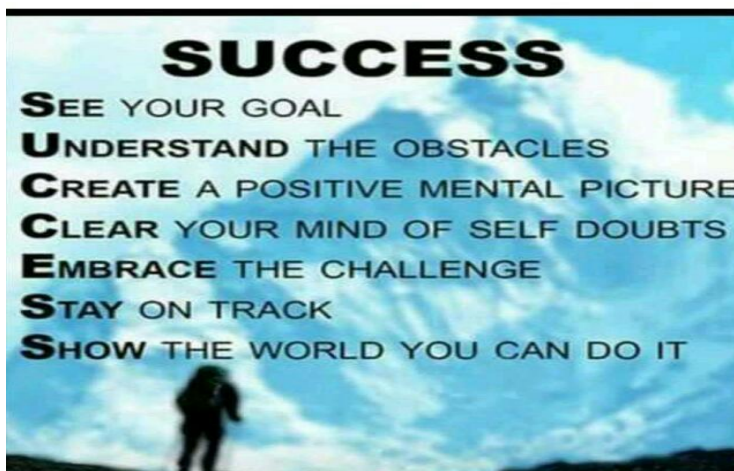


It is important to note that for a successful learning environment – students need to work independently and have the state of having sufficient confidence to succeed. If need be, they should also be aware of the dependent virtue where they should be able to rely on others stakeholders to succeed e.g. teachers. They should also learn to relate with one another for holistic success. One challenges of change is that it brings about uncertainty and therefore uncomfortable for many people. If not well managed, it can also imply criticism of past practice. For this reason, all stakeholders and parents /guardians need to be involved and recognise the need for a change and change that may require some current practices or long-standing traditions be ‘abandoned’

Recognising that learning is a social process, development of a ‘culture of improvement’ can only be achieved through collaborative efforts. Change is likewise a shared process – something that is ‘done with’ rather than ‘done to’. According to O’Murchu (2014), the question is not what we need to change so that improvement occurs, but rather, what do we need to know about change so that improvement occurs. Recognising the need to join action and realistic timescales, network of experts and alliances for inclusion. The key question in a thinking mind should be: How do parents/guardians and stakeholders collaborate with students in S-PAD? The key major way in which students show collaboration is through having the following; church card, SWOT analysis, academic preparedness, exchange programmes, site visit, community cleaning day, tree planting, sensitizing learners about FGM, HIV/AIDS, DRUGS ABUSE, STIs, STDs, KNEC and others.

### **The SWOT- Student Performance Contracting.**

Have you analysed what your strengths, weaknesses, opportunities and threats are? I believe you have, after understanding them in chapter six of the S-PAD edition 1. Have a look at this....



Obstacles always try to pull you back. But what is the value/ pride in competing alone and on a smooth path! See the schedule below (end of chapter) that you must fill if sure you have performed a SWOT on yourself, or you want to perform it. What are my Strengths, Weaknesses, Opportunities and threats as a student?

SWOT Analysis is a useful technique for understanding my Strengths and Weaknesses, and for identifying both the Opportunities open to me and the Threats I face. Used in a personal context, it helps me to develop my learning experience in a way that takes best advantage of my talents, abilities and opportunities.

### ❖ **Strengths.**

To a student, strengths through schooling may include;

- Supportive family background. You can easily get basic needs and access a good learning centre as school fees and levies are there.
- Good health. You are not born with a disability.
- Strong academic ability/ background i.e. fast learner
- Enough teachers.
- Adequate facilities such as equipped laboratory for experiments, library and revision materials, etc.
- Knowing strengths is a good starting point that may bring about intrinsic motivation towards the learning process.

### ❖ **Weaknesses**

A weakness should not be capitalised on. Instead, it is wise to seek means of compensating weaknesses by being smart at work. Working Smarter is effective compared to working harder. No person on earth is void of strengths that should be capitalised on in an attempt to dislodge weaknesses such as;

- Unfavorable family backgrounds.
- Inadequate study facilities.
- Unfavorable study environments.
- Disability and bad health.

Is the goal SMART enough to outshine the weaknesses. (Specific, Measurable, Attainable, Realistic and Time bound).

### ❖ **Opportunities.**

According to (Coleman, 1968) an opportunity refers to those elements that are effective for learning. The world is full of opportunities such as;

- Well-paying jobs - if one meets the requirements.
- Scholarships for the needy and deserving learners.
- Good schools and courses for those students who attain good grades.
- Huge sums of money and recognition for those who win in various fields.

Do I recognise and look at opportunities when I'm learning in school? This must become my drive, making me forget the current situation. A little sleep or slumber will leave me with no opportunity!

### ❖ **Threats.**

A threat is a suggestion that something unpleasant or violent will happen, especially if a particular action or order is not followed. To most students, failure is a major threat. The only medicine to this threat is strategic revision and planning ahead. To Noah in the Bible, perishing in the floods was the threat. He built the ark therefore in the dry season (when it wasn't raining). Have I followed suite before failure strikes or I'm in a comfort zone!

## **2. Study Methods**

No single study method is associated with academic success or long-term recall; instead, successful students use a multitude of study methods (Ward & Walker, 2008).

Here, let's examine the SQ3R method.

The 'S' stands for survey - A survey is a detailed study of a subject in a very short time. A reader should skim the chapter, reading the headings to form a basic idea of the content. It is important coming up with the materials for the intended study area. Ensure you;

1. Read the preface (to note the purpose of book).
2. Read the table of contents (to note what the book contains).
3. Read the summaries of chapters.
4. Look at study aids at the back of the book - glossary, index, appendix, etc.

The 'q' stands for Question - In each section, what do I want to learn? Is it important? Is this the right content to read? What does the word or phrase mean? What does it mean in the present context? Be alert to and consider questions the author raises in the selection and the following chapters.

5 W's and H: who, what, where, when, why, and how.

- People seem to remember what they learn in answer to a question better than things just read or memorised.
- Questions give purpose to our learning.

The Rs are three, the first 'r' being Read - Find answers to the questions about the material. During the reading process, as a student I should do the following;

- Read actively.
- Continuously challenge myself.
- Note important POINTS.
- Read everything.

Recite - This is evidence that comprehension has been achieved. The "proof" may be oral and/or written. Recitation is an effective device for learning while reading a book. It's a good practice to stop periodically and try to recall to yourself what you have read. Effectiveness comes when you do the following and manage;

- Try to recall main headings.
- Try to give synopsis.
- Note your omissions.

Review - Skim through the main ideas one more at a time. It is a good practice to tackle an exercise on what you read, and mark the exercise. Where answers are missing, and the questions are challenging such that you aren't sure about the correct responses, you can then consult or seek direction, may be from your teacher.

### **Church attendance Card.**

A special card made to monitor what students do on Sundays and Saturdays for day scholars – and also during holidays for boarding school. The card gives the church elder, cleric, clergy and parents – an opportunity to sign the card once the student attend the church. In our own thinking, a parent cannot lie about a student attending church service.

We all agree without committing our daily endeavours to God there is nothing to achieve and therefore students collaborate with churches to ensure we bring out a student with morals. The card is checked every Monday by the class brigadiers and names of those that did not attend the church forwarded to the administration. For boarding schools, the card is taken away once they open the school.

Train a child in the way he should go and when he is old he will not depart from it (Pro 22:6) Research is increasingly showing the effects of family, school, and culture on the social, emotional and personality development of children. Much of this research concentrates on grade school and above, but the most profound effects may occur much earlier, in the 0-3 age range. This volume consists of focused articles from the authoritative Encyclopedia of Infant and Early Childhood Development that specifically address this topic and collates research in this area in a way that isn't readily available in the existent literature, covering such areas as adoption, attachment, birth order, effe.(Benson & Haith, 2010).

**Ministry of Education**  
**NATEWA HIGH SCHOOL**  
 P.O. BOX 14020-20100, NAKURU, TEL: 0719337528

**ATTENDANCE CARD CHURCH**

UPI NO. \_\_\_\_\_ ADM NO. \_\_\_\_\_ CLASS: \_\_\_\_\_  
 CHURCH: \_\_\_\_\_ TEL: \_\_\_\_\_  
 PARENT: \_\_\_\_\_ TEL: \_\_\_\_\_

**EMPOWERMENT CREED**  
 What is Natewa!!!

**Our Vision:** Being the leading ICT Hub, Chalk Learning Centre  
**Our Mission:** In Hot Pursuit for Quality Value Added Education  
**Our Drive:** A student is not above his teacher, but everyone who is fully trained will be like his teacher: Luke 6:40  
**Our Motto:** No Retreat No Surrender in Our Quest to Excel

I am Empowered  
 I will take charge of my life and make a difference!  
 I will live my life with a sense of dignity  
 I will embrace challenges as positive opportunities  
 I will center my life on divine principles  
 I will passionately pursue my mission  
 I will keep all vital areas of my life in balance  
 I will cultivate my character and spirit  
 I will never, ever, ever quit  
 So help me God!  
 Amen!

TERM		YEAR	
WEEK	DATE	PASTOR or ELDER SIGN	PARENT SIGN
Week1			
Week2			
Week3			
Week4			
Week5			
Week6			
Week7			
Week8			
Week9			
Week10			
Week11			
Week12			
Week13			
Week14			

Train a child in the way he should go and when he is old he will not depart from it (Prov 22:6)

*“How long wilt thou sleep, O sluggard? When wilt thou arise out of thy sleep? Yet a little sleep, a little slumber, a little folding of the hands to sleep: So shall thy poverty come as one that travelleth, and thy want as an armed man.” Prov. 6:9-11(KJV).*

## SWOT(I) Analysis.

This analysis is done every term with each student expected to have the forms checked, filled and signed. The forms are then filled in the student file. The analysis gives the student opportunity to check his academic progress and parents can be able to advise where necessary.

### Interest (I):

One parameter that can influence performance is personal interest. This is not provided for in the acronym but can be added as we recommend to the social scientists on behavioral change to do research and eventually consider adding I in the near future. Experience among students has shown that personal interest enhances concentration, understanding and finally performance.

## STUDENTS SWOTI ANALYSIS.

### ACADEMIC IMPROVEMENT STRATEGIES:

Paradigm Shift - Work Harder, Think Smarter & Learn Faster.

***(To be filled annually by all students to be mercilessly truthful).***

NAME ..... ADMNo ..... CLASS.....

Pry.

School..... KCPEMarks..... Year.....

Parent/Guardian's Name..... Mobile.....

Current Occupation ..... Career ..... Residence .....

1. List overall grade you have ever attained in this School.

The best..... Exam..... Year.....

Worst..... Exam..... Year.....

2. Name the careers you are aspiring for

1. .... 2. .... 3.....

3. Please list your **Strengths** that can help you achieve good results.

a) .....

b) .....

c) .....

4. State the **Weaknesses** that you need to overcome to achieve good academic results.

a).....

b) .....

c) .....

5. What **Opportunities** are available which you should exploit?

a).....

b) .....

c) .....

6. List the **Threats** that are facing you in your school environment

a).....

b) .....

c) .....

7. What **Strategies** you need to be put in place to overcome weakness and threats and achieve the grade?

- a).....  
 b) .....  
 c) .....
8. State are your interests  
 a).....  
 b) .....  
 c) .....

9. List the game/sports which you have participated .....LEVEL:  
 School/District/National (Tick)

10. List any school responsibility you ever held.....Year.....

11. Name the area you feel talented in.....

## 12. SCHOOL EVALUATION POLICY: ACADEMIC TARGETS.

		COMPULSORY			2 SCIENCE			1 HUMANITY			Optional			
EXAM		ENG	KIS	MAT	CHE	BIO	PHY	GEO	HIS	CRE	BUS	AGRI	COM	OVERALL
	TARGET S													
1	TERM 1													
2	TERM 2													
3	TERM 3													
	KCSE TARGET													

**Grading System:** (Please circle the grades of the subjects which challenges you and you need remedial)

						GRADING SYSTEM 2					
A	80-100	B-	60-64	D+	40-44		A		B-		D+
A-	75-79	C+	55-59	D	35-39		A-		C+		D
B+	70-74	C	50-54	D-	21-34		B+		C		D-
B	65-69	C-	45-49	E	0-20		B		C-		E

13. Calculate your potential using (Entry) i.e.  $KCPE \div 500 * 100 =$  .....% = .....Grade

15. Name any reward/compliments /Appreciation you have ever received for any good work

Reason and type of reward.....

16. How many times have you ever been suspended/punished for discipline case.....Reason(s) for punishment.....

## 18. Declaration by the Student in the Performance Contract appraisal

I..... do hereby promise to **Work Harder, Think Smarter & Learn Faster** to improve my grades in all subjects and at all times add value.

Signed:.....Date:.....

**19. This section is to be filled by Parent/Guardian**

22. When did you last check your child's exercise books.....?  
Comments.....

23. Have you bought your child KCSE revision books ..... Which  
subjects.....

Parent/Guardian's Name.....Relationship:..... Sign.....

Class Teacher's Name.....Sign.....Date.....

Deputy Principal.....Sign.....Date:.....

Principal's Name.....Sign.....Date\_.....

**Academic Clinic and Preparedness.**

This is a form to be filled during academic clinics. It is done by student once per year and it enshrines everything about education. The essence of this tool is to ensure that parents, teachers and students are involved in academic monitoring of the student <sup>just</sup> as its found in Kusek & Rist (2004). The objectives, goals, targets and analysis of past experiences. The student with the help of parent goes through the whole process of filling the form and making major goals and targets. The form is filled in the student file where if need be – the form can be traced back to check on progress of past commitments.

SCHOOL .....						
STUDENTS APPRAISAL FOR ACADEMIC PREPAREDNESS SCORE CARD						
<b>7. Collaboration with parents/guardians and stakeholders</b>						
NAME: ..... CLASS .....ADNO .....						
Parent/ Guardian NAME .....Relationship .....						
No	AREA OF SCORE CARD- COMPETENCY	SCORE	STUDENT (APPRAIS)	Class teacher /	PARENT (APPRAISE)	AVERAGE
1	<b>FORMULATION OF STUDENT'S STRATEGIC PLAN</b>					
2	<b>Formulation of Mission</b> and Vision statement	2				
3	Setting Objectives	2				
4	Formulation Strategies to achieve Objectives	2				
5	SWOTI Analysis filing	2				
6	Personal Timetable/Work Plan	2				
7	Reciting the Student's Empowerment Creed	2				
8	Presence of the School copy of the Strategic Plan	2				
9	<b>STUDENTS NOTES</b>					
10	a) Number and Quality of diagrams	2				
11	b) Clear Handwriting	2				
12	c) Writing Heading/sub-heading in Red	2				
13	d) Summary Points on the Margins	2				
14	e) Writing dates in the notes	2				
15	<b>COVER EXERCISE BOOKS</b>					
16	a) Presence of all Exercise books	10				
17	<b>b) Writing Mission</b> and Vision in all books cover	2				
18	Number of Times CHECKED-rubberstamped CAPTAIN (at least Four Times per Term)	4				
19						
20	<b>LOCKER</b>					
21	a) Arrangement of Books in the locker	2				
22	b) Padlock and Lockable	2				
23	d) Condition of the chair and Locker	2				
24	e) Presence of Plate, Spoon and Cup	2				
25	<b>COURSE OUTLINE- SYLLABUS TOPICS</b>					
26	Listing of all topics and the back of the exercise book	2				
27	LEVEL OF COVERAGE MARKED	2				
28	Students' Academic File					



29	Filling KNEC Past papers, (2 Marks)	2				
30	Filling of Past CATs (2 Marks)	2				
31	Filling from other School (2 Marks)	2				
32	Personal Exam Analysis Report	2				
33	Value Addition	2				
34	<b>CLASSROOM STATIONARIES</b>					
35	a) Pens; blue and red plus Pencils	2				
36	b) Academic Tools (Geometrical set; pair of compass, protractor, 15cm rule, sharpener, eraser)	4				
37	<b>PERSONAL HYGIENE</b>					
38	a) Clean School Uniform	4				
39	b) Grooming-hair, socks, finger nails, handkerchief	4				
40	<b>TEXTBOOKS</b>					
41	a) Availability of Availability of Dictionary	2				
42	b) <b>Availability of</b> Kamusi	2				
43	c) Availability of Extra textbooks	2				
44						
45	<b>LUNCH PROGRAM BALANCE ON PAYMENTS</b>	4				
46	0-5,000 (4 Marks)					
47	5,001-10,000 (3 Marks)					
48	10,001-20000 ( 2 Mark)					
49	20,001-30,000 (0 Marks)					
50	PE KIT (TRACK SUIT)	2				
51	<b>PERSONAL ADMISSION FILE:</b>					
52	Bio-data (phone No. of parent)	2				
53	Letter of admission, Birth certificate	2				
54	Results slip, KCPE MARKS .....	2				
55	Warning letter on Discipline-apology letter,	2				
56	GAMES: badminton, table tennis, volleyball, football, drama	2				
57	Leadership position	2				
58	<b>TOTAL MARKS</b>	<b>100</b>				
59	<b>Overall Grade</b>					
Parent/ Guardian NAME .....Relationship .....						
TEL..... ID..... Sign.....						
Class Teacher .....Sign.....Date.....						
Comments .....						

DEAN OF STUDIES .....Sign.....Date.....						
Deputy principal .....Sign.....Date.....						
Recommendation						
Principal .....Sign.....Date.....						
Remarks						
<b>NB: This form must be filled any time the parent comes to see the student in school either :</b>						
1	During the academic meeting of discipline procedure					
2	When a student score E, D-, D or loses value					
3	During the Academic visit					
If the average score is below 70% the parent will be requested to go home with the student to prepare him/her for learning.						

## Exchange Program

This program gives students opportunity to share exams with other schools. During holiday a student is given an assignment of looking for past paper done from other school and keeping them in the student file. During group discussions, students are expected to share ideas – and look for answers to those questions. Internally, students should exchange the papers and even make copies to ensure they own different exams from different schools. This exchange program also calls for inter-school competitions like academics and non-academic competitions.

## Site Visits and Cleaning the Village

Students should make plans on site visits; they can plan once per term to visit a specific site or areas. They can visit geographical sites, historical sites, children homes, hospital and other areas. The visit is made to ensure that student can be able to view life outside school setting. In this visit they can go for academic purposes or for community development like visiting the children's homes and helps in cleaning and sharing a meal together. They can also plan to clean the village or streets, this helps to students to learn how to help one another, working together and also socialising through community work.

## Tree Planting

Who will plant the trees? Just as the journal stated in Pallotta & Leonard (2010) Students to organise tree planting day especially during raining seasons. The process should have order, like start with planting trees in the school compound, a class should have a tree planted in school which is the class responsibility to ensure the tree is taken care of. Also, plant trees outside the school environment. At least once per year – a school should have an outside tree planting day for representatives of all classes. Every tree planted in the school compound should be a responsibility of an individual person whom should be held responsible in

case the tree dies. Therefore, every class to ensure that their trees are taken care of and report of the any unfortunate be reported to the teacher in charge.

### **PTA Rubber Stamps for Parents.**

Parents be provided with a rubber stamp from the school which helps them to be checking what students are doing in schools. The rubber stamp gives a parent an opportunity to sign and stamp on weekly basis for day scholars and termly for boarders. Parents checks books and assignments done by students.

### **Revision Question.**

- a) Mention five areas to be filled for an effective analysis.
- b) Who is a prepared student?
- c) Give the benefit of tree planting to the environment.
- d) How frequent should we plant trees in school?
- e) What are the benefits of tree in our societies?
- f) Mention five areas that falls under the collaboration with stakeholders, students and teachers.
- g) What does HIV stand for?
- h) Importance of parent rubber stamps in school.
- i) How frequent should a church card be filled.
- j) What is SWOTI in full?

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