

Learner Attributes Influencing Instruction in Mathematics Curriculum in Public Primary Schools of Bungoma South Sub-County, Bungoma County, Kenya

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Abstract

The purpose of the study was to investigate learner attributes influencing the instruction in Mathematics curriculum in public Primary Schools. The research objectives were to: investigate the influence of learners' language comprehension on the instruction in Mathematics curriculum and determine the influence of learners' perception towards Mathematics on instruction in Mathematics curriculum in public primary schools in Bungoma South Sub County. The research used the descriptive survey design. Two theories guided this study: Wiener's (1992) theory of attribution and Rohner's (1980) theory of self concept. The target population was 80 schools, 80 teachers and 960 students. The study sample consisted of 16 schools, 16 teachers, 320 students. Stratified sampling was used to select the schools to take part in the study. Simple random sampling was used to get teachers who taught Mathematics from every school sampled and to select pupils to take part in the study. Purposive sampling was used to select class seven pupils to participate in the study. Instruments that were used were questionnaires for teachers and students, written test and document analysis for students. Quantitative data was analyzed using descriptive statistics while Qualitative data was analyzed thematically. The study findings showed that learners' language comprehension and learners' perception towards Mathematics instruction had great influence on instruction in Mathematics curriculum. The study recommended that all stakeholders in the Sub County should ensure English language is given priority during instruction and change the negative perception towards Mathematics. It is hoped that the study findings will be useful to the ministry of education, Kenya institute of curriculum development, school administration, pupils, teachers, parents, and other stakeholders to come up with measures to change the trend of Mathematics implementation in public primary schools.

Keywords: Attributes, Instruction, Mathematics, Curriculum

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