

**APPLICATION OF INDIVIDUALIZED ATTENTION BY TEACHERS TO GRADE 5  
LEARNERS IN CLASSROOMS IN SELECTED PRIMARY SCHOOLS IN MPONGWE  
DISTRICT, ZAMBIA**

**By**

**Webby Chishimba**

A Dissertation submitted to the University of Zambia in partial fulfillment of the requirements for the award of the degree of Master of Education in Educational Psychology

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## DECLARATION

I, **Webby Chishimba**, do hereby declare that this dissertation is my own work and that the works of others have been appropriately acknowledged. I further declare that this dissertation has never been submitted to any institution for the award of any academic paper.

Signature: .....

Date: .....

## **DEDICATION**

This piece of work is a special dedication to my wife Emily Chishala Mushili and my children; Mwenya, Suwilanji, Salifyanji and Mapalo.

## CERTIFICATE OF APPROVAL

This dissertation by **Webby Chishimba** is approved as a partial fulfillment of the requirement for the award of the Degree of Master of Education in Educational Psychology at the University of Zambia.

Sign: ..... Date: .....

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## LIST OF ABBREVIATIONS

<b>IA:</b>	Individualized Attention
<b>MESVTEE:</b>	Ministry of Education Science, Vocational Training and Early Education
<b>MoE:</b>	Ministry of Education
<b>SDP:</b>	School Development Plan
<b>UNESCO:</b>	United Nations Educational, Scientific and Cultural Organization
<b>WHO:</b>	World Health Organization

## **ABSTRACT**

The study sought to determine the extent and manner in which teachers provided individual attention to learners in classrooms in selected primary schools in Mpongwe District in Zambia. The objectives that guided the study were to; determine whether teachers provided individual attention to learners in classrooms, ascertain the extent to which pupils were involved in the classrooms and assess the methods teachers used in addressing individual needs of learners. A descriptive research design was employed in which both qualitative and quantitative methods were used to collect data. Simple random and purposive sampling methods were used to select the sample. Questionnaires, interviews and Focus Group Discussions were used to collect data. Thematic analysis was used to analyse qualitative data and quantitative data was analysed through the use of Microsoft Excel in order to generate frequencies, tables, percentages and graphs.

Based on the findings, the study concluded that most of the respondents indicated that teachers did not provide learners with individualized attention in classrooms during lessons. Concerning the extent to which learners were involved in the learning process, the following were cited; teachers targeted the same pupils whose names were called, cooperative learning or group work were conducted but not monitored effectively, class exercises were given but not marked in classroom for immediate feedback. The remedial work was only offered to few pupils; sometimes revision work was conducted in a hurry at the end of the lesson and all the work was done by the teachers. Questions asked during discussion were not tailored to individual learners' needs, very few individuals were involved to read to the whole class as the majority were involved in unison reading and role play was also conducted with few learners in participation.

On the methods teachers used to address individual needs of learners in classrooms, the study found that teachers were confined to lecture and demonstration methods. The use of these methods was largely attributed to among other things, overcrowded classrooms, poor staffing levels, limited time, inadequate teaching and learning materials and inadequate infrastructure. Arising from the said, the Zambian government through universities and colleges of education should ensure that teachers are equipped with knowledge and strategies that promote individualized attention.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Overview**

This chapter contains the background of the study, the statement of the problem and the purpose of the study. It also presents the study objectives, study questions, and limitations and delimitations of the study. The chapter further explains the significance of the study and the operational definitions of the terms as used in the study. In essence, it lays a foundation and provides a justification as to why the study is necessary.

### **1.1 Background of the study**

The provision of quality education to learners is a fundamental mandate for every teacher and other concerned stakeholders within the Ministry of Education Science, Vocational Training and Early Education (MESVTEE). This education must aim at addressing the individual needs of learners. As Kronowitz (2012) indicates, all learners are different and should be handled differently according to their needs and capacities. To provide effective and quality education, it is important to note that adequate teaching-learning materials are available, methods are responsive to the individual needs of learners, participation is enhanced as much as possible and class sizes are kept to the average. To help learners make the best use of their ability, teachers are therefore, expected to pay attention to learner's interests, problems and create rapport in social interactions both in and out of the classroom environment. Further, teachers are expected to recognize every pupil as an individual and devise strategies that as much as possible meet the unique needs of individuals.

Silver (1999) further asserts this by acknowledging that every child is an individual, developing at his or her own pace and differing in needs, abilities, interests, cultural influence, learning patterns, and behaviours. Some children are primarily visual learners and others are auditory learners whereas some prefer individualistic learning, whereas others learn best in groups. In addition, different learning styles and strategies are exhibited at different ages, when learning different subjects, or when confronted with different kinds of problems.

These differences, therefore, must be taken into account in selecting appropriate teaching techniques and methods and other classroom activities if pupils' needs are to be achieved to the desired extent. Though it is known that teachers are trained to teach pupils in schools and conduct lessons every day, provision of individual attention remains a severe challenge to most teachers in schools. Most of the pupils are always passive in the learning process. The question begging answers is; do teachers provide individual attention during lessons? If they do; how do they provide it?

Additionally, Silverman (2007) reported that some teachers still believed that teaching was merely a set of discrete skills learned in a straight forward way and that they would be adequately prepared to teach once told what to do and share knowledge. However, the argument still remains unanswered on whether and how individualized attention is applied or incorporated in lesson preparation and delivery in classrooms.

Shea and Bauer (1987) describe individualized attention as a special service provided to meet the needs of individual learners in a learning environment. It is worth noting that individuals have different abilities, thereby making it difficult for some of them to cope with

the learning pace of other pupils. This is in conformity with Dembo (1994) who postulates that teachers should give individualized attention to learners who may not cope with the learning pace of other learners. Therefore, teachers have a responsibility to plan activities in such a way that learners should work effectively both in class and outside.

It is also the role of teachers to show acceptance of each child in their custody and recognize each child's uniqueness in order to facilitate positive attitude to learning. Teachers should understand that pupils present different learning styles that require teachers' special attention procedures if pupils are to make greater academic progress. This is confirmed by Munsaka (2011), who alludes that individuals are unique beings. This further indicates that teachers who are the key agents and managers of classroom environments should develop instruction styles tailored to address the individual learner abilities.

Robertson (1998) indicated that provision of individual attention to learners is necessary for their academic progress and for ensuring that they are educated and live independent lives thereafter. The importance of individualized attention approach is that it helps learners lagging behind to move at the same pace with others. However, it is not well known whether and how individualized attention is provided to learners during lessons in primary schools in Zambia.

Furthermore, if the provision of individualized attention approach is to be fully implemented in schools, teachers should be adequately prepared to evaluate the usefulness of the instruction and the progress of each learner through appropriate teaching methods. Ministry

of Education (1996) also seems to have positive policy pronouncements embodied in 'Educating Our Future' which among other things states that:

*The Ministry will ensure equality of educational opportunity for children with special educational needs. The Ministry is committed to providing education of particularly good quality to pupils with special educational needs (Ministry of Education, 1996).*

Therefore, education may not be pronounced as of good quality unless each and every pupil is catered for in terms of their individual needs, hence this research.

Holbrook and Koenig (2000) stated that, the teacher should arouse and sustain interest by having good rapport with pupils. In addition, he or she should listen carefully to pupils' comments, questions, and answers, and to respond constructively. Treatment to all pupils should be in a courteous and equitable manner. This is important because when pupils are provided with their individual needs they feel greatly supported, comfortable and are more likely to ask questions, seek help in class or outside class, and try harder to meet high expectations. If a teacher is enthusiastic and able to stimulate pupils' interest in the subject, and if the pupils perceive the teacher's excitement about his or her subject matter, they are more likely to engage with the material in the course and get excited themselves. However, the situation at primary level, especially of grade five (5) pupils as regards provision of individualized attention is not known. Hence, the necessity of this research which sought to determine whether and how individualized attention was provided to learners during lessons.

Scholl (1986) stipulates that, high expectations of pupils are communicated by the teacher and a belief that they can meet those expectations through teacher's well preparedness and could be observed from the measurable learning objectives for the subject. In addition,

teachers should consider using a variety of class activities to address the individual needs of learners. A significant question that one may ask is whether teachers apply individualized attention to learners in learning settings. Therefore, this study sought to find out whether teachers give individualized attention to learners in classrooms.

Salisbury (2007) points out that, learning is successful if pupils cannot only remember but can also apply what they learn. The teacher solicits and receives feedback from pupils to make sure they understand the material presented, interacts extensively with the pupils inside and outside class, provides prompt feedback on their performance, conveys a strong desire for them to learn, and motivates them to do so. Although there is a lot of concern about the provision of individualized attention in most Zambian schools at the moment, less has been done in terms of offering individual attention to the learner. However, pupils can only be effectively provided with individual attention if the issue is known on whether and how individualized attention is applied or incorporated in lesson preparation and delivery.

World Health Organization (WHO) and United Nations Educational, Scientific and Cultural Organization (UNESCO) (2008) reports that there were about 650 million people with special educational needs and of these, 150 million were children. In Zambia, the Ministry of Education (2010) recorded that there were approximately 170,084 pupils with special educational needs. All these pupils require quality education and application of individual attention in the lesson preparation and delivery becomes imperative.

Silver (1999) further revealed that pupils in overcrowded classes scored significantly lower marks in Mathematics, Sciences and English than pupils in classes with smaller classes. In addition, overcrowding schools negatively affected both teaching strategies and learners'

performance. The reasons to this may be attributed to the fact that there are inadequate teaching-learning materials in such schools and perhaps, overcrowding may have impacted on the contact between teachers and pupils.

Blatchford (2003) indicated that giving individual attention to pupils in a small classroom is simple as compared to large classrooms. In a large classroom, it is difficult to provide individual attention to each and every pupil during lessons. To manage such classes, adequate and suitable teaching-learning resources should be available. In addition, teachers need to select suitable teaching methods to use during lessons. To this effect, whether and how individualized attention was applied or incorporated in lesson preparation and lesson delivery was a matter of concern.

Studies on individualized attention to learners by Shea and Bauer (1994) and Dembo (1994) revealed that it is the teachers' responsibility to ensure that individualized attention is offered to learners who may not cope with the learning pace of other learners. However, Ministry of Education (2008) reported that the 2007 National Assessment Survey found that the average size of the Grade 5 classes in the surveyed schools was 72, and with such big sizes of classes, it was not clear how teachers provided individual attention to learners during lessons. It appears no research has been done in this area. It was for this reason therefore, that it became necessary to undertake this study to determine whether teachers provided individual attention to learners in classrooms during lessons in selected primary schools in Mpongwe District with the focus on grade 5 pupils.

## **1.2 Statement of the problem**

The role of a teacher in a classroom is to effectively teach and also provide individualized attention to meet learners at the point of need. To achieve this, the Ministry of Education Science, Vocational Training and Early Education (MESVTEE) recommend a class size of 45 at Primary level (Ministry of Education, 2008). Similarly, UNESCO (2000) recommends a maximum of 35 pupils in a classroom. However, the 2007 National Assessment Survey found that the average size of Grade 5 classes in the surveyed schools was 72 (Ministry of Education, 2008). This scenario raises concerns as to whether the individual needs of learners are adequately sustained.

This far, the researcher is not aware of any study conducted in Mpongwe District aimed at bringing out detailed information on the nature and extent of the application of individualized attention in classrooms. It therefore, remains highly probable that the methods teachers are using fail to meet the needs of learners and this negatively impacts on learner achievement and overall quality of education being provided. This is what motivated the researcher to conduct the current study.

## **1.3 Purpose of the study**

The purpose of this study was to establish whether learners were given individualized attention in classrooms in selected primary schools in Mpongwe district.

#### **1.4 Study objectives**

The study intended to:

1. Determine whether teachers provided individual attention to learners in classrooms during lessons.
2. Ascertain the extent to which pupils were involved in the learning process in classrooms.
3. Assess the methods teachers used in addressing individual needs of learners in classroom.

#### **1.5 Research questions**

The following research questions guided the study:

1. Do teachers provide individual attention to learners in classrooms?
2. What is the extent to which teachers involve learners in the learning process in classrooms?
3. What methods do teachers use to address individual needs of learners in classrooms?

#### **1.6 Significance of the study**

At the time of the study, there was a knowledge gap on whether learners were given individualized attention in classrooms. Therefore, it was considered necessary to empirically determine whether teachers provided individual attention to learners in classrooms during lessons and after learning activities and this study envisaged to fulfill that role. It is further anticipated that the findings of this study may provide solutions to problems of lack of individual attention to learners in classrooms. In addition, this study may also contribute to the body of knowledge in research on the topic.

### 1.7 Limitation of the study

The number of participants (112) in the study was small compared to the target population of the district and the province at large. Therefore, generalization of the findings should be done with caution.

### 1.8 Delimitation

The study was confined to eight (8) primary schools in Mpongwe district in the Copperbelt Province in Zambia.

### 1.9 Operational definition of terms

Concepts can be defined either in a conceptual or operational manner. Bless and Craig (1995) noted that the process of defining concepts is essential because it allows for specific contexts to be described in a manner that pertains to the study. Therefore, in this study;

**Individual attention:** Refers to contacts or special service provided to meet the specific needs of individual learners.

**Performance:** In this context the term means achievement.

**Interaction:** Refers to the ways of engagement in classrooms and outside and generally, the relationship the teacher develops with learners and vice-versa.

**Large class:** Refers to teacher – pupil ratio

**Crowded:** Refers to a place or room full of learners.

**Overcrowding:** Often used interchangeably with **crowding** to refer to the same condition.

**Class size:** Refers to the number of learners in any given class.

## **1.10 Summary**

In summary, this chapter has outlined the introduction to the study. The background to this study emanated from the need to determine whether teachers provide individual attention to learners in classrooms during lessons. The chapter also covered the statement of the problem, purpose of the study, objectives and research questions that guided the study. It further presented the significance of the study, limitations of the study, delimitation, the definitions of the terms used in the study.

## **1.11 Organization of the report**

The report is a compilation of six chapters. The first chapter is the introduction which encompasses such aspects as the background to the study, statement of the problem, purpose of the study, objectives, significance of the study and definition of terms. It lays the foundation of the study and provides the justification for doing it. The second chapter reviews literature related to the study, while the third chapter comprises the methodology. It illuminates on all aspects of how data is collected, analysed, interpreted and reported. Chapter four presents the findings and the discussion follows in chapter five. The final chapter (six) summarizes the findings of the study and provides recommendations for improved practice.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents reviewed literature related to the study on the application of individualized attention by teachers to grade 5 learners in selected primary schools in Mpongwe District in Copperbelt Province of Zambia. It begins with a brief historical background of individualized attention issues. It then presents a detailed review of relevant literature on the application of individualized attention to learners in classrooms. The literature has been presented in line with the study objectives and the chapter ends with a summary.

#### **2.2 Historical overview**

Issues of placement have occupied a centre stage in the education system as far as teacher-learner interactions are concerned. This is the reason as to why specific numbers are recommended for each type of classroom whether regular or special to enhance positive and warm interactions between the teachers and the learners. It is argued by many researchers that enhanced teacher-learner interactions are cardinal in fostering individualized attention in the teaching-learning process which in turn has a bearing on learner performance (Burnett, 1995; Kutner, 2003). To this effect, numerous studies have been pursued world over and Zambia inclusive in line with the topic under study.

A study of overcrowded schools in New York City done by Rivera-Batiz and Marti (1995) found that pupils in overcrowded schools scored significantly lower in both mathematics and

reading examinations than did similar pupils in underutilized schools. In addition, when asked, pupils and teachers in overcrowded schools agreed that overcrowding negatively affected both classroom activities and instructional techniques.

This situation noted could not just be depicting the New York scenario, in fact, it could be worse for some areas like Sub-Sahara Africa owing to high poverty and underdevelopment levels. The implications of overcrowding in the case of Zambia are many, ranging from shortage of learner material, ineffective pedagogical approaches, increased stress and burn-out levels on the part of the teachers and generally, poor motivational levels to teach and learn respectively. However, it is important to note that for Zambia, there have been no studies directly dealing with the aspect of individualized attention and the manner this impacts classrooms. Besides, no such study has been undertaken in Mpongwe District to provide in-depth understanding of how teachers provide individualized attention to learners. It was against this historical background that the researcher was prompted to conduct this study so as to fill this knowledge gap. Nonetheless, it ought to be noted that much of the literature to be reviewed is based on International studies because of limited studies done locally.

### **2.3 Application of individualized attention to learners in classroom during lessons**

Studies conducted by Rivera-Batiz and Marti (1995) and Corcoran et al. (1988) revealed that many school systems, particularly those in urban and high-poverty areas, are plagued by decaying buildings that threaten the health, safety, and learning opportunities of pupils. Good facilities appear to be an important precondition for pupil learning, provided that other conditions are present that support a strong academic programme in the school. A growing

body of research has linked pupil achievement and behaviour to the physical building conditions and overcrowding. It was noted that overcrowded schools are a serious problem in many school systems, particularly in the inner cities, where space for new construction is at a premium and funding for such construction is limited. As a result, pupils find themselves trying to learn while jammed into spaces never intended as classrooms, such as libraries, gymnasiums, laboratories, lunchrooms, and even closets. It is clear from the above observation that teachers always have an enormous task of ensuring that pupils are helped to learn regardless of the prevailing conditions. However, one may ask, how many teachers could endure to teach effectively and attend to each pupils' learning needs?

A study by Corcoran et al. (1988) found that overcrowding and heavy teacher workloads created stressful working conditions for teachers and led to higher teacher absenteeism. Crowded classroom conditions not only make it difficult for pupils to concentrate on their lessons, but inevitably limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work or, indeed on teaching anything beyond the barest minimum of required material. In addition, teachers must constantly struggle simply to maintain order in an overcrowded classroom, the likelihood increases that they will suffer from burn out earlier than might otherwise be the case.

Kronowitz (2012) also reports that pupils learn and use their learning differently. Arising from this fact, it is thus important that teachers vary their teaching techniques to meet the diverse learning styles of a diverse population of learners. In agreement to the above, Perry et al. (1979) revealed that expressive behaviour dimensions are physical movements a teacher can use in class to attract the attention of pupils and includes; high eye contacts,

good voice inflection and above all high sense of humour. Only then can the individual needs of all the pupils be sustained. Therefore, schools of the future need to ensure that each pupil receives the individual attention, accommodation, and support that will result in meaningful learning.

Despite teachers receiving training in various colleges, Silverman (2007) states that some teachers still believed that teaching was merely a set of discrete skills learned in a straight forward way and that they would be adequately prepared to teach once told what to do and share knowledge. This point raised by Silverman brings to the fore an interesting dimension of lack of skill on how to approach and satisfy the various needs of learners.

Bwalya (2014) conducted a descriptive study in selected schools and special units on the Copperbelt in Zambia to ascertain the preparation and use of Individualized Education Plans (IEPs) and individualized instructions. The study among numerous other findings reported that individualized instructions were not fully applied by teachers due to several factors. Prime among the identified impediments was the lack of training on the part of teachers in special education and also congested classrooms.

The findings of Bwalya are important to the current study because they underscore the importance of individualized attention as a prerequisite to any meaningful and successful learning on the part of learners regardless of whether they are in a special or regular setup. The noted challenges are likely to be very common in Zambia arising from the fact that it is a developing country with numerous developmental challenges in many of its social sectors.

Blatchford (2003) also reported that giving individual attention to pupils in a large classroom is not simple. Obviously, the larger the class, the more difficult it is to manage providing individual attention to pupils. However, no matter how old pupils are or which level they are in, there is need to make sure each and every pupil, at the very least, feels they are getting as much attention as they can get within a large group. It is not about spending large amounts of time with each individual, but it is the little things that add up and are of essence in learning.

On the contrary, a study conducted by Alex (2010) on individualized attention in Japan found that for teachers in Japanese schools, giving pupils individual attention was not really a problem as most people could study one to one or in small classes if they liked and therefore, could get as much individual attention as they wanted. Most of the pupils, who were studying in large classes in Japan, for example, college learners, were too aware of the other learners who wanted the teacher to even look their way, let alone give them individual attention during the class.

Stecher et al. (2001) conducted a study in California on the importance of class-size reduction. The findings of the study revealed that many schools focus on capacity, attempting to fit as many children as possible into a single classroom. While some teachers and school faculty believe this increases efficiency by increasing the number of pupils taught at the same time, the truth is that, individual attention in a small classroom is empirically proven to be better for children's development than individualized attention offered in crowded classrooms.

A study by Cahen et al. (1983) on the size of the class in New York revealed that every child has a different set of skills, with varying strengths and weaknesses. When children are all lumped into the same giant classroom, whether that is at a public or private school, their strengths and weaknesses are not addressed. In every subject, pupils who are behind, end up confused and stagnant while pupils who are ahead end up bored and unchallenged. Individual attention in small classrooms addresses each child's strengths and weaknesses uniquely than those in crowded classrooms.

A study conducted by Eric (2001) on the importance of Individual Attention (IA) in Columbia found that a small classroom in a school allows each child to express his or her own individuality. At Columbia academy, each and every pupil is encouraged to be their own unique selves, rather than being crammed into a single massive classroom. The school helps to develop each child's unique talents by giving them individualized attention and providing individually focused environment in which they need to flourish.

Blatchford (2003) further reports that the whole class is a group, and it is useful to know how to utilize this group most effectively. Classes can vary in size from a few pupils to sometimes over 100 pupils. In large classes, it is difficult to give each child individual attention. Moreover, people tend to behave differently when they are in large groups as compared to when they are in small groups. For example, shy children may be less likely to ask questions, practice, and apply what they have learned in a large group, while advanced children may be bored and frustrated when they have to wait for other learners.

Eric (2001) indicated that at Columbia Academy, school classroom sizes were always as small as possible, focusing on little groups for the highest possible impact. Research showed

that a classroom size of around 15 learners was much more effective than even a class size of around 22, resulting in the advancement equivalent of an extra three months of schooling over the course of four years. The increased individual attention in a small classroom was seen to foster greater individuality and higher knowledge retention, consequently yielding better results and brighter futures for any pupil involved.

Pearson and Anderson (2012) reported that pupils receive individualized attention from their teachers based on their unique needs. It is believed that not all pupils are alike and do not learn information in the same way. Therefore, as the child learns in unison with the class, he/she may experience an accommodation or modification to the curriculum or classroom setting to best fit their learning needs. Depending on individual needs, each child's academic, social, and emotional background will be recognized and supported with a team approach from the teachers, the reading specialist, the guidance counselor, the speech pathologist, the academic coach and the administration.

Kaira (2009) conducted a study on Individualized education plan in Kenya. The findings of the study found that in class sizes sometimes numbering over 50, learners lack the vital individual attention necessary for success. Similarly, teachers often have both the passion and the patience but not always the resources or experience with specialized methods to address the challenges of teaching in underfunded, overcrowded schools. Other extenuating circumstances such as malnutrition and a lack of family funds for school uniforms can hinder a pupil from reaching his-or-her full potential.

It should be noted that the absence of learner activity and hands-on experience in classrooms, may contribute to the superficiality of learning and poor performance

experienced both in examinations and in real life situation (MoE, 2008). Therefore, teachers are encouraged to monitor and identify slow learners who may be in need of assistance from them. As long as the problems that hinder the provision of individualized attention by teachers in grade 5 learners are not attended to, teachers will continue encountering problems in terms of providing individual attention to learners.

A study by Grubb (2013) of Carousel Day school, on ways to give pupils individualized attention in a busy classroom, advanced numerous strategies of achieving this. There is significant research that supports the impact of individual attention on both academic performance and the child's natural curiosity and comfort level in the classroom as being paramount. Among the many strategies, feedback, instructional quality, and direct instruction were seen as the most important and all highly depend in large part on the ability of a teacher to individually acknowledge, address, and otherwise honour individual learners. This brings in the aspect of class size because individualized attention largely hinges on the quality of interactions between the teacher and the learner.

In his study, Grubb (2013) went further to propose some effective ways of dealing with learners in busy classrooms. Some of these ways are outlined below. Recognizing the work that learners do in the classroom and always moving to reach out and attend to their needs is very important. Grubb further identified sitting, effective grouping, peer recognition, avoiding norm referencing and diversifying instructional modes and focusing more on project-based teaching because this forces both teachers and learners to find their own way through academic content. This in a huge way promotes creativity.

The proposals advanced by Grubb are very important and can greatly help in enhancing individualized attention in busy classrooms. However, we must try to draw a line between busy classrooms and overcrowded classrooms. A classroom can be a busy one with an average number of learners. For such ones, the strategies proposed above can work very well unlike in a class which is overcrowded. Overcrowded classrooms are extremely difficult to handle and the application of individualized approaches can be very problematic. Problems range from among other things, difficulty in individually attending to learners' needs in the classroom, providing feedback, assessment, discipline related problems and so on.

The Ministry of Education (2003) acknowledges that overcrowded classrooms normally lead to inadequate teaching-learning resources to match the number of pupils in classes, meaning that the pupil-textbook ratio becomes high. This is a challenge to teachers when it comes to giving individual attention to each learner because teaching-learning materials are essential in the implementation of this approach.

In a similar vein, Chinobwe (2007) in his study conducted at the University Teaching Hospital in Lusaka meant to establish challenges faced by teachers in classroom when teaching learners with Cerebral Palsy, cited over enrolment in classrooms as an impediment to meeting individual needs of learners. It was reported that huge numbers in classrooms negatively impacted on the available resources. This situation creates pressure on the limited resources available in schools. Besides, it is also evidently clear that increased numbers in schools impact on the time required for teachers to accomplish certain tasks in classrooms.

In a pilot study by the University of Salford and architects, Nightingale Associates (2001), a public research university located in Salford, England found that the classroom environment

can affect a child's academic progress over a year by as much as 25%. The year-long pilot study was carried out in seven Black pool LEA primary schools. 34 classrooms with differing learning environments and age groups took part. The holistic assessment included both classroom design and use of factors to identify what constituted an effective learning environment. Notably, 73% of the variation in pupil performance driven at the class level were explained by the building or environmental factors measured in this study. Current findings suggest that placing an average pupil in the least effective, rather than the most effective classroom environment could affect their learning progress by as much as the average improvement across one year.

It is important to understand that as long as the issue of whether individualized attention is provided or incorporated in lesson preparation and delivery remains unattended to or hidden, teachers will continue having problems in providing learners' individual needs. As noted in a study done by Arbetter and Hartley (2002) in Uganda aimed at establishing teachers' and pupils' experiences in the classroom, it was reported that the shortage of teaching staff in most Special Units and schools hindered the implementation of individualized education plans owing to the fact that it became difficult to effectively plan for each learner. This study is imperative because it underscores the importance of individually meeting the needs of learners. Although emphasis is heavily placed on meeting the needs of learners with special needs, it must be emphasized that all learners have unique needs which educators should strive to meet if learning is to meet the needs of individual learners and make it a worthwhile experience for all. The gains of individualized attention are numerous.

## **2.4 Extent to which learners were involved in the learning process**

Dungca (2011) in his study conducted at Happy Valley school in Oregon United States of America, on the impact of class size on learners' participation and overall involvement in jammed classes of more than 45 learners, concluded that, among other things pupils said that it got too loud to concentrate, that it became intimidating to ask questions in such large classes, that they got less feedback on homework and written assignments. It also became evident that large classes provided more opportunities for cheating like copying because learners sat too close together.

On the part of learners, though some teachers managed to meet individual learners in their own spare time; learner-teacher interactions were severely impaired because teachers had no capacity to effectively meet all the learners' needs. In addition, on the part of teachers, it was also revealed that many of the teachers had seen multiple years of class size increases, and were feeling burdened and generally tired. This was seen in the way they were sometimes assisting learners to understand what has been taught after classroom time (Dungca, 2011).

Kaulule (2006) in his study reported that in an overcrowded classroom, teacher-pupil interaction may be challenging. He found that teachers may not fully interact with all the individual pupils and as a result, the teacher may not come to understand each pupil's ability. He further noted that there were variations in teacher-pupil interaction in large classes in that the teachers found it difficult to provide attention to all needy pupils during the teaching-learning process. Consequently, many learners could not be noticed by the teacher in a crowded classroom. Pupils who benefited from teachers were those who liked asking teachers questions where they did not understand during and after lessons. However,

the findings could not clearly bring out or indicate whether teachers provided individualized attention to grade 5 learners, hence this study.

The study conducted by Galton and Hargreaves (1986), in the United Kingdom, also found that in smaller classes, teachers were provided with the opportunity to devote and spend much of their time to each pupil with regard to individual attention. This was done through question and answer and sometimes through group work where individual learners are given work to present on behalf of other group members. However, in large classes it was reported that teachers had no or limited time to attend to the needs of all learners in classes and this contributed to the poor performance of learners (Lemmer, 1999).

Similarly, Obanya (1980) in his study in Nigeria found that class size in some way affected teacher-pupil interaction in a classroom. He stated that the smaller the class, the greater the opportunity for teacher-pupil interaction, especially through monitoring and feedback needed in the learning process. This may depict a similar situation even in Mpongwe district where the study has never been conducted. Wang and Finn (2000) found that in smaller classes teachers were provided with the opportunity to devote and spend much of their time on each pupil thereby, providing increased individual attention.

Subsequent research has confirmed that smaller classrooms benefit all pupils because of individual attention from teachers, but low-attaining pupils benefit more. Pupils in large classes drift off task because of too much instruction from the teacher to the whole class instead of individual attention, and low-attaining pupils are most affected. Longer periods in small classes resulted in more increases in achievement in later grades for all pupils. For example in reading and science, low achievers benefit more from being in small classes. The

benefit of small class sizes reduces the pupil achievement gap in reading and science in later grades (Blatchford, et al, 2011; Konstantopoulos and Chung, 2009).

Although the study by Blatchford, et al. (2011) showed similar trends with those done by Konstantopoulos and Chung (2009) which highlighted much on the benefit of small classes in relation to pupil achievement in reading and science, the studies did not however, explore how pupils could benefit from a one-to-one interaction with their teachers in and outside classroom. This study therefore, addressed such a concern.

Statistics on class size reduction show more positive teacher-pupil interactions leading to less time spent on discipline, the increased use of balanced instructional methods including higher degrees of individualization, closer personal relationships for teachers with learners and families, a decrease in the effects of economic and social inequalities, increased pupil achievement, and establishment of a stronger foundation for lifelong learning beginning in the primary grades (Wang and Finn, 2000; Achilles, Finn and Bain, 2002; and Zahorik, 2003).

In agreement to the above, Kronowitz (2012: 340) writes, “A teacher really needs to talk with the kids, ask them their opinions on things, sit down with them for a minute or two to see how things are going, and listen to them and find out what they are interested in.” This clearly shows that, as a teacher exhibits more interest in learners and in whom they are as individuals, the more they will want to learn and feel accepted in class. It is important to note that as teachers build the connections with their learners, they are also working to create a strong sense of community in the classroom. Although, a lot of researchers have conducted studies on provision of individualized attention, none of them has targeted his or her study

on primary pupils, especially grade five learners. It was for this reason that this study was conducted so as to determine whether individualized attention was provided in order to meet learners' needs.

Kronowitz (2012), further postulates that each child has a different role in the classroom, and the teacher should recognize this and support it by encouraging each and every pupil to feel important. It can therefore, be deduced that it is important for teachers to learn about each and every pupil in their classes on an individual and human level and help them within and outside the classroom. For example, giving remedial work and homework can be one sure way of providing individual attention to learners. This in turn, will add more interest and motivation to the learners knowing that their needs are catered for.

Therefore, schools and classrooms can be structured to facilitate kindness, consideration, empathy, and compassion for others. Within a caring classroom environment, learners have opportunities to learn about their classmates in ways that honour the full range of experiences that each child brings to the classroom. It is important to understand that some learners never give answers to the questions asked by their teacher, unless the teacher points at them randomly.

Pearson and Anderson (2012) indicated that in crowded classrooms, it is very difficult to conduct one-to-one discussion during classroom lessons. This is due to the fact that there are a lot of subjects which have to be taught to learners for a particular day. In addition, it is time consuming to pay much attention or give help to slow learners during classes. It can be argued therefore, that the one-to-one style is well worth thinking about because it can work well in classes where there are small numbers of learners. However, to make learners feel

that they are considered in terms of individual attention, some teachers should spare time after classroom lessons to help slow learners by administering them with revision and remedial work. Nonetheless, this is highly dependent on the number of learners in question.

In this regard, Jepsen and Rivkin (2002) stated that it is important to note that individual attention can still be conducted to learners who are lagging behind no matter how large classes may be. They argued that some of the pupils can sometimes be helped during lessons whereas others after classes anytime when the teacher feels like helping them. It is clear from the above that the essence of individual attention is to help pupils acquire knowledge which they may need in order for them to live an independent life.

Blatchford (2003) indicated that individualistic activities are most appropriate when pupils need to complete simple tasks, such as learning specific facts or acquiring simple skills. Such activities can be useful when pupils are reading or when they are doing written exercises to be evaluated later. Blatchford further states that instructional materials, such as books and exercise books, are sometimes made available to every learner. However, this may not be feasible for developing countries like Zambia owing to various developmental constraints. For instance, the country is already failing to effectively and efficiently run its education system due to economic constraints experienced by the nation.

Graue et al. (2007) reported that children learn best when they are active participants in the learning process rather than passive recipients of information. Children seem to be active when they are at times provided with one-to-one remedial work by their teachers. In most cases the role of the teacher is to facilitate learning through activities which help children to practice necessary skills in the subject area. Similarly, Pearson and Anderson (2012) indicate

that in crowded classrooms, it is difficult to conduct individual attention on a daily basis to all the pupils during the lesson. However, it is the teachers' responsibility to ensure that sometimes learners are provided with the educational needs through the provision of individualized attention.

## **2.5 Methods teachers used to address individual needs of learners**

In recent years, teaching has changed and is more centred towards needs of learners. Teachers are encouraged to differentiate their instruction in order to accommodate all learners and their individual needs. However, MoE (2008) associates large classes to teacher-centred methods, with learner participation in class reduced to listening and taking notes. Teachers find it to be a big challenge to give individual attention to each learner in crowded classrooms. Thus, most of them only lecture to learners and it is not their concern whether learners grasp the concepts or not.

A study conducted by Lemmer (1999) in the United Kingdom reported that large classes have an effect on the choice and use of teaching styles especially when it involved group work. This is so because in an overcrowded classroom, space is always problematic and teachers find it a challenge to monitor group activities due to limited space. Similarly, Wells (1985) notes that group work provide learners with an opportunity to work as a team, assimilate their knowledge through discussion with their peers.

Holbrook (1996) outlined many methods used in teaching learners. Most of the teaching methods were, however, not designed to meet the needs of learners. These teaching methods included: expository or lecture, question and answer, demonstration, cooperative,

differentiation, one-to-one, and other methods used by teachers were: songs, storytelling, peer tutoring, case study, education tours and role-play.

### **2.5.1 Lecture method**

Powell and Nelson, (1997) reported that lecturing is the most common method of instruction and process of teaching by giving spoken explanations of the subject that is to be imparted in the learners. Many teachers use this method almost exclusively as it is considered the simplest and doesn't require a lot of material to be used by the teachers. Explaining may meet the needs of auditory learning preferences but often, fails to meet the needs of individuals with other learning preferences, such as kinesthetic learners who often need a more engaging, hands-on experience in order to learn effectively. However, it should be noted that classrooms involve learners with diverse abilities and this circumstance may demand individual attention procedures so as to enhance learning.

Cowie and Wallace (2000) indicated that when adopting the lecturing method, the teacher should give an introduction and a proper summary. There is need to ensure that the information is specific to the learners. In addition, the lecture method should be accompanied with suitable examples for the better understanding of the learners. It is like a discourse on a particular topic that is for the entire class. The importance of lecture method is that it can be coupled with the modeling process to be more helpful and to have a long-lasting effect on school going children. The lecture method can also work well if used with other teaching methods such as demonstration and question and answer methods. In this vein, Davis and Hopwood (2003) reports that the human brain absorbs more and understands better when visual aids are used to facilitate learning. The method works on three criteria which include; observing, retaining and replicating. The pupils learn more by observing

things and through imitation of activities. Though the lecture method is used with other methods in the application of individualized attention to learners, it is not yet known whether individual needs of learners are met. It was for this reason that this research study was conducted.

### **2.5.2 Question and answer**

Holbrook (1996) specifies question and answer teaching method as an informal method of questioning which is always known to be an effective method due to its interactive nature. Currently, every teacher still uses this type of teaching method. Questions asked in the learning situation vary with the purpose of the lesson, the category of learners and their level of understanding. Good questions are those which encourage learners to find links between ideas, draw inferences, explain facts, make judgments or generalizations, interpret, apply skills and understanding solving of problems, analyze situations and discover new applications for ideas. Other good questions can be asked and answered in the affective area of learning. In addition, questions included here are those which encourage pupils to consider values, attitudes, feelings, interests, beliefs and emotions all of which are likely to affect learners' behaviour, choice and direct the family and teacher in the teaching of school going children. It is important to understand that question and answer method is used by teachers in teaching all pupils in schools.

Joice and Wells (1996) pointed out that questioning is the heart of teaching. Asking good questions is one of the most effective means of stimulating thinking and learning. This is a skill that every teacher needs to develop if they are to help pupils to learn with fewer difficulties. In addition, Cordon (2002) also points to the importance of teachers to take full responsibility by designing activities which would encourage pupils to ask questions, make

positive contributions and observations. This in the end would encourage learners to work extra hard which may translate into good performance.

Lydon and McGraw (1973) conducted a survey on some teaching methods used to teach pupils in Canada. The study revealed that questions were asked by the teacher with an intention to know what the pupil had learned from earlier discussions and helped in deciding what should have been taught further. This can be vice-verse, pupils questioning the teachers to clarify the doubts that would hinder their understanding of the subject. However, the scenario where a class accommodates more than seventy (70) pupils, for instance, the teacher may find it practically difficult to ensure that every child gets an opportunity to answer a question during the lesson.

Dunne and Bennett, (1994) revealed that the inquisitive instinct of the pupil evokes them to ask questions and satiate their query. The teacher should encourage this in a positive way so that the critical thinking of pupils is developed. Though testing differs in one aspect from questioning, it is done within the question and answer method in order to know about the previous knowledge and already taught lessons to the pupils. This implies that if taken seriously, individualized attention can be conducted very well with the use of questions and answers that can bring about learning to pupils.

### **2.5.3 Demonstration Method**

Davis and Hopwood (2002) indicated that demonstration is based on the scientific method and can be used for virtually all subjects though it consumes a lot of time, energy and planning but is often very beneficial. Pupils' practical problem solving and critical thinking skills are observed to arrive at a conclusion. The method is extremely pupil-centred and

when well prepared and executed, it can be pupil-directed as well and can be modified at any level, reaching all the pupils. Teachers generally need to start by demonstrating the process to the children, for example, a science teacher may teach an idea by performing an experiment for pupils. A demonstration may be used to prove a fact through a combination of visual evidence and associated reasoning. However, it can be argued that learners may be disadvantaged as their inputs remains minimal. This is because a teacher in most cases does all the activities in large classes due to limited facilities or equipment thereby making learners passive receptacles.

Quist (2000) reported that demonstrations are similar to written storytelling and examples in that they allow pupils to personally relate to the presented information. Memorization of a list of facts is a detached and impersonal experience, whereas the same information, conveyed through demonstration, becomes personally relatable. Besides, demonstration as a method helps to raise the interest of learners and reinforces memory retention because it provides connections between facts and real-world applications of those facts. The demonstration method utilizes audio-visual technology. With the help of demonstrative teaching, pupils get an opportunity to explore the various aspects and understand the theory from a different perspective.

Davis and Hopwood (2002) noted that demonstration methods are usually done by the teacher while the pupils watch. Experiments can also be done by the teacher as a demonstration, but more often, the children themselves carry out experiments either individually or in groups. Demonstration and experiments go along with observation, which means looking at things carefully and recording what you see. An experiment,

demonstration, or observation can help children to develop scientific skills and increase their excitement about learning.

Blakely et al. (1991) conducted a study on demonstration as one of the teaching methods in Philadelphia, America. The study revealed that demonstration enhances the pupils' understanding by practically applying the knowledge and sharpens their skills. Pupils are capable of identifying and organizing the subject matter in a more efficient way and practical experimentation is a very good method used for demonstrating the subject as it stimulates thinking and the formation of concepts and generalizations. Although demonstration is said to be suitable in the teaching of pupils, it is not clear whether teachers in Zambia provide individual attention using this kind of method to teach learners during lessons, hence this study.

#### **2.5.4 Differentiation Method**

Barthrope and Visser (1991) indicated that differentiation is also a teaching method which is based on recognizing the value and the worth that exist in each individual. It is concerned with the delivery of a curriculum that ensures relevant, stimulating, appropriate and challenging work for all pupils, together with appropriate assessment procedure of the pupils' achievement.

Adami (2004) conducted a study in United Kingdom on enhancing pupils' learning through differentiated approaches to teaching and learning. The study was based on the premise that differentiation was a good practice for individual pupils as it allowed learners from all backgrounds and with all abilities to demonstrate what they knew, understood and were capable of doing. The study found that many teachers were taking an individualized role to

teaching. It was established that in future, the schools needed to adopt policy decisions and a School Development Plan (SDP) which feature differentiation. Such an approach was needed in order to encourage the teachers to utilize methods that reflect a differentiated way to teaching within a whole school context. Furthermore, the study revealed that in-service training was required to enable teachers to be made aware of the varying ways of responding to the needs of all pupils through differentiated teaching methods in order to provide paths to learning so that the classroom becomes a 'good fit' for varied pupils.

Differentiation method is based on recognizing the value and the worth that exist in each individual, making it suitable as one of the teaching methods. Although different types of teaching methods are important to teach pupils, the issue of whether individualized attention was offered to learners is yet to be identified.

### **2.5.5 Cooperative teaching /group discussion method**

According to Hopkins and Harris (2000), cooperative teaching is considered highly helpful when used correctly. With cooperative teaching, pupils are put in groups to work together. They are usually not grouped by ability, but in a group of a variety of levels and tasks are given for them to accomplish together. Teachers monitor the groups carefully and ensure that all children stay on task and participate in the activities assigned. One of the strengths of this method is that the teacher can assign specific tasks to pupils at different ability levels.

Blakely et al. (1991) conducted a study on cooperative teaching methods in Philadelphia, America. The study found that when learners worked in groups it was easy for the teacher to give instructions. In addition, the study revealed that this method of teaching promoted a sense of mutual responsibility among pupils. They learnt to put in more effort to research for

the topic and apply effective methods to get the results. The study by Blakely et al; (1991) is important because it provides avenues that learners can still work in groups but have their needs attended to by the teacher. This can work in instances where classes are big.

However, it is not always true that group work will enhance learner responsibility. This may be the reason as to why this study in a way advocates for smaller classrooms to enhance teacher-pupil interactions. Similarly, Karger (2004) indicated that group discussions inculcates patience and develops an ability to critically analyse a subject. It gives an opportunity to pupils to solve the problem through discussion, motivates them to perform in a group, show leadership skills and enhances the presentation capabilities as well. These are some of the known benefits of direct instructional methods.

Furthermore, Adami (2004) conducted a study in United Kingdom on enhancing students' learning through differentiated approaches to teaching and learning. The study found that thirty-three per cent (33%) of teachers stated that they used group work in their classrooms. Many researchers have stressed the benefits gained by school going children working in groups. In agreement to the above, Johnson et al. (1993) assert that when group work is practiced properly and learners work collaboratively, they learn how to nurture responsibility not only for their work but also for the group, thus, developing positive interdependence. Cooperative or group work assists in developing both social and intellectual skills as well as helping practicing the skills of negotiation, organization and communication to all pupils.

Slavin's (1990) analysis of 46 studies on cooperative teaching in New Jersey, revealed three important findings regarding variables which contributed to the success of cooperative teaching. The study found that there was evidence that group work itself facilitated

individuals' achievement of learners. The findings also revealed that cooperative incentive structures, where two or more individuals depend on each other for a reward that they will share if they are successful themselves, had significant effects on the achievement of individual pupils; group rewards for group work did improve pupils' achievement. The study also reported that group incentive structures were associated with higher achievement if the performance of individual pupils was accounted for and was reflected in the group rewards. Although task specialization provided for individual accountability, it must be accompanied by group rewards. Further, task specialization was not appropriate in situations where the instructional goal was set for all pupils of the group to acquire the same knowledge and skills.

Stevens and Slavin (1995) conducted a study in Wales in Britain on pupils' achievement, attitudes, methods used and social relationship. The study found that multifaceted methods lead to positive academic and social outcomes. For instance, they were used to enhance inclusion through integration of pupils into heterogeneous learning teams with group goals and individual accountability by using additional support where needed.

Cushing et al. (1997) conducted a study on disentangling the effect of curricular revision and social grouping within cooperative teaching arrangements in England. The study was a comparison of cooperative teaching encompassing differentiated curriculum and pair work with differentiated curriculum plus social grouping component. The study found that learners made greater improvement in the work assigned when the curriculum materials were adjusted and they worked with one peer only, compared with when the curriculum materials were adjusted and the target pupils worked in cooperative learning groups. There

was little difference in active engagement or social interaction across the two conditions. Though cooperative teaching method was one of the teaching methods which teachers used in teaching pupils, it was not known whether teachers provided individual attention to meet the needs of learners, hence this study.

### **2.5.6 Other teaching methods**

Other teaching methods which teachers utilize include: storytelling, games, peer tutoring, role-play, songs, dances, case studies and education tours. Pogrud et al. (1992) indicate that nowadays many teaching methods are being adopted to give quality education. The teaching methods include role-play, storytelling, games, seminars, presentations, workshops, conferences, brainstorming, case study, educational trips and modern audio-visual aids like documentary films, computers, internet and many others have been introduced in education. This represents an ideal situation of how the classroom environment needs to be organized. For some countries like Zambia this is still far-fetched due to inadequate facilities like electricity which acts as an engine in the provision of information communication technology (ICT) education. It should be argued, however, that these teaching methods increases the pace of learning, understanding and also enhance the capability of pupils to research and logically think for a given problem.

Role playing as a model of teaching has roots in both personal and social dimensions of education (Joice and Wells, 1996). It attempts to help individuals find personal meaning within their social worlds and to resolve personal dilemmas with the assistance of the social group. It allows individuals to work together in analyzing social situations and developing an agreed upon way of coping with these situations.

Pogrund et al. (1992) indicated that on its simplest level, role playing is a way of dealing with problems through action; a problem is identified, acted out, and discussed. Some pupils can be role-players, others observers. As pointed out by Joice and Wells (1996), the role playing process provides a live sample of human behaviour that allows pupils to explore their feelings, gain insight into their attitudes, values, and perceptions, develop their problem solving skills, and explore subject matter in varied ways.

Mumba (1996) conducted a study on community based methods of teaching in Zambia on inclusion through democracy and human rights. The study found that the quality of education has deteriorated in Zambia and society as a whole is concerned about this trend due to the kind of teaching methods employed. It was reported that most experienced teachers worked in isolation from their fellow teachers, and continued to teach in the same way they did when they first qualified decades before. It is a well-known fact that many studies have been conducted locally and globally on teaching methods in schools, however, some of these methods are only suitable in developed countries where over enrolment is no longer a challenge. Developing countries like Zambia where population has been swelling year in and out, experience challenges with over enrolment due to the fact that the country still depends on infrastructure which was meant for few people. It therefore, follows that more studies have to be conducted which will factor in such critical issues of effective methods in teaching large classes.

## **2.6 Identified gaps in the reviewed literature**

- ❖ Much of the literature consulted in the study was based on international studies. Even then, it did not focus specifically on whether and how teachers provided individual attention to learners in classrooms during lessons.
- ❖ In some cases, the literature was not categorical on methods that can be utilised to meet the needs of individuals in large classrooms.
- ❖ The extent of the application of individualised methods in classrooms was largely unknown.

These were some of the gaps which propelled this study to ascertain extent and efficacy with which individual needs were addressed in classrooms.

## **2.7 Summary**

This chapter presented a review of literature considered relevant to the study on whether teachers provided individualized attention to learners in classrooms during lessons. It showed the picture of what happens in a classroom situation whether individualized attention is administered or not. It also showed the extent to which pupils are actively involved in the learning process in classrooms. The literature further focused on the methods which teachers could use in addressing individual needs of learners in classrooms during lessons. This study therefore, sought to address the knowledge gap by determining whether teachers provided individualized attention to learners in the classroom in selected primary schools in Mpongwe District in Copperbelt Province, Zambia. Nonetheless, it ought to be acknowledged that much of the reviewed literature was based on international studies. However, it is strongly

envisaged that the studies referred to are going to be relevant enough in situating the findings of the study.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the methodology and procedures that were adopted and used in the current study. It consists of the following: the study area, research design, target population, sample size, sampling procedures, research instruments, variability and reliability of research instruments and data cleaning. It also describes the data collection procedure and how the data was analyzed in order to answer the research questions. It also describes the ethical issues that were considered during data collection and ends with a summary.

#### **3.2 Study area**

The study was conducted in Mpongwe District in the Copper belt Province of Zambia.

#### **3.3 Research Design**

Farrant (2008) defined a research design as a method used to gather information from various sources in order to generate answers to research problems. Kasonde-Ng'andu (2013) equally stated that a research design can be thought of as the structure of research that holds the elements in a research project together. The study design locates the researcher in the frame of mind to get to places where to find possible documentation and sources of data relevant to the question under study. Kombo and Tromp (2006) also described research design as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose.

A descriptive survey design was employed in order to obtain extensive results on whether teachers applied individualized attention to learners in classrooms. According to Orodho (2003:71) a descriptive survey is a “method of collecting information by interviewing or administering a questionnaire to a sample of individuals.” A descriptive research design allowed the researcher to bring out the participant’s opinion on the subject in a more elaborate way in order to establish the findings of the study. Both quantitative and qualitative techniques were used in data collection. However, the study was more inclined to being qualitative.

Dawson (2013: 14) defines qualitative research as “exploring attitudes, behaviour and experiences through such methods as interviews or focus groups. It attempts to get an in-depth opinion from participants.” In other words, the qualitative approach was employed as it needed in-depth views, ideas and knowledge from the respondent’s own perception and not researchers’ fixed responses.

### **3.4 The pilot study**

A pilot study was carried out at Chabeleka Primary School, Luampesha Primary School and Sumbula Primary School (All-Pseudo names). In addition, pupils, teachers and Head teachers were randomly picked in the pilot study. This pilot study targeted grade five pupils, teachers and Head teachers, on which focused group discussions guide, questionnaire and interview guide were used to gather data from.

A pilot study was conducted to ensure that items found in the questionnaire, group discussions guide and interview guide revealed what was the desired information. White (2005) indicated that on the basis of the responses from the pilot study, interpretation of the

questionnaires and other instruments by participants ensures reliability of administering of the final study.

### **3.5 Study Population**

Population is defined as a group of individuals, objects from which samples are taken for measurement (Kasonde-Ng'andu, 2013). The target population consisted of all Head teachers, all grade five teachers and all grade five (5) pupils in Mpongwe district in Copperbelt Province. The entire population was in excess of one thousand eight hundred (1800) people drawn from 48 primary schools.

### **3.6 Sample Size**

Kothari (2011) indicates that sample size refers to the number of participants selected from the population. This sample should have the characteristics, know-how and be accessible to help in the study under investigation.

Mpongwe district has a total of 48 primary schools and the researcher selected eight (8) primary schools. This number was considered an adequate representation of the total. From the eight schools, eight head teachers were selected, one from each school, four grade five teachers from each school were selected which gave a total of thirty two, and nine grade five pupils from each school giving us a total of seventy two (72) learners. This provided cumulative totals of 112 respondents for the study.

## Biographical characteristics of the sample

Respondents were requested to indicate their gender. Their responses are reflected below:

**Table 1: Sample by Gender (N = 112)**

Gender	Head Teachers	Class teachers	Grade 5 Pupils
Male	5	15	34
Female	3	17	38
Total	8	32	72

Source: Field work, 2015.

**Table 2: Years of service and qualification of Head teachers**

Gender	Teaching experience			Professional Qualification		
	0 -5 yrs	6 -10yrs	Above 10yrs	Certificate	Diploma	Degree
Male	-	-	5	-	5	-
Female	-	-	3	-	3	-
Total	-	-	8	-	8	-

Source: Field work, 2015.

As shown in table 2 above, all the participants (Head teachers) were diploma holders and served for more than a decade.

**Table 3: Years of service and qualification of grade 5 teachers**

Gender	Teaching experience			Professional qualification		
	0 -5 yrs	6-10yrs	Above 10yrs	Certificate	Diploma	Degree
Male	2	5	8	7	8	-
Female	5	3	9	11	6	-
Total	7	8	17	18	14	-

Source: Field work, 2015.

As seen in table 3 on page 42, out of the 32 participants, 7 of them were in service for less than 5 years, 8 of them served between 6 and 10 years while 17 of them served for more than 10 years. In terms of professional qualifications, 18 had certificates, 14 of them were diploma holders while none of the participants had a degree qualification.

### **3.7 Sampling Methods**

#### **3.7.1 Sampling procedure for determining participating schools**

Simple random sampling technique was used to select the eight (8) primary schools in Mpongwe district that participated in the study. This approach was considered appropriate because it prevented biasness (Lay, 1976). In other words, it gave an equal chance for all the selected schools. All the names of primary schools were written on separate pieces of papers and these papers were put in a box and a raffle was conducted to draw out the eight (8) schools.

#### **3.7.2 Sampling procedure for selecting participants in the study**

##### **(a) Learners**

In this study, grade five (5) pupils were purposively selected as respondents from all the eight (8) primary schools that were sampled to participate in the study. Grade five (5) pupils were chosen in the study because it is the beginning of the middle basic education level in Zambia's educational system. Additionally, as Woolfolk (2010) notes; pupils at this stage are at a discovery stage and need significant others to guide them and spend quality time with them.

Bogdan and Biklen (1982) confirm that a purposive sampling technique is the nature of sampling which is based on the discretion of the researcher; in that the sample constitutes the elements that demonstrate the most characteristic of typical attributes of the population. All grade five pupils were randomly picked from each school that participated in the study to represent other pupils using a raffle. This approach was appropriate as it prevented biasness (Lay, 1976). Therefore, two separate lists were formulated, one for boys and the other one for girls. Nine (9) pupils were randomly chosen from each of the 8 schools to participate in the Focus Group Discussion. The voice recorder was used and one of the teachers was engaged in capturing the voices of participants. This was done to ensure that actual words spoken by participants were captured as spoken.

#### **(b) Teachers**

A simple random sampling procedure was used for selecting participating teachers in the study. This sampling technique allowed each individual teacher to have an equal opportunity of being selected for the sample. Lay (1976), suggested that random sampling procedure is the method of sample selection which gives each possible sample combination of an equal and non-zero possibility of being included in the sample. Two separate lists were constructed, one for male teachers and the other one for female teachers for each participating school. The names of teachers were assigned with numbers and each number was written on a piece of paper. Two boxes were used for a raffle. The teachers, whose names were matched with the numbers that appeared on the slips of paper that were randomly picked, participated in the study.

### **(c) Head teachers**

A purposive sampling was used for selecting participating Head teachers in schools where the study was conducted. Purposive sampling entails the researcher purposely targeting a group of people believed to be reliable for the study (Kombo and Tromp, 2006). Purposive sampling procedure was used to select eight (8) Head teachers. It was chosen because it helped to select the accessible Head teachers that had the information relating to the study. In this regard, all Head teachers of the selected eight (8) schools automatically became respondents.

### **3.8 Research instruments**

Kothari (2011) defines a research instrument as a device chosen by the researcher to collect required information. Three research instruments were used to collect qualitative and quantitative data for the study. These were; questionnaires, interview guide and observation schedule.

#### **3.8.1 Semi- structured questionnaires**

Semi- structured questionnaires were used to collect both qualitative and quantitative data from teachers. A questionnaire is an instrument that contains questions aimed at obtaining specific information on a variety of topics (Kombo and Tromp, 2006). The semi-structured questionnaire was chosen because it allowed the researcher to use the same question items to all respondents and also because it allowed for both closed-ended and open-ended questions. The semi-structured questionnaire was also chosen because it could be presented to each respondent in exactly the same manner to minimize the role and influence of the interviewer. Semi-structured questionnaires were administered to the grade five (5) teachers.

### **3.8.2 Interview guide for pupils**

An interview guide with a series of questions and items was generated by the researcher for pupils in order to obtain opinion on whether teachers applied individualized attention to grade five learners during lessons in the classroom. The interview guide was used by the researcher during the Focus Group Discussion held with selected pupils in all the eight schools that were sampled for the study. This helped gather the desired amount of information in a shortest period of time which helped to triangulate with what was obtained from the questionnaires and interviews.

### **3.8.3 Semi structured interview guide**

A semi-structured interview guide was used to collect in-depth qualitative data from eight (8) Head teachers. As indicated by Lindlof and Taylor (2000), the advantage of a semi-structured interview guide is that it allows for new questions to be brought up during the interview as a result of what the interviewee asks. Through this type of instrument, the researcher was able to collect useful information related to the study.

### **3.8.4 Observation schedule**

An observation checklist was used in all the eight schools and many lessons were observed at each of the selected schools to reveal the actual situation on the ground involving the manner teachers and pupils interacted. The lesson observations were aimed at having a real picture of the situation in the classroom and further obtain data that could not be obtained through questionnaires, interviews and focus group discussion guide instruments. The main focus was on whether teachers applied individualized attention to grade five pupils.

### **3.9 Reliability and Validity**

Reliability refers to how consistent a measuring device is (Nueman, 2000). A measurement is said to be reliable or consistent if the measurement can produce similar results if used again in similar circumstances (Nueman, 2000). Validity refers to truthfulness. The validity of an instrument is a determination of how well the instruments reflect the abstract concept being examined (Kothari, 2011). A pilot study was conducted by the researcher so as to examine the reliability of the instrument. In order to enhance validity of the findings, data collected were verified by using triangulation and respondent validation.

### **3.10 Procedure for Data Collection**

Eight introductory letters were obtained from the Directorate of Research and Graduate Studies of the University of Zambia. The letters were presented to the Head teachers at Lwape Primary School, Kabuswe Primary School, Chikoti Primary School, Salamona Primary School, Chalo Primary School, Kampekete Primary School, Kabiki Primary School and Twalishiba Primary School (All-Pseudo names) to carry out the research. Prior to data collection, permission was sought from the Provincial Education Officer and District Education Board Secretary respectively to visit the schools that were randomly sampled to participate in the study. The researcher was further given permission by the concerned Head teachers to conduct the research in their respective schools.

Interviews were conducted with eight (8) Head teachers of the selected primary schools. The researcher personally distributed the semi-structured questionnaires to teachers of grade five pupils. The researcher encouraged the respondents to read the instructions that were provided on the questionnaire and to complete the questionnaire in full. Close-ended

questions collected quantitative data while open-ended questions collected qualitative data. A total number of thirty-two (32) questionnaires were distributed to the teachers. Although this technique was time consuming, it was helpful in that it helped to obtain both quantitative and qualitative data.

Interviews were conducted with the Head teachers and Focused Group Discussions were held with seventy-two (72) grade five pupils while focusing on research questions. The voice recorder was used after obtaining permission from each respondent as established procedure in research studies and one of the teachers was engaged in capturing the voices of participants. This was done to ensure that actual words spoken by participants were captured as spoken. Finally, lesson observations were done with the class teachers.

### **3.11 Data cleaning**

Data cleaning was done at the end of each session after collecting data from each school that participated in the study. This involved checking all the completed questionnaires to ensure that all the responses were correctly and accurately recorded as expected.

### **3.12 Data analysis**

According to Kombo and Tromp (2006) data analysis is the stage when the researcher interprets the information collected from the respondents and deduces meaning from it. This information is then systematically presented in a manner that makes it easy for readers to follow through with ease.

In this study, both qualitative and quantitative data were utilised. Qualitative data was analysed thematically. The major themes were drawn from respondents' views. Each theme

was described, analysed and interpreted independently. Quantitative data was analyzed by coding manually all the closed ended questions in the questionnaire and Microsoft Excel was used to generate frequencies, tables, percentages and graphs whereas qualitative data was analyzed thematically. Major themes were drawn from interviews with respondents. Each theme was described, analyzed and interpreted decisively and independently.

### **3.13 Ethical Considerations**

Regarding issues of ethical consideration, all participants were informed about the nature, intention and the purpose of the study. According to Wimmer and Dominick (1994), the principle of confidentiality and respect are the most vital ethical issues which a researcher is required to consider. Therefore, before the distribution of questionnaires and conducting of interviews, informed consent was obtained from both the participants in selected schools to influence active participation by them. Additionally, the researcher also assured the respondents of high degree of confidentiality by informing them that their names were not to be included in the study. Therefore, all respondents in this study remained anonymous.

### **3.14 Summary**

This chapter presented the methodology that was used in the study. A descriptive survey design was employed in the study to determine whether teachers apply individualized attention to pupils in the classroom. One hundred and twelve (112) participants participated in the study. The participants were selected through simple random and purposeful sampling procedures. They consisted of eight (8) Head teachers, thirty-two (32) teachers and seventy-two (72) grade five pupils. Instruments for data collection included semi-structured questionnaires, interview schedules and observation schedules. Both qualitative and

quantitative methods were employed in the study. Qualitative data was analysed thematically while quantitative data was analyzed using Microsoft Excel programme. Ethical issues were also taken into great consideration as per requirement in research procedures.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS**

#### **4.0 Introduction**

This chapter presents the findings of the study on the application of individualized attention by teachers to grade 5 learners at Lwape Primary School, Kabuswe Primary School, Chikoti Primary School, Salamona Primary School, Chalo Primary School, Kampekete Primary School, Kabiki Primary School and Twalishiba Primary School (All-Pseudo names). The findings from grade 5 learners are presented first followed by those from class teachers and then those from Head teachers. The findings are presented according to the study questions. The study questions were as follows:

1. Do teachers provide individual attention to learners in classrooms?
2. What is the extent to which teachers involve learners in the learning process in classrooms?
3. What methods do teachers use to address the individual needs of learners in classrooms?

#### **4.1 Teachers' application of individualized attention to learners in classroom during lessons**

This section presents the views of pupils, teachers and Head teachers on teachers' application of individualized attention to learners in classroom during lessons.

#### 4.1.1 Pupils' views on teachers' application of individualized attention to learners in classroom during lessons

As regards to whether teachers incorporated individualized attention approach in their lesson preparation and delivery in the classroom situation, details are shown in the figure below:

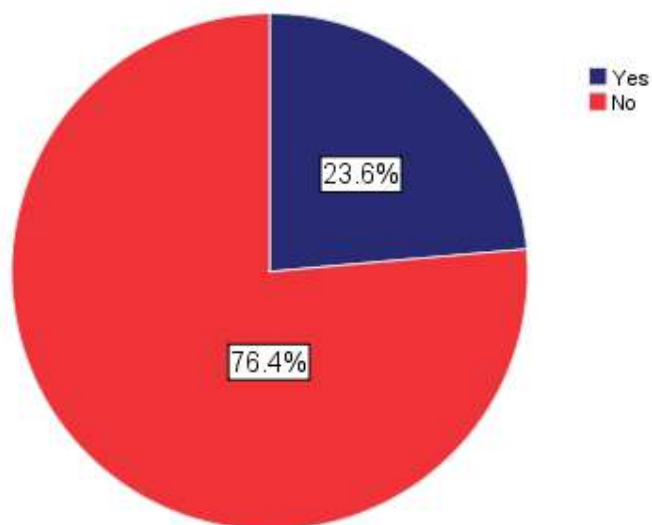


Figure 1. Whether teachers incorporated individualized attention approach in their lesson preparation and delivery

Source: Field work,2015.

As can be seen in figure 1 above, of the 72 grade 5 pupils 17 (23.6%) of them agreed while 55 (76.4%) of them indicated that teachers did not incorporate individualized attention approach in their lesson preparation and delivery. One of the learners said:

*It takes even a month for our teacher to find time to talk to us but at times he mentions our names during lessons. May be the problem could be that we are too many in class. Imagine sir, more than eighty in one class.*

For the 17 respondents who said that teachers incorporated individualized attention, a follow up question was asked for them to explain how teachers provided individualized attention to learners in the classroom. One pupil respondent said,

*Our teacher knows some of our names even though very few of us are called by him, he asks few individuals to read a paragraph to the class but most of the times we read in unison.*

Another pupil added by saying:

*Nga twafika pa nshita yakubelenga ba kafundisha betafye bamobene ukubelenga. Lelo ubwafya tusanga bwakuti palapita no mweshi pakutira iwe ukasontwepo ukubelenga pantu twalifula sana. (During reading our teacher always requests the same pupils to read to the class. But the problem we face is that it takes almost a month for you as an individual to have your turn to read again because we are too many in our class).*

It was also mentioned by pupils during the discussion that teachers who provided individualized attention marked the exercise books even though the marking was always done outside classroom. For example, one pupil pointed out that;

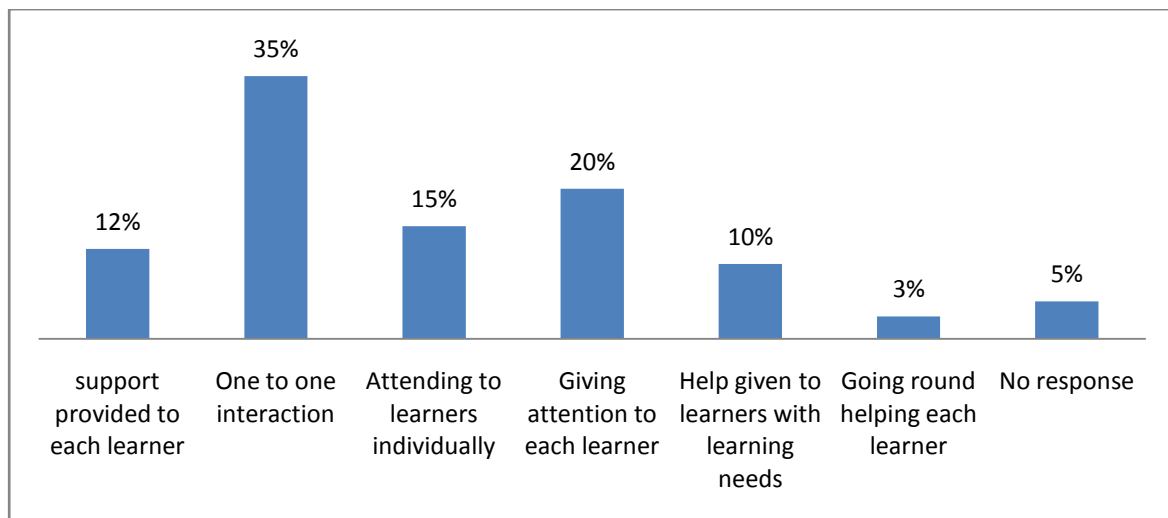
*When the teacher brings back our books, revision is done but we are not fully involved because all the work is done by our teacher.*

Another pupil further said that;

*Our teacher has a tendency of giving us homework and assignments but she does not mark our work afterwards.*

#### 4.1.2 Teachers' views on teachers' application of individualized attention to learners in classrooms during lessons

In order to understand whether teachers applied individualized attention to learners in classroom during lessons, it was considered important to first define individualized attention. To this effect, respondents were asked to indicate what they understood by the term individualized attention. Figure 2 below shows their responses.



**Figure 2: Distribution of how respondents defined the term individualized attention**

Figure 2 shows that the majority of respondents, 11 (35.0%) defined individualized attention as a one to one interaction while 6 (20.0%) defined it as giving attention to each learner; 5 (15.0%) and 4 (12.0%) defined individualized attention as attending to learners individually and support provided to each learner respectively while 3 and 1 said individualized attention was, “special help given to learners with learning needs” and “going round helping each learner” respectively. However, 2 of them did not respond to this item.

Concerning whether teachers incorporated individualized attention approach in their lesson preparation and delivery in the classroom, the results are shown below.

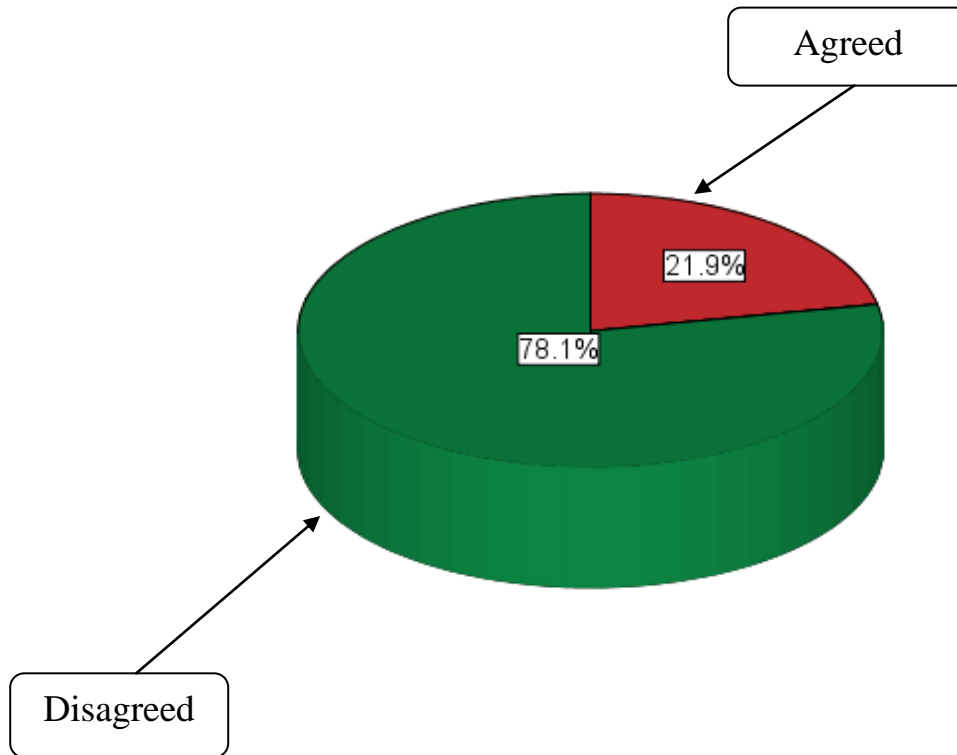


Figure 3: Whether teachers incorporated individualized attention approach in their lesson preparation and delivery

Figure 3 above indicates that 7 (21.9%) of the teachers agreed that they incorporated the individualized attention approach in their lesson preparation and delivery while the majority 25 (78.1%) of them indicated that teachers did not incorporate individualized attention approach in their lesson preparation and delivery.

A further question to the few respondents 7 (21.9%) whose response was ‘agreeing’ was asked on how teachers incorporated individualized attention in the classroom to address

individual learner needs. The following responses were provided: by giving homework, remedial work, one-to-one interaction, monthly tests, revision work and by calling pupils' names to respond to the questions. The percentages are reflected in figure 4 below.

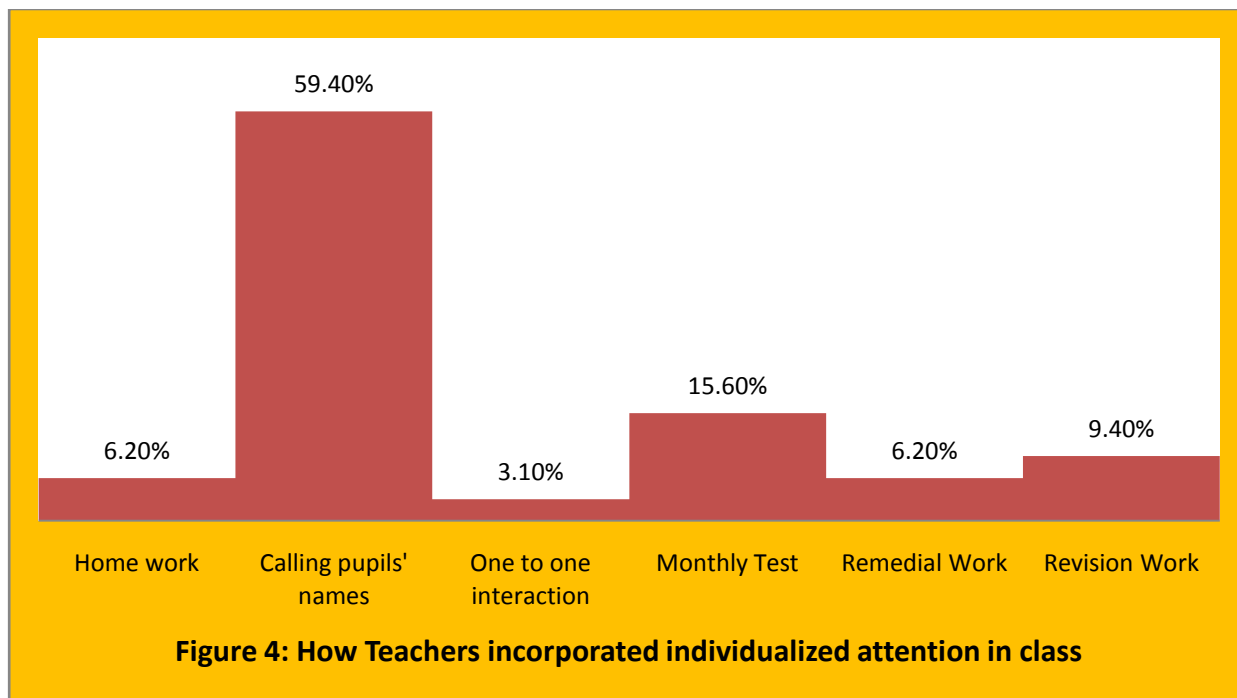


Figure 4 above, shows the distribution of the responses for the 7 participants whose response was 'agreeing' on what they considered as ways in which teachers incorporated individualized attention in classroom.

On the other hand, for the 21 participants who said teachers did not provide individualized attention to learners, all of them attributed the situation to the following reasons: limited time, inflated enrolment, inadequate teaching-learning materials, teachers overloaded with other school administrative responsibilities and under staffing.

#### **4.1.3 Head teachers' views on teachers' application of individualized attention to learners in classroom during lessons**

On whether they understood the concept 'individualized attention', all the eight (8) Head teachers agreed that they clearly understood the concept. Concerning how Head teachers defined the concept individualized attention, the following were some of the definitions given. It is a process of attending to the individual learner concerning his or her learning difficulties during classroom activities, is the extra care and assistance teachers render to individual learners in the classroom in order to help them understand what is being taught, it is a one to one interaction between a pupil and teacher as remedial work is provided to the learner, the attention and care given to individuals so as to meet pupils' individual needs in a classroom during lessons. It is the type of attention given to an individual learner separately.

One of the Head teachers said:

*Individualized attention is some kind of special attention where a teacher spares his or her time on an individual pupil not in a group. The essence of individual attention is to ensure that a particular pupil's needs are met. An individual pupil is attended to separately.*

The other definition given was that individualized attention refers to a situation where a teacher pays attention to an individual learner who may need academic assistance. It is a way of helping individual pupils by ensuring that their needs are met.

Another Head teacher added that:

*Individualized attention involves one to one discussion over a particular lesson or topic. It can be effectively conducted and applied in a class that has few learners for example not more than 30 pupils.*

On the issue of whether teachers incorporated individualized attention approach in their lesson preparation and delivery, two (2) of the Head teachers agreed while six (6) of them indicated that teachers did not incorporate individualized attention approach in their lesson preparation and delivery.

For the two (2) respondents who said “yes” a follow up question was asked for them to indicate reasons for their response, the following ways were cited: through revision work, homework, calling pupils names to respond to the questions, checking and marking learners’ work and one-to-one interaction.

A further question was asked to the other six (6) respondents whose response was “no” and the following reasons were cited; limited number of grade five classes, time table not having such provisions, large class size for grade five learners and lack of teachers in primary schools.

As one Head teacher indicated;

*Teachers are there but the problem is the exodus to secondary schools after these teachers have upgraded their qualifications. So there are no teachers in schools hence we combine the classes.*

## 4.2 The extent to which learners are involved in the learning process

In order to ascertain the extent to which pupils were involved in the learning process in classrooms, their views were as presented in the table below beginning with the views of pupils followed by those of class teachers and then Head teachers.

### 4.2.1 Pupils' views on the extent to which learners were involved in the learning process

**Table 4: Responses on learner involvement**

Frequency of pupils' responses by gender							
GENDER	Helping in making teaching aids	Marking pupils' work	Calling pupils' names	Decision making as monitor	Giving counsel to pupils	Helping to carry books	Taking part in oral sessions
<b>MALE</b>	17	09	04	02	03	01	01
<b>FEMALE</b>	13	8	07	02	02	01	02
<b>Total</b>	<b>30</b>	<b>17</b>	<b>11</b>	<b>04</b>	<b>05</b>	<b>02</b>	<b>03</b>

Source: Field Work, 2015.

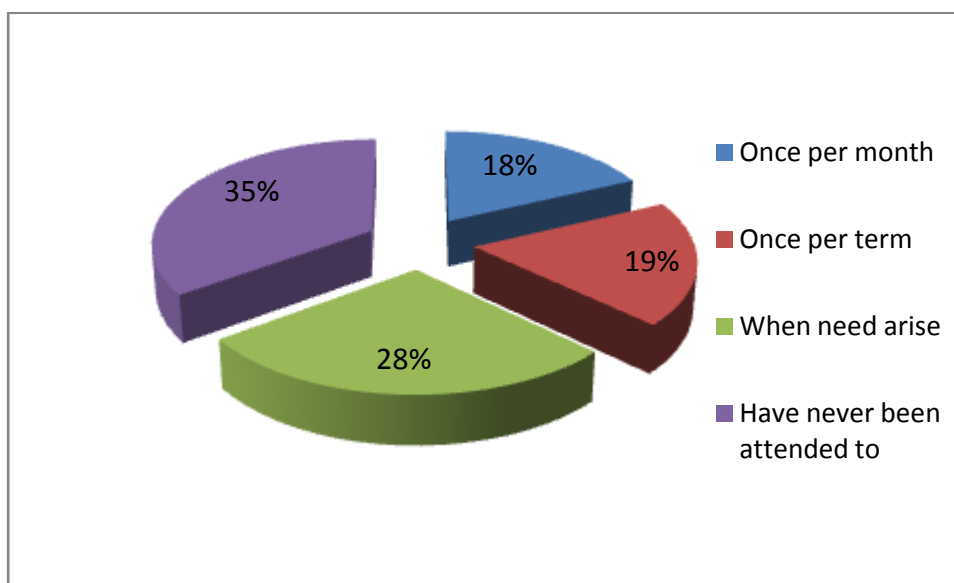
Table 4 above, reveals that 30 (41.6%) of the respondents indicated that teachers involved them in making teaching aids while 17 (23.6%) said that they were involved by marking their exercise books, 11 (15.3%) indicated calling of their names and 5 (6.9%) said counseling them, while 4 (5.6%) said in decision making as monitors, 2 said in carrying books while 3 indicated participation in oral sessions.

One of the pupils narrated:

*My teacher most of the times requests me to read a paragraph or page to my friends while most of my friends have never done that.*

On whether pupils needed individualized attention in the classroom, 65 (90.3%) of them indicated that pupils needed individualized attention in the classroom while 7 (9.7%) of them disagreed. A question was further asked to the majority 65 respondents to indicate their reasons for their response. They indicated that learners have different levels of understanding and they learn at different paces. Therefore, it is important to give individual attention to learners so that the learners are provided with help according to their needs. For example, pupil X said, “I cannot ask any question where there are a lot of people even in class because I am too shy.”

On the issue of whether teachers administered remedial work to learners, figure 5 below illustrates their responses.



**Figure 5: Administering of remedial work to learners by teachers**

The results in figure 5 showed that majority, 25 (35%) of the respondents reported that they never received remedial work while 20 (28%) indicated that remedial work was only

administered when need arose. The other 14 (19%) said once in a month while 13 (18%) indicated once per term.

One of the learners said: *“It has been very difficult for my teacher to help all of us in the class individually because we are too many.”*

Concerning expressive behaviour teachers used to enhance pupil participation in class, three quarters of participants said that sometimes teachers used the following; eye contact, movements by the teacher when teaching and being good to some pupils in class.

As regards to whether teachers worked hand in hand with parents in the learning process of learners, 22 (30.6%) agreed that they worked hand in hand with parents in the learning process of learners while 50 (69.4%) of them indicated that they did not work hand in hand with parents in the learning process. Details of the findings on whether teachers worked hand in hand with parents are shown below.

**Table 5: Whether teachers closely collaborated with parents**

<b>Responses</b>	<b>Frequency</b>	<b>Percent (%)</b>
<b>Agree</b>	22	30.6%
<b>Disagree</b>	50	69.4%
<b>Total</b>	72	100%

Source: Field Work, 2015

Table 5, above shows that respondents represented by 50 (69.4%) indicated that teachers did not work hand in hand with parents in the learning process of pupils while 22 (30.6%) said that teachers worked with parents.

For the 22 (30.6%) who said teachers worked with parents, a follow up question was asked and the following ways of collaboration were cited: through the homework policy where parents are always reminded by teachers to help the learners do the home work by indicating the date and signing against the work afterwards. Parents are called for school meetings, and to collect the end of term results. For example, one of the learners indicated that:

*Limolimo abafyashi besu balabeta ngakuli ifikumine amasambililo yesu ku sukulu. (Sometimes parents are called when there is something which needs learners' attention concerning academic work).*

Another grade 5 pupil said that:

*Abafyashi bambi nga baitwa kusukulu tabayako mukumfwa ifyo balebafwaila. (Some parents when they are called at school, they do not go there to find out why they are called.)*

#### **4.2.2 Teachers' views on the extent to which learners are involved in the learning process**

As regards the extent to which learners were involved in the learning process, the following were cited: sometimes teachers called names of pupils to give responses, teachers also involved learners in group work or cooperative learning which were not closely monitored, class exercises were given to pupils but the marking was not done in the classroom for immediate feedback on the part of the individual learners and the teacher, remedial work was rarely offered to learners, sometimes revision work was conducted at the end of the lesson and mostly done in a hurry and benefited fast learners only, at times teachers conducted reading and spelling to their classes but this was usually done in unison. Learners were also at times asked questions during the lessons and role play was rarely conducted.

On the issue of whether pupils in classroom needed individualized attention, 10 (31.3%) of the teachers agreed, one (1) of them disagreed, 16 (50%) other teachers strongly agreed and 5 (16.6%) of the teachers strongly disagreed. Details of the findings are shown in table 6.

**Table 6: whether pupils in classroom needed individualized attention**

<b>Respondents' responses</b>	<b>Frequency</b>	<b>Percent (%)</b>
<b>Strongly agree</b>	16	50%
<b>Agree</b>	10	31.3%
<b>Disagree</b>	1	3.1%
<b>Strongly disagree</b>	5	16.6%
<b>Total</b>	<b>32</b>	<b>100%</b>

Source: Field work, 2015.

As regards to those who agreed and strongly agreed that pupils in classroom needed individualized attention, they were asked to give reasons to their answers. They reported that pupils varied in ability and in their academic need. Therefore, there was need for the provision of individualized attention so that the work given to them suits their ability levels, and by so doing, their needs are met. In each and every grouping of learners, each learner is an individual, thus, the needs of learners differ. It was also indicated that learners develop at different levels and learn at different paces and that individualized attention improves learner performance. Therefore, it is important to provide or offer individualized attention to learners so that the teacher can be in a position of knowing the progress of each and every learner in terms of weaknesses and strengths.

In addition, individualized attention helps teachers to discover the learning difficulties which learners are encountering and then special educational needs may be well provided. There are slow and fast learners in each and every class and they can never grasp concepts at the

same pace. Besides individualized attention help teachers to plan for the individualized education plan. Other respondents indicated that learners have different weaknesses and their needs are different. Teachers therefore, need to understand which individual learners need help and what kind of assistance should be provided.

On whether pupils were actively involved in the learning process in classroom, of the 32 teachers 8 (25%) of them indicated that pupils were actively involved while 24 (75%) of them said that pupils were not actively involved in the learning process in classroom. Details of the findings on whether pupils were actively involved in the learning process are reflected in table 7.

**Table 7: Whether pupils were actively involved in the learning process in classroom**

<b>Whether pupils were actively involved in classroom</b>	<b>Frequency</b>	<b>Percent(%)</b>
<b>Agree</b>	8	25%
<b>Disagree</b>	24	75%
<b>Total</b>	32	100%

Source: Field work, 2015.

It was evident from the results in table 7 that, 24 (75%) disagreed that pupils were not actively involved in the learning process while 8 (25%) respondents agreed.

Regarding expressive behaviour teachers used to enhance participation of pupils in class, most of the participants indicated that they rarely made movements in class due to lack of space. Other expressive behaviour mentioned but occasionally conducted involved; eye contacts and high sense of humour towards pupils.

On the issue of whether teachers worked hand in hand with parents in the learning process of learners, 19 (59.4%) of teachers indicated that teachers did not work hand in hand with parents while 13 (40.6%) said that teachers worked hand in hand with the parents' learners.

A further question was asked for those who indicated that teachers worked hand in hand with parents in the learning process of learners. The following were the ways given: when teachers give homework and other assignments, parents were always reminded to help the learners by indicating the date and signing against the work. Parents were also called during open days and when pupils were lagging behind or not performing well. In addition, parents were called or allowed to attend lessons in order to observe how their children participated and performed during classroom lessons. Besides that, parents were summoned whenever there was a problem concerning their children.

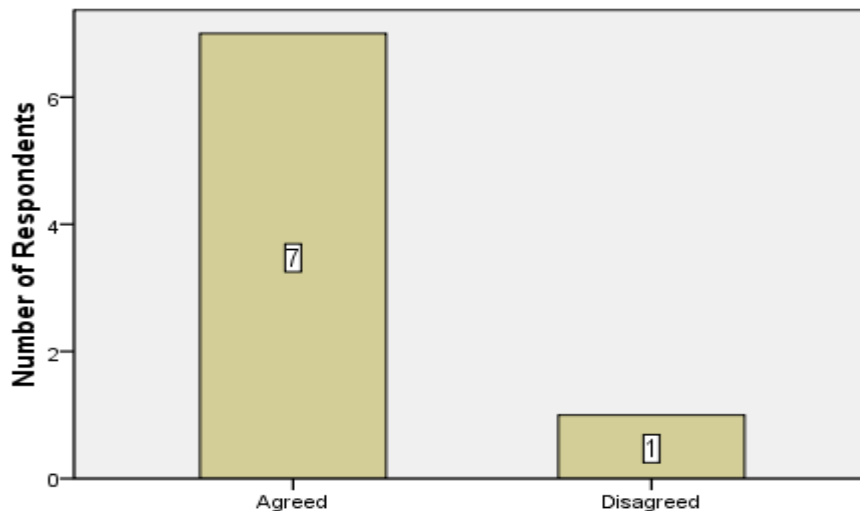
#### **4.2.3 Head teachers' views on the extent to which learners were involved in the learning process**

Concerning the extent to which learners were involved in the learning process, respondents indicated that sometimes teachers called names of pupils to give answers. Further, teachers also involved learners in group work or cooperative learning but not monitored effectively, class exercises were given to learners but most of the time marking was not done in the classroom, remedial work was also rarely given. As indicated by one of the Head teachers:

*The classes are too big such that certain classes have more than eighty (80) pupils, and it is not possible that a teacher can attend to each child.*

Other explanations given were that not all learners were involved when questions were asked during the lessons, sometimes revision work was given to learners though most of the revision was conducted by teachers themselves. From a total number of eight (8) Head teachers, 6 (75%) indicated that pupils were not involved in reading as well as solving mathematics in classrooms while 2 (25%) of the Head teachers indicated that pupils were involved in reading and solving mathematical work.

When asked on whether pupils needed individualized attention in the classroom, details are shown in figure 6.



**Figure: 6 Whether pupils need individualised attention in the classroom**

Source: Feild work, 2015

As can be seen in figure 6, seven (7) of the Head teachers indicated that pupils needed individualized attention in the classroom while one (1) of them disagreed. A further question was asked for the Head teachers who agreed that pupils needed individualized attention in the classroom to give a reason to the response. The following reasons were cited; pupils' understanding differs from one individual to another and it is important to note that learners

do not develop, grow and learn at the same pace, for that reason there is need to pay special individual attention so that their needs are met or achieved. One of the Head teachers indicated that:

*The importance of individualized attention is that it helps a teacher to be in position of planning the individualized education plan for the learners who need special attention.*

Other responses cited included individualized attention helps teachers to discover the learning difficulties faced by learners and then special educational measures may be planned and later given to the learners in need.

Another Head teacher indicated that:

*It is important to understand that learners have different weaknesses and their needs are different. Therefore, all teachers need to understand what each individual learner needs to be spared time for one to one contact.*

For the Head teacher, who indicated that pupils did not need individualized attention in the classroom, the following reasons were given. There is over enrolment in schools. For example, he said that:

*This issue of overcrowding in classroom pauses a challenge to teachers to conduct individualized attention to learners during classroom periods.*

The other reason was that there was a lot of work which a teacher had to do in other subjects on the classroom time table. Thus, spending time on an individual child can hinder other learners' progress especially of the gifted children. Additionally, the Head teacher said:

*Class teachers may not be in position of finishing the prepared work for some days in a week. Individualized attention may also disturb teacher's lesson preparation especially for those with overcrowded classes.*

On the issue of whether pupils were actively involved in the learning process in classroom, the following findings were reported as shown in the table.

**Table 8: Whether pupils were actively involved in the learning process in classroom**

<b>Pupils' involvement in learning</b>	<b>Frequency</b>
<b>Yes</b>	<b>3</b>
<b>No</b>	<b>5</b>
<b>Total</b>	<b>8</b>

Source: Field work, 2015.

As shown in table 8, of the eight (8) Head teachers, three (3) of them indicated that pupils were actively involved while five (5) of them said learners were not involved.

As regards to how often teachers administered remedial work to meet the individual needs of learners; all the respondents indicated that teachers administered remedial work rarely.

On whether lesson plans, records and schemes of work reflected the involvement of learners, all the eight (8) Head teachers indicated that it was always reflected. One of the Head teachers noted that:

*Some of the teachers in our schools are good at lesson preparations but when it comes to lesson delivery they do not actually teach according to what is planned. Other teachers especially those from private colleges prepare lessons not to the expected standards.*

A further question was asked to find out how teachers used expressive behaviour to encourage pupil participation during lesson delivery. The following were cited; high eye contacts with pupils, movements made during lesson presentation, high sense of humour and good voice. Nonetheless, it was noted from the study that teachers did not fully and efficiently use these strategies in class.

As regards whether teachers worked hand in hand with parents in the learning process of learners, all the Head teachers agreed that they worked hand in hand with parents in the learning process of learners.

Concerning the manner Head teachers closely collaborated with parents in the learning process of learners, the following reasons were cited. It was found that parents were called during Parents Teachers Association (PTA) meetings, open days and when pupils are lagging behind or not performing well. Sometimes teachers and parents meet to discuss issues concerning academic work of their children. Some parents are called to attend lessons and observe how their children participate during classroom activities. One of the Head teachers indicated that:

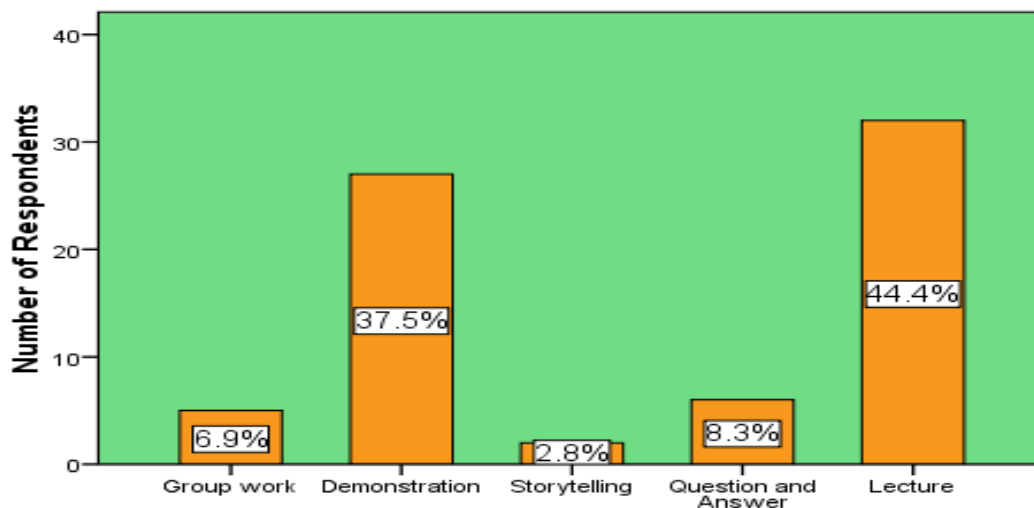
*Although not all parents respond to our requests, whenever there is a problem teachers and us (administrators) summon parents to come to school and together find ways of helping the child.*

### 4.3 Methods teachers used in addressing individual needs of learners in classrooms

In order to establish the methods teachers used in addressing individual needs of learners in classrooms, data was collected from pupils, class teachers and Head teachers. Their views were as presented below beginning with the views of pupils followed by those of class teachers and then Head teachers.

#### 4.3.1 Views of pupils on methods teachers used in addressing individual needs of learners in classroom

As regards methods teachers used to address individual needs of learners in classrooms, learners indicated the following: group work (discussion), demonstration, storytelling, question and answer and lecture methods. Details are shown in figure 7 below.



**Figure 7: Methods teachers used to address individual needs of learners in classrooms**

Source: Field work, 2015

As can be seen in figure 7 above, 32 (44.4%) of grade 5 pupils indicated that the lecture method was used in the classroom, 27 (37.5%) indicated use of the demonstration method, 6 (8.3%) of them cited question and answer method, 5 (6.9%) of the pupils said group work

whereas two (2) of the pupils indicated that teachers used story telling method to address individual needs of learners in classrooms. One of the learners indicated that:

*Ilingiline bakafundisha ba fundafye ukwabula ukutwipusha ngacakutula natumfwa nangula iyo (many are the times our teacher teaches without asking us whether we have gotten the concepts or not).*

Concerning factors that limit teachers' use of individualized attention approach, the respondents indicated the following: limited time allocated to spend on each subject, teachers have a lot of subjects to teach, few books to use at school and overcrowded classrooms.

One of the learners said:

*Icilenga ukutula ba ticha bekumanisha ukwafwa cila mwana wesukulu nipamulandu wakutula twalifulisha elyo nenshita yalicepa. (What causes our teacher to fail to help us, is because we are overcrowded and time is limited for our teacher to manage us all).*

Concerning the possible ways through which individualized attention could be enhanced on pupils, the following were cited. Giving homework, use of debate, drama, role play, giving class exercises, by having a sizeable class, the school to work hand in hand with parents and provide a lot of text books.

### 4.3.2 Views of teachers on methods teachers used in addressing individual needs of learners in classroom

As regards methods teachers used to address individual needs of learners in classrooms, teachers cited the following methods: field trips, storytelling, role play, question and answer, lecture and demonstration methods. Details are presented in table 9 below.

**Table 9: Methods teachers used to address individual needs of learners**

Methods	Frequency	Percent
Field trip	02	6.3%
Role play	01	3.1%
Question and Answer	05	15.6%
Lecture	14	43.7%
Demonstration	10	31.3%
<b>Total</b>	<b>32</b>	<b>100</b>

Source: Field work, 2015.

Table 9 shows that the simple majority of 14 (43.7%) teachers used the lecture method, 10 (31.3%) of them said they used demonstration method, 5 (15.6%) indicated that question and answer method was used while 2 (6.3%) indicated field trip and only one (1) indicated that teachers used role play to address individual needs of learners.

As regard teaching approaches which can best suit to be used in large classes, seventeen (17) of the participants representing 53.1% suggested cooperative teaching or group discussion while 15 of them representing 46.9% indicated question and answer.

Concerning the ways through which individualized attention improved learner performance in classroom, the following were cited. Once the learning difficulty has been discovered and remedy is provided, individual learners are motivated and in the final analysis they tend to

work extra hard, it also speeds up learners academic progress, learners tend to learn freely. It develops and increases learners' self-confidence, pupils also feel loved and cared for hence improve in their academic performance. Besides, through individualized attention there is always an increase in terms of good rapport (relationship) between the teacher and the learner, improving learner's ability to think and creativity, learners' participation in class increases.

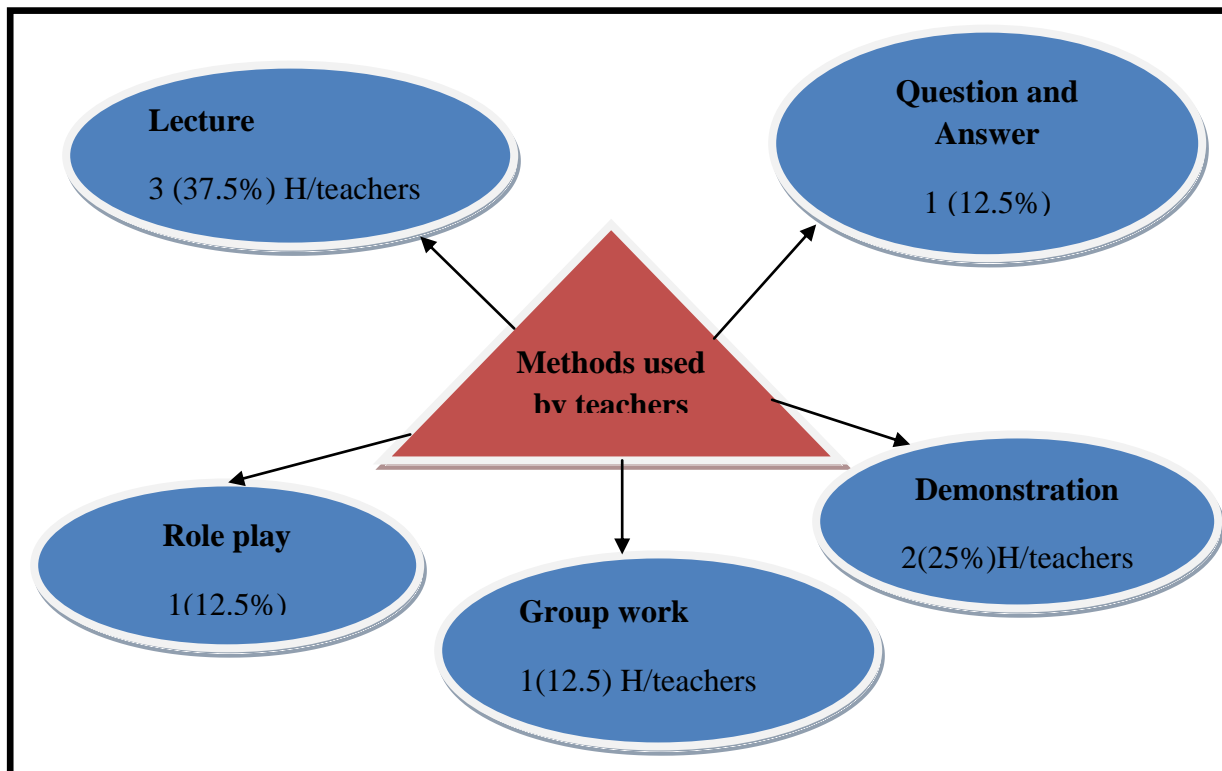
As regards factors that limit teachers' use of individualized attention approach, the respondents gave a lot of factors and common among them included: limited time allocated on the class timetable, that is the 30 minutes given per period is not enough for a teacher to provide individualized attention to all learners, teachers are overloaded with other administrative responsibilities, inadequate staffing levels in schools, inadequate teaching/learning materials and high absenteeism. Other factors included limited infrastructure where to conduct or provide individualized attention to learners, lack of cooperation from parents when assigned to monitor their children, negative response from learners, inadequate preparation on the part of teachers, a lot of subjects on the time table, difficult for male teachers to handle female learners due to the suspicions of defilement cases and over enrolment or overcrowded classrooms.

Concerning possible ways through which individualized attention can be enhanced, the following responses were indicated: teachers should set a day in a week to provide individualized attention to each learner after lessons, giving of class exercise and mark the work within the classroom for immediate feedback, improvisation of teaching and learning materials, providing learners with activities that support individualized attention such as

provision of remedial work, field trips, tests and revision work. Other ways which were cited include; conducting of pair work, group work, debate, brain storming, case studies, puzzles and effective monitoring, support from school administrators, teachers working hand in hand with parents, effective lesson preparation which include individualized education plans, use of different methods of teaching such as; demonstration, cooperative learning, question and answer, peer tutoring, inquiry and group work.

#### 4.3.3 Views of Head teachers on methods teachers used in addressing individual needs of learners in classroom

Concerning methods teachers used to address individual needs of learners in classrooms, figure 8 shows their responses.



**Figure 8: Methods teachers used to address individual needs of learners in classrooms**

Source: Field work, 2015.

Figure 8 above illustrates information in terms of frequency and percentages where 3 (37.5%) Head teachers indicated lecture method, one (1) mentioned question and answer, two (2) said demonstration method, one (1) indicated that group work was used and another Head teacher indicated that role play was used to address individual needs of learners in classrooms.

One of the Head teachers indicated that:

*Most of the teachers use the traditional kinds of methods such as teacher demonstration method and lecture or expository method, forgetting about question and answer, group work or cooperative, case study, one to one discussion, education tour, role plays, games and other important modern and learner-centred teaching methods that can be used to address individual needs of learners in classrooms during lessons.*

As regards teaching approaches which can best suit large classes, all the eight (8) Head teachers mentioned group discussion or cooperative learning and question and answer.

When asked on whether they considered the aspect of individualized attention in the monitoring of teachers' lessons, all the eight (8) Head teachers agreed that they considered the aspect of individualized attention in the monitoring of teachers' lessons.

One of the Head teachers however, said:

*When we are conducting monitoring in classes we do not only focus on individualized attention approach alone due to the fact that lesson plans involve a lot of activities for both teachers and learners. Therefore, I cannot say that we specifically go to monitor teachers on the application of individualized attention on learners during classroom lessons. It is just one of the components.*

Concerning how often teachers were monitored in the use of individualized attention approach, the following responses were provided by the eight (8) Head teachers. Five (5) Head teachers stated doing so once in a term for every teacher while one (1) said after two weeks. It was also indicated by two (2) Head teachers that class teachers were monitored according to the programme made at a particular school and once in a month due to poor staffing levels and over enrolment.

One of them indicated that:

*Where do you find time when you as Head teacher you have a class to teach at the same time doing administrative work?*

As regards factors that limit teachers' use of individualized attention approach, the respondents gave a multiple of factors and common among them included; poor infrastructure where to conduct or provide individualized attention to learners and large class size for grade five classes. For example one Head teacher said:

*I know the difficulties our teachers go through; it is a miracle to attend to each child because of over populated classes with more than 78 grade 5 learners in one class. When I observe or monitor them I know they only pretend by calling some of the learners by name and going round. The truth is that they do not normally provide individualized attention to the learners.*

Another Head teacher added that;

*The Ministry of Education is to blame for upgrading some primary schools to secondary schools without constructing new ones to replace the upgraded ones. This has contributed to overcrowded classrooms in primary schools.*

Other factors included; lack of cooperation from parents when assigned to monitor their children for any work given to their children, teachers are overloaded with other duties like sports master and because of a lot of subjects on the time table per day.

Concerning possible ways through which individualized attention can be enhanced, the following were indicated: by preparing guided activities like home work, class exercise, by having a sizeable class of less than thirty (30) learners in each class, grouping learners according to their level, giving weekly tests, bringing in of debate and quiz, providing remedial work, allowing learners to be autonomous, providing and making available teaching and learning materials. Other possible ways included; administrators to support every effort teachers make in attending to individual learning needs of pupils, constructing more classrooms in schools so that enough rooms are provided for extra work and by improving on staffing levels.

#### 4.4 Findings from Lesson Observation Checklist

In order to obtain a picture of what was happening in a classroom situation, observations were done in eight (8) selected schools in the study. The following was observed as indicated in Table 10.

**Table 10: Results of Lesson Observations in 8 selected schools**

Activities	School																
	Yes								No								
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	
Provision of individualized attention to pupils						*			*	*	*	*	*			*	*
Pupils full participation throughout the lesson				*		*			*	*	*		*			*	*
Pupils involvement in group work				*		*			*	*	*					*	*
Classroom exercise and marking		*				*			*		*		*			*	*
Teacher-pupil relationship during lesson delivery	*					*			*	*			*			*	*
Assistance offered by the teacher to grade 5 pupils						*											
Immediate feedback to learners' requests		*				*			*	*	*					*	*
Suitable teaching/learning materials				*		*			*	*			*			*	*
Revision work with pupils during classroom lessons						*											
Classroom remedial work						*			*	*			*			*	*
Enough time given to pupils' response						*	*		*	*	*		*			*	*
Teachers' facilitation/guidance in all activities	*		*			*							*	*		*	*
Question and Answer	*					*	*		*	*	*	*	*			*	*
Lecture method/expository method	*	*	*	*	*		*	*									
Demonstration method	*			*	*	*	*	*									
One-to-one discussion with individual pupils		*				*			*	*		*				*	*
Cooperative method				*	*	*		*	*	*							
Other methods: Role play/games/story telling/tours						*			*		*	*	*				*

\* Represented a tick. 1 to 8 represents number of schools visited: Source Field work, 2015.

Table 10 above represents results in eight (8) schools where the research was done and 1, 2, 3, 4,5,6,7 and 8 represents numbers of schools visited. A\* represents a 'Yes' or 'No' tick in all the eight (8) schools on whether the activity was observed in the school. In all the eight (8) schools, demonstration and lecture or expository methods were widely utilised whereas, the question and answer methods were only employed by three (3) teachers out of the eight (8) teachers observed. Of the eight (8) lessons observed only one (1) teacher incorporated

individual attention to his pupils. This showed that most of the teachers were not providing individualized attention to grade 5 pupils.

#### **4.5 Summary**

This chapter presented the findings of the study in line with the findings. As regards to whether teachers incorporated the individualized attention approach in their lesson preparation and delivery in the classroom situation. It became evident that most of the respondents indicated that teachers did not incorporate individualized attention approach in their lesson preparation and delivery in the classroom.

On the extent to which learners were involved in the learning process, it was noted that; sometimes teachers called names of pupils to give answers, at times pupils were involved in group work which was not monitored effectively and class exercises were given but not marked in classroom for immediate feedback. Remedial work was rarely offered to pupils; sometimes revision work was conducted at the end of the lessons. At times, it was noted that learners were asked questions during lessons although targeted by few learners, role play was also conducted but few learners were involved and were not done on daily basis.

On the teaching methods, teachers used to address individual needs of learners in classrooms, the study found that teachers employed demonstration and lecture methods more than other methods. Other methods used on a small scale included; group work, question and answer, group discussion and peer tutoring.

## **CHAPTER FIVE**

### **DISCUSSION OF RESEARCH FINDINGS**

#### **5.0 Introduction**

This chapter discusses the findings of the study in line with the objectives which were to; determine whether teachers provide individual attention to learners in classrooms during lessons, ascertain the extent to which pupils are involved in the learning process in classrooms and assess the methods teachers use in addressing individual needs of learners in classroom.

#### **5.1 Whether teachers provided individualized attention to learners in classrooms**

The results regarding whether teachers provided or incorporated individualized attention approach in their lesson preparation and delivery in the classroom situation most of the respondents indicated that teachers did not incorporate individualized attention approach in their lesson preparation and delivery in the classroom. This was confirmed by the responses from the respondents which showed that 55 (76.4%) of the grade 5 pupils, 25 (78.1%) of teachers and 6 (75%) Head teachers indicated that teachers did not incorporate individualized attention approach in their lesson preparation and delivery whereas 17 (23.6%) of grade 5 pupils, 7 (21.9%) of the teachers and 2 (25%) Head teachers indicated that teachers provided or incorporated individualized attention approach in their lesson preparation and delivery. This is also confirmed from the lesson observations conducted in the eight (8) lessons where only one (1) teacher incorporated individual attention to his pupils.

This scenario explained that many teachers in primary schools did not provide or incorporate individual attention to learners during classroom lessons. The researcher felt that although there has been increased emphasis by educational officers on the provision of individual attention to all learners during classroom lessons, most of the teachers do not provide pupils with individual attention. This could be due to the limited time assigned per period, lack of suitable materials and overcrowded classrooms which occur as a result of over enrolment in schools.

The above findings are in line with Blatchford (2003) who indicated that giving individual attention to pupils in a large classroom the answer is not as simple. Obviously, the larger the class, the more difficult it is to provide individual attention to pupils. Similarly, Corcoran et al; (1988) found that overcrowding created taxing working conditions for teachers. Crowded classroom conditions not only make it difficult for pupils to concentrate on their lessons, but inevitably limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning or group work.

Additionally, Eric (2001) also found that a small classroom in a school allows each pupil to express his or her own individuality. Each and every pupil is encouraged to be their own unique selves, rather than being crammed into a single massive classroom. Schools help develop each child's unique talents by giving them the individual attention they deserve and the individually focused environment they need to flourish.

Such a scenario is also supported by Cahen et al; (1983) who revealed that every child has a different set of skills, with varying strengths and weaknesses. When children are all lumped into the same giant classroom, whether that is at a public or private school, their strengths

and weaknesses are not addressed. In every subject, pupils who are behind, end up confused and stagnant while pupils who are ahead end up bored and unchallenged. Individual attention in a small classroom addresses each child's strengths and weaknesses uniquely than that in crowded classrooms. This is also observed by Alex (2010) who found that when teachers were teaching in Japan, giving pupils individual attention was not really a problem as most people could study one to one or in small classes if they liked and therefore get as much individual attention as they wanted. This implies that individual attention can be better adhered to in small classes due to the fact that the number of learners is smaller than that of those in overcrowded classrooms.

Concerning how teachers could incorporate the individualized attention in classroom to address individual learner needs, the study revealed a number of ways through which teachers could provide individual attention to learners during lessons, common among them included: group discussion or cooperative learning, demonstration, revision works, remedial work, home work policy, role play, question and answer, giving of class exercise and marking individual learners' work, through probing questions and field trips.

Cooperative learning or group discussion could have been one of the ways through which teachers incorporated the individualized attention in classroom to address individual learner needs. However, the study found that most of the teachers did not use such due to overcrowded classes, lack of desks and chairs for pupils, limited time allocated for each subject and lack of teaching and learning material. Yet this is one of the best ways through which teachers can offer individual attention to learners, as confirmed by the findings of Blakely et al. (1991) who found that when learners worked in groups it was easy for the teacher to give instructions. In addition, this technique of teaching promotes a sense of

mutual responsibility among pupils. Similarly, Karger (2004) indicated that group discussion inculcates patience and develops an ability to critically analyse a subject. It gives an opportunity to pupils to solve the problem through discussion, motivates them to perform in a group, shows leadership skills and enhances the presentation capabilities as well.

Likewise the findings of this study support Lewis (2000) who discovered from his study conducted in Mulwaukee public school United States of America that 78% of the sampled teachers perceived that cooperative learning should be adopted in teaching large classes. This finding support Kolo and Ojo (2005) whose study in Nigeria revealed that learning becomes more effective when learners learn in a collective way. Okebukola (1986) in his study also discovered that allocating pupils to groups in large classes makes teaching and learning effective and less stressful.

Furthermore, Hopkins and Harris (2000) assert that cooperative or group work is considered highly helpful when used correctly. With cooperative learning pupils are put in groups to work together. They are usually not grouped by ability, but in a group of a variety of levels and tasks are given to accomplish together. Teachers monitor the groups carefully and ensure that all children stay on task and participate in the activities assigned. One of the strengths of this method is that the teacher can assign specific tasks to pupils of different ability levels. This statement is agreed by Ijaiya (1999) who established that teachers should encourage group learning through group work, debate, and quiz. It is probable that if utilized effectively group work or cooperative learning can be of help in terms of providing individual attention to learners during classroom lessons.

The findings of the present study also revealed that giving of class exercise, checking and marking individual learners' work was another way through which individualized attention by teachers could have been effectively provided to learners during lessons. However, the study found that three quarters of the teachers were not doing this during their lessons.

The findings of this study support that of Kolo and Ojo (2006) who in their study found that teachers perceived that exercises are not finished during the thirty minutes allocated for teaching making class work to be cumbersome to handle by one teacher, there is stress and boredom and fatigue in marking and class control.

It is important to understand that immediate response is important to both the teacher and the learner in the sense that the teacher will be aware of the areas where individual learners have not understood and where they may need individual attention. In addition, marking of learners' work also helps teachers to plan for individualized educational plan for the children in need of help. This was stressed by Shea and Bauer (1994) who described individualized attention as a special service provided to meet the needs of individual learners in a learning environment based on the conviction that individuals have different abilities.

Similarly, Dembo (1994) indicated that teachers should give individualized attention to learners who may not cope with the learning pace of other learners. Teachers are responsible to plan activities in such a way that learners could work effectively both in class and outside. In addition, it is the role of teachers to show acceptance to each child in their custody and recognize each child's uniqueness in order to facilitate positive attitude to learning in each learner. Teachers should understand that learners present different learning styles that require teachers' special attention if learners are to make greater progress in their academic

work. As Munsaka (2011) alludes individuals are unique. This further indicates that teachers who are the key agents and managers of classroom environments should have developed instruction styles tailored to address the individual learner abilities.

Based on the present study, another way through which teachers poorly demonstrated on the provision of individualized attention in classroom to address individual learner needs was through question and answer. It was found that most of the questions asked by teachers were targeted at the same pupils. Ordinarily, question and answer method is supposed to be one of the simplest and easiest way through which teachers could incorporate to provide individualized attention to learners during classroom because it caters for all learners even those who do not like raising up their hands. The teachers in this study could have easily pointed at the pupils randomly.

This mirrors the findings that of Lydon and McGraw (1973) who found that during classroom lessons questions were asked by the teacher with an intention to know what the pupil had learned from earlier discussions and helped in deciding what should have been taught further. Similarly, Cordon (2002) also points to the importance of teachers to take full responsibility by designing activities which would encourage pupils to ask questions, make positive contributions and observations. This in the end would encourage learners to work extra hard which may translate into good performance.

The study revealed that from the eight (8) schools visited only one (1) teacher managed to perform role playing with his class. By implication, teachers denied learners an opportunity to interact and develop self confidence. It is probable that role playing can be one of the direct ways of providing individual attention to learners because each and every learner has a

role to play in what the teacher wants them to do. And when it comes to feedback and correction it is there and then that learners are helped. In addition, role playing helps to solve some of the problems pupils encounter in their daily activities as confirmed by Joyce and Wells, (1996) who reported that role playing as a model of teaching has roots in both personal and social dimensions of education. It attempts to help individuals find personal meaning within their social worlds and to resolve personal dilemmas with the assistance of the social group. It allows individuals to work together in analyzing social situations and developing an agreed upon way of coping with these situations.

On its simplest level, role playing is a way to deal with problems through action; a problem is identified, acted out, and discussed. Some pupils can be role-players, others observers. The role playing process provides a live sample of human behaviour that allows pupils to: explore their feelings, gain insight into their attitudes, values, and perceptions, develop their problem solving skills and explore subject matter in varied ways.

The study also found that revision work, remedial work and home work were other ways through which a fraction of teachers incorporated individualized attention in classroom to address individual learner needs during lessons. The study revealed that most of the teachers could not manage to revise the work with their learners and those who managed to give home work could not mark pupils' work promptly. The study further found that those teachers, who managed to administer remedial work, only did it once in a term.

The researcher is of the view that revision work, remedial work and home work are important ways in the sense that they provide individual attention to learners. For instance, when home work is given, it is the responsibility of the teacher to mark the work and revise it with individual

learners. In addition, wherever a learner faces problems the teacher easily corrects them. However, due to the limited time and overcrowded classes, most teachers fail to provide individual attention to all learners during classroom lessons. These findings are in agreement with Pearson and Anderson (2012) who reported that some teachers spare enough time to revise the work and give feed back to pupils before proceeding to the next lesson. This action help teachers to either proceed or repeat the lesson if the pupils did not understand.

The research findings showed that the popular ways used by teachers in classroom was through lectures and teacher demonstration methods. However, findings from the observation showed that the method was not properly conducted because pupils were not given chance to practice whatever the teacher demonstrated on. Otherwise, if demonstration method was employed effectively in class, all learners could benefit immensely from such a method. This issue was alluded to by Blakely et al; (1991) whose findings revealed that demonstration enhances the pupils' understanding by practically applying the knowledge and sharpens their skills. Pupils are capable of identifying and organizing the subject matter in a more efficient way and practical experimentation is a very good method used for demonstrating the subject as it stimulates thinking and the formation of concepts and generalizations.

## **5.2 The extent to which pupils were involved in the learning process in classrooms**

Concerning the extent to which learners were involved in the learning process, the following were cited: sometimes teachers called names of few pupils (favourites) to give answers, at times pupils were involved in group work but not monitored effectively, class exercises were given but not marked in classroom for immediate feedback and remedial work was also

offered to pupils once in a term, revision work was done without pupil involvement as all the work teachers performed, questions were asked but targeted at few individuals and reading was done in unison. This was stressed by Federal Ministry of Education (2005), on its education status report in Nigeria, which revealed that in large classes, it was difficult by the teacher to engage in practical work, there was less concentration on the part of the pupils, teaching was teacher centred, the level of pupil participation was low, as most of the work was done by the teacher.

The present finding further established that group work was used in the learning process but it was not effectively or closely monitored. This was due to overcrowding classes and inadequate knowledge on how to handle learners who needed help. However, the scenario is different in smaller classes where teachers find it easy to provide individual attention to all learners during lessons. These findings agree with that of Galton and Hargreaves (1996), who found that in smaller classes teachers were provided with the opportunity to devote and spend much of their time to each pupil with regard to individual attention. Similarly, Obanya (1980) in his study found that class size in some way affects teacher-pupil interaction in a classroom. He stated that the smaller the class, the greater the opportunity for teacher-pupil interaction, especially through monitoring and feedback needed in the learning process.

The above finding agrees with MoE (2008) that associates large classes to teacher-centred methods, with learner participation in class reduced to listening and taking notes. In line with the above statement, Lemmer (1999) also added that in large classes teachers had no or limited time to attend to the needs of all learners in classes and this contributed to the poor

performance by learners. This implies that too large classes had a negative impact on the provision of individual attention.

The study found that sometimes question asked during classroom discussions were not tailored to individual learners. For some learners to be actively involved in the learning process in classrooms there is need to ask them questions and point at them to give a response. The questions which are not directed to individual learners such as; ‘who can give an example of a reptile?’ do not motivate learners. Good questions should be targeted at individual learners. However, some learners feel shy to give answers or ask questions in crowded classrooms. This is confirmed by Dungca (2011) who reported that, among other things pupils in his research said that it got too loud to concentrate and that it became intimidating to ask questions in such large or overcrowded classes. This is in line with what one of the pupils said that, *“I cannot ask any question where there are a lot of people even in class because I am too shy.”* It is also imperative to understand that though it was difficult to conduct individualized attention to learners in crowded classes, sometimes the use of questions helped teachers to provide individual needs to some of the individual learners. For instance, learners who actively participated in the lessons benefited from individualized attention services because when the response was wrong, corrections were made by their teachers immediately.

It was also found that sometimes teachers revised the work by demonstrating to pupils. Remedial work and home work policy also to some extent helped learners to get involved in the learning process in classrooms. The issue of revision, remedial and giving of home work is sometimes important in the sense that it can help teachers realize where learners are

lagging behind. This scenario can probably help the teacher to reinforce the learning process of the individual learners. This is in line with Kronowitz (2012) who postulated that each child has a different role in the classroom, and the teacher should recognize this and support it by encouraging each and every pupil to feel important. For example, revision work and giving of home work can sometimes be of help and is one way of providing individual attention to learners in need of assistance. This in turn can motivate learners.

Similarly, Pearson and Anderson (2012) in their research at American School Boca Delray campus, reported that to make learners feel that they are considered in terms of individual attention, some teachers spare time after classroom lessons to help slow learners by administering them with revision and some remedial work. Such a scenario is also in line with Graue et al; (2007) who reported that children learn best when they are active participants in the learning process rather than passive recipients of information. For example, the study found that the few children provided with one to one remedial work and reading to the class seemed to be active and had more interest in school than those who were not involved. This shows that the role of the teacher is to facilitate learning through activities which help children to practice necessary skills in the subject area.

Consistent with the above findings, Jepsen and Rivkin (2002) also stated that it is important to note that individual attention can still be conducted to learners who are lagging behind no matter how large classes may be. Some of the pupils can sometimes be helped during lessons whereas others after classes anytime when the teacher feels like helping them. Nolasco and Arthur (1988) in their research 'Large classes' conducted in London, also suggested coping strategy skills in large class which include; establishing some formality in class activities right from the beginning of the lesson. This could be in form of class routines and

conventions that would keep learners busy as soon as the lesson starts. However the researcher is of the view that this can be implemented even in our education system. For example, some learners can be assisted by teachers after lessons. This can only be achieved if teachers follow the eight (8) hours policy which has been introduced in Government schools. The essence of individual attention is to help learners acquire knowledge they may need in order for them to live an independent life.

The findings further revealed that most of the individual pupils were not involved in class activities such as reading to the whole class. The reason could be that teachers had a lot of things to do and had little time to spare after classes as they were required to prepare lesson plans in all the subjects for the next day. Therefore, during this little spare time they could not effectively meet all the learners' educational needs. These findings mirror that of Dungca (2011) who revealed that though some teachers managed to meet some individual learners in their own spare time; learner-teacher interaction was severely impaired because teachers had no capacity to effectively meet all the learners' needs.

The present study also revealed that sometimes teachers called the names of pupils to give answers. It is a well known fact that some of the pupils whether they know the answer or not do not respond to teacher's questions unless their names are mentioned or pointed at. Therefore, to incorporate such learners during lessons there is need to involve them by calling their names. In this way their individual needs can be achieved. This is affirmed by Jepsen and Rivkin (2002) who reported that it is important to understand that some learners never give answers to the questions asked by their teacher, unless the teacher points at them randomly.

As regards to how often teachers administered remedial work to meet the individual needs of learners; all the respondents indicated that teachers administered remedial work at least once in a term to each pupil. However, this was not enough; the researcher is of the view that teachers were supposed to administered remedial work to each pupil at least twice in a week. This could have been one way of providing individual attention to learners and in the end enhance performance.

On whether lesson plans, records and schemes of work reflected the involvement of learners, all the eight (8) Head teachers indicated that it is always reflected individual attention strategies. The study further established that three quarters of teachers did not use expressive behaviour like high eye contacts with pupils, movements during lesson presentation, high sense of humour and good voice, to encourage pupil participation during lesson delivery. Perry et al; (1979) revealed that expressive behaviour's dimension is physical movements in the class which includes; good voice inflection, high eye contact with the pupils and high sense of humour by the teacher. If these expressive behaviours were well used in class during lesson delivery, pupils could have actively participated in class and that could have resulted in motivating them to concentrate more during lessons.

As regards whether teachers worked hand in hand with parents in the learning process of learners, all the participants agreed that they worked hand in hand with parents in the learning process of learners. However, the study revealed that not all the parents responded each time they were called upon on affairs relating to the education of their child. Arikewuyo (2005) in his study in Nigeria, reminded communities and parents not to fold

arms as the education system deteriorated. Therefore, the researcher felt that if all parents supported the efforts of teachers, the provision of individualized attention could be possible.

Concerning on how Head teachers and teachers worked hand in hand with parents in the learning process of learners, the following were cited: parents were called during Parents Teachers Association (PTA) meetings, open days and when pupils lagged behind in academic work. Sometimes teachers and parents met to discuss issues related to the pupils' performance in class. Some parents were called to attend lessons and observe how their children participated during classroom activities.

### **5.3 Methods teachers used in addressing individual needs of learners in classroom**

As regard teaching methods teachers used to address individual needs of learners in classrooms; most of the respondents cited two traditional types of teaching methods namely: lecture method and demonstration method.

The study revealed that lecture method was the most used among all the methods in classrooms during lessons. It is a traditional type of teaching method which was found simple and easy to be used in crowded classrooms by teachers for it required no use of teaching/learning resources. There was evidence from the findings that teachers used this type of teaching method without using any kind of teaching/learning aids. One may ask how individual attention can be met when learners are not fully involved in the learning process. This is consistent with Powell and Nelson (1997), who reported that lecturing is the most common method of instruction and process of teaching by giving spoken explanations of the subject that is to be imparted in the learners. It was observed that many teachers used this

method almost exclusively as it is considered the simplest and cannot require a lot of material to be used.

However, it must be pointed out that the use of lecture method alone cannot address all individual needs of learners during classroom lessons. For lecture method to work effectively there is need to incorporate other teaching methods such as question and answer, role play, group work or cooperative teaching, one-to-one discussion and storytelling.

The above sentiments are supported by the views of Cowie and Wallace (2000) who assert that lecture method can be clubbed with the modeling process to be more helpful and to have a long-lasting effect on school going children. Lecture method can also work well if used with other teaching methods such as demonstration and question and answer methods.

This scenario was not healthy for Zambia if the dreams of quality provision of education in terms of individualized attention services were to be achieved. It therefore calls for the immediate attention of the Ministry of Education Science, Vocational Training and Early Education (MESVTEE) to ensure that the rightful teaching methods are utilised. This may in the final analysis help all pupils in primary schools receive individual attention from their teachers.

As regards demonstration method, the study found that this type of method was also found to be one of the simplest forms of teaching methods used by teachers in addressing individual needs of learners in classroom during lessons. Most pupils and teachers indicated that demonstration method was used to address pupil's needs during lessons. Equally almost all the Head teachers also indicated that teachers used demonstration method to address pupils' individual needs during classroom lessons. These findings are similar to what was found

during class observation lessons in all the eight (8) primary schools where all the teachers observed employed demonstration method to address individual needs of learners in classrooms during lessons. This kind of teaching method also provides connections between facts and real-world applications of the facts. In addition, though some respondents indicated other methods of teaching, demonstration and lecture methods seemed to be used by most of the teachers during lessons.

The above finding is in line with Quist (2000) who reported that demonstration method helps to raise interest of learners and reinforce memory retention because they provide connections between facts and real-world applications of those facts. It is important to note that with the help of demonstrative teaching, pupils get an opportunity to explore the various aspects and understand the theory from a different perspective. This could be due to its flexibility in nature where a teacher can demonstrate in his or her own way and then allow learners to demonstrate in a similar manner. The importance thing is to follow the steps for the demonstration. The simplicity and flexibility of this traditional type of teaching method probably attract teachers to use it since; it may not need the use of a lot of materials. However, the disadvantage of demonstration method is that, some learners may not benefit from the lesson. This is due to crowded classes and not all learners are involved in some classroom activities which may require demonstration method.

Although teachers used demonstration method, the researcher felt that it was not effectively used due to the limited time given to the lesson periods on the time table. In addition demonstration method was discovered to be time consuming as teachers had other subjects to teach. The researcher concludes that this was the reason why most of the teachers could not manage to provide individual attention to individual learners during classroom lessons.

Davis and Hopwood (2002) equally made similar claims that demonstration is based on the scientific method and can be used for virtually all subjects though it consumes a lot of time, energy and planning but is often very beneficial. Pupils' practical problem solving and critical thinking skills are observed to arrive at a conclusion. The method is purely pupil-centred and pupil-directed and can be modified at any level, reaching all the pupils. Teachers generally need to start by demonstrating the process to the children, for example, a science teacher may teach an idea by performing an experiment for pupils.

The researcher also felt that though most of the teachers confined themselves to traditional methods of teaching which are lecture and demonstration; they did not manage to provide individualized attention services to all pupils in classroom during lessons due to large classes as well as inadequate and suitable materials to be used during classroom lessons.

This scenario made most of the teachers fail to provide individualized attention to pupils during classroom lessons.

### **5.3.1 Factors which limit teachers' use of individualized attention approach**

Concerning factors that limit teachers' use of individualized attention approach, the following were the common factors cited by the respondents: limited time, poor infrastructure, inadequate teaching/learning materials and overcrowded classrooms.

The study also found that time allocation for each lesson or period was found to limit teachers' use of individualized attention approach. This was found to be true because each and every subject for each particular day has to be taught and it should be followed according to how they appear on the class timetable. Time factor makes it difficult to administer individual attention to learners during lessons and the only way is to spare some

time after classes. This is in line with Pearson and Anderson (2012) who indicated that in crowded classrooms, it is time consuming to pay much attention or give help to slow learners during classes due to the fact that there are other subjects to be covered for each and every day.

Poor infrastructure was also one of the factors that affected the provision of individual attention to learners during lessons. This finding is consistent with studies by Rivera-Batiz and Marti (1995) who revealed that many school systems, particularly those in urban and high-poverty areas, are plagued by decaying buildings that threaten the health, safety, and learning opportunities of pupils. This implies that some schools have decaying buildings such that they may be a threat to the pupils and teachers for them to conduct lessons during rainy seasons. It is therefore, important to ensure that schools are provided with good infrastructure.

Inadequate teaching/learning materials were also found as a limit to teachers' use of individualized attention approach in classroom during lessons. Individualized attention approach also requires teaching/learning materials if the individual needs of learners are to be achieved. It is important to understand that teaching/learning resources help the teacher to explain where his or her effort has failed. Therefore, without teaching/learning resources, most of the learners may not be provided with individual attention. These findings are similar to Pearson and Anderson (2012) who reported that teaching without teaching/learning aids may hinder learners' understanding of concepts. It is for this obvious reason that teachers should ensure that suitable teaching materials are available if they are to make pupils understand the concepts put forward to them. The effective use of learning and

teaching aids is important in making the pupils' learning experience enjoyable, interactive, and meaningful.

The findings further revealed that overcrowded classroom affected teachers' use of individualized attention approach during classroom lessons. The researcher felt that overcrowded classes hinder the provision of individual attention to learners due to the fact that it is very difficult to help all the learners during lessons. It also becomes difficult to provide each and every child with teaching/learning aids. This finding is consistent with MoE (2003) which acknowledges that overcrowded classrooms normally lead to inadequate teaching/learning resources to match the number of pupils in classes, meaning that the pupil-text book ratio becomes high. This is a challenge to teachers when it comes to give individual attention to each learner because teaching/learning materials are essential in the implementation of this kind of approach. Besides that, teachers fail to handle all the needs of learners due to large number of pupils in a class. For example, a class of more than seventy eight (78) pupils is difficult for learners to be handled by a single teacher.

Consistent with the above findings, Kaulule (2006) reported that in an overcrowded classroom, teacher-pupil interaction may be challenging. Teachers may not fully interact with all the individual pupils and as a result, the teacher may not come to understand each pupil's ability. As revealed in the present study, the researcher felt that teachers in large classes find it difficult to provide individual attention to all needy pupils during the teaching-learning process. Consequently, many learners as discovered during lesson observations resort to noise making, absenteeism, cheating in any work given because they cannot be noticed by their teacher.

The above findings agree with Hayes (1997) who asserts that in large classes there is the possibility of pupils copying or cheating and other common experiences cited were; pupils' negative attitude to learning, discipline problems, noise making and lack of opportunity for developing individuals' communicative skills. In view of the above findings, the researcher is of the view that pupils who benefits from teachers in large classes, can only be those who like asking teachers where they did not understand during lessons.

The other factor mentioned was workloads for teachers. This is also supported by Corcoran et al; (1988) who found that heavy teacher workloads created stressful working conditions for teachers and led to higher teacher absenteeism. Overcrowding classes also result into inadequate teaching/learning resources to cater for the number of pupils in a given class. This was also affirmed by Grubb (2013), who reported that overcrowded classrooms were extremely difficult to handle and application of individualized approaches tends to be very problematic. Problems range from among other things, difficulty in individually attending to learners' needs in the classroom, providing feedback, assessment, discipline related problems and so on.

#### **5.4 Summary**

This chapter has discussed the findings of the study based on the objectives. It started by discussing whether teachers provided or incorporated individualized attention to learners in the classroom during lessons. The study revealed that most of the respondents indicated that teachers did not provide individualized attention to learners in the classroom during lessons.

On the extent to which learners were involved in the learning process, the following were cited; teachers targeted the same pupils whose names were called, cooperative learning or

group work were conducted but not monitored effectively, class exercises were given but not marked in classroom for immediate feedback. The remedial work was only offered to few pupils; sometimes revision work was conducted in a hurry at the end of the lesson and all the work was done by the teachers. Questions asked during discussion were not tailored to individual learners' needs, very few individuals were involved to read to the whole class as the majority were involved in unison reading and role play was also conducted with few learners in participation.

As regards methods teachers used to address individual needs of learners in classrooms, the study found that teachers were confined to traditional teaching methods which included: lecture or expository and demonstration methods.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.0 Overview**

This chapter presents the conclusion and recommendations emanating from the findings and discussion of the study. The objectives were to; determine whether teachers provided individual attention to learners in classrooms during lessons, ascertain the extent to which pupils were involved in the learning process in classrooms and assess the methods teachers used in addressing individual needs of learners in classroom.

#### **6.1 Conclusion**

Concerning the extent to which teachers involved learners in the learning process in classrooms, the findings revealed the following: teachers called same names of learners to give answers, involved learners in group work which was not closely monitored and class exercise was sometimes given but not marked in class for immediate feedback to learners. It was further noticed that teachers requested some of the individual learners to read to the whole class while the majority of the class read in unison, questions asked during the lesson discussion were not tailored to individual learners and sometimes teachers revised the work by demonstrating to the pupils. Remedial work was also given to few pupils.

As regards methods teachers used to address individual needs of learners in classrooms, the study found that teachers were confined to teacher centred methods which were lecture and demonstration methods.

When participants were asked why they inclined to traditional methods, the following responses emerged; overcrowded classrooms, poor staffing level, time factor, inadequate teaching and learning materials and inadequate infrastructure.

Based on the findings, the study concludes that most of the respondents indicated that teachers did not provide learners with individualized attention in classrooms during lessons.

## **6.2 Recommendations**

Based on the study findings, the following recommendations are made:

1. MESVTEE through colleges of education and universities should sensitise teachers on the importance of individualized attention to learners so that appropriate support is provided to learners to enhance high participation in class.
2. MESVTEE should actively implement continuous professional development (CPD) programmes in primary schools so as to help in sharpening teachers' teaching skills which in turn would improve learners' academic performance.
3. MESTVTEE through Standards Officers and School administrators should ensure that teachers are monitored on the application of individualized attention to learners so that participation is enhanced in the learning situation.
4. Government should build more primary schools to overcome the challenge of overcrowding in schools.

### **6.3 Suggestions for Further Research**

The study focused on application of individualized attention by teachers to grade 5 learners in classrooms in selected primary schools in Mpongwe district in the Copper belt Province, Zambia. The study ought to be seen as a preliminary effort in this study area. Therefore, there is need for further research which would focus on specific issues such as:

1. A comparative study on the provision of individualized attention between Trust schools or private schools and Government run schools.
2. The Impact of individualized attention on the education of pupils with specific learning difficulties in primary schools.
3. The importance of individualized attention on pupils with special education needs in primary schools.

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## APPENDICES

### Appendix i:

#### Consent form

I am a registered postgraduate student in the Department of Educational Psychology, Sociology and Special Education at the University of Zambia. I am conducting a research on the **Application of individualized attention by teachers to grade 5 learners in classrooms in selected primary schools in Mpongwe district**. I need to collect information from both teachers and pupils on the subject. The office of the Provincial Education officer and the office of the District Education Board Secretary are all aware of this study.

Be assured that the information you are going to provide will be kept confidentially. If you are willing to participate in this study, please sign your name in the space provided below. Should you feel at any point that you cannot proceed, you are free to withdraw from the study.

#### Participant

Name ..... Signature.....

Date..... Place.....

#### Researcher

Name..... Signature.....

Date..... Place.....

Thank you for accepting to participate in the study.

# QUESTIONNAIRE FOR TEACHERS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL  
EDUCATION

QUESTIONNAIRE FOR TEACHERS ON APPLICATION OF INDIVIDUALIZED  
ATTENTION BY TEACHERS TO GRADE 5 LEARNERS IN CLASSROOMS IN  
SELECTED PRIMARY SCHOOLS IN MPONGWE DISTRICT.

I am a student at the University of Zambia, in the Department of Educational Psychology, Sociology and Special Education at the University of Zambia, conducting a research on the above subject. Kindly spare a few minutes to answer this questionnaire. The information you are going to provide is purely for research purposes and will be used as such. **You are advised not to write your name on the questionnaire.** Your cooperation will be greatly appreciated.

**Instruction: Tick (√) or write in the space provided**

NAME OF SCHOOL:

DISTRICT:

LOCATION: RURAL  URBAN

**SECTION A: PERSONAL DETAILS**

1. Gender
  - (a) Male
  - (b) Female
2. How long have you served as a teacher?
  - 5years  6-10year
  - 11-15years  Above 20 years
3. Highest level of professional qualification
  - (a) Certificate
  - (b) Diploma
  - (c) Degree
  - (d) Master's degree

**SECTION B: TEACHERS' APPLICATION OF INDIVIDUALIZED ATTENTION TO LEARNERS IN CLASSROOM DURING LESSONS.**

4. In your opinion what does the concept of individualized attention mean?  
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5. Do you think teachers incorporate the individualized attention approach in their lesson preparation and delivery?
- (a) Yes [ ]
- (b) No [ ]
6. If the answer to question 5 is 'yes', how do teachers incorporate the individualized attention in classroom to address individual learner needs?

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7. If your response was 'no', to question 5, give an explanation to why teachers do not incorporate individualized attention in classroom to address individual learner needs.

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**SECTION C: THE EXTENT TO WHICH LEARNERS ARE INVOLVED IN THE LEARNING PROCESS IN CLASSROOMS?**

8. To what extent are pupils involved in the learning process in classroom?

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9. Do pupils in classroom need individualized attention?

Agree [  ]    Disagree [  ]    Strongly Agree [  ]    Strongly Disagree [  ]

10. If the answer to question 9 is 'agree' or 'strongly agree', give an explanation to support your response.

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11. If your response in question 9, is 'disagree' or 'strongly disagree', give reasons to support your answer.

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12. Are pupils actively involved in the learning process in classrooms?

Yes [  ]

No [  ]

13. If the answer to question 12 is 'yes' how are the learners involved in the teaching process?

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14. If the response to question 12 is 'no', what causes learners not to be involved in learning process?

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15. In which way can teachers use expressive behaviour in class to enhance learner participation?

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16. How often do you administer remedial work to pupils in your class?

Every day [ ] once in a week [ ] Once in a month [ ]  
Once in a term [ ] when need arises [ ]

17. Do teachers work hand in hand with parents in the learning process of learners?

Yes [ ]  
No [ ]

18. If the answer in question 17 is 'yes' how do teachers work together with parents of learners?

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**SECTION D: METHODS TEACHERS USE IN ADDRESSING INDIVIDUAL NEEDS OF LEARNERS IN CLASSROOM.**

19. What methods do teachers use in addressing individual needs of learners in classroom?

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20. What teaching methods can best suit to be used in large classes?

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21. How often are you monitored in the use of individualized attention approach?

Once in a week [    ]

Once in a month [    ]

Once in a term [    ]

When need arises [    ]

22. In which way does individualized attention improve learner performance in classroom?

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23. Suggest possible factors that limit teachers' use of individualized attention approach.

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24. How can individualize attention be enhanced?

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*Thank you for your cooperation.*

**Appendix: ii**

**FOCUS GROUP DISCUSSION FOR PUPILS ON APPLICATION OF INDIVIDUALIZED ATTENTION BY TEACHERS TO GRADE 5 LEARNERS IN CLASSROOMS**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION

**A. Teachers' application of individualized attention to learners in classroom**

1. Do teachers incorporate individualized attention approach in their lesson preparation and delivery in the classroom situation?
2. If the answer to question 1 is 'yes' how do teachers incorporate individualized attention?
3. If the answer is 'no' to question 1, what prevents teachers not to incorporate individualized attention during lesson delivery?
4. How do teachers apply individual attention during lessons?

**B. The extent to which learners are involved in the learning process in classrooms**

5. To what extent are you involved in the learning process in classroom?
6. Do you need individualized attention in the classroom? Give a reason to your answer.
7. Are you actively involved in the learning process in classroom?
8. How are you involved in the learning process?
9. How often does your teacher work with you individually?
10. If you are not attended to individually, what could be the contributing factors to this?
11. In which way do teachers use expressive behaviour during lessons?
12. How do teachers involve your parents in your learning?

**C. Methods teachers use in addressing individual needs of learners in classroom.**

13. What methods do teachers use in addressing your individual needs during lessons?
14. Suggest possible ways through which teachers may help you during lessons.
15. What are some of the factors that limit teacher's conduct of individualized attention?
16. Suggest possible ways through which teachers may help you during lessons.

**Appendix: iii**

**INTERVIEW GUIDE FOR HEAD TEACHERS**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL  
EDUCATION

**A. Teachers' application of individualized attention to learners in class**

1. Do you understand the concept of individualized attention?
2. How would you define individualized attention as a teaching technique?
3. Do you think teachers incorporate the individualized attention approach in their lesson preparation and delivery?
4. If the answer to question 3 is 'yes', how do teachers incorporate the individualized attention in classroom to address individual learner needs?
5. If the response is 'no' to question 3, what prevents teachers not to incorporate individualized attention in classrooms?

**B. The extent to which learners are involved in the learning process?**

6. To what extent are pupils involved in the learning process?
7. Do pupils in class need individualized attention?
8. Give an explanation to your response in question 7 above.
9. How often do teachers administer remedial work to individual learners?
10. Do lesson plans, records and schemes of work reflect the involvement of learners?
11. In which way can teachers use expressive behaviour to encourage pupil participation in class?
12. How are parents involved in the learning of their children?

**C. Methods teachers use in addressing individual needs of learners in classroom.**

13. What methods do teachers use in addressing individual needs of learners during lessons?
14. What teaching methods can best suit to be used in large classes?
15. How often are teachers monitored in the use of individualized attention approach?
16. Do you consider the aspect of individualized attention in the monitoring of teachers' lessons?
17. What are some of the factors that limit teachers' use of individualized attention approach?
18. Suggest possible ways through which teachers may enhance individualized attention.

**Thank you for your cooperation.**

**APPENDIX: iv**

**OBSERVATION SCHEDULE**

This observation schedule is intended to collect data on Application of Individualized Attention by Teachers to Grade 5 Learners in Selected Primary Schools in Mpongwe district, Zambia. The study is purely academic hence, confidentiality is assured.

The researcher to tick (√).

1. Study site: .....
2. Provision of individualized attention to pupils? Yes [ ] No [ ]
3. Pupils full participation throughout the lesson Yes [ ] No [ ]
4. Pupils involvement in group work Yes [ ] No [ ]
5. Classroom exercise and marking Yes [ ] No [ ]
6. Teacher - pupil relationship during lesson delivery Yes [ ] No [ ]
7. Assistance offered by the teacher to grade 5 pupils Yes [ ] No [ ]
8. Immediate feedback to learners' requests Yes [ ] No [ ]
9. Suitable teaching/learning materials Yes [ ] No [ ]
10. Revision work with pupils during classroom lesson Yes [ ] No [ ]
11. Classroom remedial work during lessons Yes [ ] No [ ]
12. Enough time given to pupils' response Yes [ ] No [ ]
13. Teachers' facilitation/guidance in all activities Yes [ ] No [ ]
14. Question and Answer method Yes [ ] No [ ]
15. Lecture method/expository method Yes [ ] No [ ]
16. Demonstration method Yes [ ] No [ ]
17. One-to-one discussion with individual pupils Yes [ ] No [ ]
18. Cooperative method Yes [ ] No [ ]
19. Other methods: Role play/games/education tours/story telling Yes [ ] No [ ]
21. Movement made by teacher during lesson delivery Yes [ ] No [ ]
22. Teacher eye contact with pupils during lesson delivery Yes [ ] No [ ]