Gagne's Nine Events of Instruction in Teaching-Learning Transaction: Evaluation of Teachers by High School Students in Musoma- Tanzania

Baraka Manjale Ngussa
Ag. Extension Director, University of Arusha, Musoma Centre
P.O. Box 601 Musoma, Tanzania
Email: ngussathe5th@yahoo.com mob +255753889912

Abstract
Not much has been researched on application of Gagne's Nine Events of Instruction in the teaching-learning transaction. This study evaluated Secondary School teachers' application of the events in classroom sessions. The study was guided by Gagne's theory of instruction which stipulates that instruction must take into account the whole set of external factors, with nine important events of instruction. A closed-ended, four-likert scale questionnaire was the major source of data collection. Population of the study was 392 Form Six students in Musoma municipality from whom a sample of 67 with a wide range of characteristics filled the questionnaire. Cronbach Alfa of .897 was obtained which signifies that the questionnaire items were highly reliable. Descriptive statistics, t-test and Analysis of Variance (ANOVA) analyzed research question and tested subsequent null hypotheses. Students perceived their teachers to be using events of instruction in teaching-learning transaction in a moderate scale in that, none of student groups strongly agreed that their teachers make use of the nine events of instruction; none of the events was rated higher than 3.49 out of 4.00 mean score. The study also established that the higher the age group and the academic performance level, the higher the perception of students on teachers' application of nine events of instruction. The researcher therefore recommends that secondary school teachers in Musoma Municipality should increase the rate of applying nine events of instruction in teaching-learning transaction and maximize the rate of using individual difference principles by mixing students of different demographic characteristics in order to increase learners' academic performance. Further studies should be conducted on the use of Gagne events of instruction with a wider population.

Key words: Gagne' Events of Instruction, teaching-learning transaction, teachers, learners, individual differences.

1. Introduction

Evaluation is an act of paramount importance in the teaching-learning transaction. As Farrant (1999, p. 206) maintains, "No period of practical teaching is complete without some form of evaluation." While one of major tasks of teachers is to evaluate students, students can, in turn, play a big role in the teaching-learning evaluation process. Of all education stakeholders (such as students, teachers, educational administrators and others), students can be the best tellers of teachers' performance, for no teaching session can take place in the absence of the learners. Students know the methodologies, the strategies and approaches used by teachers in teaching-learning transaction since they are immediate recipients of what is done by the teachers in classroom sessions.

Robert Gagne is among outstanding writers, thinkers and creative figures in the area of instructional design and the field of instructional technology at large (Reiser and Dempsey (2007), Joyce and Weil (1996), Glatthorn, Boschee and Whitehead (2009) and Gagne, Wager, Golas and Keller (2005). This is particularly indicated in the work of Reiser, et al (2007, p. 26), who have it that "another important event in the history of instructional design occurred in 1965 with the publication of *The Conditions of Learning* by Robert Gagne *who* described five domains or types of learning outcomes *that* require different set of instructions to promote learning." Joyce and Weil (1996, p. 367) consider Gagne to have produced a careful analysis of the important variables in learning and how to organize instruction to take these variables into account. Glatthorn, Boschee and Whitehead (2009, p. 80) regard Gagne among "conceptual empiricists who derive their research methodologies from the physical science in attempting to produce generalizations that will enable educators to control and predict what happens in schools." This study investigated the use of Gagne's Nine Events of Instruction in Teaching-Learning Transaction as perceived by High School Students in Musoma- Tanzania.

Musoma is the central administrative town for Mara Region where most of high schools in the region are located. It is a town that has mixed types of high schools in terms of public-private ownership and areas of specialization. Musoma has a total number of six high schools, three of which (Songe Girls, Mara and Musoma Technical) are public and three (Mwembeni, Makoko Seminary and Bukanga JW) are private. Performance in Advanced Certificate of Secondary Education Examination (ACSEE) in Tanzanian High Schools is divided into five categories: Division 1 which is the highest followed by Division II, Division III, Division IV and Fail. ACSEE performance in the year 2013 was not satisfactory in Musoma High Schools. Of 571 students who sat for the examination, none was in Division I while only 8.06% were in Division II and majority (87.91%) were in Division III and IV and 4.03% of students failed. While many factors can be possible causes for the problem, teaching as a factor cannot be ignored. This kind of situation, therefore, is an alarm that calls for critical analysis of modalities used by teachers in the transfer of knowledge through the teaching-learning transaction. It is because of this reason that this study was deemed necessary.

1.1.Problem of the Study

Not much has been researched on application of Gagne's Events of Instruction in the actual teaching-learning transaction. A few related studies such as that of Ahmed (2011) concentrated on investigating the role of Gagne's events of instruction in the teaching learning process. While there are many variables that contribute to effective learning and consequently good performance of the learners, teaching as a factor cannot be ignored. Although it is true that students can learn in the absence of the teacher, it is also true that the presence of effective teaching helps students to learn faster and better than they would in the absence of the teacher (Vargas 1997 in Bull and Solity 1992). Thus as held by Lardizabel, Buston, Bucu, and Tangco (1991) and Smaldino, Lowther, and Russel (2008), teachers are important facilitators of learning. Lardizabel et al (1991) consider learning as the core of the teaching-learning process in that what students learn depends on what the teachers do. Therefore, teachers as facilitators of learning need to provide proper conditions for effective learning. They need to employ effective strategies in teaching in order to maximize learning and yield best performance of the learners. This study evaluated Secondary School teachers' application of the events in classroom sessions.

1.2 Research Questions

The study attempted to answer the following research questions:

1. What are demographic characteristics of High school learners in Musoma Municipality?
2. What is priority order of events of instruction used by High School Teachers in Musoma Municipality as perceived by students?
3. Is there significant difference in the perception of High School students in Musoma Municipality categorized according to academic performance, age, gender, type of school, and area of specialization on teachers' application of Gagne's Nine Events of Instruction in the teaching and learning transaction?

1.3 Hypothesis of the Study

The study will test one null hypothesis namely:

Ho: There significant difference in the perception of High School students in Musoma Municipality categorized according to academic performance, age, gender, type of school, and area of specialization on teachers' application of Gagne's Nine Events of Instruction in the teaching and learning transaction.

1.4 Significance of the Study

This study is of great significance in that findings will help high school teachers in Musoma Municipality and Tanzania at large to improve areas of weakness in their teaching practices.

1.5 Scope of the Study

While there are many variables that can determine effective teaching, this study was content-wise limited to Gagne's Nine Events of Instruction among six High Schools in Musoma Municipality namely Makoko Secondary School, J. W Bukanga Secondary School, Mwembeni Secondary School, Musoma Secondary School, Songe Secondary School and Mara Secondary School.

2. Review of Related Literature

This study was guided by Gagne's theory of instruction. Gagne stands taller among prominent curriculum designers and theorists. Unlike traditional curriculum pioneers such as Tyler, Taba and Bloom in Henson (2010), Ornstein and Hunkins (2009) and Glatthorn, Foyd and Whitehead (2009), who came up with models that emphasize on external factors that facilitate learning, Gagne (1985) in Gagne, et al (2005, p. 7) contended that instruction must take into account the whole set of external factors such as environment, resources and management of learning activities which interact with internal conditions such as state of mind that the learner brings to the learning task, previously learned capabilities, and personal goals of the individual learner. Gagne's internal factors that other instructional designers did not consider are highly important set of factors that can affect academic performance of learners in one way or another.

This is indicated by Reiser et al (2007, p. 26) who comment: "Gagne's description of the various types of learning outcomes and the events of instruction remain cornerstones of instructional design practices. In his research, Gagne stipulated that instruction may be conceived as a deliberately arranged set of external events designed to support internal learning processes. Gagne "described which instructional events were particularly crucial for which type of outcome, and discussed circumstances under which particular events could be excluded" (Ibid.). This implies that the events of instruction are not sequential and must not be followed in order of appearing but teachers may use them in a particular point and time, depending on classroom setting, nature of the topic, nature of the learners and many other variables that differentiate learning situations. Gagne's events of instruction involve nine activities namely Gaining attention, informing the learner of the

objective, stimulating recall of prior learning, presenting the stimulus, providing learning guidance, eliciting performance, providing feedback, assessing performance and enhancing retention and transfer (Hanson and Asante, 2014; Ahmed, 2011; Gagne, et al 2005; Reiser and Dempsey, 2007; Joyce and Weil, 1996 & Tuckman and Monetti (2011). The Nine Events of Instruction are further elaborated in the light of existing theoretical framework:

2.1 Gaining Attention

Attention is defined by Slavin (2009 p. 160,) as "active focus on certain stimuli to the exclusion of others." Learner's attention in the teaching/ learning transaction is very important ingredient for effective learning, yet it is a limited resource. In order for effective learning to take place, students must give up actively attending to other stimuli, shifting their priorities so that other stimuli are screened out. Some basic ways of commanding attention of the learners include the use of novelty as is often done with animation, a demonstration or some unexpected events (Gagne, et al, 2005). Slavin (2009, p. 160 suggests that additional ways to gain students attention in class include usage of cues that indicate "this is important" by raising or lowering voice to signal that critical information is about to be imparted, application of gestures, repetition and body position, introducing lesson with demonstration in order to engage students' curiosity and informing the learners that what follows is important.

2.2 Informing the learner of the objective

Objectives tell students what final performance is expected, a state which provides expectancy and curiosity among the learners. Gagne et al (2005, p. 196) has it that "presenting students with learning objectives communicates an expectation of the knowledge and/ or skills they are expected to perform." It also argued that "students cannot tell when they have accomplished a learning task and experience the satisfaction of that accomplishment unless they know what final performance is expected of them" (Slavin, 2011, p. 481). Therefore, this calls upon teachers in the instructional processes to clearly state specific objectives that their learners are intended to meet.

2.3 Stimulating recall of prior learning

Prior learning is the fundamental pillar of the idea of "from known to unknown." Tuckman and Monetti (2011, p. 481) contend that "it is the old information and the new information combined that enables an attentive, expectant student to achieve mastery of a task." Slavin (2011, p. 481) maintains that "new learning invariably builds on prior learning" and maintains that the success of new learning will depend on three factors: whether the necessary prior learning has already taken place, the student knows what prior learning to try to remember and apply and that the student can remember the necessary prior learning.

2.4 Presenting the stimulus

Stimulus (stimuli in plural) is an environmental condition that activates the senses. The senses of the learners must be activated for effective learning to take place (Slavin, 2009, p. 129). It is "an activity or information that presents the content of what has to be learned" (Reiser et al. 2007, p. 41). In an attempt to present the stimulus, "the teacher must determine what new stimulus information is required by an objective and how to present that new stimulus information so that students can perceive and retain it (Tuckman and Monetti, 2011, p. 481).

2.5 Providing learning guidance

Guidance is an important practice that affects students' life and particularly their academic performance. Nyaga, Oundo and Kamoyo (2014) argue that guidance and counselling services contribute to better growth of students' academic competence. They call for educational institutions to strengthen these services for holistic development of students and provide adequate physical and human resources that are crucial in promoting the provision of guidance and counselling services. Furthermore, they argue that employment of adequate numbers of professionally well-trained persons for guidance and counselling is of prime importance if guidance and counselling services need to excel in schools. Tuckman and Monetti (2011, p. 482) have it that "to properly combine old and new information and to make it possible for the result to be entered into long-term memory, students must be given help or guidance." They also advise that teachers must plan the technique they will use to guide the learners in a given task and how they will present these techniques. "The essence of learning guidance is to provide support for learners in making connection between what they know and what is being learned" (Gagne, et al (2005, p. 198).

2.6 Eliciting performance

This has to do with "opportunity to practice or otherwise perform what has been learned" (Reiser et al, 2007, p.41). "People learn to do well what they practice (Kauchak & Eggen, 2008, p. 379). This suggests that students need to demonstrate to themselves and to their teachers that the new learning has occurred (Tuckman and Monetti, 2011). This is in harmony with Thorndike's law of exercise which states that if one exercises, the effect increases (Schunk, 2004). The teacher therefore, needs to elicit the learners to practice what has been taught in class in order to increase permanence in learning.

2.7 Providing Feedback

According to Kauchak and Eggen (2008, p. 379, feedback means information about existing understanding that we use to enhance future understanding." He also postulates that feedback that follows performance closely in time affects behaviour far more than delayed feedbacks. This suggests that teachers need to give immediate feedback on what students have performed. Slavin (2009) views feedback in a mutual perspective when it refers to both information students receive on their performance and information teachers receive on the effect of their instruction. Effective instruction is therefore enhanced by feedback.

2.8 Assessing Performance

Evaluation is an act of paramount importance in the teaching-learning transaction. "No period of practical teaching is complete without some form of evaluation" (Farrant 1999, p. 206). Assessment is "an opportunity to demonstrate what has been learned" (Reiser et al, 2007, p. 41). According to Hammill (1986) assessment is the act of acquiring and analyzing information about students for some stated purposes, usually for diagnosis of specific problems and for planning instructional programs. Purposes for assessing students include screening students to find those who need special assistance, to diagnose their problems, to identify their instructional needs, to document their progress in special programs and to provide information for use in research projects.

2.9 Enhancing Retention and Transfer

At this stage of Gagne's nine instructional events, learning knowledge and skills have been learned and what follows is to enhance retention and transfer of learning. While retention is all about preventing forgetting and enhancing the learner's ability to recall the knowledge or skills at

the appropriate time, transfer of learning sets some variety of new tasks for the learner, tasks that require the application of what has been learned in situations that differ substantially from those used for the learning itself (Gagne, et al (2005). This suggests that ability to recall is not enough. What is needed is ability to transfer ability to perform similar tasks.

Transfer of learning is the effect of prior learning on new learning. New information is easier to learn when other information has already been learned that has much in common with the new information. However, sometimes prior learning makes new learning more difficult as in learning to read Greek after learning English. Because some Greek letters look like English letters to which they correspond (*A* and *Alpha* for example), there will be positive transfer. But some Greek letters look like English letters to which they do not correspond. *Rho* the Greek letter *R* looks like *P*. Here there will be a negative transfer. Another good example of negative transfer would be changing from driving a car with automatic transmission to one with manual shift, and getting to push down on the clutch before changing gears (Tuckman & Monetti, 2011, p. 280).

In conclusion, while learning can take place without teaching, effective learning is a result of effective instructional design. Unless teachers design their instructional activities properly, effective learning will be minimal or may not take place at all. Therefore, Gagne's nine events of instruction need to be incorporated in the process of instructional design and actual teaching.

3. Methodology of the Study

The study employed both descriptive and inferential statistics. Descriptive statistics analyzed research questions one and two while t-test and Analysis of Variance (ANOVA) analyzed research question three and tested its subsequent null hypotheses. A closed-ended questionnaire that was constructed by the researcher was the only means for data collection. The questionnaire items were in four-likert scale whereby **4** denoted **Strongly Agree**, **3** denoted **Agree**, **2** denoted **Disagree**, and **1** denoted **Strongly Disagree.** The sampled schools had a total population of 392 Form Six students from whom 67 were sampled to fill the questionnaire.

2.1 Validity and Reliability

Validity of the questionnaire was obtained through involving various research experts who looked at the items of the questionnaire against the objectives of the study to ensure acceptable compatibility, and necessary adjustments were made. Through the running of the SPSS program, a Cronbach Alfa of .897 was obtained which signifies that the questionnaire items were highly reliable.

3.1.Data Gathering Procedures

Before the researcher went to field for data collection certain procedures were done. First, the researcher consulted the Musoma Municipality authority for permission to collect data from schools under investigation. Upon a written acceptance of the request, the researcher visited the school headmasters, introduced himself and was given permission by the headmasters to collect data from students.

4. Analysis and Discussion of Findings

Analysis and discussion was guided by the following three research questions and their subsequent hypothesis:

1. **What are demographic characteristics of High school learners in Musoma Municipality?**

Analysis of this question gave us background information which is useful in analyzing subsequent research questions and null hypotheses. As indicated in Table 4 to 8, student respondents had a wide range of varied characteristics. 42 (62.7%) were male while 25 (37.3%) were female. Eight students (11.9%) were from private secondary schools while 59 (88.1%) were from public schools. Majority of respondents (67.2%) were in the age group of 16-20 while 29.9% were in the age group of 21-25 and 3% were above the age of 25. Students also varied in terms of areas of specialization. Majority of them (55.2%) were taking arts subjects while 32.8% did science subjects and only eight students (11.9) were doing commerce subjects. As students were asked to indicate their performance in the previous annual examination, 37.3% indicated to be in Division I while 48% were in Division II and 14.9 were in Division III. This indicates that students of different academic ability were involved in data collection by filling the questionnaires.

2. **What is priority order of Nine Events of instruction used by High School Teachers in Musoma Municipality as perceived by students?**

This question called upon students to evaluate the use of Gagne events of Instruction in teaching-learning transaction by their teachers. As argued by Gagne et al (2005), these events of instruction do not need to be used in the order that they appear, nor do all the events need to be used in every teaching-learning session. This implies that at some particular point and time, teachers need to use the different events at different times. The mean score results are interpreted as follows: 1.00-1.49 = Strongly Disagree, 1.50-2.49 = Disagree, 2.50-3.49 =Agree and 3.50-4.00 = Strongly Agree.

In Table 9 the mean scores of all events fall within the range of 2.50 to 3.49 indicating that students agreed that their teachers employed the nine events of instruction but in different intensity as indicated below:

1.	Eliciting Performance	3.23
2.	Providing feedback	3.22
3.	Enhancing retention	3.15
4.	Stimulating recall of prior learning	3.11
5.	Providing learning guidance	3.04
6.	Informing the learners of objectives	2.91
7.	Gaining attention	2.85
8.	Presenting Stimulus	2.69
9.	Assessing Performance	2.58

3. **Is there significant difference in the perception of High School students in Musoma Municipality categorized according to academic performance, age, gender, type of school, and area of specialization on teachers' application of Gagne's Nine Events of Instruction in the teaching and learning transaction?**

This research question called upon testing of its subsequent null hypothesis which states: ***There is no significant difference in the perception of High School students in Musoma Municipality categorized according to academic performance, age, gender, type of school, and area of specialization on teachers' application of Gagne's Nine Events of Instruction in the teaching and learning transaction.***

Interpretation of mean scores was based on the following scale in the questionnaire items: **1.00-1.49 = Strongly Disagree, 1.50-2.49 = Disagree, 2.50-3.49 =Agree and 3.50-4.00 = Strongly Agree.** The null hypothesis was subdivided into five null hypotheses namely:

a. There is no significant difference in the perception of High School students in Musoma Municipality categorized according to academic performance on teachers' use of nine events of instruction in teaching-learning transaction:

The sig of .277 in Table 11 is greater than the critical value (.05) meaning that we accept the null hypothesis and therefore conclude that the mean score of High School students in Musoma Municipality categorized according to academic performance on teachers' use of nine events of instruction in teaching-learning transaction is not statistically significant. Table 10, however, revels something worth noting. The analysis indicates that Division I students had greater mean score (3.0326) than Division II (2.9974 and Division III (2.7787) meaning that the higher the academic performance, the greater the perception on teachers' application of Gagne events of instruction.

This result implies that the higher the academic performance the greater the mean score of students perception of their teachers' application of nine events of instruction in the teaching-learning transaction. This suggests that teachers should strive to meet each student at her point of his or her needs using Gagne events of instruction in order to raise academic performance of their students. Teachers also need to use individualized instruction principles in teaching-learning transaction. Gagne et al (2005, p. 238) define individualized instruction as "that which takes into consideration the particular needs of students." They also recommend that the instruction should begin with analysis of the entry skills of the learner and subsequent instruction is based on the individual's need. Makewa and Ngussa (2014) support this when they argue that teachers need to make use of established range of individual differences among learners as an opportunity in their teaching in that varied range of approaches can be used to meet the needs of students according to their individual differences. This includes but not limited to formation of collaborative learning groups of demographic differences so that learners of different characteristics can benefit from their counterparts.

b. There is no significant difference in the perception of High School students in Musoma Municipality categorized according to age on teachers' use of nine events of instruction in teaching-learning transaction:

Analysis in Table 12 indicates that the higher the age group, the greater the perception of students on teacher's application of Gagne events of instruction. The mean score of students of 16-21 years was 2.9516 while that of 21-25 was 3.0167 and that of above was 25 was 3.1806. This suggests that teachers should use more intensity in applying nine events to students of lower age than their counterparts. The sig of .688, however in Table 13 is greater than the critical value (.05) meaning that we accept the null hypothesis and therefore conclude that the mean score of High School students in Musoma Municipality categorized according to age on teachers' use of nine events of instruction in teaching-learning transaction is not statistically significant.

c. There is no significant difference in the perception of High School students in Musoma Municipality categorized according to gender on teachers' use of nine events of instruction in teaching-learning transaction:

This question called fort T-test analysis to determine if there is any significant difference between male and female students' perception of the use of nine events of instruction by their teachers. Table 14 indicates that male students had higher mean score (3.0403) as compared to their female counterparts (2.8730). The mean score for both groups however fall under the same category of 2.50-3.49 denoting "agree." Levene's test for equality of variance in table 15 also revealed a Sig. of .112 which is greater than the critical value (.05) denoting that we accept the null hypothesis and

therefore conclude that there is no significant difference in the perception of High School students in Musoma Municipality categorized according to gender on teachers' use of nine events of instruction in teaching-learning transaction:

d. There is no significant difference in the perception of High School students in Musoma Municipality categorized according to type of school on teachers' use of nine events of instruction in teaching-learning transaction:

Table 16 indicates higher mean score of private school students (3.3113) as compared to their public school students (2.9327) on their teachers' application of nine events of instruction in the teaching-learning transaction. The mean score of both groups however fall within the range of 2.50-3.49 denoting "agree" meaning that both private and public school students agreed that their teachers use nine events of instruction in the teaching-learning transaction. Table 17 further indicates a Sig. of .87 which is greater than the level of significance (.05) meaning that we accept the null hypothesis and therefore conclude that there is no significant difference in the perception of High School students in Musoma Municipality categorized according to type of school on teachers' use of nine events of instruction in teaching-learning transaction:

e. There is no significant difference in the perception of High School students in Musoma Municipality categorized according to area of specialization on teachers' use of nine events of instruction in teaching-learning transaction:

This question called for ANOVA test. As indicated in table 18, arts (3.0038) and science (3.0236) students had slightly higher mean scores than their counterpart commerce students (2.7326). The mean score of all groups and even the overall mean (2.9779), however, fall within the range of 2.50-3.49 denoting "agree" which means that all the three groups agreed that their teachers use nine events of instruction in the teaching-learning transaction. Further, ANOVA test in Table 19 indicates a Sig of .230 which is greater than the critical value (.05) suggesting that we accept the null hypothesis and therefore conclude that there is no significant difference in the perception of High School students in Musoma Municipality categorized according to area of specialization on teachers' use of nine events of instruction in teaching-learning transaction.

5. Conclusions and Recommendations

This study concludes that high school students in Musoma municipality perceived their teachers to be using Gagne events of instruction in teaching-learning transaction in a moderate way in that, none of student groups strongly agreed that their teachers make use of the nine events of instruction in teaching. In addition, none of the nine events was rated higher than 3.49. The application of the events is therefore, limited to the mean score of 2.50-3.49 meaning that teachers have a chance to increase the use of the events in teaching-learning transaction.

Another important finding in this study is that the higher the age group and the academic performance level, the higher the perception of students on teachers' application of nine events of instruction in the teaching-learning transaction.

Based on the conclusions of this study, the researcher therefore gives the following recommendations:

a. That secondary school teachers in Musoma Municipality should increase the rate of applying nine events of instruction in teaching-learning transaction.

b. Teachers should also maximize the rate of individual difference principles in teaching learning transaction by mixing students of different demographic characteristics in order to increase academic performance.
c. Finally, further studies should be conducted on the use of Gagne events of instruction with a wider population.

6. Reference

Ahmed, Sarfez (2011). Improving Cognitive Development in Secondary Chemistry through Gagne's Events Of Instruction. Journal of Education and Practice www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol. 2, No 4, 2011

Bennion, S. Adam (2007). *Principles of teaching.* Boston: IndyPublish.com

Bull, S. L and Solity, J. E (1992). *Classroom management: Principles to practice.* London. Routledge.

Gagne, R. M., Wager, W.W., Golas, K. C. & Keller, J. M (2005). *Principles of Instructional Design (*5th edition). California: Wadsworth.

Glatthorn, A. A., Foyd, B., and Whitehead, B. M. (2009). *Curriculum Leadership: Strategies for Development and Implementation* (second edition). Los Angeles. SAGE.

Hanson, R and Asante, J. N (2014). *An exploration of experiences in using the hybrid MOODLE Approach in the delivery and learning situations at the University of Education, Winneba, Ghana.* Journal of Education and Practice www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.5, No.12, 2014

Henson, K. T (2010). *Curriculum planning: Integrating multiculturalism, constructivism and education reform.* USA: Waveland Press, Inc.

Hammill, D.D (1986). *Assessing the abilities and instructional needs of students.* Texas: Industrial Oaks Boulevard.

Joyce, B. & Weil, M. (1996). *Models of teaching* (5th edn.). Boston: Allyn & Bacon.

Makewa, L. N and Ngussa, B. M (2014). *Students Demographics and Satisfaction with Selected Academic Experiences: University of Arusha-Musoma, Tanzania.* International Journal of Education and Research Vol. 2 No. 6 June 2014

Nyaga, V, Oundo, M and Kamoyo, J (2014). *Effectiveness of guidance and counselling services on development of students academic competence. A comparative study of public and Private universities in Kenya.* International Journal of Education and Research Vol. 2 No. 4 April 2014
Kauchak, D and Engen P. (2008). *Introduction to Teaching: Becoming a Professional.* New Jersey: Pearson Merrill Prentice Hall.

Lardizabel, A. S., Buston, A. S., Bucu, L. C., & Tangco, M. G. (1991). *Principles and methods of teaching.* Quezon City: Phoenix Publishing House, Inc.

Moore, K.D (2009). *Effective Instructional Strategies*. Los Angeles: SAGE

Ornstein, A. G & Hunkins, F. P (2009). *Curriculum: Foundations, Principles and Issues.* Boston: Pearson.

Reiser, R. A & Dempsey, J. V (2007). *Trends and issues in instructional design and technology* (2nd ed.). New Jersey: Pearson Education, Inc.

Slavin, Robert E (2009). *Educational Psychology: Theory and Practice.* New Jersey: Pearson Education, Inc.

Smaldino, S. E; Lowther, D.L; and Russel, J. D. (2008). *Instructional Technology and Media for Learning.* New Jersey: Pearson Merrill Prentice Hall.

Spector, J. M., Ohrazdo, C., Schaak, A. V & Wiley (2005). (editors). *Innovations in instructional technology.* London: Lawrence Erlbaum associates, Publishers.

Schunk, D. H. (1996). *Learning Theories: An Educational Perspective*. New York: Macmillan Publishing Company.

Tuckman, B. W and Monetti, D. M (2011). *Educational Psychology* International Edition. United States: Wadsworth.

7. Appendices

Table 1: Reliability test Case Processing Summary

		N	%
Cases	Valid	61	91.0
	Excluded[a]	6	9.0
	Total	67	100.0

a. Listwise deletion based on all variables in the procedure.

Table 2: Reliability Statistics

Cronbach's Alpha	N of Items
.897	34

Table 3: Item-Total Statistics (Reliability)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
My teachers use more emphasis to signal important points	99.4918	190.087	.381	.895
My teachers use gestures during teaching sessions	99.5246	191.787	.300	.897
My teachers introduce lessons with demonstrations	99.3770	191.205	.384	.895
My teachers use variety of teaching aids that attract my attention	99.5574	186.217	.427	.895
My teachers communicate what is expected of me in the learning process	99.3279	188.691	.519	.893
My teachers provide expectancy and curiosity in the teaching process	99.5082	186.021	.533	.893
My teachers communicate expectations of knowledge and/ or skills needed	99.2295	187.646	.494	.894
I can tell when I have accomplished a learning task	99.4590	195.386	.131	.900
My teachers teach from known to unknown	99.2951	189.078	.292	.898
My teachers remind what was learned in the past before introducing new concepts	98.9344	189.896	.431	.895
Chances are given for students to tell what has been learned in the previous lesson	99.3115	186.018	.495	.893
My teachers give quizzes that help learners to recall prior learning	99.1967	186.627	.515	.893
My teachers activate my senses (ear, eye, etc) for effective learning	99.5738	190.549	.366	.896
My teachers use learning materials that attract my attention	99.6393	185.668	.491	.893
My teachers provide motivation for learners to keep listening	99.6393	183.968	.517	.893
I have the opportunity to get guidance for my learning difficulties.	99.1311	188.716	.455	.894
I get sufficient guidance about matters related to my studies.	99.1803	190.550	.395	.895
I am free to seek educational guidance and counseling matters from my teachers.	99.1639	188.606	.443	.894
My school has a person to guide and counsel students	99.5410	192.519	.191	.900

I have opportunity to perform what has been learned	98.8852	191.303	.384	.895
I have opportunity to demonstrate new skills to fellow learners and teachers	98.9344	191.562	.406	.895
The effect of learning increases due to opportunity to practice.	99.1311	188.749	.408	.895
My teachers give chances for learners to practice what has been taught in class	99.2951	183.178	.570	.892
There are frequent quizzes and tests in class.	99.3443	186.530	.464	.894
My teachers give immediate feedback on tests, quizzes and examinations.	99.4918	184.254	.561	.892
I know my performance results for last term.	98.6721	193.424	.375	.896
My parents frequently receive results of my performance	98.6557	197.730	.086	.899
My teachers determine students who need special help in learning	99.7049	183.611	.578	.892
My teachers determine students who need special help in practical sessions	99.8197	183.484	.579	.892
My teachers diagnose problems encountered in the learning process.	99.6557	185.130	.532	.893
My teachers do their best for me to remember what has been taught.	99.4918	179.187	.726	.889
I have ability to recall knowledge or skills at appropriate time	99.0000	187.333	.569	.893
I have ability to prevent forgetting what has been taught in the past.	99.1475	190.395	.351	.896
I am able to transfer ability to perform similar tasks.	98.9672	193.066	.253	.897

Table 4: Gender of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	42	62.7	62.7	62.7
	FEMALE	25	37.3	37.3	100.0
	Total	67	100.0	100.0	

Table 5: Types of Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PRIVATE	8	11.9	11.9	11.9
	PUBLIC	59	88.1	88.1	100.0
	Total	67	100.0	100.0	

Table 6: Students by Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16-20	45	67.2	67.2	67.2
	21-25	20	29.9	29.9	97.0
	ABOVE 25	2	3.0	3.0	100.0
	Total	67	100.0	100.0	

Table 7: Students by areas of Study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ARTS	37	55.2	55.2	55.2
	SCIENCE	22	32.8	32.8	88.1
	COMERCE	8	11.9	11.9	100.0
	Total	67	100.0	100.0	

Table 8: Students by Performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DIVISION I	25	37.3	37.3	37.3
	DIVISION II	32	47.8	47.8	85.1
	DIVISION III	10	14.9	14.9	100.0
	Total	67	100.0	100.0	

Table 9: Descriptive Statistics: Events of Instruction Priority

	N	Minimum	Maximum	Mean	Std. Deviation
Gaining Attention	67	1.50	3.75	2.8507	.53488
Informing the learners of objectives	67	1.25	4.00	2.9055	.57257
Stimulating recall of prior learning	67	1.00	4.00	3.1095	.63881
Presenting Stimulus	67	1.00	3.67	2.6940	.67145
Providing learning guidance	67	1.25	4.00	3.0448	.60291
Eliciting Performance	67	1.00	4.00	3.2575	.55897
Providing feedback	67	1.00	4.00	3.2164	.63648
Assessing Performance	67	1.00	4.00	2.5771	.85985
Enhancing retention	67	1.00	4.00	3.1455	.63088
Valid N (listwise)	67				

Table 10 and 11: Teachers' use of Nine Events as perceived by students by academic performance.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
DIVISION I	25	3.0326	.48715	.09743	2.8315	3.2337	1.81	3.68
DIVISION II	32	2.9974	.37398	.06611	2.8626	3.1322	2.28	3.71
DIVISION III	10	2.7787	.44655	.14121	2.4593	3.0981	2.18	3.33
Total	67	2.9779	.43187	.05276	2.8725	3.0832	1.81	3.71

ANOVA

EVENTS OF INSTRUCTION

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.484	2	.242	1.309	.277
Within Groups	11.826	64	.185		
Total	12.310	66			

Table 12 and 13: Teachers' use of Nine Events as perceived by students by age.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
16-20	45	2.9516	.38557	.05748	2.8358	3.0675	1.81	3.69
21-25	20	3.0167	.53232	.11903	2.7675	3.2658	2.01	3.71
ABOVE 25	2	3.1806	.49105	.34722	-1.2313	7.5924	2.83	3.53
Total	67	2.9779	.43187	.05276	2.8725	3.0832	1.81	3.71

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.143	2	.072	.377	.688
Within Groups	12.166	64	.190		
Total	12.310	66			

Table 14 and 15: Teachers' use of Nine Events as perceived by students by gender

Group Statistics

	What is your gender?	N	Mean	Std. Deviation	Std. Error Mean
EVENTS OF INSTRUCTION	MALE	42	3.0403	.45357	.06999
	FEMALE	25	2.8730	.37837	.07567

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
EVENTS OF INSTRUCTION	Equal variances assumed	2.623	.110	1.551	65	.126	.16738	.10795	-.04821	.38297
	Equal variances not assumed			1.624	57.843	.110	.16738	.10308	-.03896	.37372

Table 16 and 17: Teachers' use of Nine Events as perceived by students by type of school

Group Statistics

	What type is your school?	N	Mean	Std. Deviation	Std. Error Mean
EVENTS OF INSTRUCTION	PRIVATE	8	3.3113	.37405	.13225
	PUBLIC	59	2.9327	.42182	.05492

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
EVENTS OF INSTRUCTION	Equal variances assumed	.027	.870	2.411	65	.019	.37867	.15709	.06494	.69239
	Equal variances not assumed			2.644	9.588	.025	.37867	.14320	.05774	.69960

Table 18 and 19: Teachers' use of Nine Events as perceived by students by area of specialization.

EVENTS OF INSTRUCTION

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
ARTS	37	3.0038	.42141	.06928	2.8632	3.1443	1.81	3.69
SCIENCE	22	3.0236	.44246	.09433	2.8274	3.2197	2.18	3.71
COMERCE	8	2.7326	.42317	.14961	2.3789	3.0864	2.01	3.36
Total	67	2.9779	.43187	.05276	2.8725	3.0832	1.81	3.71

ANOVA

EVENTS OF INSTRUCTION

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.552	2	.276	1.502	.230
Within Groups	11.758	64	.184		
Total	12.310	66			