

**TEACHERS' PERCEPTIONS ON THE INFLUENCE OF SELECTED
TEACHER FACTORS ON PUPILS' ACADEMIC PERFORMANCE
IN PUBLIC PRIMARY SCHOOLS IN KEIYO SOUTH
SUB COUNTY, KENYA**

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Requirement for the Award of a Master of Education Degree in Curriculum,
Instruction and Education Management of Egerton University**

Egerton University

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DECLARATION AND RECOMMENDATION

Declaration

This thesis is my original and has not been presented for the award of any other degree in Egerton University or any other examination body.

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Recommendation

This research thesis has been submitted for examination with our approval as University supervisors.

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DEDICATION

This work is dedicated to my husband William Kapkiai and Children; Ednah, Betty, Joyce, Hillary and Mercy for their moral and spiritual support during the writing of the thesis.

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First, I thank the Almighty God for His care, for granting me good health, for renewing my strength and for taking care of my needs during my study. This kept me strong and propelled me to manage this task all through. I wish to very sincerely extend my gratitude to Egerton University for giving me chance to pursue this course. I am greatly indebted to my supervisors Dr. Flora Fedha and Dr. Joel Ng'eno for their intellectual contribution, guidance and commitment throughout the writing of this thesis. I also acknowledge the contribution of Dr. Kisilu Anne during the initial development of this work. She dedicated her time and encouraged me to persist. I wish to express my heartfelt gratitude to my classmates; Aniter Kibet, Julia Jepkirong, Clara, Jennifer, Loice Teygong and Peninah Kaptuiya who helped me through discussions. Specifically, I am grateful to my friends Aniter Kibet and Jane Chumo who urged me on and to my entire family whose contribution greatly motivated me to complete this work.

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ABSTRACT

Teachers are central to pupils' success in primary schools and teacher quality forms a significant factor in predicting learning in schools. Over the past seven years (2008-2014), pupils' performance in the Kenya Certificate of Primary Education (KCPE) has been average. The study was informed by the fact that inadequate studies have been conducted to investigate the influence of selected teacher factors on academic performance of pupils in public primary schools in Keiyo South Sub County. The purpose of this study was to establish teachers' perceptions on the influence of selected teacher factors on pupils' academic performance in public primary schools in Keiyo South Sub County. The study utilised descriptive survey research design. The study targeted 114 public primary schools in Keiyo South Sub County. The target population for the study comprised of 114 headteachers and 1046 teachers. The sample size for the study was determined using Morgan & Krejcie table for sample size determination. The sample size for the study involved 86 head teachers and 278 teachers from the three divisions. The instruments for data collection involved questionnaires and interview schedules. The study used supervisors and experts to determine the validity of research instruments. A pilot study was done in two schools within the Sub County that did not take part in the study. The reliability of the research instruments was determined using Cronbach alpha and a reliability index of 0.733 was obtained. Data collected was analysed using quantitative and qualitative approaches. Quantitative data was analysed using descriptive statistics; frequencies, percentages, means and standard deviation with the aid of Statistical Package for Social Sciences. In qualitative analysis, thematic method was used where responses from interview schedules were discussed in themes that related to the objectives of the study. The study findings showed that 76.8% of teachers perceived that; teacher qualification influences learners academic performance, 85% of teachers agreed that teacher experience is critical to pupils' academic performance, 83% of teachers agreed that teacher personality had significant influence on pupils' academic performance and 88.4 % of teachers perceived that teacher level of commitment influences academic performance of pupils. The study concluded that teachers perceived that selected teacher factors had an influence on academic performance of pupils' in public primary schools in Keiyo South Sub County. The study recommended that; teachers should further their education in disciplines that are related to their area of teaching; teachers should be provided with in-service training to keep them abreast with emerging trends in education, teachers to change their personality by creating learner friendly environments and teachers need to be self dedicated towards their work. The study findings are expected to be used by the government in policy formulation and implementation on strategies aimed at raising academic performance in public primary schools. It is expected that primary schools may benefit from the study findings by considering teacher selected factors as critical to pupils' academic performance.

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LIST OF ABBREVIATIONS / ACRONYMS

ASALs	Arid and Semi Arid Lands
CATs	Continuous Assessment Tests
EPF	Education Production Function
EPPS	Edwards Personal Preference Schedule
FCUBE	Free Compulsory Universal Basic Education
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
M. Ed	Master of Education
M. Teach	Master of Teaching
NACOSTI	National Commission for Science, Technology & Innovation
NAEP	National Assessment of Educational Progress
NECO	Nigerian Examinations Council
NETA	National Examination Council of Tanzania
PASEC	Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN
QUASOs	Quality Assurance and Standards Officers
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SASS	Schools and Staffing Surveys
SES	Social Economic Status
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Education, Scientific and Cultural Organisation
UPE	Universal Primary Education

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

Teachers are central to learners' academic performance (Elliot & Crosswell, 2001; Ndirangu, 2004; Wanjohi, 2007). Amongst education researchers, teacher quality is widely considered an important school factor and is even the most important factor of students' learning (Ladd 2008; Rivkin, Hanushek, & Kain 2005; Day, Elliott & Kington, 2005). Teachers are a key ingredient in determining the quality of education (Wenglinsky, 2000). Ndirangu (2004) posits that teachers play an important role in the development and implementation of the curriculum. According to the Republic of Kenya [RoK] (2003), teacher resource is one of the most important inputs in the education system. This shows that a teacher is an important factor towards learners' academic performance in primary schools.

The quality of education is directly related to the quality of teaching and learning (Kimani, Kara & Njagi 2013) and teachers form an important part in this study. The study seeks to look at various teacher characteristics that define the quality of teaching and learning that influence pupils' academic performance in primary schools in Keiyo South Sub County. These characteristics involve teacher qualifications and experiences, their level of motivation, personal attributes, attitude, commitment and working conditions. Studies show that when teachers are motivated and love the teaching profession, students are motivated to learn the content taught by their teachers more effectively (Abadzi, 2009; Phamtose, 2009). Therefore, for learners to be able to make a connection between what is taught in school and its application in problem solving in real life, teachers have to be effective in their teaching.

Studies on relationship between teacher academic qualifications and learners academic performance has been conducted across the world including Keiyo South Sub County. Darling-Hammond (2001) reports that in United States, measures of teacher qualifications were by far the strongest correlates of pupils' academic achievement in reading and in mathematics, both before and after controlling for students' poverty and language status. In Brazil, Guimaraes & Carnoy (2012) established that there were measures of association between teacher qualifications and pupils' academic performance in mathematics. In contrast, Rivkin et al. (2005) found out that education qualifications of teachers did not predict student outcomes. Learning assessments across Sub-Saharan Africa and South Asia revealed that

large numbers of pupils leave primary school without acquiring even the most basic competencies in reading and mathematics (Pratham, 2005; Uwezo, 2010; Brookings Institution, 2011; UNESCO, 2011). It is not clear why the learners leave and therefore, the study ascertained whether teacher qualifications influenced pupils' academic achievement in Keiyo South Sub County, Kenya.

Teacher experience in classroom instructions has been a significant determinant of academic performance among learners in schools. Clotfelter, Ladd & Vigdor (2007) established that competent teachers versus those who had the least experience had greater academic success than the later. In Israel, Zuzovsky, (2012) suggests that while inexperienced teachers were less effective more than senior teachers, the benefits of experience levelled off after a few years. In Kenya, studies agree that teaching experience is positively correlated with higher student achievement even though findings about them vary (Yara & Wanjohi, 2011; Kosgei, 2013). Mukhwana, Chelagat & Jepkorir (2013) observed that teacher experience had significant effects on pupils' academic performance.

Rivkin et al. (2005) on the other hand found differences among teachers in terms of their value added impact on learners achievement and went on to note that the variation was not readily explained by factors such as graduate degrees or experience after the first few years in the profession. The problem in Sub Saharan Africa could be compounded by the fact that majority of African countries have been reducing their investments in teacher training and recruiting non-professional teachers both as a cost-cutting measure and as a quick-fix solution to teacher shortage (Phamtose, 2009; Nabukenya, 2010; Yara & Wanjohi, 2011 Institute of Education & Action-Aid, 2010). This study looked at teachers' perceptions on the influence of teacher qualifications in Keiyo South Sub County on pupils' academic performance to see if the results were coinciding with the above mentioned studies.

Teacher personality has been investigated and the results show that learners exhibit different results based on their teachers' personal attributes. Teachers who are better able to communicate with their students are more effective; teachers' verbal skills predict students' academic gains (Darling-Hammond, 2001; Wayne & Youngs, 2003). For example, mathematics teachers who have completed mathematics specific post-secondary coursework are more effective than peer teachers without such advanced training (Fehrler, Michaelowa & Wechtler, 2008). Etsy (2005) in a study in Ghana found that teacher factors that significantly

contributed to low academic achievement were incidences of lateness to school, incidences of absenteeism, and inability to complete the syllabi. Richardson & Arker (2010) suggest that teachers need to be recognised and identified to improve learners' performance in schools. This study sought teachers' perceptions on the influence of teacher personality characteristics on pupils' academic performance.

On the relationship between teacher commitments and academic performance, a research done in Mauritius on students' achievement showed that the falling level of academic achievement is attributed to lack of commitment of teachers (Morakinyu, 2003). According to Ajao (2000), low quality education depends on teachers as reflected in the performance of their duties. Ajao added that teachers are responsible for translating policy into action and principles based on practice during teaching and learning (Ajao, 2000). In Kenya, a study done in Bondo District stated that poor academic performance was because of teachers not dedicated to their duties. It claimed that some teachers were traders while others were drunkards. An inspection made in public primary schools showed that teachers report to duty late, come drunk and utter unprintable words (World Bank, 2007).

It is worth noting that in Kenya today the most important thing in our education system is academic achievement and excellence in examination results (Ndirangu, 2004; Mbwiria, 2010). Every year, primary schools are rated as how well or how poorly they achieved in the Kenya Certificate of Primary Education (KCPE) examinations. This is done in total disregard to factors that might have hindered their achievement. High achievers in these examinations are considered as successful individuals while low achievers are regarded as failures in life (Chepchieng & Kiboss, 2004).

Stakeholders have claimed a variety of factors although no substantive research has been conducted to see whether teacher personal attributes contribute to pupils' academic success in Kenya extensively. Harris and Sass (2006) adds that factors that could have led to the poor results in Kenya are given little attention, if any at all. The same average performance has been reported in Keiyo South Sub County. Despite notable improvements in enrolment since the onset of Free Primary Education (FPE), Keiyo South Sub County still reflect average results at the Kenya Certificate of Primary Education (KCPE) for the last seven years, from 2008 to 2014. Table 1 illustrate the concern for performance in KCPE examinations in Keiyo South Sub County.

Table 1*Performance in KCPE in Keiyo South Sub County for the Period of 2008 – 2014*

Year	Keiyo South Mean score out of 500			Average performance for 3 divisions	
	Chepkorio	Metkei	Soy	Mean score	% score
2008	260.63	250.93	260.02	257.19	52.82
2009	272.91	269.07	272.74	271.57	54.91
2010	278.45	269.37	278.33	275.38	54.46
2011	268.55	258.06	269.35	265.32	53.12
2012	267.81	264.56	277.74	270.04	54.71
2013	265.37	263.14	270.59	266.37	53.27
2014	261.05	258.65	268.93	262.88	52.57

Source: Republic of Kenya (2014)

Table 1 displays an overall picture of performance in Keiyo South Sub County from 2008 to 2014. Table 1 indicates that the bulk of candidates have a score of 270 marks and below as indicated by the percentages. Among the three divisions, schools from Soy performed better compared to those from Chepkorio and Metkei coming last. This shows that there exist disparities in divisional KCPE performance over the years. Although the performance could be impressive, the mean score is still lower than Keiyo North (271), Marakwet East (277) and Marakwet West (278) sub counties that had an average mean score of 275.33 for those years (Sub County Director of Education, 2014).

A report from Sub County director of education showed that 119,000 pupils who completed standard eight in 2013 in Kenya (Keiyo south Sub-county included) missed form one vacancies. The study investigated teachers' perceptions on the extent to which selected teacher factors: qualification, experience, commitment and personality influenced pupils' academic performance in public primary schools in Keiyo South Sub County, Elgeyo Marakwet County.

1.2 Statement of the Problem

There has been average performance of students in KCPE for the past seven years in Keiyo South Sub County (Table 1). For the past seven years, KCPE average percentage score has improved by only 1.89%. Several efforts have been put into place by the school management,

government and parents' committees but the results of the pupils at the end of their 8 years in school were not improving. Teachers play a central role in determining pupils' success. Studies have been conducted to determine the relationship between teachers' selected factors: qualifications, experience, personality and commitment on pupils' academic performance in Kenyan secondary schools but few have looked at primary schools. Attempts have been made to research on the same area for example; studies have looked at how teacher characteristics affected pupils' academic achievement in secondary schools. None of the studies looked at primary school situation that forms the basic ground for pupils' future learning. It is against this backdrop that the study investigated teachers' perceptions on the influence of selected teacher factors; qualifications, experience, personality and commitment on pupils' academic achievement in public primary schools in Keiyo South Sub County, Elgeyo-Marakwet County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to establish teachers' perceptions on the influence of selected teacher factors on pupils' academic performance in public primary schools in Keiyo South Sub County, Elgeyo Marakwet County.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To determine teachers' perceptions on the influence of teacher qualifications on pupils' academic performance in public primary schools in Keiyo South Sub County.
- ii. To establish teacher perceptions on the influence of teaching experience on pupils' academic performance in public primary schools in Keiyo South Sub County.
- iii. To find out teachers' perceptions on the influence of teacher personality on pupils' academic performance in public primary schools in Keiyo South Sub County.
- iv. To establish teachers' perceptions on the influence of teacher level of commitment on pupils' academic performance in public primary schools in Keiyo South Sub County.

1.5 Research Questions

Basing on the above objectives the study formulated the following four main research questions to guide the study;

- i. What is the perception of teachers on the influence of teacher qualifications on pupils' academic performance in public primary schools in Keiyo South Sub County?
- ii. What are the teachers' perceptions on the influence of teacher experience on pupils' academic performance in Keiyo South Sub County public primary schools?
- iii. What are the perceptions of teachers on the influence of teacher personality on pupils' academic performance in public primary schools in Keiyo South Sub County?
- iv. What are the teachers' perceptions on the influence of level of commitment on academic performance of pupils in Keiyo South Sub County public primary schools?

1.6 Significance of the Study

The findings of this study may be useful to various stakeholders including the government of Kenya, policy makers, and future academic researchers. First, the government can use the findings for their research to assist in policy formulation and development in relation to teacher selected characteristics and pupils' academic performance. Secondly, it is hoped that the findings of this study may help policy makers in making and re-evaluating existing guidelines to help public primary schools in Keiyo South Sub County to improve pupils' performance in national examinations. The findings on the influence of teacher characteristics on pupils' academic achievement may be applied in scholarly forums and discussions on teacher policy. The findings from this research may assist future researchers in providing a deeper understanding of the relationship between selected teacher factors and pupils' academic performance.

1.7 Scope of the Study

This study was restricted to data collection on teachers' perceptions on the influence of selected teacher factors on pupils' academic performance in public primary schools in Keiyo South Sub County. The variables investigated were teacher commitment level, qualification, personality and experience in teaching and how they influenced pupils' academic performance in public primary schools in Keiyo South Sub County.

1.8 Assumptions of the Study

The study was based on the following assumptions:

- i. That, the respondents were objective and truthful in filling in the questionnaires to show a true reflection of their perceptions and co-operated with the researcher to enable the study to be carried out as planned.

- ii. That the research results reflected teachers' perceptions on how selected teacher factors influenced academic performance of public primary schools.

1.9 Limitations of the Study

- i. Since the study focused on teachers' perceptions on selected teacher factors that influence pupils' academic performance, it was not possible to analyze all the variables that influence pupils' academic achievement, to limit this and to make the study viable, the researcher analyzed four selected teacher factors that influenced pupils' academic performance. Other variables were held constant. To do this, the researcher identified these variables and minimized their effects through randomization of the subjects in the study.
- ii. The study relied on the perceptions of head teachers and teachers in public primary schools; some were unable to respond to the research instruments on time leading to the making of the data collection period to be prolonged. To reduce the effect of this limitation, the study used a large population by combining three divisions in Keiyo South Sub County. Despite the above shortcomings, the findings cannot not be generalised to other sub counties within the region.

1.10 Operational Definition of Terms

For the purpose of the current study, various terms are defined as follows:

Academic performance: it refers to the level of outcome of teachers' efforts as reflected in pupils' achievement in national examinations and it is the evidence of knowledge acquisition, literacy, and learning, assessed through school performance in KCPE. In this study it is measured through performance in KCPE and school examinations.

Perceptions: refers to views and insights that a person has towards something. In this study, it involves teachers' opinions on the influence of selected teacher characteristics on pupils' academic performance in schools.

Selected teacher factors: these are the things or elements attributed to a teacher that determine whether teaching and learning happen and the way they happen. In this study, it refers to the qualification of a teacher, personality, experience and level of commitment.

Teacher level of commitment: it refers to teacher enthusiasm for teaching and their determination to work hard at it. In this study, it refers to teachers' obligation to perform their duties with minimal supervision.

Teacher experience: refers to teachers being skilful in their presentations in the classroom due to the knowledge and skills gained through the time spent during their job. In this study, it refers to the number of years the teacher has worked and the continuous professional development courses or training he/she has attended.

Teacher personality: refers to the combination of characteristics or qualities that form an individual's distinctive character. In this study, teacher personality encompasses the collective behaviour that a teacher exhibits while in school and which makes him/her unpopular or popular.

Teacher qualification: a condition that must be fulfilled before one can become a teacher. In this study, it refers to academic level that the teacher possesses like certificate, diploma, degree and masters necessary for the purpose of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discussed relevant information from existing literature on specific objectives that are; teacher qualifications, experience, personality and teacher level of commitment and how they affected academic performance. The chapter also discussed the conceptual and the theoretical framework that was adopted by the study.

2.2 Influence of Teacher Qualifications on Pupils' Academic Performance

Darling–Hammond (1998) cited in Kosgei, Kirwa, Odera and Ayugi (2013) defines a well qualified teacher as one who was fully certified and held the equivalent of a major in the field being taught. According to UNESCO (2006), the teacher qualification indicator most often collected is the proportion of trained teachers, or those who have received the minimum organized teacher training (pre-service or in-service) required by a given country. For instance, the minimum standard for primary teaching is an upper secondary qualification, typically a specialised programme for training teachers (A-Level) which is not designed to lead to university studies.

For a minority of countries, the standard teacher qualification is equivalent to a lower secondary education (O-level), which is approximately four years of basic secondary education while in other countries they consider those who have certificates and diplomas (UNESCO, 2006) to qualify to teach in primary schools. In many countries, teacher qualifications that are considered to be related to student learning have become targets of education reforms. Murnane and Steele (2007) argued that teachers with low qualifications and weak academic credentials instructed disproportionate shares of low income and at-risk students. An observation from a study conducted in United states of America showed that poorly prepared teachers had difficulties in the classroom and often leave the teaching profession or transfer to less arduous duties in suburban schools (Darling-Hammond, 2001).

Goldhaber and Brewer's (2002) analysis of teachers' post secondary degrees and students' mathematics performance in America found a positive relationship between teachers' degrees and students' performance in mathematics; they also found that students whose teachers were certified in mathematics but did not hold a post secondary degree in mathematics did not

perform as well as students whose teachers held a post-secondary degree in mathematics. In addition, Darling-Hammond (2001) longitudinal data results showed that teacher certificate and subject matter knowledge correlated with students test results. The study determined teachers perceptions on the influence of credentials (diploma, degrees) possessed by teachers on pupils' academic performance. This study determined the degree to which teacher qualifications influenced pupils' academic performance in public primary schools not in mathematics and science only but in all subjects.

In Israel, Zuzovsky (2012) observed that teacher qualifications have become the target of several reforms, such as those announced by different teacher unions (2004), the National Task Force for the Advancement of Education in Israel (Dovrat Committee, 2005), and the Committee of the Commission for Higher Education (Ariav, Olshtain, Alon, Back, Grienfeld, & Libman, 2006). The reforms suggested in Israel were more in line with the advocacy to professionalize teacher preparation. In Brazil, Guimaraes and Carnoy (2012) longitudinal survey found out that high level of teacher qualification increases the pace of learning in Mathematics. Guimaraes and Carnoy (2012) results showed that the parameters are positive but not statistically significant for Portuguese, suggesting that teacher qualifications do not influence the rate of learning gains for this subject. However, their final sample was relatively small compared to the initial population of study, and this limited the generalizability of their results. Education Sector Analysis study (2005) on selected secondary school teachers in Nigeria by qualifications and gender revealed that the unqualified teachers' proportion affected the quality of learning delivery in the sampled schools. From the above literature, it can be seen that the issue of teacher qualification is considered and given priority in several countries across the world and how it influences the provision of quality education. This study determined teachers' qualification influence on pupils' academic performance in public primary schools in Keiyo South Sub County.

Fehrler, Michaelowa and Wetchler (2008) conducted a cross-country analysis of 21 countries in sub-Saharan Africa using Southern and Eastern Africa Consortium for Monitoring Educational Quality [SACMEQ] 11, collected in 2002 and Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN [PASEC] data collected between 1996 and 2000. They found that the 5-point categorical variable indicating academic qualifications from primary to tertiary, is not significant in the PASEC data, but has an effect on pupil test scores of between 0.018 and 0.041 standard deviations in SACMEQ 11. Furthermore, they found

that teacher subject competency tests have an impact between 0.21 and 0.32 standard deviation in SACMEQ countries, but not significant in PASE countries. The study sought to establish teacher perceptions on how their level of education influenced pupils' academic performance in Keiyo South Sub County.

In Kenya Wabuke, Chelagat and Jepkorir (2013) asserted that teachers are important resources in the teaching learning process and their training requires critical consideration. They found out said that a teacher's level of education (qualification) was a very important determinant in effective teaching and learning. In another study in Nandi South Sub County, majority of teachers' respondents agreed that teacher level of education influenced performance of students in Biology (Kosgei, et al. 2013). This was because trained teachers had the know-how in the subject thus they taught effectively and confidently as they were equipped with the right skills and knowledge. This study sought to discover whether their training effectiveness was pegged on their academic qualification in Keiyo South Sub County since none of the studies mentioned above were conducted in public primary schools.

Moreover, Maundu (1986) cited in Kosgei, et al. (2013) informed that there was significant correlation between teacher qualification and pupils' performance in Kenya. Kosgei et al. (2013) looked at secondary school biology teachers but this study looked at how primary school teacher qualification determined pupils' academic performance. Yara and Wanjohi (2011) found that teachers' professional qualifications were the prime predictors of students' academic achievement, the study also found that teachers' experience in teaching were not statistically significant in explaining students' academic achievement. However, the findings failed to indicate whether teacher additional professional qualifications lead to improved competence of teaching at secondary school level. This study sought teachers' perceptions on how their qualifications influenced pupils' academic performance in Keiyo South Sub County.

2.3 Influence of Teacher Experience on Pupils' Academic Performance

Teacher experience denotes specific characteristics that teachers possess as knowledge and skills in the teacher's field gained over a period of time (Yara & Wanjohi, 2011). This is reflected by the number of years the teachers have been teaching in primary schools. Teacher skills and experience in teaching are valuable for students learning (UNICEF, 2011). Kosgei, et al. (2013) defined teacher experience as years of teaching, attendance of in-service courses,

setting of national examinations and marking of national examinations. Experience is highly valued in the teaching profession, more so than in many other professions. Empirical studies have been conducted across the world to determine the influence of teacher experience on academic performance of learners. Ladd (2008) study on teacher experience in United States high schools found the first significant predictor of academic achievement as teacher experience. The results showed that, holding other factors in control, the higher the percentage of experienced teachers a school had, the higher the pupils in that school performed in achievement tests.

In United States, Harris and Sass (2006) found small effects of experience and educational background on teacher performance. In addition, they found that a teacher's college major or scholastic aptitude (SAT or ACT score) is unrelated to their classroom performance. The study by Harris and Sass was conducted in colleges while this research was in primary schools. On the other hand, Aaronson, Barrow and Sander (2007) results showed strong effects of teachers' experience on students' academic achievement, but that traditional measures of teacher qualifications like education, experience, and credential type have little effect on classroom results. However, Murnane and Philips (2009) found out a positive relationship between teachers' effectiveness and their years of experience, but the relationship observed was not always a significant or a linear one. Murnane and Philips (2009) also found out that years of teaching experience was related to learners' achievement in Iowa schools. This study examined teachers' perceptions on whether teacher experience influenced academic performance of pupils in primary schools.

In Kenya, Kosgei et al. (2013) opined that as the number of years of teaching progresses, students' academic achievement increases. This is evident with the fact that teachers having less than 3 years of experience, students' academic achievement is below average (83.3%) as compared to teachers who have 12 years and above teaching experience whose students' academic achievement is high (100%). This study sought the views of teachers on how their experience in teaching influenced pupils' academic performance in primary schools in Keiyo South Sub County.

With regard to teachers' participation in professional development activities, Jacob and Lefgren (2004) research established that in-service professional development for secondary school teachers had no significant relationship to student's achievement. In spite of this,

Angrist and Lavy (2001) found that higher levels of student achievement was linked to teachers' participation in professional development activities directly related to the area in which they are teaching. Moreover, Wenglinsky (2000) found a positive correlation between professional development activities of secondary school teachers aimed at the needs of special education students, and students' higher-order skills and laboratory skills in science. The limiting factors to the above mentioned studies is that they were conducted in different geographical settings that is not similar to what is happening in Keiyo South Sub County.

Clotfelter, Ladd and Vigdor (2007) found a substantial, statistically significant impact from 0.057 to 0.118 standard deviations in maths, and between 0.032 and 0.092 standard deviation between secondary school teacher experience and student academic performance. Zuzovsky (2012) research in Israel established that most of the teacher variables (qualifications) had only marginal and statistically non-significant positive relationships with student achievement. These associations were inconsistent across the two subject areas and varied according to different student groupings. Enamul, Mahabubul and Kanesean (2012) study in Bangladesh found significant impacts of some of teachers' professional development activities on school improvement. It also found that the maximum school improvement could be achieved if schools put more emphasis on teachers' collaboration, in-service training and classroom observation and less emphasis on individual action enquiry. This study examined teachers' perceptions on how their experience in the teaching profession predicted academic performance of pupils in schools.

Gbore and Daramola (2007) study results in Nigeria showed that teaching experience in schools count significantly in the determination of students' achievement in examinations. According to them, inexperienced teachers are easily upset and destabilized by unfamiliar situations. The study used the data from the respondents to find out if the situation of experienced/inexperienced teachers in Keiyo South Sub County was the same as those in Nigeria. A study by Olopot-Okurut, Nakabugo, Ssebbuga and Ngobi (2005) in Uganda found out that teacher experience can make a difference but the effects on students' achievement is not as systematic as might be expected. Olopot-Okurut et al. (2005) held that many policy makers especially the Uganda District Education officials feared that the budget situation in which schools were inadequately resourced caused experienced teachers to leave the profession. The study investigated teacher experience as a predictor of pupils' academic

performance in Keiyo South public primary schools and availed the data for Education Officials to avoid inconsiderate transfer of teachers as indicated by Olopot in Uganda.

Michaelowa, and Wechtler (2008) on their article characteristics of grade 6 teachers of Southern and Eastern Africa concluded that teacher experience had a significant effect on pupil's academic performance, a statement that the study proved its assumption using data from Keiyo South public primary schools. Furthermore, Fehler et al. (2008) confer that experienced teachers are considered to be more able to concentrate on the most appropriate ways to teach particular topics to students who differ in their abilities, prior knowledge and backgrounds. The study investigated teachers' perceptions on the influence of teacher experience on pupils' academic performance in public primary schools to find out if they portray the same characteristics as those in the secondary schools above.

On the Kenyan context, Mukhwana, Chelagat and Jepkorir (2013) findings showed that, majority of the students (84%) and teachers (72%) agreed that teachers' level of experience influenced performance in Biology. Kosgei (2013) also affirmed that respondents were of the idea that highly experienced teachers had a wider range of knowledge that they could use to enhance performance. Most of the interviewed students were alluding to the saying "experience is the best teacher." Their argument was that experience makes a teacher "better" for through experience teachers understand better how to handle different students in their subjects to realize good results. This study looked at head teachers' and teachers' perceptions on how teacher experience influenced pupils' academic achievement in Keiyo South public primary schools.

In another study, Kosgei, et al. (2013) researched on the influence of teacher characteristics on students' academic achievement among secondary schools in Kenya and said that teacher experience had a significant effect on students' performance in secondary level Biology. Kosgei et al. (2013) also opined that experienced teachers have a richer background of experience to draw from and can contribute insights and ideas to the course of teaching and learning, are open to correction and are less dictatorial in the classroom. It is also clear that students taught by more experienced teachers achieve higher levels, because their teachers have mastered the content and have acquired classroom problem-solving methods (Kosgei, 2013). Yara and Wanjohi (2011) found that teachers' experience and educational qualifications were the prime predictors of students' academic achievement. Kimani, Kara

and Njagi (2013) study on teacher background characteristics on student academic achievement in Nyandarua County found out that there was a linear relationship between teachers' background characteristics on academic achievement in secondary schools in Nyandarua County with teachers' job group having a significant and positive relationship with academic achievement. The current study did not look at teacher background characteristics but sought the perception of teachers on whether their experience in teaching determined the academic performance of pupils in public primary schools in Keiyo South Sub County.

2.4 Influence of Teacher Level of Commitment on Pupils' Academic Performance

Commitment is a term that teachers frequently use in describing themselves (Mbwiria, 2010). It is a word they use to distinguish those who are caring, dedicated and take their job seriously from those who put their interests first. Some teachers see their level of commitment as part of their professional identity (Elliot & Crosswell, 2001). Lack of commitment by employees is blamed for high costs and poor services (Kosgei, et al. 2013). Nabukenya (2010) defined commitment as the degree of positive affective bond between the teachers and the school. Nabukenya further indicated that it does not refer to a passive type of loyalty where teachers stay with their jobs, but are not really involved in the school or their work. Rather, it reflects the degree of internal motivation, enthusiasm, and job satisfaction teachers derive from teaching and the degree of efficacy and effectiveness they achieve in their jobs. Teacher level of commitment has been identified as one of the most critical but important factor for the future success of education and primary schools in terms of pupils and their performance. Nabukenya (2010) the study reviewed various researches conducted to determine the effect of teacher level of commitment on academic performance of pupils in Uganda while this study looked at how teacher level of commitment influenced pupils academic performance in one of the Sub Counties in Kenya, Keiyo South.

Teacher level of commitment could be closely related to leadership styles practiced in their schools. According to Mbwiria (2010), leadership style is an important factor affecting commitment by teachers. By providing teachers with inspiration, encouragement and more meaning to their work, a charismatic head teacher can enhance a teacher's faith in and respect for him/her and this may lead to an increase in the teacher's commitment to the head and so to the school and their work. It was suggested that a school manager could generate commitment from his employees by building trust, letting people develop their own ways of

working, sharing accountability and ownership of a job, and negotiating help and supervision in terms that stimulated employee development. Above all, the managers need to be role models for their subordinates by being committed and they should empower others in their jobs and roles (Day, Elliott & Kington, 2005).

Educational outcomes depend largely on the level of commitment by teachers (Day et al., 2005). Committed teachers serve as a model of values, attitudes and behaviour to students and others. Pupils learn more rapidly from the invisible curriculum, the lives of teachers, head teachers and institutions more than from the visible curriculum (McCombs & Miller, 2006). The teacher is an example of perseverance, loyalty, integrity and other qualities which an all round education should encourage in each pupil (UNESCO, 2011). It is teacher commitment that fosters a combination of teaching. Day, Elliot and Kington (2005) argue that there are different forms of teacher level of commitment to teaching. According to them, the nature and intensity of commitment to teaching depends on factors derived from personal and professional lives.

In another view, commitment is used to distinguish teachers who are caring, dedicated, and who take their job seriously from those who put their interests first. Professionally committed teachers take their job seriously and get enjoyment from it when teaching learners (Kiplagat, Role & Ndiku, 2012). Committed teachers always strive to improve on their practice, teaching pedagogies and research. This study established ways through which primary school teachers were committed to ensure pupils academic success in Keiyo South Sub County.

Teachers play an important role in educating the future members of a society through their work in schools. The factors influencing the levels of commitment of the teachers in schools and in the wider education systems must necessarily be the focus of an important field of research leading to the introduction of reform and change within classrooms and lecture theatres, schools, institutions and learning centres, and national systems of Education (Nordin, 2009). Committed teachers have a tendency to perform the roles effectively that their job requires and to establish a good teacher-student relationship in accordance with the professional values. This approach facilitates pupils learning and development of terminal behaviours (Tugrul, 2013). However, in the clash of the career goals and values, and the goals and values of school, the importance of dedication and commitment increases. The

basic goals and values of the teaching profession effectively shape pupils behaviour change in accordance with the principles of education sciences.

Teacher level of commitment is one of the key elements in education and is arguably becoming an increasingly important factor (Mbwiria, 2010). The work teachers engage in on a daily basis is complex and demanding and requires a level of personal engagement and commitment. With the escalating demands and new challenges inherent in the current educational climate, what it means to be a committed teacher is also changing. It has become imperative to gain further insight into teacher commitment due to its close association with concepts such as quality of teaching, teacher adaptability, teacher attendance, teacher burnout, teacher retention, organisational health of the school, and pupils attitudes and learning outcomes (Crosswell, 2009).

Tugrul (2013) asserted that teacher commitment plays an important role in promoting education by enhancing the abilities of pupils through their work performance in Iraq. Elliott and Crosswell (2002) point out that teacher commitment deeply contributes to the future of students and schools. Committed teachers make a difference to the success of the school and the learning of the students (Tugrul, 2013). Tugrul (2013) concluded that teachers with high level of commitment contribute to pupils' academic achievement effectively in Iraqi secondary schools. The study focused on the extent to which teacher level of commitment influence pupil's academic performance in public primary schools and determined whether there were similarities or difference with what is happening in Iraq bearing in mind geographical, social, economic and political conditions.

Studies have suggested that teachers who are committed and responsible or accountable for their classroom and pupils would result in classroom and teachers' effectiveness and that commitment and responsibility ensure quality or effective classroom management and teaching effectiveness (Kiplagat, Role & Ndiku, 2012; Tugru, 2013; McCombs & Miller, 2006). In a survey conducted by Sturman (2002) on school teachers in primary and secondary schools, the findings indicated that secondary school teachers are more responsible and involved rather than primary teachers. Moreover, the findings from Sturman study indicated that teachers' roles and responsibilities had an impact on the teachers' quality of working life as well as their working hours. This study sought to establish how level of commitment by teachers influenced pupils academic performance in schools in Keiyo South Sub County.

A study done by Mohd (2003) on school climate and teachers' commitment in Penang Malaysia found out that commitment comes when one experiences responsibility for the outcomes of one's work. Schools can become effective when they have committed teachers (Ladd, 2008) thereby creating a positive school climate can be a great help to make teachers committed. A positive school culture is a critical first step to creating a conducive working environment for the teachers; hence improvement of pupils behaviour and scholastic achievement (Mohd, 2003). Sood and Anand (2010) results showed that the level of professional commitment of B. Ed. teacher educators in Himachal Pradesh state in India was moderate. Significant differences ($p < 0.05$) were found in professional commitment of B. Ed. teacher educators with regard to gender, marital status and teaching experience. However, qualified and non-qualified teacher educators were found to have similar level of commitment towards their profession. The study explored how demographic characteristics of respondents determined teacher commitment to teaching which automatically predicted academic performance.

Reynolds (2008) established that committed teachers positively influenced students' achievement and pre-service educators' decisions to enter the teaching profession. Nabukenya (2010) said that the degree of teacher's commitment is one of the most important aspects of performance and quality of school staff in Wakiso District, Uganda. Taylor (2011) study in South Africa pointed out that, teachers with low levels of commitment were less loyal to their schools. Taylor said that there was sufficient research evidence that argue that institutional commitment was associated with behaviours that advanced organizational efficiency. The study could not generalise the situation in other sub Saharan countries due to different education systems, geographical locations, culture and even working conditions. The study therefore looked at how different levels of teacher commitment influenced performance in primary schools in Keiyo South Sub County.

In Kenya, Kimani, Kara and Njagi (2013) found out that that there was a significant relationship between teachers' administration of students' assignment on academic achievement in secondary schools in Nyandarua County. Kiplagat et al. (2012) stated that the strength of any profession depends upon the degree of commitment of its members to the goals and purposes of that organization, teaching being no exemption. They argued that teacher commitment and engagement have been identified as amongst the most critical

factors in the success and the future of education. They claimed that low levels of teacher commitment results into decreased student achievement tests. They concluded that teacher commitment to their duties is quite significant to pupil's performance. However, their studies did not reflect the actual situation in Keiyo South Sub County, which the study focused on.

2.5 Influence of Teacher Personality on Pupils' Academic Performance

Richardson and Arker (2010) argue that personality styles need to be recognized to meet individual students' needs. Understanding personality profiles allows teachers to be proactive in determining a better fit for each student (Richardson & Arker, 2010). Richardson and Arker (2010) also suggested that overall productivity could be enhanced by bringing together individuals with similarities. Teacher personality is not the same as any other job related areas (Taylor, 2011). It requires religious values, moral and teaching ethics that are bound by the mission and vision of the education philosophy (Wayne & Young, 2003).

Teachers in school are supposed to display certain personality traits such as conscientiousness, emotional stability, openness to experience, extraverted, approachable, enthusiastic, outgoing, sense of humour, thinker, supportiveness, warm, kind, friendly, just, cheerful, communicative, able to relate to uninterested students and tolerate usage of mother-tongue (Richardson & Arker, 2010). Despite this, a concern facing education is the variety of personality styles that could either negatively or positively affect academic excellence in secondary learners (Garcia, Kupczynski & Holland, 2011). This study determined the influence of teacher personality traits on pupils' academic performance in Keiyo South primary schools.

Studies (Davis, 2006; McCombs & Miller, 2006) show that teacher personal attributes could be related to pupils' academic success. Davis (2006) and McCombs and Miller (2006) emphasized that good relationships between pupils and teachers often lead to increased student performance. Cooper and Benis (1967) study cited in Garcia, Kupczynski and Holland (2011) showed that teachers who exhibited negative personality, had their learners in their classes performing below average. In addition, Levin's (2006) result of the study showed marginally statistical significance between teacher personality and pupils' academic performance in schools. However, the focus of that study (Levin, 2006) was on the leadership component and its effects on student learning and this study dwelt on teacher personality and its influence on performance of pupils in class.

Haberman (1995) study found out that star teachers (successful ones) do not punish pupils, but instead use logical consequences to direct students to learn appropriate behaviours; star teachers believe that discipline problems are best handled by making learning interesting, meaningful, and engrossing; star teachers were persistent. Haberman (1995) saw these teachers dealing with the organization of the school in a uniquely productive way. They did not attempt to undermine the school's administration, nor did they ignore the directives of officials; neither, did they use bureaucratic directives as excuses to keep them from achieving their objectives in the classroom. Haberman's work is methodologically weak because it lacked the description of the group of teachers interviewed and there was no explanation on the criteria that was used to select successful teachers. Haberman findings may be right but the research method used was not clear.

Moscoso and Slagado (2004) study showed that there were seven types of personality styles that negatively affected job performance, shyness, suspiciousness, sadness, pessimism, suffering, eccentricity, and riskiness. However, Moscoso and Slagado (2004) did not study the effects of a person's personality on another person's job performance; the study assessed different personality styles and their contribution to pupils' academic performance. Teacher's personality style plays a part in students' success (Levin, 2006). This is because teaching involves multiple, simultaneous decisions related to content pedagogy, student relationships, praise and discipline, materials of instruction, and interactions with colleagues. Teaching requires not only the ability to teach lessons, but also an understanding of the rules and routines of the school culture, the ability to collaborate with other education professionals, and an awareness of the communities in which one teaches (Decker & Rim-Kaufman, 2012). People are highly variable in the degree to which they can meet these multi-level demands. Personality characteristics are likely to be important predictors of this ability.

Smith (1997) reported that that there is a close connection between the academic discipline in the public life of psychology and psychology in relation to the study of differences among people. Smith (1997) referred to the psychology of an individual as that person's personality style. Cooper and Benis (1967) cited in Garcia, Kupczynski and Holland, (2011) said that if certain patterns of teacher classroom behaviour could be demonstrated to relate to pupil achievement (or the reverse) then we would be in a position to guide the development of that teacher's behaviour which leads to pupils' learning. This study connected teachers'

personalities and behaviours as factors for pupils' learning. The scale that was used to assess a teacher's personality was through use of perceptions Likert scale questions.

Garcia, Kupczynski and Holland, (2011) results indicated that there was a statistical significant difference in teachers' personality and the success rate of the tenth and the eleventh grade students based on their academic scores. In a study of Turkish pre-service teachers, Celep (2000) found out that older teachers had greater self-confidence in ability to motivate learners and held more positive views of learners' willingness to learn than younger teachers hold. However, there is lack of studies that examine a person's individual personality style and how it may have affected another person's success (Levin, 2006; Richardson & Arker, 2010; Garcia, Kupczynski & Holland, 2011). Literature has shown that there have been a limited number of studies done in the area of teachers' personality and its effect on pupils' success in primary schools, a core theme of this study.

2.6 Theoretical Framework

The study was based on the Educational Production Function (EPF) theory originally developed by James Coleman (1966) report which showed that school inputs had marginal effect on learners achievement. The theory was later revised by Eric Hanushek (1986) to include learning outcomes. According to Hanushek (2008), the EPF model yields a prediction of the impact of changes in school, teacher, and family resources on pupils' academic performance in schools. By assessing relative effect of changes in school inputs, the EPF model enables a cost-benefit assessment that supports educational policy. Hanushek attributes that scholars draw similarities between pupils' knowledge acquisition process and the production process of a firm. Therefore, the primary goal of research based in EPF is to provide a framework that allows an understanding of how school inputs create cognitive performance outcomes. Hanushek outlines research studies using EPF model usually measuring output by pupils' performance in examinations. This is, thus, the standard dependent variable in educational assessment.

Furthermore, in EPF theory, the independent variables, or the inputs, are subdivided into two groups: family resources and school inputs. The study focused on the school inputs as the main independent variable for the study while performance of pupils as dependent variable. In this study, school inputs referred to teacher quality measures: experience, qualifications, personality and level of commitment and their influence on academic performance of pupils'

in public primary schools in Keiyo South Sub County. This can be represented in an equation form as:

$$P = F(Q, E, T, H \& n)$$

Where;

P = pupils academic achievement

Q = Teacher qualification

E = Teacher experience

T= Teacher personality

H= Teacher level of commitment

n = Undefined school variable that could also affect pupils academic performance.

From the above equation, it was noted that, the relationship between teacher qualification, teacher experience, teacher personality and teacher level of commitment is manifested in pupils' academic performance in public primary schools. However, teaching and learning materials in school, pupils' cognitive abilities and parental involvement may have effects on the performance of pupils in schools; however, they were kept constant in this research.

The theory was relevant to the study in that it provided a framework that allowed an understanding on how school inputs create cognitive outcomes. It enables the school administration to predict the impact of changes in school resources on academic performance of pupils hence improvement of learners' performance.

2.7 Conceptual Framework

The conceptual framework for this study was based on perceptions of teachers on the influence of selected teacher factors on academic performance of pupils in public primary schools. The independent variables are selected teacher factors while the dependent variable is pupils' academic performance. The model shows how these variables interact with one another. That is how selected teacher factors (personality, level of commitment, qualifications and experience) influenced pupils' academic performance (high, average or below) in primary schools. Figure 1 illustrates the conceptual framework for the study.

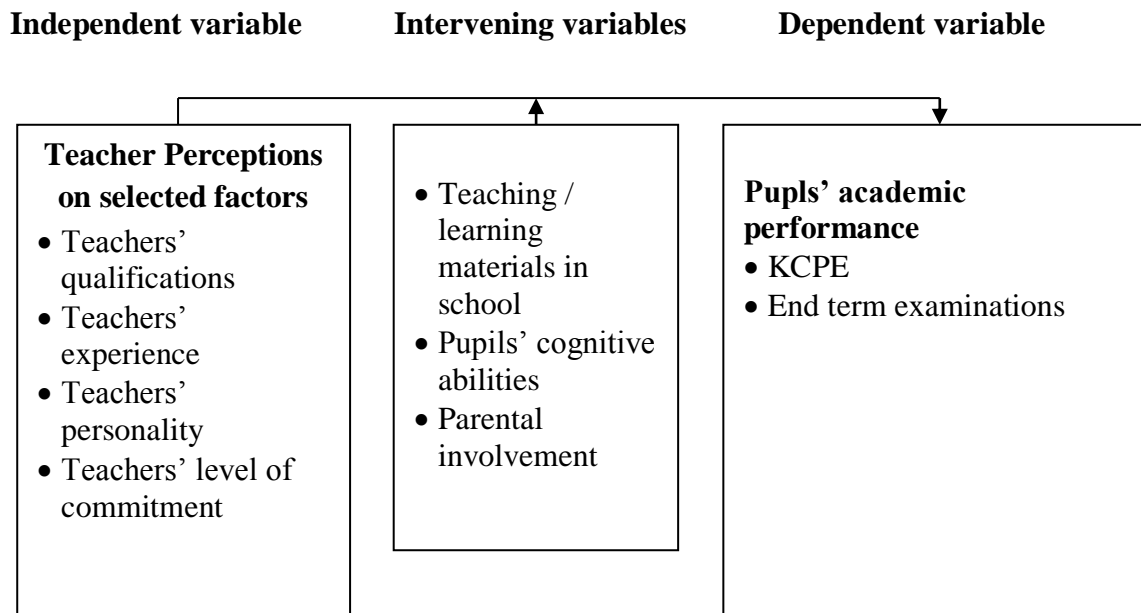


Figure 1 Teachers' Perceptions on the Influence of Teacher selected Factors on Pupils Academic Performance

The model shows that teacher perceived selected teacher factors influenced pupils' academic performance in public primary schools. The first independent variable is represented by teacher qualifications. This could be reflected through determining how teacher academic and professional qualification levels (certificate, diploma, degree and post graduate) influence their teaching effectiveness hence affecting the performance of pupils in schools. Secondly, teacher experience is also a characteristic that shows the degree to which teachers have been teaching in school, their class work activities, mastery of subject content and utilisation of instructional materials to aid the learning process.

Thirdly, the personality of a teacher refers to behaviours, characters and traits that teachers posses or exhibit while in school which could influence their approach to teaching and learning process. The personality traits include; teacher being free to interact with pupils, one who allows to be asked variety of questions by pupils, those who create pleasant atmosphere for learning and those who are conscious in their dressing and their look.

The fourth independent predictor is teacher commitment; this is the degree to which a teacher is dedicated to ensure that his/her duties are fulfilled. Common features of teacher commitment in teaching and learning could be through; frequency to which they complete syllabus, lesson preparation, dedication, monitoring of pupils progress, punctuality in arriving

at school and provision of extra materials to learners in the classroom among others. The dependent variable for the research is through determining pupils academic performance based on teachers' perceptions on their schools performance in KCPE examinations, end term examinations and other class work activities. While the intervening variables are; teaching and learning materials in schools, pupils cognitive abilities and parental involvement. The intervening variable for this study was controlled by collecting information from public primary schools that had similar characteristics in terms of resources (human and material) and also infrastructure.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter provides a detailed description of research methodologies which comprise of research design, location of the study, population of the study, sampling procedures, sample size, instrumentation, data collection procedure, data analysis and summary of data analysis procedures.

3.1 Research Design

The study employed a descriptive survey design. Cohen and Manion (2008) observed that a survey research design reports the status of issues and applies it to the existing conditions. Descriptive survey research design is appropriate for this study because the researcher explored the perception of teachers on the influence between teacher-selected factors on pupils' academic performance, as they exist in public primary schools in Keiyo South Sub County. Descriptive survey design assist to collect information from respondents in order to determine and describe the way things were in the sampled schools. This design was considered appropriate for the study because it facilitated the collection of a wide range of information or data from a large population with different characteristics and from different geographical backgrounds (Mugenda, 2008). The design also assisted in determining and describing the sample respondents about their perceptions on the influence of selected teacher factors on pupils' academic performance.

3.2 Location of the Study

The study was conducted in public primary schools in Keiyo South Sub County in Elegey-Marakwet County. Its headquarters is located in Chepkorio and it is subdivided into Chepkorio, Soy and Metkei divisions. The researcher chose the area because its KCPE mean scores have been consistently average for the last seven years (2008-2014) The mean scores are low for pupils' admission to national schools or good county schools, except for sub-county, mixed day secondary schools and may fail to secure vacancies in the existing secondary schools in the country.

3.3 Population of the Study

Mugenda (2008) defines population as a set of all elements in the universe of interest. This therefore implies a set of all groups of individuals, objects, items, cases, articles or things with common attributes and characteristics. The study targeted a population of 114 public primary schools in the three divisions that are Chepkorio (60); Soy (17) and Metkei (37) totalling to 114 schools. In these 114 schools, the study targeted 114 headteachers and 1046 teachers employed by Teacher Service Commission (Keiyo South Sub County Education Office, 2013). The inclusion of head teachers in this research was to provide more information on teacher selected factors and their influence on academic performance. The target population is presented in Table 2.

Table 2:

Target Population

Division	Head teachers	Teachers
Chepkorio	60	551
Soy	17	156
Metkei	37	339
Total	114	1046

Source: Keiyo South Sub County Education Office (2013)

3.4 Sampling Procedures and the Sample Size

Sampling means selecting a given number of subjects from a defined population as a representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2004). It is however agreed that the larger the sample the smaller the sampling error. In selecting the number of schools to be involved in the study, Krejcie and Morgan (1970) table for sample size determination was used (Appendix D). This is a table used to show computed (worked out) corresponding sample size for a given population.

According to Krejcie and Morgan (1970) table, a sample size of out of 114 would produce 86 head teachers while a sample size of 1046 would produce 278 teachers. Therefore, 86 head teachers and 278 teachers participated in the study forming a sample of 364 respondents. Table 3 shows the breakdown per division from the initial sample size. The head teachers of the sampled primary schools automatically took part in the study. The study used proportionate stratified random sampling technique in selecting teachers who participated in

the study. Therefore, 146 teachers out of 551 were selected from Chepkorio, 42 out of 156 from Soy and 90 out of 339 from Metkei divisions were randomly sampled. The final sample size for the study is presented in Table 3.

Table 3:

Sample Size for the Study

Division	Schools/head teachers	Teachers
Chepkorio	45	146
Soy	13	42
Metkei	28	90
Total	86	278

Source: Keiyo South Sub County Education Office (2013)

Under proportionate stratified random sampling method, the population of teachers was divided into divisions to form 3 strata (Chepkorio, Soy and Metkei) and thereafter a sample was drawn from each stratum (division) at random based on their sample allocation. The respondents obtained from each stratum were combined to form a complete sample of respondents to be involved in the research were 278 respondents. For instance, the stratum for teachers from Chepkorio division of which only 146 were selected to participate in the study using lottery method where the number of teachers were put in a container, thoroughly mixed and thereafter picked randomly to achieve a desired sample of 146 out of 551.

The reason for using this method is that the sample of teachers is proportionate to the division population (O’Leary, 2004). This eliminated the difference between strata and thereby reduced the sampling error. The method also adds to the precision of the sample estimate when within strata variability is the least. This was done for two other divisions leading to a sample size of 146, 42 and 90 correspondingly.

3.5 Instrumentation

Both quantitative and qualitative data were collected in this study. The study used questionnaires and interview schedules in collecting information for this study.

3.5.1 Questionnaire

The study used questionnaires to collect information from teachers (Appendix B). Gall, Borg and Gall (2007) described that questionnaires are used to collect data about characteristics, knowledge or opinions in a population or sample population. The questionnaire was the most appropriate research tool for this study as it allowed the researcher to collect information from a large sample with diverse backgrounds. The questionnaire was structured according to the objectives of the study. Section A contained information on teachers background information, Section B contained questions on teachers level of qualification, Section C contained questions on teacher experience, Section D contained questions on teacher personality and Section E encompassed questions on teacher level of commitment and their impact on pupils academic performance (Appendix A).

3.5.2 Interview Schedule

The interview schedule is a research tool that allows the researcher to collect information from a small sample size with specific detailed information that was left out by the questionnaires (Mugenda, 2008). An interview was necessary in this study since it provided in-depth information that could not be collected from questionnaires. The interview schedule was used to get information from head headteachers on the performance of their pupils in the past seven years (2008-2014). Head teachers also provided information on teachers' characteristics in their schools and their contributions on academic performance of learners which complemented information given by the teachers. The interview schedule contained both close and open-ended questions. According to Yin (2003), interviews assist in obtaining information required to meet a specific objectives of the study.

3.5.3 Validity of Research Instruments

Validity is the accuracy and meaningfulness of inferences that are based on the research results (Mugenda & Mugenda, 2003). The study used experts opinion to determine the validity of the research instruments. In this work, two study supervisors from Faculty of Education and Community Studies in the Department of Curriculum, Instruction and Education Management did a thorough examination of the questionnaires and interview schedule by reviewing the test specifications and the selection of the items, to find out whether the test measures the knowledge domain of the content it was designed to measure. The study then used experts' feedback to improve the instruments by doing modifications (Patton, 2002). The advantage of using this measure is that it is usually subjective, thorough

and representative of the wider body of materials that the research is trying to assess (Mugenda, 2008).

3.5.4 Reliability of Research Instrument

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda, 2008). Mugenda and Mugenda (2003) alludes that reliability in research is influenced by random error. As random error increases, reliability decreases. If the measurement is reliable, then there is less chance that the obtained score is due to random factors and measurement error. The reliability of research instruments was ascertained by internal consistency technique. The instruments were administered to two public primary schools in the Sub County that were not included in the sample. The main idea behind this method is that it requires only a single administration (pilot testing) and provides a unique, quantitative estimate of the internal consistency of a scale. Therefore, Cronbach's Alpha was used to calculate the internal consistency of the research instrument as revealed in the following formula:

$$Alpha = \frac{Nr}{1 + r(N - 1)}$$

Where:

r = is the mean inter-item correlation

N = Number of items in the scale

Due to the tediousness of calculating the correlation of each item with every other item to derive the mean inter-item correlation when the scale is long, Statistical Package for Social Science (SPSS) aided in calculating the internal consistency of the research instruments. Mugenda (2008) said that the computer programme generates an inter-item correlation matrix first and then sums up all the correlations to estimate the mean correlation. A benchmark correlation value of 0.7 was set up in this study. The study obtained an average reliability coefficient of 0.733 for all the objectives of the study. A coefficient of 0.70 and above implied that the items correlated highly among themselves and that there was a consistency among the items as proposed by Mugenda and Mugenda (2003).

3.6 Data Collection Procedure

After obtaining approval from Graduate School of Egerton University, the researcher sought a research permit from National Commission for Science, Technology and Innovation (NACOSTI). The researcher reported to the County Director of Education (CDE) and Sub

County Director of Education (SCDE) offices to seek approval before conducting the research as per NACOSTI letter of authorisation. The county commissioner was also notified of the research prior to data collection. After getting approval from the above mentioned offices, the researcher notified the head teachers of 86 public primary schools of the intention to conduct the study.

After this, the researcher booked appointments with the sampled schools through the headteachers to visit and administered the questionnaires personally between February and March 2015. The headteachers and teachers were given instructions and assured of confidentiality after which they were given enough time to fill in the questionnaires, after which the researcher collected the filled-in questionnaires. The interviews were conducted by the researcher in person together with the administration of questionnaires. Personal information on respondents, which would compromise confidentiality, was not asked during the period of data collection process. The period of data collection took one month and one week.

3.7 Data Analysis

The analysis of the data was conducted using quantitative and qualitative analysis. In quantitative Data from questionnaires was coded and entered into Statistical Package for Social Sciences (SPSS Version 20.0) a computer programme. Quantitative data was analysed using means, standard deviations, frequencies and percentages. The qualitative analysis involved the idea of using themes and categories in analysing text and phrases from interview schedules. O’Leary (2004) purports that categories serve to pull together and give meaning to a series of otherwise discreet events, statements, and observations in the data. Data organisation was through thorough reading (cleaning up). Thereafter the themes were generated. Analysis was done by observing trends, patterns, relationship and adequacy. A report was written. Analysed data was presented using tables, and narrations.

Table 4:*Summary of Data Analysis Procedure*

Research Objective	Variables		Analytical tool
	Independent	Dependent	
To determine teachers' perceptions on the influence of teacher qualifications on pupils' academic performance	Education level of teachers	Performance in KCPE and end term exam	Generation of themes, frequencies, percentages
To establish teachers' perceptions on the influence of teacher experience on pupils' academic performance	Classroom teaching experience	Performance in KCPE and end term exam	Generation of themes, frequencies, percentages, means and standard deviation
To find out teachers' perceptions on the influence of teacher personality on pupils' academic performance	Personality traits and attributes that teachers exhibit	Performance in KCPE and end term exam	Generation of themes, frequencies, percentages
To establish teachers' perceptions on the influence of teacher level of commitment on pupils' academic performance	Commitment	Performance in KCPE and end term exam	Generation of themes, frequencies, percentages

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The study investigated the perceptions of teachers on the influence of selected teacher factors on pupils' academic performance in public primary schools in Keiyo South Sub County. The main respondents for the study were teachers and head teachers of schools in the three divisions; Chepkorio, Soy and Metkei. The questionnaires were administered to teachers while interviews were conducted with the head teachers in the three divisions. This chapter reports the findings, analysis of the data and the discussion of the results. The presentation of results and discussion follows the research questions of the study. The first section presents the demographic characteristics of respondents.

4.2 Description of Demographic Data of Participants

This section presents the demographic characteristics of the sampled respondents from the study area. This is important as it provides a basis for clear understanding of the respondents who participated in the study. The response rate was as high as 237 (85.25%) out of 278 teachers who returned the questionnaires. For the interview, a total of 60 interviews out of 84 were conducted by the researcher signifying a 71.4% response rate. The demographic information sought was on; gender, school type, age bracket, position in the school and job status.

4.2.1 Gender of Teachers

The teachers were asked to indicate the gender category. The results are given in Table 5.

Table 5:

Gender of teachers

Category	Frequency	Percent
Male	102	43.0
Female	135	57.0
Total	237	100.0

Source: Teacher questionnaire (2015)

Table 5 results show that 135 (57.0%) of teachers who participated in the study were female while 102 (43.0%) were male. The findings suggest that gender equality in the responses was

achieved to ensure balance and avoid biasness of results to a particular group of respondents. This is different from what is in secondary schools where male teachers outnumber female teachers. For instance, Kimani et al. (2013) established that most of the teachers (64.1%) in the Nyandarua County were males. This could be explained with the fact that majority of female do not pass secondary school education to attain the requisite points to join public universities (Hardy & Smith, 2006).

4.2.2 School Category

The teachers were also asked to indicate the category of public primary schools that they came from. This is because academic performance might vary depending on school type. The results are presented in Table 6.

Table 6:

School Category

Category of public primary school	Frequency	Percent
Day	194	81.9
Boarding	43	18.1
Total	237	100.0

Source: Teacher questionnaire (2015)

When asked to give the type of school they came from, most 194 (81.9%) were from day primary schools while 43 (18.1%) came from boarding schools. There are few public boarding primary schools in the sub county and this explains why majority of teachers who participated came from day primary schools.

4.2.3 Positions of Teachers in the Schools

The teachers were asked to indicate their positions in the school as either; deputy head teacher, senior teacher, subject panel, games patron or even assistant teachers. The results are presented in Table 7.

Table 7:*Teachers' positions in the schools*

Position	Frequency	Percent
Deputy head teacher	22	9.3
Senior teacher	15	6.3
Subject panel head	102	43.0
Games teacher	51	21.5
Assistant teacher	47	19.8
Total	237	100.0

Source: Teacher questionnaire (2015)

From the results, 102 (43.0%) were subject panel heads, 51 (21.5%) said that they were in charge of games, 47 (19.8%) were assistant teachers, 15 (6.3%) were senior teachers while 22 (9.3%) were deputy head teachers. The response shows that all categories of teachers participated in the study to help in understanding the relationship between selected teacher characteristics on academic performance of pupils in primary schools in Keiyo South Sub County.

4.2.4 Teachers' Age

The respondents were also requested to indicate their age category. The findings are given in Table 8.

Table 8:*Teachers' age*

Range	Frequency	Percent
Less than 25 years	13	5.5
26-35 years	56	23.6
36-45 years	100	42.2
46 years and above	68	28.7
Total	237	100.0

Source: Teacher questionnaire (2015)

The findings showed that 100 (42.2%) were aged 36-45 years, 68 (28.7%) were aged more than 46 years, 56 (23.6%) ages ranged between 26-35 years and only 13 (5.5%) were found

to be aged less than 25 years. The findings indicate that majority of teachers are middle aged (less than 45 years). The situation in primary schools is similar to what is in secondary schools in Kenya as reported by Kimani et al. (2013) who found out that majority of the teachers (60.1%) in secondary schools were aged 39 years in Nyandarua County. Results on their job status, 192 (81.0%) were permanently employed, 39 (16.5%) were employed by TSC and only 6 (2.5%) reported that they were still on contract from the county government and parent teacher association.

4.2.5 Performance of Schools in KCPE and End of Term examinations

The main measurement for the dependent variable was determining the performance of sampled schools in Keiyo South Sub County through finding out their schools mean-score in KCPE examinations and end term examinations. This data was collected from teachers' questionnaire. The results are further shown in Table 9.

Table 9:

Performance of schools in KCPE and end term examinations

Examinations	N	Min	Max	Mean	Std. Deviation
KCPE	197	212.00	376.00	266.4529	23.25952
End term examinations	204	171.79	382.00	271.7437	34.52805
Valid N (Listwise)	174				

Source: Teacher questionnaire (2015)

Computed results for KCPE shows that they scored a maximum of 376 and a minimum of 212 while on normal examinations, the minimum score was 171.79 with a maximum score of 382.00. Moreover, calculated means showed that KCPE average performance stood at 266.45 while normal school examinations stood at 271.74. The statistics shows that schools performance in Keiyo South Sub County was average.

4.3 Influence of Teacher Qualifications on Pupils' Academic Performance

The first objective of the study was to find out head teachers' and teachers' perceptions on the influence of teacher qualifications on pupils' academic performance of public primary schools in Keiyo South Sub County. A teacher's qualification is one of the most important factors determining the quality of learning in schools. In school, a pupil may be exposed to

teachers of different academic qualifications. At first, the teachers were asked to indicate their level of education. The findings are given in Table 10.

Table 10:

Teachers' level of education

Level	Frequency	Percent
Certificate	106	44.7
Diploma	87	36.7
Degree	41	17.3
Masters	3	1.3
Total	237	100.0

Source: Teacher questionnaire (2015)

From the responses, 106 (44.7%) were certificate holders, 87 (36.7%) were diploma holders, 41 (17.3%) had a degree while 3 (1.3%) had masters level of education. This shows that all teachers in Keiyo South Sub County are professionally trained. Another observation from the results above shows that despite being in primary schools, teachers are advancing in their education as 71 (30.0%) reported that they are enrolled in different academic programmes like Diploma in ECD, degree in education and masters degree level.

Furthermore, the teachers were asked to state whether they applied various teaching and learning methodologies in their classes and their influence on academic performance of pupils. The results are presented in Table 11.

Table 11:

Teachers' perceptions on the influence of classroom activities measuring their qualifications and competencies on academic performance of pupils

Activity	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
	f	%	f	%	f	%	f	%	f	%
i) I make prior preparation before commencing my lessons enhancing learners understanding	208	87.8	25	10.5	4	1.7	0	0	0	0.0
ii) Using improved teaching methods help learners in performing well in exams	119	50.2	79	33.3	38	16.0	1	0.4	0	0.0
iii) Good presentation during teaching enhances academic performance of pupils	116	48.9	86	36.3	31	13.1	4	1.7	0	0.0
iv) Use of learning aids regularly in classrooms improves learners understanding	145	61.2	52	21.9	33	13.9	5	2.1	2	0.8
v) Use of appropriate ways of handling discipline assist pupils in behaviour modification hence improved performance	144	60.8	63	26.6	27	11.4	2	0.8	1	0.4
vi) Use of appropriate language increase pupils interest in learning in class	87	36.7	76	32.1	56	23.6	14	5.9	4	1.7
vii) Preparation of schemes of work, lesson plans, and timetables regularly direct learners to success	174	73.4	43	18.1	17	7.2	3	1.3	0	0.0
viii) Clear effective communication in class is a key determinant of academic achievement	197	83.1	31	13.1	9	3.8	0	0.0	0	0.0
Average statistics on influence of teacher qualification characteristics	149	62.8	57	24.0	27	11.3	4	1.5	1	0.4

Source: Teacher questionnaire (2015)

Results from Table 11 shows that 208 (87.8%) of teachers strongly agreed that making prior preparation before commencing their lessons enhanced learners understanding during classroom learning, 25 (10.5%) agreed and 4 (1.7%) were undecided. This shows that teachers who prepare themselves ensure that their learning is well coordinated leading to

pupils' ability to grasp content being taught easily. Murnane and Steele (2007) support this finding by indicating that teachers who are qualified tend to prepare themselves as this helps them in delivering the curriculum content to learners.

When asked as to whether academic performance is improved when children are helped to use improved teaching methods are used, half 119 (50.2%) of teachers strongly agreed, 79 (33.3%) agreed, 38 (16.0%) were undecided while 1 (0.4%) disagreed. This shows that teachers tend to have positive perceptions on their role application of improved teaching approaches that helps learners to perform well in examinations. The findings concurs with Darling-Hammond (2001) who found out that teachers who were qualified applied recommended and up to date teaching approaches and this improved on their academic performance in schools.

Results on whether good presentations during classroom teaching enhanced academic performance of pupils, 116 (48.95) strongly agreed, 86 (36.3%) agreed, 31 (13.1%) were neutral while 4 (1.7%) disagreed. This shows that when teachers ensure that their lessons are presented in a manner that will arouse learning interest in the subject being taught in classrooms this ensures that pupils' academic performance increases significantly. Zuzovsky (2012) support this result in that teachers who are qualified tend to use social learning methods that involve exploration to improve classroom teaching and learning. According to Zuzovsky (2012), when teachers use good presentation skills increased their students' understanding improves hence improved academic outcomes. This is one aspect that differentiates a qualified teacher from unqualified one.

Findings also showed that majority 145 (61.2%) of teachers perceived that the use of learning aids regularly in their classes improved learners understanding of content being taught hence leading to better results, 52 (21.9%) agreed, 33 (13.9%) were undecided, 5 (2.1%) disagreed and 2 (0.8%) strongly disagreed. This is a positive confirmation that teachers frequently use learning aids that stimulates learning understanding in getting what is being taught by their teachers. Teachers who are qualified tend to utilise a variety of teaching aids to ensure that their learners get the concept being taught. This one aspect shows that teachers are implementing what was taught in college. This later translates to better academic outcomes in school. Wabuke et al. (2013) also support the finding by stating that effective teaching in the classroom is dependent on teachers' level of qualification and utilisation of various

instructional resources in learning. Therefore for learning to be effective, teachers need to use their knowledge gained from college to improve classroom learning environments hence improving performance (Yara & Wanjohi, 2011).

The findings of the study on whether utilisation of appropriate ways of handling discipline in schools assisted in behaviour modification hence improved performance, 144 (60.8%) strongly supported the statement, 63 (26.6%) agreed, 27 (11.4%) were undecided, 2 (0.8%) disagreed and 1 (0.4%) strongly disagreed with the statement. The findings disagree with Michaelowa and Wetchler (2008) who found out that majority of teachers in 11 sub-Saharan African countries rarely applied the recommended approaches in handling indiscipline cases. Some of them utilised discipline management methods that were outlawed (corporal punishment) leading to poor performance of pupils in schools.

Results of the study further revealed that 87 (36.7%) of teachers strongly agreed, 76 (32.1%) agreed, 56 (23.6%) remained neutral, 14 (5.9%) disagreed and 4 (1.7%) strongly disagreed on the statement that use of appropriate language increased pupils interest in learning in class. This shows that teachers have positive perception on this statement. This shows that teachers regularly use language that enhances learners develop interest in getting what is being taught in school. This in the long-run may raise the academic performance of pupils in primary schools. The findings are in agreement with Guimaraes and Carnoy (2012) who established that teaching strategies used by qualified teachers in Brazilian schools improved learners pace in understanding mathematics subject. The language use was simple and direct in a way learners were able to progress well during learning mathematics concepts that were assumed to be hard.

The study findings further revealed that most 174 (73.4%) of teachers strongly agreed that preparation of schemes of work, lesson plans and timetables regularly directed learners to academic success, 43 (18.1%) agreed, 17 (7.2%) were undecided while 3 (1.3%) disagreed. These professional documents preparation are critical in ensuring successful implementation of curriculum in the classroom by teachers (Kosgei et al., 2013). Early preparation of them tends to be associated with improved academic outcomes by pupils as teachers perceived (Yara & Wanjohi, 2011). The results implied that internal curriculum supervisors are doing their best in ensuring that teachers prepared professional documents that guide their teaching.

This one aspect shows that teachers are qualified in their areas of teaching and this would in one-way dictate the academic achievement of pupils in schools.

Lastly, 197 (83.1%) of teachers strongly agreed that clear and effective communication in class is a key determinant of academic achievement, 31 (13.1%) agreed and 9 (3.85) were undecided. This shows that teachers understand the importance of clear and effective communication to improve teaching and learning processes in their classrooms. The findings are supported by Murnane and Steele (2007) and Goldhaber and Brewer (2002) who found out that regular communication, interaction and consultation between teachers and learners in the classroom improved academic outcomes.

Computed average statistics shows that majority 149 (62.8%) of teachers strongly agreed that conduction of lessons professionally increases pupils academic performance, 57 (24.0%) agreed, 27 (11.3%) were undecided, 4 (1.5%) disagreed and 1 (0.4%) strongly disagreed with the statements. This shows that teachers tend to have positive perceptions on the influence of qualification characteristics on academic performance of pupils in schools. The findings concurs with Kosgei (2013) who found also that more than 50% of teachers had positive perceptions on their influence of teacher qualifications on student academic achievement. Moreover, the respondents were asked to indicate whether the level of education of a teacher determine the academic performance of pupils in schools. The results are presented in Table 12.

Table 12:

Whether level of education affect academic performance of pupils

Level of agreement	Frequency	Percent
Strongly disagree	18	7.6
Disagree	24	10.1
Undecided	13	5.5
Agree	96	40.5
Strongly agree	86	36.3
Total	237	100.0

Source: Teacher questionnaire (2015)

The findings reveal that 86 (36.6%) strongly agreed and 96 (40.5%) agreed that the level of education and qualification of a teacher determines pupils academic performance in school. However, 24 (10.1%) disagreed and 18 (7.65) strongly disagreed with the statement.

Combined statistics shows that 76.8% agreed while 17.7 disagreed and 13 (5.5%) remained undecided on the statement. Therefore, according to the teachers, their qualifications and education level affects academic performance of pupils. Kosgei et al. (2013) results showed that as the level of teacher education increased, learners' performance in Biology increased in Nandi South Sub County secondary schools.

This finding was supported by head teachers interviewed who admitted that teacher academic qualification plays a significant role in academic achievement of schools. One head teacher from Metkei division asserted that teachers who have higher academic qualifications have had better results.' For instance, another head teacher named 13 noted that:

"The performance of teachers who hold diploma is better than the certificate."

Another head teacher No. 56 remarked that:

"A qualified teacher will make learning to be more interesting because he/she has undergone regular training on classroom instruction."

Head teacher No. 11 further stated that:

"My own observation is that teachers who have increased their level of education tend to improve on their teaching approach, utilisation of instructional resources and hence learners record better performances in examinations."

However, some head teachers said that teachers with diploma have not really mastered the subject matter completely like those who have certificates. Head teacher No. 33 stated that:

"...there is a great difference because specialising in a few subjects needs also specialisation in the classroom. Moreover, in a primary school, a teacher teaches all the subjects regardless of language barriers in lower primary. A certificate-trained teacher if given the necessary learning facilities will perform better than a diploma teacher."

Another Head teacher No. 42 also shared similar perception with No. 33 by indicating that:

"Teacher level of education and qualification sometimes does not result to improved academic performance of pupils. Other factors may sometimes affect academic performance."

From the above interview extracts, the key of the matter here is that head teachers saw that those teachers who held diploma were trained in teaching specific subjects unlike those who have certificate level of education (PI and PII). However, some head teachers from some schools (No. 72, 12, 18, 24) argued that all teachers are equally the same despite holding

different academic education levels. This implies that low education should not be interpreted as an indication of a low impact of increased subject matter knowledge, but rather as an indication of the low quality of the education, the teachers themselves received when they attended college. The above information from teachers and head teachers support the notion that teacher qualification is an important factor predicting pupils' academic performance in primary schools in Keiyo South Sub County. The information is consistent with past studies (Darling Hammond, 2001, Michaelowa & Wetchler, 2008; Yara & Wanjohi, 2011) who found out that teacher qualification is an important factor towards learners' academic performance.

4.4 Influence of Teacher Experience on Pupils' Academic Performance

The second objective of the research sought to establish head teachers' and teachers' perceptions on how teacher experience influenced academic performance of pupils in primary schools in Keiyo South Sub-County. The teachers were asked to indicate the number of years they had been in the teaching profession. The results are given in Table 13.

Table: 13

Teacher work experience

Experience	Frequency	Percent
Less than 1 year	8	3.4
1-3 years	20	8.4
4-6 years	38	16.0
7-9 years	14	5.9
10 years and above	157	66.2
Total	237	100.0

Source: Teacher questionnaire (2015)

From their responses (Table 13), 157 (66.2%) had worked for more than 10 years, 38 (16.0%) for 4-6 years, 20 (8.4%) for 1-3 years, 14 (5.9%) for 7-9 years and only 8 (3.4%) had worked for less than 10 years. The results suggests that majority of teachers had worked for so many years and therefore understood the influence of their period of work on academic performance of pupils. This was revealed by Kosgei et al. (2013) research in Nandi South Sub County, whereby teachers who had less than 3 years of experience; students' academic achievement was below average (83.3%) as compared to teachers who had 12 years and above teaching experience whose students' academic achievement was high (100%). In

addition, UNICEF (2011) report indicated that teachers' skills and experience were important for pupils learning.

However, in some schools, some head teachers indicated that their teachers were not experienced and therefore required to be updated on new modern classroom techniques and emerging issues. This was shared by Head teacher No. 20 who said that:

“Some of my colleagues need further training because they were taught in college under the old curriculum. This has seen us providing opportunities for teachers to develop themselves in order to gain experience.”

Another head teacher No. 30 also indicated that:

“Teacher experience is an important factor in determining their ability to conduct instruction and manage classrooms well. However, in my schools some teachers do not have adequate experience.”

The head teachers therefore agree that some of their teachers are not experienced and this could challenge effective classroom instruction hence poor academic performance. Moreover, when asked to indicate the number of years they had taught in their current schools, 63 (26.6%) said that they had stayed for more than 10 years, 58 (24.5%) for 1-3 years, 48 (20.3%) for 4-6 years, 35 (14.8%) for less than a year and 33 (13.9%) had stayed for 7-9 years. The more the number of years they had taught in one particular school, the more they were accustomed to teaching and learning processes. Another aspect that the study asked teachers to indicate was on the frequency to which they had attended in-service training. Professional development activities can be conducted by many different organizations, in school and out of school, on the job or during sabbatical leave (Mukhwana et al., 2013). On these occasions, practicing teachers update their content knowledge and teaching skills to adjust to the introduction of new curricula, new research findings on teaching and learning, changes in the needs of the learners' population (Kimani et al., 2013). The teachers were asked to indicate the frequency to which they attended in-service training courses within and outside the school. The results are illustrated in Table 14.

Table 14:*Frequency to which teachers attend in-service training*

Extent	Frequency	Percent
Never	24	10.1
Rarely	28	11.8
Sometimes	113	47.7
Occasionally	61	25.7
Always	11	4.6
Total	237	100.0

Source: Teacher questionnaire (2015)

According to the results in Table 14, only 11 (4.6%) of teachers reported that they attended in-service training courses regularly. A significant 113 (47.7%) mentioned that they sometimes attended training, 61 (25.7%) said that they occasionally attended, 28 (11.8%) said that they rarely attended while 24 (10.15) said that they had never attended in-service training courses. This shows that majority of teachers occasionally attend in-service development training. During the interview, some head teachers also expressed their opinion on the provision of in-service training. Head teacher No. 33 remarked that:

“In-service training is important for teachers to increase their skills and knowledge. When they go for more in-service training, their competency and capacity to transform classroom environment becomes successful.”

Another head teacher No. 25 said that:

“We always look for opportunities for our teachers to undertake in service training. For instance, some of our teachers have been sponsored to undergo training for ICT use in order to be acquainted with ICT skills prior to introduction of digital learning in public schools.”

In their own submission during interview more than half of head teachers said that majority of their teachers did not go for in-service training supporting the findings made in Table 14 above. The results are in agreement with cross country study by Michaelowa and Wechtler (2008) who found out that majority of teachers in sub Saharan African countries did not regularly attend in-services training programmes offered during school days and holidays. This shows that teachers lack of regular attendance of regular training is common across

several sub Saharan African countries. However, Enamul et al. (2012) established that teacher attendance of in-service training was common among Bangladesh schools.

The study went further to investigate teachers' perceptions on the influence of their competencies as experience measurement on pupils' academic performance in public primary schools in Keiyo South Sub County. Through statements measured on a Likert scale; 1-Strongly Disagree (least) and 5-Strongly Agree. The descriptive results are given in Table 15.

Table 15:

Teachers' perceptions on the influence of their competencies on academic performance of pupils

Perceptions	N	Min	Max	Mean	Std. Deviation
i) When teachers are always prepared in teaching, they delivery content well leading to achievement of objectives	237	2.00	5.00	4.7764	.56429
ii) Marking all class work, CATs and exams on time provides room for remedial work averting failure	237	2.00	5.00	4.7637	.55528
iii) School mean score is improved if good class control strategies are used	237	2.00	5.00	4.7553	.58152
iv) Teachers answering questions asked by pupils precisely encourages positive attitude hence pupils' achievement	237	1.00	5.00	4.7004	.70630
v) Considering individual differences boosts self esteem hence learners' achievement	237	1.00	5.00	4.5105	.81621
vi) Excellent mastery of subject matter in all subjects raises academic standards	237	1.00	5.00	4.4599	.81529
vii) Improvisation of teaching resources creates a good atmosphere for learning	237	1.00	5.00	4.2574	.81641
viii) Attractive teaching aids induces attention which motivates pupils learning	237	1.00	5.00	4.0253	.84835
Mean perception				4.5311	0.71296

Source: Teacher questionnaire (2015)

Results from Table 15 show that teachers strongly agreed ($M=4.78$ and $SD=0.56$) that when teachers are prepared in teaching, they deliver curriculum content well leading to achievement of objectives. This shows that adequate teacher preparation as a professional competency leads to better learning environments in schools and later good academic outcomes. This shows that teachers are organised and prepared in teaching. The result

coincides with Jacob and Lefgren (2004) who established that teachers who were professionally prepared conducted their lessons very well.

Furthermore, the findings also shows that teachers also strongly agreed ($M=4.76$ and $SD=0.56$) that marking all class work, CATs and exams on time provides room for remedial work averting failure. Teacher habit in marking all examinations will ensure that he/she conducts revision faster and therefore learners are able to correct their mistakes and this prepares them to tackle future examinations well. However, Slow marking of exams and other evaluation assignments negatively affects academic performance of pupils in primary schools. The findings corresponds with Gbore and Daramola (2007) study that showed that teachers in Nigeria regularly examined students in CATs so as to evaluate their academic performance in schools. This shows that teachers role in examining learners academic progress is critical to their improved academic performance.

It was also evident that most teachers also strongly agreed ($M=4.76$ and $SD=0.58$) that school mean scores were improved if good class control strategies were used. This implies that teachers understand their responsibilities in ensuring that they meet their daily, weekly and termly targets on time by regulating and planning all their activities well. Fehler et al. (2008) also indicated that when teachers have good classroom management strategies, learning and performance improves. The authors argued that when teachers tend not to control their classrooms, teaching and learning process is usually affected. The results of the study further showed that most teachers also strongly agreed ($M=4.70$ and $SD=0.70$) that teachers who answer questions asked by pupils precisely and clearly lead to positive attitude development by learners which increases their academic performance scores. Mukhwana et al. (2013) results coincide with study findings which established that for conducive learning to be experienced in the classroom, constant questioning and discussions between teachers and learners was important.

In addition, the teachers also tended to strongly agree ($M=4.51$ and $SD=0.81$) that teachers consideration of individual differences boosted self-learning, self esteem leading to better academic results. This shows that for the years they had been teaching, they had been able to learn the needs and expectations of learners based on their weaknesses and challenges in learning. Another positive observation from them is that they respond to learners' queries on time thereby improving their engagement in the classroom. This finding is in agreement with

Zuzovsky (2012) who established a positive relationship between content-focused professional development activities and student achievement.

The results further showed that majority of teachers had positive perceptions (M=4.46 and SD=0.81) that excellent mastery of subject matter in all subjects raised school academic standards. The result coincides with information gathered from head teachers during interview where some expressed their views. Head teacher No. 11 noted that:

“Teachers who are experienced understand the dynamics of teaching and this helps them to know which method to use teaching different kind of learners in classrooms.”

Head teacher No. 18 said that:

A significant number of our teachers are examiners with KNEC (Insha and Composition) and this has been due to their good mastery of concepts.

Master of content and primary education curriculum is important for effective implementation. This is because a teacher becomes effective when he/she exhibits mastery of curriculum content and this ensures that learners understand concepts being taught in class (Murnane & Phillips, 2009). Similar to the study findings, Ladd (2008) established that teacher mastery of curriculum content was based on their experience in teaching and this affected academic performance of students in Iowa schools.

Study findings further revealed that teachers agreed (M=4.25 and SD=0.81) that improvisation of teaching resources created a good atmosphere for learning in schools. The improvisation of instructional resources is one of the qualities of an experienced teacher; this improves learners understanding and creates thirst for new knowledge in them. Head teachers during interview also shared their perceptions with regard to teacher experience and improvisation of local resources. Headteacher no. 9 said that:

“Due to inadequacy of teaching and instructional resources that are required for learning, teachers who are experienced in my schools regularly improve available resources to ensure that curriculum is implemented.

Another school head teacher No. 7 narrated that:

“Majority of teachers in my schools have the ability to improve learning resources. This has enabled learners to develop and acquire necessary competencies for learning.”

From the above findings, a significant number of head teachers reported that their teachers were capable of improving materials for effective learning hence improved academic

achievement in public schools in Keiyo South Sub County. The results is in agreement with Kimani et al. (2013) who acknowledged that teacher competence in improvising educational resources was an important predictor of academic performance. The teachers also tended to show positive perceptions (M=4.02 and SD=0.84) on the statement that attractive teaching aids induced attention which motivated pupils learning in the classrooms. This therefore shows that teachers improvise teaching and learning resources to ensure that learning is interactive and lively thereby promoting pupils understanding of the subject matter. The findings concur with Etsey (2005) which informs that the availability and use of teaching and learning materials affect the effectiveness of teachers' lessons in the classrooms. Furthermore, the study wanted to check on teachers' perceptions on whether their experience determined academic performance of pupils in a Likert scale; strongly disagree to strongly agree. The results are summarised in Table 16.

Table 16:

Whether teacher experience influence academic performance of pupils

Experience in teaching influence academic performance of pupils	Frequency	Percent
Strongly Disagree	11	4.6
Disagree	5	2.1
Undecided	19	8.0
Agree	88	37.1
Strongly Agree	114	48.1
Total	237	100.0

Source: Teacher questionnaire (2015)

Results from Table 16 reveal that most 114 (48.1%) of teachers agreed that their experience in teaching affected academic performance of pupils, 88 (37.1%) agreed, 19 (8.0%) were neutral, 11 (4.6%) strongly disagreed while 5 (2.1%) disagreed. This indicates that teachers perceive that their experienced in teaching is a determinant of performance of their pupils in examinations. One head teacher No. 3 said that:

“Teachers who are experienced are able to handle academic issues with ease and produce good results as opposed to inexperienced ones.”

Head teacher No 53 commented that:

“The number of years a teacher has taught, the better the results.”

From the above information, majority of head teachers interviewed said that teacher who are experienced tend to complete their duties on time hence enabling the completion of syllabus earlier. This makes room for learners to revise with adequate time hence post good results in examinations. Experienced teachers explain deeply the subject content to learners in classroom well while teaching (Clotfelter et al., 2008). In addition, an experienced teacher has improved teaching approaches compared to an inexperienced one who has not mastered all teaching methodologies (Olopot-Okurut et al., 2005). The results are supported by previous findings; for instance, Wenglinsky (2000) established a positive relationship between teacher experience in attending in-service training and learner academic performance in special schools in New Zealand. It can therefore be deduced that majority of teachers perceived that their experience in teaching influences academic performance of their pupils in Keiyo South Sub County public primary schools.

4.5 Influence of Teacher Personality on Pupils' Academic Performance

The third objective of the research was to find out head teachers and teachers' perceptions on the influence of teacher personality on pupils' academic performance in public primary schools in Keiyo South Sub County. Therefore, through a Likert scale of five; strongly disagree coded as 1 to strongly agree coded as 5, the teachers were asked to give their perceptions on how their personality in school influenced pupils' academic performance. The findings are given in Table 17.

Table 17:*Teachers' perceptions on how personality influenced pupils academic performance*

Personality traits	SA		A		UN		D		SD	
	f	%	f	%	f	%	f	%	f	%
i) Free interaction with pupils by a teacher in class creates a positive attitude required in passing exams	99	41.8	111	46.8	4	1.7	5	2.1	18	7.6
ii) Teacher who allows pupils to consult them in class & other times creates a bond which leads to success	82	34.6	96	40.5	14	5.9	15	6.3	30	12.7
iii) When teachers allow pupils to take notes as lesson progresses encourages freedom in learning	49	20.7	87	36.7	16	6.8	41	17.3	44	18.6
iv) Giving pupils a variety of questions after every lesson promotes their interest and understanding	111	46.8	95	40.1	10	4.2	9	3.8	12	5.1
v) Teachers who praises pupils when they answer questions activates learning interest	152	64.1	60	25.3	1	.4	6	2.5	18	7.6
vi) Teacher who creates a pleasant atmosphere in teaching by making pupils cheerful & happy raises academic performance	132	55.7	77	32.5	8	3.4	2	.8	18	7.6
vii) Teachers who are conscious on their dressing & how they look motivates children interest in them & the learning process	123	51.9	77	32.5	14	5.9	6	2.5	17	7.2
viii) Teachers who encourage pupils' ideas when there are discussions in class results to success	132	55.7	81	34.2	6	2.5	4	1.7	14	5.9
Average teacher personality perception	110	46.4	86	36.1	9	3.9	11	4.6	21	9.0

Source: Teacher questionnaire (2015)

Results from Table 17 reveal that 99 (41.8%) of teachers strongly agreed that free interaction with pupils by teachers in class creates a positive attitude required in passing exams, 111 (46.8%) agreed, 4 (1.7%) were undecided, 5 (2.1%) disagreed while 18 (7.6%) strongly disagreed. This implies that teachers have developed the tendency of interacting freely with their pupils and this helps in removing fear factor among children in schools as teachers appear to be friendly rather than harsh. The findings were supported by one head teacher No. 15 who said that:

“Learners learn through teacher/pupil interaction and therefore if a teacher has no idea about the subjects or topics being taught, the learner will not achieve anything.”

Another head teacher No. 26 had a different opinion by indicating that:

“Not all teachers in my schools have positive personality. Some are even feared by pupils while others embrace pupils. Those who are closer to learners assist them to improve on their weak areas thereby improving their academic performance.”

Head teachers No. 11 suggested that:

“I try to encourage my teachers to allow their interaction with learners in order to understand their issues hence improved academic performance of the schools.”

From the above views from teachers and head teachers, there seems to be an agreement that teacher closer interaction with learners is critical to improved academic performance. The results are similar to Decker and Rimm-Kaufman (2012) who found out that teacher who endorsed proactive approaches to discipline, created a sense of community and argued that it was important to support meta-cognitive growth in the classrooms. However, Etsey (2005) study showed that teachers in the Ghana Shama sub-metro schools showed less concern about the children understanding of the lessons when compared with the teachers of the high-achieving schools. Understanding of the lesson is linked with output and outcome. The greater the understanding of the lesson, the higher the output of the pupils from exercises, assignments and tests.

Secondly, 82 (34.6%) strongly agreed and 96 (40.5%) agreed that teachers who allow pupils to consult them in class and other times create a bond which lead to success. However, 45 (19%) disagreed with the statement that they only allow consultation by pupils during class lessons and not any other time. From these results, it is evident that teachers somehow appear to be consulted by pupils in classrooms but not outside of which it could have been better if he/she was free to be consulted at any place within the school environment. The findings are

supported by Richardson and Arker (2010) who found out that regular learner consultation with teachers would improve their academic performance. However, a research by Richardson and Arker (2010) established that some teachers in schools did not favour this approach despite recommendations being made that they should freely allow learners to interact with them. The lack of regular interaction and consultation could hamper academic improvement by pupils in schools.

Thirdly, 87 (36.7%) agreed and 49 (20.7%) of teachers strongly agreed with the statement that when teachers allow pupils to take notes as lesson progresses, this encourages freedom in learning; 44 (18.6) strongly disagreed, 41 (17.33%) disagreed and 16 (6.8%) were undecided. The variation in the response made by teachers could be because of the short-time allocated to each lesson and the content of the unit to be covered, it will take long if the teacher dictated while teaching, and therefore some schools provide learners with textbooks to which teachers assign them to write notes from those books rather than dictation. However, some head teachers reported that their schools did not have adequate instructional materials, forcing teachers to ask pupils take note while teaching and this resulted to delay in curriculum implementation. Head teacher No. 15 reported this:

“In my school I do not have enough learning resources and this has made it difficult for teachers to dictate notes to pupils.

The situation paints a grim picture on the provision of adequate instructional facilities through capitation grant given by Ministry of Education. This situation according to Kimani et al. (2013) results in lack of syllabus completion rate and therefore affects academic performance of pupils. The non-completion of syllabus is due to inadequacy of textbooks for pupils in schools.

As to whether giving pupils a variety of questions after every lesson promotes their interest and understanding, 111 (46.8%) strongly agreed and 95 (40.1%) agreed that by giving pupils a variety of questions would promote their interest and understanding in classroom. However, 21 (8.9%) disagreed. This shows that majority of teachers ensured that they had given their pupils a variety of questions to enhance their interest and understanding which later culminated to good academic performance. The findings concur with Levin (2006) who found out that teacher personality and behaviour of pupils by giving regular quizzes improved their understanding of curriculum content.

When asked as to whether the reinforcement of pupils by praising them when they answered questions activates learning interest, 152 (64.1%) of teachers strongly agreed, 60 (25.3%) agreed, 1 (0.4) were neutral, 6 (2.5%) disagreed while 18 (7.6%) strongly disagreed. This implies that when learners make good efforts in answering questions, teachers on their part acknowledge by praising them to continue doing better and this creates confidence in learners and result to improved academic outcomes. The findings are consistent with Garcia et al. (2011) whose results indicated that learners who were praised by their teachers for their academic efforts grew in self confidence and thereby improved their grades.

The findings further revealed that 132 (55.7%) and 77 (32.5%) of teachers agreed that teachers who create pleasant atmospheres in teaching by making pupils cheerful & happy raise academic performance. Only, 20 (8.4%) of teachers said that they disagreed with the statement. It is observed that for learning to be effective, the teacher must ensure that a favourable environment is created so that learners would participate actively in answering and asking questions. This will later lead to improved performance in examinations as Wayne and Young (2003) found out that teachers who create positive environments in their classrooms, their learners excelled in examinations.

When asked as to whether teachers who are conscious on their dressing and how they looked motivated children interest in them and the learning process; at least 123 (51.9%) strongly agreed, 77 (32.5%) agreed, 14 (5.9%) were undecided, 6 (2.5%) disagreed while 17 (7.2%) strongly disagreed with the statement. This implies that teachers are very careful on their mode of dressing and how they appear while in school considering that children are looking up to them as future role models to be emulated. The findings correspond with Kosgei et al. (2013) who found out those teachers who observed on their dressing code, acted as role models to learners in schools. Moreover, one head teacher added that the dressing of a teacher and personal grooming could determine pupils' academic performance.

Lastly, when asked as to whether teachers who encourage pupils ideas when there were discussions in class resulted to success, 213 (89.9%) agreed, 6 (2.5%) were undecided while 18 (7.6%) disagreed. This implies that majority of teachers value the significance of classroom discussions whereby pupils are categorised in various groups through which they discuss certain questions and come up with a common solutions as a group. The utilisation of this method during teaching and learning process has been proven good in improving positive

academic outcomes in schools as established by Taylor (2011). On average, it appears that 196 (82.5%) of teachers had positive personality characteristics in primary schools in Keiyo South Sub county. This finding is supported by head teachers No. 23 interviewed where one said that:

“...those who are jovial and easy to interact with are better achievers.”

Another head teacher No. 40 one remarked that:

Children learn through imitation and if the teacher is just a person who does not care about his/her personality, like dressing and how to interact with pupils among others then the learner will imitate exactly what the teacher does. If the teacher criticises others, the learners will do the same. The child will grow to learn and achieve what they are expected through the teacher.

Therefore, teacher personality towards the learners plays a lot in their academic achievement. It is also evident that pupils learn and concentrate more depending on teachers' personality. Richardson and Arker (2010) support this statement by stating that the personality traits that teachers exhibit in schools are critical for the effective learning of learners. Most teachers in the study believed that their personality was critical to the academic outcomes of their pupils.

4.6 Influence of Teacher Level of Commitment on Pupils' Academic Performance

The fourth objective of this study was to establish head teachers and teachers' perceptions on the influence of teacher level of commitment on pupils' academic performance in public primary schools in Keiyo Sub County. The teachers were asked the frequency to which they completed the syllabus. The results are presented in Table 18.

Table 18:*Extent to which teachers complete their syllabus*

Rate of syllabus completion	Frequency	Percent
Rarely	4	1.7
Sometimes	57	24.1
Occasionally	46	19.4
Always	130	54.9
Total	237	100.0

Source: Teacher questionnaire (2015)

From their responses, 130 (54.9%) said that they always finished on time, 57 (24.1%) said that they sometimes finished, 46 (19.4%) said that they occasionally finished while 4 (1.7%) said that they rarely completed school syllabus. The result suggests that teachers who are committed tend to prepare and complete their syllabus well. Kimani et al. (2013) supported these results, they found out that timely completion of Form Four syllabus significantly affected academic achievement. Schools where teachers completed the syllabus three months before the examinations had higher grades compared to schools where teachers completed the syllabus in time before a month to KCSE in Nyandarua County. According to Etsey (2005) results, fewer teachers in the Shama sub-metro completed the syllabuses than the teachers in the high-achieving schools. The completion of the syllabus for each subject in each class provides the foundation for the next class to be built upon. When the syllabus is not completed, content that should be taught in the next class that is based on the previous class could not be taught. As this continues, there would be a backlog of content not taught and this would affect the performance of the pupils in primary schools.

The non-completion of syllabus by almost 50.0% of teachers could be due to understaffing in primary schools, lack of adequate materials and overcrowded classes. Moreover, despite the challenges brought about by free primary education, the study sought to establish the commitment of teachers towards curriculum implementation in schools. Therefore, teachers were asked to indicate their perceptions on the influence of the level of commitment of teachers on academic performance of pupils in public primary school in Keiyo South Sub County. The results are given in Table 19.

The results in Table 19 shows that 162 (68.4%) strongly agreed that teachers who always prepared for their lesson everyday their pupils tend to perform better, 54 (22.8%) agreed, 19 (8.0%) were undecided while 2 (0.8%) disagreed. This implies that majority of teachers prepared for their lessons before teaching, a professional practice expected to be performed by teachers and this resulted to their learners performing well in school. This is in line with past studies (Reynolds, 2008; Taylor, 2011; Kiplagat et al. 2012) who found out that those teachers who regularly prepared themselves professionally, had their learners performing well in school.

When asked as to whether teachers who give their best despite pay and motivation from school get best results from pupils, 173 (73.0%) strongly agreed, 44 (18.6%) agreed, 15 (16.3%) were undecided while only 5 (2.1%) disagreed. This shows that majority of teachers are not motivated by pay but rather than their desire to implement curriculum objectives in the classrooms which translate to better academic results. In Kenya, Kiplagat et al. (2012) found out several schools could have designed various motivational strategies aimed at increasing teacher level of commitment in their duties and responsibilities and this had resulted to positive academic outcomes.

Table 19:*Teachers' perceptions on the influence of commitment on pupils academic performance*

Perceptions on commitment	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
	f	%	f	%	f	%	f	%	f	%
i) Teachers who always prepare for their lessons everyday their pupils tend to perform better	162	68.4	54	22.8	19	8.0	2	.8		
ii) Teachers who give their best despite pay and motivation from school get best results from pupils	173	73.0	44	18.6	15	6.3	5	2.1		
iii) Teachers who are dedicated to pupils affairs in school bring better performances amongst pupils	173	73.0	44	18.6	16	6.8	1	.4	3	1.3
iv) Providing extra instructional materials to pupils boost learning	92	38.8	84	35.4	47	19.8	13	5.5	1	.4
v) Regular monitoring of pupils progress records ensures good performance	176	74.3	42	17.7	18	7.6	1	.4		
vi) Arriving to school early to plan days work encourages confidence and competence amongst pupils during exams	165	69.6	48	20.3	20	8.4	2	.8	2	.8
vii) Assisting pupils always plan for their homework and assignments leads to more acquisition of knowledge and better results	137	57.8	63	26.6	31	13.1	5	2.1	1	.4
viii) Possessing all records of pupils assist teacher in guidance and counselling	186	78.5	33	13.9	16	6.8	2	.8		
Average perception on teacher commitment	158	66.7	52	21.7	23	9.6	4	1.6	1	0.4

Source: Teacher questionnaire (2015)

Results from Table 19 shows that 173 (73.0%) of teachers strongly agreed that teachers who are dedicated to pupils affairs in school bring better performances amongst pupils, 44 (18.6%) disagreed, 16 (6.8%) were neutral, 1 (0.4%) disagreed while 3 (1.3%) strongly disagreed with the statement. This shows that majority of teachers are concerned with their pupils at school and this brings better performance. The head teachers also supported the views by teachers as evidenced by Head no. 19 who indicated that:

“Those teachers in my school who show their dedication towards their job tend to post good results in their classes.”

Head No. 30 also said that:

“Dedication as an indicator of level of commitment is related to academic performance. Teachers who are committed to their duties, their pupils perform better compared to those who are not dedicated.”

From the above interview result, it can be deduced that teachers' level of education may influence pupils' academic performance. the result are similar to what Tugrul (2013) who established that committed teachers recognize and endeavor to fulfill their responsibilities to their learners The degree of loyalty committed teachers have towards their profession is one of the distinguished characters which shape their level of commitment in schools. This was evidenced among teachers in Keiyo South Sub County.

The results further showed that 92 (38.8%) of teachers strongly agreed with the statement that providing extra instructional materials to pupils boosted learning, 84 (35.4%) agreed, 47 (19.8%) were undecided, 13 (5.5%) disagreed and 1 (0.4%) strongly disagreed. This shows that half of the teachers provided extra support to pupils while others provided the said resources seldom motivated learners to perform better. The lack of regular provision of extra instructional materials was explained by some head teachers. Head teacher No. 43 said that:

“Due to low pay that teachers receive, some of them are not motivated to purchase additional resources to support children in their classroom.”

Head teacher No. 51 also said that:

“The lack of adequate finances in the school inhibits provision of additional resources to support learning.” This makes us to request parents to purchase additional textbooks for their children.

A positive statement was observed by the response made by head teacher No. 20 who remarked that:

“A significant number of teachers in my schools go an extra mile to ensure that their learners are provided with required and up to date additional textbooks to aid in their learning. This has improved the academic performance of school considerably.”

From the result, it can be deduced that not majority of teachers are able to provide additional resources for pupils in public primary schools in Keiyo South Sub County. The result is consistent with Anand (2010) who found out that the level of commitment that the teachers showed was moderate but significant in predicting academic performance.

When asked as to whether the teachers monitored their pupils progress to ensure good performance; 176 (74.3%) strongly agreed, 42 (17.7%) agreed, 18 (7.6%) were undecided while 1 (0.4%) disagreed. The findings indicate that majority of teachers supervised and checked learners progress to ensure that they performed well in their studies. The head teachers also had this to say. Head teacher No. 11 said that:

“I regularly ensure that pupils’ progress from Term One to Term three is known. This is through working together with teachers.

Head teacher No. 7 also said that:

“In our school, we have created a culture of ensuring that each learner academic progress is tracked. This is one area that shows or differentiates teachers who are committed in their duties or not.

From the above findings, it can be deduced that monitoring is regularly conducted to check on pupil academic progress. McCombs and Miller (2006) suggested that regular monitoring and evaluation of pupils’ performance progress was important.

Findings from head teachers also showed that a regular teacher at class knows his/her learners, knows the number of learners to be assisted in what and where. The findings further showed that 165 (69.6%) strongly agreed with the statement that arriving to school early to plan days work encourages confidence and competence amongst pupils during exams, 48 (20.3%) agreed , 20 (8.4%) were undecided, 2 (0.8%) disagreed while 2 (0.85) strongly disagreed. This implies that teachers have made significant efforts in ensuring that they arrive at school early (different from official duties) to plan their classes and other activities to be done during the day. The findings are similar to Etsey (2005) research in Ghana that found out that 70.4% of the pupils from the high-achieving schools reported that their teachers came

to school before morning assembly all the time. This would also make learners to be committed since a teacher is a role model to learners.

It was also revealed from the study findings that at least 137 (57.8%) of teachers strongly agreed that assisting pupils to always plan for their homework and assignments leads to more acquisition of knowledge and better results, 63 (26.6%) agreed, 31 (13.1%) were undecided, 5 (2.1%) disagreed while 1 (0.4%) strongly disagreed. This shows that teachers occasionally assist pupils with their work at school although this was constrained in some schools due to overcrowding. The findings are consistent with Oredein and Oloyede (2007) who found out that teachers were committed in their duties as they gave their learners assignments and reviewed them in class which improved pupils' academic performance. Moreover, Kimani et al. (2013) also found out the number of assignments that a teacher gave learners; teachers ensuring that students completed the assignments and timely marking of the assignments significantly affected academic achievement. This suggests on the need for teachers to regularly give students assignments and be firm on them to complete the assignments. Moreover, school administrators must regularly supervise teachers work and ensure that students' assignments are marked.

Lastly, when asked to give their perceptions on the statement 'possessing all records of pupils assists a teacher in the guidance and counselling of pupils' most 186 (78.5%) strongly agreed, 33 (13.9%) agreed, 16 (6.8%) were undecided and 2 (0.8%) disagreed. This shows that teachers in Keiyo south sub-county are able to guide and counsel their pupils well because most of them keep all pupils records. These findings concur with Nabukenya (2010) who said that committed teachers are really involved in the school and their work. He added that they showed internal motivation, enthusiasm, efficacy and effectiveness in their work which influences performance of pupils. Kiplagat, Role and Ndiku, (2012) are also in agreement with the findings by saying that committed teachers are responsible and accountable for their classroom and students.

Calculated average statistics on teacher level of commitment showed that 158 (66.7%) perceived themselves to be highly committed in their work, 52 (21.7%) were moderately committed while 28 (11.16%) were lowly committed. The findings correspond to Mbwiria (2010) whose results showed that a slight majority 51.7% of the teachers were committed to the teaching profession in Imenti South Sub County, Kenya. Contrary to the study findings by Mugo (2008) study in Kirinyaga found that 52.5% (N = 120) of the teachers had low

commitment to the teaching profession and thus expressed intentions to quit the teaching career (in Mbwiria, 2010). Therefore, it is seen that majority of teachers are committed to their jobs and this may affect academic achievement of their pupils. The results corresponding to head teachers interview results where one head teacher No. 14 remarked that:

...yes of course, teacher commitment plays a role in the academic achievements because without the commitment of the teacher, you cannot expect to harvest without extra work. Teachers have to be committed on their work to at least get more marks.

Another head teacher No. 60 said that:

Teachers are committed when they take pupils through practical approaches in daily learning. Commitment is seen when teachers make learners learn through their peers and when they make learning child-centred most of the time.

Therefore, from the above information, it is clear that teacher level of commitment to work plays an important role in pupils' academic achievement since teachers do their work as expected of them. It is also evident from teachers and head teachers' responses that a committed teacher has the following characteristics; diligent in work, making teaching aids, planning, doing remedial classes and completing topics in time hence enhancement of performance. The findings are in agreement with Etsy (2005) research in Ghana where majority of teachers who were committed reported early for school, had few incidences of absenteeism and were able to complete their syllabus on time. In Iraq, Tugrul (2013) also found out that teachers with high level of commitment were more loyal to schools where they worked; similarly, Tugrul established that teachers with high level of commitment contributed to learners' achievement effectively. The above observation shows that level of commitment by teachers is praiseworthy because it facilitates learning.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, conclusions, recommendations and suggestions for further study.

5.2 Summary of the Findings

The following were the major findings of the study:

The study results showed that 76.8% of teachers perceived that teacher academic qualification influences academic performance of pupils' in public primary schools in Keiyo South Sub County.

Study results revealed that 85.0% of teachers said that teacher experience is critical to pupils' academic performance in primary schools. The number of years a teacher has been teaching translated to improved academic performance according to the study results.

Teacher personality was found to have significant influence on pupils' academic performance. Most (83.0%) of respondents perceived that teachers with positive attitude would result to learners performing excellent in their studies in school.

Among the four variables investigated, 88.4% of teachers perceived that their level of commitment influenced academic performance of pupils in public primary schools. The study established that commitment is key in working; when a teacher is committed, he/she will deliver very well the subject content to the learners. Teacher level of commitment in their duties and responsibilities will translate to improved academic performance in schools. Therefore, when a teacher commits himself or herself by working extra harder by helping the pupils, performance increases significantly.

5.3 Conclusions

Based on the findings of the study as discussed in the previous chapter. The following conclusions are made;

Teacher education qualification is important in the teaching profession and respondents perceived that it was a predictor of academic performance of pupils. Majority of teachers have continued with their education with some registering for degree and masters programmes. Teachers who were qualified were found to be always prepared, maintained

clear communication and made prior preparation before commencing their lessons and this influenced academic performance of pupils positively.

The experience of a teacher in the teaching profession determines the performance of schools. The schools have been performing almost above average and this could be related with the fact that majority of teachers who participated in the study had more than seven years of teaching experience.

It was also revealed from the study findings that majority of teachers perceived their personality traits to be positive. Teachers are role models to learners and therefore their personality matters in the classroom. The study established that some teachers could not be approached by pupils directly and this made majority of learners to fear them. However, teachers perceived that positive personality of a teacher could positively influence academic performance of pupils in primary schools in Keiyo South Sub County.

Commitment of teachers in their work was also found to influence pupils' academic performance in schools, because the more a teacher is committed in his/her duties the better the results. Therefore, teachers should give their best in ensuring that learners are taught and their records of work are regularly monitored.

5.4 Recommendations of the Study

Following the results of the study, the following recommendations are made:

- i) There is need for teachers to further their education in disciplines that are related to their area of teaching. When teachers increase their level of professional on academic qualification, there is high probability of improving their pupils' academic outcomes.
- ii) Teachers in schools need to be supported for in-service education during school days and holidays. This keeps them abreast with emerging trends in education; teaching methods and even utilisation of instructional materials.
- iii) Teachers need to change their personality towards pupils while in school. They need to create an open environment where learners can ask questions without fear. A well knit bond needs to be enhanced between teachers and pupils in schools. This will help to create a cordial relationship between them and pupils thereby leading to positive academic outcomes.
- iv) To address teacher level of commitment, the study suggests that teachers should develop positive attitudes towards their work through self- motivation strategies. This

will help them to appreciate and be committed in their profession making pupils achieve better in their national examinations.

5.5 Suggestions for Further Research

The study fell short of addressing other areas within the research area and I take this opportunity to recommend future research to be conducted on:

- i) Similar studies should be conducted in the neighbouring counties that have unique and different geographical and societal characteristics to see if there exist similarities or differences.
- ii) Other factors associated with the teacher like; marital status, age, innovativeness, discipline, motivation and teacher attitude should be considered in future studies
- iii) Similar research need to be conducted by utilising other dependent variable indicators of academic performance like discipline, participation in extracurricular activities.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR TEACHERS

Instructions

This research is meant for academic purposes. Please respond to all questions by putting a tick (✓) in the appropriate box or by filling the correct information in the space provided. The information you will provide will be kept confidential, and used purposely for this study.

Section A: Background Information

1. Your gender

Male [] Female []

2. School type

Day [] Boarding []

3. Your age bracket

Less than 25yrs [] 26 – 35 years [] 36 – 45 years []
46 years and above []

4. Position in the school

Deputy Headteacher [] Senior Teacher [] Subject Panel []
Games [] Any other _____

5. What is your job status in the current school?

Permanent [] Contract [] PTA [] Volunteer []

6. What was the average mean score for KCPE results from your school last year?

7. What is the average means score for your pupils (class teacher) in the last term examinations?

Section B: Influence of teacher qualifications on pupil's academic performance

8. What is your level of education?

Certificate (PI, PII, ATS) [] Diploma [] Degree []
Masters [] Any other _____

9. (a) Have you enrolled in any academic programme of late?

Yes [] No []

(b) If yes (a) above, please specify _____

10. On the following statements, indicate the extent to which you agree or disagree on the influence of teacher practices based on their qualification affects pupils academic performance in school. Use the Scale: Strongly Disagree (**SD**), Disagree (**D**), Undecided (**U**), Agree (**A**) and Strongly Agree (**SA**).

Statement	SD	D	U	A	SA
i) I make prior preparation before commencing my lessons enhancing learners understanding					
ii) Using improved teaching methods help learners in performing well in exams					
iii) Good presentation during teaching enhances academic performance of pupils					
iv) Use of learning aids regularly in classrooms improves learners understanding					
v) Use of appropriate ways of handling discipline assist pupils in behaviour modification hence improved performance					
vi) Use of appropriate language increase pupils interest in learning in class					
vii) Preparation of schemes of work, lesson plans, and timetables regularly direct learners to success					
viii) Clear effective communication in class is a key determinant of academic achievement					

11. In your own opinion, do you think your level of education affect performance of pupils in your class?

Strongly disagree [] Disagree [] Uncertain [] Agree []
Strongly Agree []

Section C: Influence of teacher experience on pupil's academic performance

12. How long have you been a teacher?

Less than 1 year [] 1 – 3 yrs [] 4 – 6 years [] 7 – 9 years []
10 years and above []

13. For how long have you taught in the current school?

Less than 1 year [] 1 – 3 yrs [] 4 – 6 years [] 7 – 9 years []
10 years and above []

14. How frequent have you attended in-service training courses (sponsored or self sponsored)?

Always [] Occasionally [] Sometimes [] Rarely [] Never []

15. On the following statements, provide the extent to which you agree or disagree with the following practices aimed at improving teaching and learning process in the classroom towards pupils academic performance on the following scale: Strongly Disagree (**SD**), Disagree (**D**), Undecided (**U**), Agree (**A**) and Strongly Agree (**SA**).

Statement	SD	D	U	A	SA
1. When teachers are always prepared in teaching, they delivery content well leading to achievement of objectives					
2. Marking all class work, CATs and exams on time provides room for remedial work averting failure					
3. School mean score is improved if good class control strategies are used					
4. Teachers answering questions asked to pupils precisely encourages positive attitude hence learners achievement					
5. Considering individual differences boosts self esteem hence learners achievement					
6. Excellent mastery of subject matter in all subjects raises academic standards					
7. Improvisation of teaching resources creates a good atmosphere for learning					
8. Attractive teaching aids induces attention which motivates pupils learning					

16. Does your experience in teaching determine or predict academic performance of pupils in your classroom?

Strongly disagree [] Disagree [] Uncertain [] Agree []

Strongly Agree []

Section D: Influence of teacher personality on pupil’s academic performance

17. Study the following attributes of personality and tick the ones you feel are more applicable to you. Key; Strongly Disagree (**SD**), Disagree (**D**), Undecided (**U**), Agree (**A**) and Strongly Agree (**SA**).

Statement	SD	D	U	A	SA
i) Free interaction with pupils by teachers in class creates a positive attitude required in passing exams					
ii) Teacher who allows pupils to consult them in class & other times creates a bond which leads to success					
iii) When teachers allow pupils to take notes as lesson progresses encourages freedom in learning					
iv) Giving pupils a variety of questions after every lesson promotes their interest and understanding					
v) Teachers who praise pupils when they answer questions activate learning interest					
vi) Teacher who creates a pleasant atmosphere in teaching by making pupils cheerful & happy raises academic performance					
vii) Teachers who are conscious on their dressing and how they look motivates children’s interest in them & learning process					
viii) Teachers who encourage pupils’ ideas when there are discussions in class results to success					

Section E: Influence of teacher level of commitment on pupil’s academic performance

18. Do you finish curriculum/syllabus on time?

Always [] Occasionally [] Sometimes [] Rarely [] Never []

19. The table below presents 8 items measuring your perception on how teaching commitment influence pupils' academic achievement. Indicate the extent to which you agree or disagree with each of the statements using the following scale: Strongly Disagree (**SD**), Disagree (**D**), Undecided (**U**), Agree (**A**) and Strongly Agree (**SA**).

Statement	SD	D	U	A	SA
i) Teachers who always prepare for their lesson everyday enables their pupils to perform better					
ii) Teachers who give their best despite pay and motivation from school get best results from pupils					
iii) Teachers who are dedicated to pupils' affairs in school bring better performances amongst pupils					
iv) Providing extra instructional materials to pupils boost learning					
v) Regular monitoring of pupils progress records ensures good performance					
vi) Arriving to school early to plan day's work encourages confidence and competence amongst pupils during exams					
vii) Assisting pupils always plan for their homework and assignments leads to more acquisition of knowledge and better results					
viii) Possessing all records of pupils assist teacher in guidance and counselling					

20. What is the level of commitment by most teachers in your school?

Very committed [] Committed [] Uncommitted []

Not committed at all []

Explain your answer briefly

.....

The End
Thank You

APPENDIX B: INTERVIEW SCHEDULE FOR HEADTEACHERS

1. How long have you served as a head teacher?
2. In your own view, do you think teacher academic qualification plays a role in academic achievement in schools? Give reasons to your answer.
3. In your own view, do you think teacher experience in teaching plays a role in academic achievement in schools? Give reasons to your answer.
4. In your own view, do you think teacher personality plays a role in academic achievement in schools? Give reasons to your answer.
5. In your own view, do you think teacher commitment to work plays a role in academic achievement in schools? Give reason to your answer.
6. Are there any other teachers characteristics that you think may affect or determine pupils' academic achievement in schools?

APPENDIX C: SAMPLE SIZE DETERMINATION TABLE

Required size for randomly chosen sample

Table for determining needed size of a random chosen sample from a given definite population in cases such that the sample proportion will be within plus or minus .05 of the population P with a 95 percent level of confidence

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size

"S" is sample size.

Source: Krejcie & Morgan (1970).

APPENDIX E: RESEARCH AUTHORISATION LETTERS

EGERTON

Tel: Pilot: 254-51-2217620
254-51-2217877
254-51-2217631
Dir.line/Fax: 254-51-2217847
Cell Phone
Extension: 3606



UNIVERSITY

P.O. Box 536 - 20115
Egerton, Njoro, Kenya
Email: bpgs@egerton.ac.ke
www.egerton.ac.ke

OFFICE OF THE DIRECTOR, GRADUATE SCHOOL

Ref:.....EM13/00002/10

Date:.....21st January, 2015

The Secretary,
National Commission for Science Technology and Innovation
P. O. Box 30623-00100,
NAIROBI.

Dear Sir,

**RE: REQUEST FOR RESEARCH PERMIT – MS. SALINA J. BARTILOL
REG. NO. EM13/00002/10**

This is to introduce and confirm to you that the above named student is in the Department of Curriculum, Instruction and Education Management, Faculty of Education and Community Studies.

She is a bonafide registered Masters student in this University. Her research topic is entitled “Influence of Selected Teacher Factors on Pupils’ Academic Performance in Public Primary Schools in Keiyo South Sub County.”

She is at the stage of collecting field data. Please issue her with a research permit to enable her undertake the studies.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'G. K. Maraga'.

Mr. G. K. Maraga

FOR: DIRECTOR, BOARD OF POSTGRADUATE STUDIES



MAO/ear

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**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

10th February, 2015

NACOSTI/P/15/7523/4840

Salina Jeruiyot Bartilol
Egerton University
P.O. Box 536-20115
EGERTON.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of selected teacher factors on pupils' academic performance in public primary schools in Keiyo South Sub County,"* I am pleased to inform you that you have been authorized to undertake research in **Elgeyo-Marakwet County** for a period ending **29th May, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Elgeyo-Marakwet County** before embarking on the research project.

On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Elgeyo-Marakwet County.

The County Director of Education
Elgeyo-Marakwet County.



National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

REPUBLIC OF KENYA



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

TELEGRAM:.....
TELEPHONE NO: 0534142207
WHEN REPLYING PLEASE QUOTE OUR REFERENCE
EMAIL: cdeelgeyomarakwet@gmail.com

COUNTY DIRECTOR OF EDUCATION,
ELGEYO MARAKWET COUNTY,
P.O. BOX 214-30700,
ITEN.

DATE: 24th February, 2015

REF No: CDE/EMC/R/26/VOL.I/85

✓ Salina Jeruiyot Bartilol,
Egerton University,
P.O. Box 536-20115,
EGERTON.

RE: RESEARCH AUTHORIZATION:

The above referred person from Egerton University has been authorized by the National Commission for Science, Technology and Innovation (NACOSTI) to carry out research in Elgeyo Marakwet County vide Authority letter Ref.No.NACOSTI/P/15/7523/4840 dated 10th February, 2015.

She will research on "*Influence of selected teacher factors on pupils' academic performance in public primary schools in Keiyo South Sub-County*" for a period ending, 29th May, 2015.

Accord her the necessary assistance.

Jamin M. Wamocha,
For: County Director of Education,
ELGEYO MARAKWET.

Copy to:

1. The National Commission for Science, Technology & Innovation
2. The Sub-County Director of Education, Keiyo South





OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR & COORDINATION OF NATIONAL GOVERNMENT

Telegrams: "DISTRICTER" Iten
Telephone: (053) 42007
Fax : (053) 42289
E-mail: ccegeyomarakwet@yahoo.com
ccegeyomarakwet@gmail.com
When replying please quote

COUNTY COMMISSIONER'S OFFICE,
ELGEYO-MARAKWET COUNTY,
P.O. BOX 200-30700
ITEN

Ref. PUB/CC/24/2 VOL.1/61
.....

Date 24th February, 2015
.....

TO WHOM IT MAY CONCERN

RESEARCH AUTHORIZATION – SALINA JERUIYOTBARTIOL

This is to confirm that the above has been authorized to carry out research in Keiyo South Sub-County on "*influence of selected teacher factors on pupils' academic performance in public primary schools in Keiyo South Sub-County*".

Kindly assist her accordingly.

S. J. OTIENO
COUNTY COMMISSIONER
ELGEYO MARAKWET COUNTY

c.c. Deputy County Commissioner
Keiyo South Sub-County,
P.O. Box 1,
CHEPKORIO.

SJO/sjk

APPENDIX D: RESEARCH PERMIT

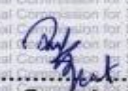
THIS IS TO CERTIFY THAT:


MS. SALINA JERUIYOT BARTILOL
of EGERTON UNIVERSITY, 0-30100
eldoret, has been permitted to conduct
research in Elgeyo-Marakwet County

on the topic: INFLUENCE OF SELECTED
TEACHER FACTORS ON PUPILS'
ACADEMIC PERFORMANCE IN PUBLIC
PRIMARY SCHOOLS IN KEIYO SOUTH
SUB COUNTY

for the period ending:
29th May, 2015

Applicant's
Signature




Secretary
National Commission for Science,
Technology & Innovation



Permit No : NACOSTI/P/15/7523/4840
Date Of Issue : 10th February, 2015
Fee Received :Ksh 1,000

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**


REPUBLIC OF KENYA

NACOSTI
National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A
4215

CONDITIONS: see back page

APPENDIX F: KEIYO SOUTH SUB COUNTY MAP

