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

SALINA JERUIYOT BARTILOL

A Thesis Submitted to the Board of Post Graduate Studies in Partial Fulfilment for the Requirement for the Award of a Master of Education Degree in Curriculum, Instruction and Education Management of Egerton University

Egerton University

November, 2016
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.

Signature ___________________________           Date ______________________
Salina Jeruiyot Bartilol
EM13/0002/10

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

Signature ___________________________           Date ______________________
Dr. Flora Fedha
Department of CIEM
Egerton University

Signature ___________________________           Date ______________________
Dr. Joel Ng’eno
Department of CIEM
Egerton University
COPYRIGHT

© 2016, Salina Jeruiyot Bartilol

All rights reserved. No part of this thesis may be reproduced or transmitted in any form either through photocopying, recording information storage or retrieval without written permission from the author or Egerton University on behalf.
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.
ACKNOWLEDGEMENT

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.

Special appreciation goes to my husband William Kapkiai and Children; Ednah, Betty, Joyce, Hillary and Mercy for giving me full support, morally, financially, socially and spiritual involvement. Moreover, I thank the respondents (teachers and head teachers) who took their time in order to fill my interview schedules and questionnaire that made possible the completion of this work.

May the Almighty God bless all those who participated from the beginning to the completion of this thesis. Thank You!
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.
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION AND RECOMMENDATION</td>
<td>2</td>
</tr>
<tr>
<td>COPYRIGHT</td>
<td>3</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>3</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>5</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>6</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>9</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>10</td>
</tr>
<tr>
<td>LIST OF ABBREVIATIONS / ACRONYMS</td>
<td>11</td>
</tr>
</tbody>
</table>

CHAPTER ONE                                                                 | 1    |
INTRODUCTION                                                              | 1    |
1.1 Background to the Problem                                           | 1    |
1.2 Statement of the Problem                                             | 4    |
1.3 Purpose of the Study                                                 | 5    |
1.4 Objectives of the Study                                              | 5    |
1.5 Research Questions                                                   | 5    |
1.6 Significance of the Study                                            | 6    |
1.7 Scope of the Study                                                   | 6    |
1.8 Assumptions of the Study                                             | 6    |
1.9 Limitations of the Study                                             | 7    |
1.10 Operational Definition of Terms                                     | 8    |

CHAPTER TWO                                                               | 9    |
LITERATURE REVIEW                                                        | 9    |
2.1 Introduction                                                         | 9    |
2.2 Influence of Teacher Qualifications on Pupils’ Academic Performance | 9    |
2.3 Influence of Teacher Experience on Pupils’ Academic Performance      | 11   |
2.4 Influence of Teacher Level of Commitment on Pupils’ Academic Performance | 15  |
2.5 Influence of Teacher Personality on Pupils’ Academic Performance     | 19   |
2.6 Theoretical Framework                                                | 21   |
2.7 Conceptual Framework                                                 | 22   |
CHAPTER THREE ........................................................................................................... 25
RESEARCH METHODOLOGY ....................................................................................... 25
3.0 Introduction ............................................................................................................... 25
3.1 Research Design ....................................................................................................... 25
3.2 Location of the Study .............................................................................................. 25
3.3 Population of the Study ......................................................................................... 26
3.4 Sampling Procedures and the Sample Size .......................................................... 26
3.5 Instrumentation ....................................................................................................... 27
3.5.1 Questionnaire ...................................................................................................... 28
3.5.2 Interview Schedule ............................................................................................. 28
3.5.3 Validity of Research Instruments ....................................................................... 28
3.5.4 Reliability of Research Instrument .................................................................... 29
3.6 Data Collection Procedure .................................................................................... 29
3.7 Data Analysis .......................................................................................................... 30

CHAPTER FOUR ............................................................................................................. 32
RESULTS AND DISCUSSION ......................................................................................... 32
4.1 Introduction .............................................................................................................. 32
4.2 Description of Demographic Data of Participants .................................................. 32
4.2.1 Gender of Teachers ............................................................................................. 32
4.2.2 School Category .................................................................................................. 33
4.2.3 Positions of Teachers in the Schools .................................................................. 33
4.2.4 Teachers’ Age ..................................................................................................... 34
4.2.5 Performance of Schools in KCPE and End of Term examinations .................... 35
4.3 Influence of Teacher Qualifications on Pupils’ Academic Performance ............... 35
4.4 Influence of Teacher Experience on Pupils’ Academic Performance .................... 42
4.5 Influence of Teacher Personality on Pupils’ Academic Performance ................... 50
4.6 Influence of Teacher Level of Commitment on Pupils’ Academic Performance .... 55

CHAPTER FIVE ............................................................................................................. 63
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS ........................................... 63
5.1 Introduction .............................................................................................................. 63
5.2 Summary of the Findings ....................................................................................... 63
5.3 Conclusions ............................................................................................................ 63
5.4 Recommendations of the Study ................................................................................... 64
5.5 Suggestions for Further Research ................................................................................ 65
REFERENCES .................................................................................................................. 66
APPENDICES .................................................................................................................. 72
APPENDIX A: QUESTIONNAIRE FOR TEACHERS .................................................. 72
APPENDIX B: INTERVIEW SCHEDULE FOR HEADTEACHERS .............................. 77
APPENDIX C: SAMPLE SIZE DETERMINATION TABLE ...................................... 78
APPENDIX E: RESEARCH AUTHORISATION LETTERS ..................................... 79
APPENDIX D: RESEARCH PERMIT ........................................................................... 83
APPENDIX F: KEIYO SOUTH SUB COUNTY MAP .................................................. 84
LIST OF TABLES

Table 1: Performance in KCPE in Keiyo South Sub County for the Period of 2008 – 2014
......................................................................................................................................................4

Table 2: Target Population ............................................................................................................26

Table 3: Sample Size for the Study ..............................................................................................27

Table 4: Summary of Data Analysis Procedure ........................................................................31

Table 5: Gender of teachers ...........................................................................................................32

Table 6: School Category .............................................................................................................33

Table 7: Teachers’ positions in the schools ..................................................................................34

Table 8: Teachers’ age ....................................................................................................................34

Table 9: Performance of schools in KCPE and end term examinations ........................................35

Table 10: Teachers’ level of education .........................................................................................36

Table 11: Teachers’ perceptions on the influence of classroom activities measuring their qualifications and competencies on academic performance of pupils ............37

Table 12: Whether level of education affect academic performance of pupils .........................40

Table: 13 Teacher work experience ..............................................................................................42

Table 14: Frequency to which teachers attend in-service training ...........................................44

Table 15: Teachers’ perceptions on the influence of their competencies on academic performance of pupils ......................................................................................................................46

Table 16: Whether teacher experience influence academic performance of pupils ................49

Table 17: Teachers’ perceptions on how personality influenced pupils academic performance ..................................................................................................................................................51

Table 18: Extent to which teachers complete their syllabus ......................................................56

Table 19: Teachers’ perceptions on the influence of commitment on pupils academic performance ................................................................................................................................................58
LIST OF FIGURES

Figure 1 Teachers’ Perceptions on the Influence of Teacher selected Factors on Pupils Academic Performance ................................................................. 23
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASALs</td>
<td>Arid and Semi Arid Lands</td>
</tr>
<tr>
<td>CATs</td>
<td>Continuous Assessment Tests</td>
</tr>
<tr>
<td>EPF</td>
<td>Education Production Function</td>
</tr>
<tr>
<td>EPPS</td>
<td>Edwards Personal Preference Schedule</td>
</tr>
<tr>
<td>FCUBE</td>
<td>Free Compulsory Universal Basic Education</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>M. Ed</td>
<td>Master of Education</td>
</tr>
<tr>
<td>M. Teach</td>
<td>Master of Teaching</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science, Technology &amp; Innovation</td>
</tr>
<tr>
<td>NAEP</td>
<td>National Assessment of Educational Progress</td>
</tr>
<tr>
<td>NECO</td>
<td>Nigerian Examinations Council</td>
</tr>
<tr>
<td>NETA</td>
<td>National Examination Council of Tanzania</td>
</tr>
<tr>
<td>PASEC</td>
<td>Programme d’Analyse des Systèmes Éducatifs de la CONFEMEN</td>
</tr>
<tr>
<td>QUASOs</td>
<td>Quality Assurance and Standards Officers</td>
</tr>
<tr>
<td>SACMEQ</td>
<td>Southern and Eastern Africa Consortium for Monitoring Educational Quality</td>
</tr>
<tr>
<td>SASS</td>
<td>Schools and Staffing Surveys</td>
</tr>
<tr>
<td>SES</td>
<td>Social Economic Status</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Education, Scientific and Cultural Organisation</td>
</tr>
<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
</tr>
</tbody>
</table>