

**INFLUENCE OF TEACHER QUALITY ON PUPILS' ACADEMIC PERFORMANCE
IN KISWAHILI IN PUBLIC PRIMARY SCHOOLS IN RARIEDA
SUB COUNTY, KENYA**

BY

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DEPARTMENT OF EDUCATIONAL MANAGEMENT AND FOUNDATIONS

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DECLARATION

Declaration by the Student

This Thesis is my original work and has not been previously presented for the award of a degree in any other university, either in part or as a whole.

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Declaration by the Supervisors

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DEDICATION

This work is dedicated to my husband, Mr. Francis Ochieng Ogutu for his selfless support, invaluable love and encouragement during the entire period of study and to my parents Paul Mudolo and Consolata Auma Mudolo for their understanding and psychological support.

ABSTRACT

Studies worldwide have revealed that teacher quality as measured in terms of qualification, experience and attitude of teachers play a pivotal role in academic performance of pupils in Social Studies, Maths and English. Indeed, findings from the related local and international evidence-based research indicate that ‘what matters most’ is quality teachers and teaching, supported by strategic teacher professional development! The influence of teacher quality in Kiswahili was not clear. Performance of pupils in Kiswahili in Rarieda Sub County has been generally low compared to neighbouring Sub Counties. For instance, in the period 2012 to 2014, Rarieda’s performance was 40.64, Ugenya 48.12, Bondo 43.57, Gem 47.95, Ugunja 49.94 and Siaya 47.05. The purpose of this study was to establish the influence of teacher quality on the performance of pupils in Kiswahili in public primary schools in Rarieda Sub County of Kenya. Objectives of the study were to: determine the influence of teacher qualification, establish the influence of teacher experience and determine the influence of teacher attitude on pupils’ performance in Kiswahili in Rarieda Sub County. The study was guided by a conceptual framework in which the independent variables were teacher qualification, teacher experience and teacher attitude, and the dependent variable was pupils’ performance in Kiswahili. The study adopted descriptive survey and correlational research designs. The study population consisted of 114 Head Teachers (HTs), 228 teachers of Kiswahili, 3420 class eight pupils and 1 Sub County Quality Assurance and Standards Officer (QUASO). A total of 38 Head Teachers, 57 teachers of Kiswahili and 358 class eight pupils were the sample sizes. Stratified random sampling was used to put the respondents into stratus as HTs, Teachers and pupils. Proportional sampling was used to select the 38 HTs, purposive sampling and extreme case sampling were used to select the 57 teachers of Kiswahili while 358 pupils were sampled using Yamane’s formula. A pilot study was conducted in 4 schools which were randomly selected. Data was collected using Questionnaires, Interview Schedule, Focus Group Discussion and Document Analysis Guide. The research instruments were presented to the experts in the school of education who ascertained their face and content validity. Reliability of the teachers’ questionnaires was 0.82. Data were coded and analyzed. Regression Analysis was used to determine the influence of teacher quality on Pupils’ performance in Kiswahili. Quantitative data was analyzed using Pearson’s r and regression analysis to determine the influence of teacher quality on pupils’ performance in Kiswahili while qualitative data was analyzed using the ongoing process as themes and sub-themes emerged. The findings were that: Teacher Qualification influenced pupils’ performance significantly causing a variation of 7.6% as was signified by Adjusted R Square Coefficient .076, Teacher Attitude by 29.8% as signified by R Square coefficient .298 and Teacher Experience by 9.7% as signified by Adjusted R Square Coefficient .097. The conclusion therefore was that teacher quality in terms of qualification, attitude and experience influenced pupils’ performance significantly at p -value .05. The study recommended that: The Ministry of Education should organize for in-service training for teachers in the subject area, lower primary pupils should be taught by experienced teachers with mastery of content to give them a strong foundation and teachers to have a liking towards the subjects they are teaching so that they can enhance pupils’ performance in Kiswahili. Significance of the study was that the study: would provide a wider horizon to increase awareness of HTs and the BOM on the need to check on teachers whose qualifications do not match the standards for teaching Kiswahili, lead to policy formulation by the ministry of Education e.g experienced teachers in the profession to teach Kiswahili in lower primary, and contribute to existing literature about the need to have teachers who are competent enough to teach Kiswahili.

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LIST OF ABBREVIATIONS AND ACRONYMS

ABBREVIATIONS

B.O.M-Board of Management

BBC- British Broadcasting Corporation

CDE- County Director of Education

E I- Education Indicators

HQ- Head teacher's Questionnaire

HT-Head Teacher

K.C.P.E- Kenya Certificate of Primary Education

K.N.B.S-Kenya National Bureau of Statistics

SCDE- Sub County Director of Education

SD- Standard Deviation

SPSS-Statistical Package for Social Science

TSC-Teachers Service Commission

U.S.A- United States of America

VOA- Voice of America

X- Anonymous name for a teacher.

ACRONYMS

SCQUASO- Sub County Quality Assurance and Standards Officer

UNESCO- United Nations Education Scientific and Cultural Organization

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Kiswahili is an African language which has developed to become very popular being taught in many learning academic institutions in Europe, America, Asia, and Africa. It is offered as a subject of study in prestigious universities like Harvard, Yale, Stanford, Princeton, the University of Pennsylvania and others. It is estimated that close to 100 institutions teach Kiswahili in the US (United States) alone (Sangai and Wairungu, 2015). Sangai, (2015) asserts that Kiswahili is the most widely used African Language in radio broadcasts in the world. Major broadcasting houses like VOA (Voice of America) in America, BBC (British Broadcasting Corporation) in England and Deutsche Welle in Germany use Kiswahili. It is also heard in broadcasts in India, Japan and China.

The importance of Kiswahili cannot be over emphasized. It is widely spoken in East and Central Africa. It is an official language in Tanzania, Kenya and Uganda. It is one of the four national languages of the Democratic Republic of Congo. It is widely used in Rwanda, Burundi and in parts of Somalia, Zambia, Malawi Mozambique and Comoros Island. While English still plays an important role in post-colonial East Africa today, Kiswahili is becoming more important in politics, commerce, culture, education and mass media. Its growth is most notable in the working class population of East African urban centers. Notably, Kiswahili is the only African language among the official working languages of African Union (Wairungu, 2015). According to the constitution of Kenya (2010), Kiswahili is the national language of Kenya, and at the same time it is an official language together with English. The constitution of Kenya (2010) adds that all the

official documents shall be available in both languages, English and Kiswahili. The recommendation of the Task Force on the re-alignment of the education sector to the constitution of Kenya 2010 is that National and County Education Board shall enforce the use of the two official languages (Republic of Kenya, 2012a). Kiswahili is the national language of Kenya; it is the language of the government, business, and mass media as well. It is taught in schools all over the country; in primary, secondary, and in teachers training colleges as a compulsory examinable subject. It is the second language for pupils- their first language is their tribal language (Indeche, 2011).

Whereas factors such as students' literacy skills, general academic achievements, attitudes, behaviours and experiences of schooling are influenced by their background and intake characteristics, the magnitude of these effects pale into insignificance compared with class/teacher effects (Rowe, 2003). That is, the *quality of teaching and learning provision* is by far the most salient influences on students' cognitive, affective, and behavioural outcomes of schooling – regardless of their gender or backgrounds. Indeed, findings from the related local and international evidence-based research indicate that 'what matters most' is *quality teachers and teaching, supported by strategic teacher professional development!*(Rowe, 2003)

Performance in language is focused on several factors such as motivation, the environment of the learner or exposure to the language, teaching strategies, comprehensible input, learning materials, economic activities within the learners' environment, and perception of the learner towards the language among others. (Alicia Miller, 2016). The Government of Kenya through the ministry of education has tried to counter the problem that may arise as a result of lack of learning resource materials through provision of learning materials to all public schools in Kenya. Other factors like teaching strategies, comprehensible input and perception of the learner

can only be countered through provision of quality teachers. Current issues about the academic performance of pupils normally focus on the quality of teachers. For example: A survey that was undertaken by R4D showed strong agreement across East Africa that Uwezo results increased awareness of learning outcomes and debate on the need for reform. However there was no noticeable effect on government actions to improve learning outcomes. (Uwezo, 2016) . Quality is an aspect of planning and the provision of quality education to Kenyan learners is a central theme in the Kenya Vision 2030. The role of a teacher as a key player in this process has also been recognized. This places a premium on quality assurance matters in all aspects of teacher management process from training, recruitment and service delivery (Republic of Kenya 2012). The quality of the teaching force alongside the completion rates and transition rates, are some of the key determinants of efficiency and effectiveness at any level of Education (Republic of Kenya, 2000).

Fettler, (2001) found a strong negative relationship between average students' scores and percentage of teachers on emergency certificates, as well as a smaller positive relationship between student scores and teacher experience levels after controlling for student poverty rates. When students' characteristics are held constant, the relationship of teachers' qualification to students' achievement is more pronounced. A study of high and low achieving schools with demographically similar student populations in New York city found that differences in teacher qualification (educational degrees, Certification status and experience) accounted for approximately 90% of the total variation in average school-level student achievement in reading and Mathematics at all grade levels tested (Thomas 1989). It is not clear to what extent the quality of teachers in terms of academic qualification, experience and attitude influences the performance of pupils in Kiswahili.

In Kenya, public discussions frequently focus on educational standards. The public's discussion becomes more prominent following the annual release of the Kenya Certificate of Primary Education (K.C.P.E) results. Human capital is one of the most critical resources needed for socio-economic development of a nation. Successful nations, Kenya included and individual organizations invest heavily on human resource capacity development. However, still with this, national statistics show that there is a gap between the achievements of learners in K.C.P.E results for Kiswahili as compared to other subjects as shown in Table 1.1. For example in the year 2011 the KCPE Mean scores were: English 47.10, Mathematics 52.18, Science, 67.48, SST/CRE 59.39 and Kiswahili being the lowest with 41.46.

Table 1.1 National Mean Scores showing position of Kiswahili in relation to other subjects (2011-2013)

YEAR	ENGLISH LANGUAGE	KISWAHILI LUGHA	MATHS	SCIENCE	SS /CRE
2011	47.10	41.46	52.18	67.48	59.39
2012	48.16	46.38	56.30	62.76	68.31
2013	53.06	45.78	52.86	61.82	62.59
Average	49.44	44.54	53.78	64.02	63.43

Source: Economic Survey (2014)

In the table 1.1, it is evident that other subjects scored mean marks that were all above those ones of Kiswahili for all the three years i.e 2011, 2012 and 2013 which show a gap in the learners' achievements.

A growing body of research shows that student's achievement is more heavily influenced by teacher quality than by students' race, class, prior academic record, or school a student attends. This effect is particularly strong among students from low-income families. (Centre for public Education, 2014)

The benefits associated with being taught by good teachers are cumulative. Research indicates that the achievement gap widens each year between students with most effective teachers and those with least effective teachers. This suggests that the most significant gains in student achievement will likely be realized when students receive instruction from good teachers over consecutive years. (Centre for Public Education, 2014)

Schools and their communities have always sought out the best teachers they could get in the belief that their students' success depend on it. Research shows why current education policies emphasize teaching and why it is important for states to rise to this challenge. These studies not only provide insight into the characteristics of good teachers, they reveal how those contribute to student learning and closing achievement gaps. It is based on this argument that the researcher intends to find out whether teacher quality influences pupils' performance in Kiswahili.

Delivery of a good quality education is ultimately contingent on what happens in the classroom and teachers are in the front line of service. The most important determinant of educational quality is the teacher. Thus education can be improved through supply of quality teachers (Republic of Kenya, 2012).

Teachers should have high mastery of subject content by going through formal education which is beyond the level of his students (Psacharopoulos, 1985). This was supported by Collids, (1989), as cited in (Wabuthu, 2012) who found teachers with more postsecondary education to achieve more with their students than teachers with less.

Kasiisa and Tamale (2013) in Eastern Uganda carried out a study to examine the effect of teacher's qualification on the performance of pupils in Social Studies and their findings revealed that the students taught by teachers with higher qualifications performed better than those taught by teachers with lower qualifications. On the other hand, there is debate particularly in the United States of America (USA) between those in favour of full certification (Darling-Hammond, 2000; Darling Hammond et al., 2001) as cited in Obondo, (2012) and those who argue that students of teachers who hold full certification achieve similarly to those who study under teachers with temporary "emergency" credentials (Goldhaber & Brewer, 2000).

A study in Free States South Africa, by Abraham and Keith (2006), on measuring and targeting internal conditions for school effectiveness revealed that teachers were the key drivers on the internal school conditions for effectiveness, development and school change. A synthesis of literature on the teaching indicates that even when there are significant differences in the learner's background; teachers can exert a powerful influence raising levels of achievement (Dembele & Mairo, 2003). However, Jones (1997) studied the effect of trained and untrained teacher in classroom performance in Barbados and established that trained teachers do not have advantage over untrained teacher in classroom performance.

Yala and Wanjohi (2011) and Adeyemi (2010) found that teacher's experience and educational qualifications were prime predictors of student's academic achievement but Thias and Carnoy

1972, (Obondo, 2012) revealed that there is no correlation between teacher qualification and pupils' scores in Kenya, Egypt and Paraguay.

Given the few studies conducted in Kenya on teacher qualification, and because of the conflicting results obtained from the studies conducted elsewhere, the researcher re-examined the influence of teacher qualification in terms of highest education level attained to pupils' performance in Kiswahili.

Idowo and Oluwole (2011) conducted a study in Port Harcourt Metropolis, Nigeria on effect of student –teacher ratio on academic achievements of students and their findings suggested that teacher's years of experience and qualifications had a significant positive relationship with academic achievement of students in Mathematics.

According to one study using data from North Carolina, elementary school teachers with one or two years of experience are more effective, on average, than teachers with no experience by .06 Standard Deviation (SD) in math achievement, and .03 SD in reading achievement. The magnitude of the effect of teacher experience varies depending on the teacher's level of education and the subject area. The impact of early years of experience is strongest in the subject of math and more consistent at the elementary and middle school levels than at the high school level (Harris & Sass, 2010).

According to Jennifer (2010), teacher's experience is probably *the* key factor in personnel policies that affect current employees: it is a cornerstone of traditional single-salary schedules; it drives teacher transfer policies that prioritize seniority; and it is commonly considered a major source of inequity across schools and, therefore, a target for redistribution. The underlying assumption is that experience promotes effectiveness. However, according to Clotfelter, Ladd,

and Vigdor (2007a, 2007b), experience matters, but more is not always better. The impact of experience is strongest during the first few years of teaching; after that, marginal returns diminish.

The studies by Idowo and Oluwole (2011), Harris and Sass (2010) reveals that there is a positive relationship between teacher's experience and performance in mathematics while the researcher is interested in finding out whether there is any relationship between teacher's experience and Kiswahili as a subject.

Nansirumbi, (1997), as cited in Kassozi ,(2011) in Uganda carried out a study to investigate the cause for poor performance in schools and found out that the major cause was absenteeism and suggested that specific attention could as well be paid to the abilities and quality of teachers and the system that produces them. Etsy (2005) study in Ghana found that the teacher factor that significantly contributed to low academic achievement were incidences of lateness to school, incidences of absenteeism and inability to complete the syllabi.

Akbari and Karimi (2010) conducted a study on teacher characteristics as predictors of student's academic achievement in English as a second language in which the variables considered were their teaching styles (intellectual excitement and interpersonal rapport) (Black,1993; Miglietti & Strage, 1998); Sense of efficacy (Bandura, 1997; Good& Brophy,2003; Midgley, Feldlaufer, & Eccles 1989); and Reflectivity (Pennington,1995; Pultorac,1993; Schon, 1987) to see how they can contribute to achievement outcomes and their results revealed that teacher attitude correlate with positive student outcomes. However, Indeche (2011), carried out a study on teacher's attitude and performance of learners in Kiswahili in private schools in Uasin Gishu District of Kenya in which his instruments of data collection were Interviews to the teachers of Kiswahili,

Focus Group Discussion to the pupils and observation. In his findings he reported that the teachers of Kiswahili had a negative attitude towards the subject but the pupils had a positive attitude and the achievements of learners were positive with mean grades of above 65%. Therefore, according to Indeche, (2011), there was no correlation and relationship between teachers' attitude and pupils' performance in Kiswahili. He concluded that the pupils' attitude matters a lot in their academic performance.

According to Yara (2009), teacher's attitude and his method of teaching can greatly influenced the students' attitude. Bennett et al. (2001) also explored that the undergraduate students who had developed a lower constructive attitude towards chemistry almost always got low grade in examination.

Cartwright (2012) studied the influence of teacher attitude on student performance and found out that many things have shown to have an impact on student's performance in the classroom. Among these, teacher and student interaction seemed to be the most influencing factor. Teacher's expectations on student achievement can both promote learning and improve academic performance or can have a debilitating effect on these aspects.

Okpala (1985) found that, the effect of teacher's attitude towards assessment practices on student's achievement and their attitude towards physics was positive. In the same vein, Onocha (1985) in Ajwang' (2014) reported in one of his findings that teacher's attitude towards science is a significant predictor of learners' achievement as well as their attitude. Also Igwe (1985) showed that, the effect of teachers' attitude to chemistry was stronger on the students' chemistry achievement than on their attitudes.

The many studies show that there is a relationship between teacher's attitude and academic achievement of learners in Social Studies, Mathematics and English; and were all conducted in secondary schools, while that which was conducted in Kiswahili was done in private schools and revealed no relationship. Due to the conflicting findings from the few studies, and since they were conducted in subjects other than Kiswahili, the researcher conducted this study to resolve the influence of teacher quality on pupils' academic performance in Kiswahili.

The fact is that Kiswahili language is the one subject in which most of our primary school learners fare poorly. According to Economic Survey (2014), the KCPE national mean scores for Kiswahili are low as compared to other subjects but for English. Although this is slightly better, those ones of Rarieda Sub County are worrying.

The tables that follow in the next page show the performance in KCPE for selected years that is; 2012, 2013, 2014 and 2015 and the position of Kiswahili language as a subject in Rarieda Sub County and subsequently those of the county.

TABLE 1.2 Rarieda Sub County K.C.P.E Results Analysis showing position of Kiswahili in relation to other subjects

YEAR	SUBJECT MEAN				
	ENG	KISW	MATH	SCI	SSRE
2012	51.53	40.06	52.89	54.48	53.49
2013	49.27	40.06	53.02	54.01	53.50
2014	48.96	41.82	53.72	54.91	52.88
2015	50.18	43.21	52.24	52.26	50.91

Source: Education Office. *Rarieda Sub-County K.C.P.E Results Analysis, (2012-2015)*

In Table 1.2, when we look at the general performance of pupils in all the examinable subjects, again it is evident that it is Kiswahili that recorded the lowest scores as compared to other subjects. For instance, for the three years selected since Siaya became a county, it is evident that Kiswahili became the fifth position out of the five subjects in Rarieda Sub-County with mean scores of 40.06, 40.06, 41.82 and 43.21 per cent which are all below the average mark of 50 percent.

TABLE 1.3 Siaya County K.C.P.E Results for Kiswahili from 2012-2014

YEAR	UGENYA	UGUNJA	SIAYA	GEM	BONDO	RARIEDA	SIAYA COUNTY
2012	47.59	51.93	46.90	47.78	44.27	40.06	46.80
2013	48.84	48.90	47.14	49.03	42.16	40.06	45.76
2014	47.93	49.01	47.06	47.04	44.28	41.82	46.35
Overall	48.12	49.94	47.03	47.95	43.57	40.64	46.30

Source: Education office. Siaya County K.C.P.E Examination Results (2012-2014)

The table above (Table 1.3) gives the results for Kiswahili as from 2012 when Siaya became a county. For all those years it is evident that it is Rarieda that recorded the lowest mean scores in the subject compared to the neighbouring Sub-Counties. Secondly, all the mean scores recorded in Rarieda were all below those ones of the county. This means that there is a problem in the performance of learners in Kiswahili in Rarieda Sub County.

Due to the dismal mean scores that had been recorded in Rarieda Sub-County, the researcher intended to find out the cause for this for it was suspected that teacher quality in terms of academic and professional qualification, experience and attitude might have been a contributing factor in Rarieda Sub County of Kenya.

1.2 Statement of the Problem

Whereas factors such as students' literacy skills, general academic achievements, attitudes, behaviours and experiences of schooling are influenced by their background and intake characteristics, the magnitude of these effects pale into insignificance compared with class/teacher effects. Teacher quality plays a major role in determining pupils' performance in subject areas for example Social studies, Mathematics and English. Low pupils' performance in Kiswahili is a problem in public primary schools of Rarieda Sub County as compared to other Sub Counties within the county. For example for the years 2012-2014 the average means scores for Kiswahili per Sub County were as follows: Ugenya 48.12, Ugunja 49.94, Siaya 47.05, Gem 47.95, Bondo 43.57 and Rarieda 40.64. Consequently, this might render primary school leavers in Rarieda unsuitable for further education, that is, secondary education since Kiswahili is a compulsory examinable subject which adds up to the total scores in K.C.P.E. It was not clear the extent to which teacher quality influences pupils' performance in Kiswahili. It was against this background that the study investigated the influence of teacher quality on pupil's performance in Kiswahili, using Rarieda Sub County as the site for the study.

1.3 Purpose of the Study

The purpose of the study was to establish the influence of Kiswahili teacher quality on the performance of pupils in Kiswahili in public primary schools of Rarieda Sub County Kenya.

1.4 Objectives of the Study

The objectives of the study were;

- i. To determine the influence of teacher qualification on pupils' academic performance in Kiswahili in public primary schools in Rarieda Sub County.
- ii. To establish the influence of teacher's experience on pupils' academic performance in Kiswahili in Rarieda Sub County.
- iii. To determine the influence of teacher's attitude on pupils' academic performance in Kiswahili in Rarieda Sub County.

1.5 Research Hypotheses

A research hypothesis indicates a question in a testable form and predicts the nature of answer. The researcher used hypotheses in this study in order to focus and give the study direction and also to help the readers follow the report of the study. Hypotheses were also used for statistical testing to establish whether there was a correlation and relationship between T Q and performance

The hypotheses that guided this study were

- i. H_{0_1} Teacher qualification has no significant influence on pupils' academic performance in Kiswahili.
- ii. H_{0_2} Teacher experience has no significant influence on pupils' academic performance in Kiswahili.

- iii. H_{0_3} Teacher's attitude has no significant influence on pupils' academic performance in Kiswahili.

1.6 Significance of the Study:

The significance of the study emerged from the fact that the study would provide information that could be used by the Ministry of Education to improve the quality of teachers in order to ensure higher academic achievement of pupils.

It was also to open and provide a wider horizon to increase awareness of the head teachers and Board of Management on the need to check on teachers whose qualifications do not match the standards that are set for teaching of Kiswahili since they are involved in the employment of non T.S.C teachers.

It would also contribute to the existing literature about the need to have qualified teachers who are competent enough to teach pupils Kiswahili.

1.7 Limitations of the Study

The study had the following limitation:

- i. In a total of 5 schools out of 38, 23 (6.42%) pupils out of 358 declined to participate in focus group discussions with the fear of unknown reaction from their Kiswahili teacher. Since the number was small the results were not significantly affected.

1.8 Scope of the Study

The study was confined to Rarieda Sub County of Siaya County in Kenya. It was conducted in public primary schools only. Participation in this study was delimited to teachers of Kiswahili who had taught the 2016 candidates Kiswahili while in class seven in 2015 and in class eight in 2016. The study focused on establishing the influence of teacher quality on pupils' academic performance in Kiswahili.

1.9 Assumptions of the Study

This study was carried out based on the assumptions that:

- i. Teachers of Kiswahili in Rarieda Sub County were qualified in the teaching of Kiswahili.
- ii. Pupils in schools in Rarieda Sub County had a chance of performing well in Kiswahili.

1.10 Conceptual framework

According to Goetz and LeCompte (1984), and Ogborn 1983, (Obura 2012), a conceptual framework increasingly strengthens and keeps the research on track by providing clear links from the literature to the research goals and also contributes to the trustworthiness of the study. Adeyemi (2008) argued that the education system is a productive system that has outputs generally defined in terms of students' test scores which denote academic achievements. According to Wobmann (2004), student achievement is produced by several inputs in the educational process. Such inputs include but are not limited to student's family background characteristics, class size, availability of teaching and learning materials, and teacher characteristics. Otherwise, the intervening variable is the variable that surfaces between the time

the independent variables start operating to influence the dependent variable and the time their impact is felt on it (Mutuku, Mutiso and Mbatha, 2007). In this study the intervening variables which may also have an effect on learners' performance include teachers' working environment, pupils' attitude, instructional materials, and the perception that pupils have about Kiswahili. The personal characteristics include academic qualifications, pedagogical training, content training, attitude, and years of service/experience. This study therefore seeks to investigate the influence of teacher quality, that is; qualification, years of experience and attitude on the academic performance of pupils in Kiswahili in public primary schools in Rarieda Sub County of Kenya.

Figure 1 shows the relationship between independent variables and dependent variables and possible intervening variables.

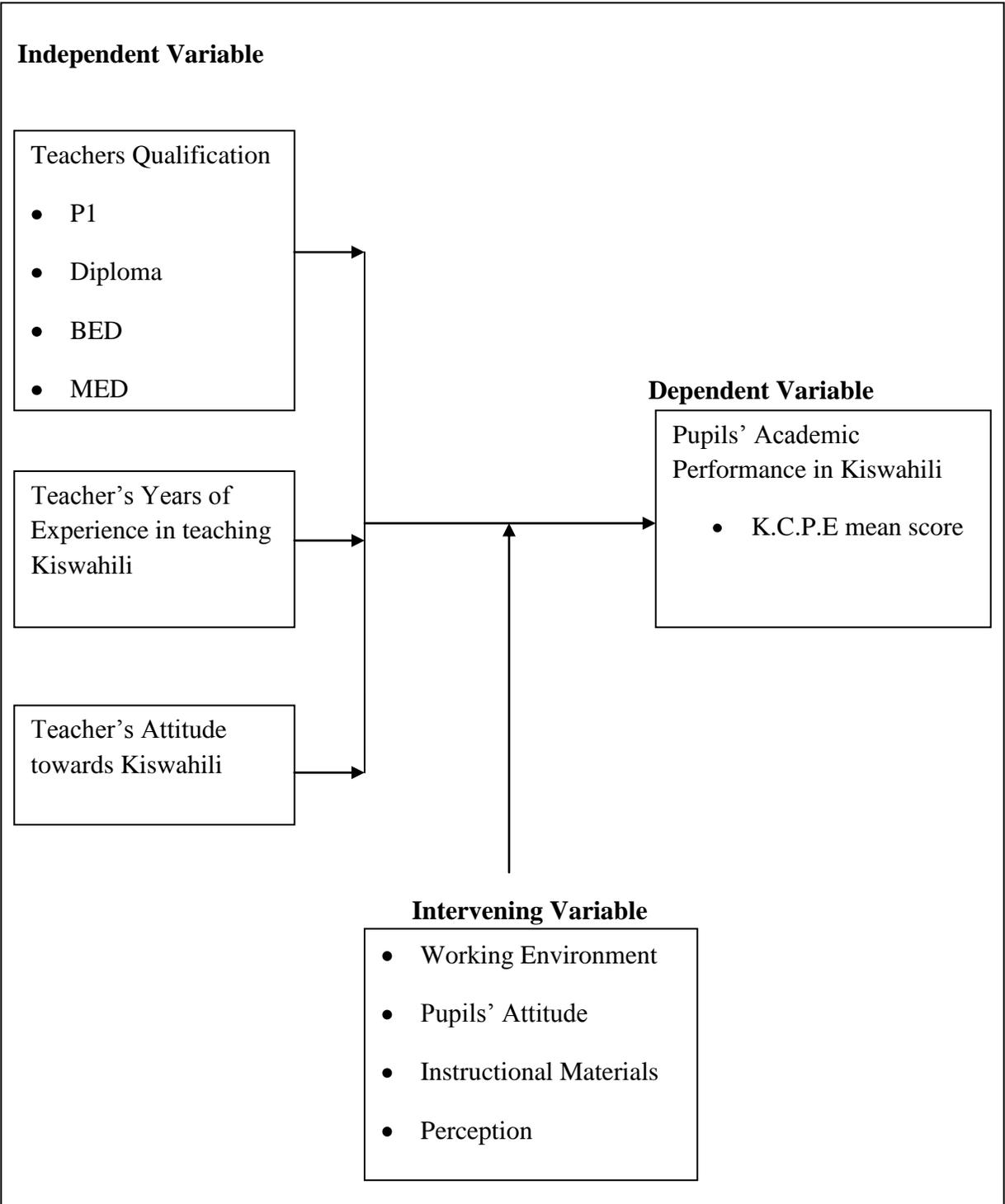


Figure 1. A Conceptual Framework showing Influence of Teacher Quality on Pupils' Academic Performance in Kiswahili in Public Primary Schools in Rarieda Sub County, Kenya.

1.11 Operational Definition of Terms.

The following are definitions of key operational terms as used in this study.

Attitude refers to that feeling of liking or disliking, or perceptions that a person has towards something.

Pupils' performance in this study means the academic achievement of pupils measured using Kenya Certificate of Primary Education (K.C.P.E.) examination results.

Quality in this study is conceptualized as factors linked to productivity that is, teacher qualification, teacher experience and teacher attitude.

Teacher Experience refers to the total number of years a teacher has taught Kiswahili in Primary school since professional certification.

Teacher Qualification refers to highest levels of education for teachers of Kiswahili, that is, both academic and professional qualification like Primary Teacher 1, Teacher Proficiency, Diploma in education, Bachelor of Education and Master of Education

Public Primary School is a school owned by the government and whose teachers are employed by the teachers' service commission.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature as an account of the knowledge and ideas that had been established by accredited scholars and experts in the field of study. It was guided by the objectives of the study outlined in chapter one. The review discussed three qualities of a teacher, that is; qualification, experience and attitude and their influence on pupils' performance.

2.2 Influence of Teacher Qualification on Pupil's Academic performance in Kiswahili

Teacher qualification refers to the academic qualification of teachers of Kiswahili and their professional qualification. KESSP document, MoE (2005) on delivering quality education to all Kenyans has taken some measures to improve the quality of teachers in primary schools. As

part of its commitment to the improvement of Primary Teacher Education (PTE),. Some of the measures already taken to improve quality include raising the minimum academic entry requirements from mean grade D+(plus) to C (plain) and evaluating and reviewing the PTE curriculum. The revised PTE curriculum has also incorporated Information and Communication Technology (ICT), HIV/AIDS, special education, guidance and counselling, drug and substance abuse prevention, in a bid to improve the quality of training and to take care of emerging issues.

Quality teachers are often seen simply as "good" teachers and are considered to be those who exhibit desirable traits and uphold the standards and norms of the profession. Quality teachers

are also considered to be those who bring about “student learning”. These teachers are called “effective” (Berliner, 2005) or “Successful” (Fenstermacher & Richardson, 2005).

Fettler, (2001) found a strong negative relationship between average students’ scores and percentage of teachers on emergency certificates, as well as a smaller positive relationship between student scores and teacher experience levels after controlling for student poverty rates. When students’ characteristics are held constant, the relationship of teachers’ qualification to students’ achievement is more pronounced. A study of high and low achieving schools with demographically similar student populations in New York city found that differences in teacher qualification (educational degrees, Certification status and experience) accounted for approximately 90% of the total variation in average school-level student achievement in reading and mathematics at all grade levels tested (Thomas 1989). It was not clear to what extent the quality of teachers in terms of academic qualification, experience and attitude influences the performance of pupils in Kiswahili.

Assessing teachers by student performance has become prominent because of psychometric difficulties in assessing teachers by their normative attributes; the logical, the psychological, and (especially) the ethical, are defined differently across cultures (Alexander, 2000), hence the tendency to evaluate teacher qualities on the basis of student performance is given greater emphasis Zuzovsky, 2003, (Otieno, 2011) . With the growing demand for evidence-based policy making, student achievement is considered an accurate measure of teacher effectiveness and has become a basis for value-added teacher assessment systems (Braun, 2005; McCaffrey, Lockwood, Koretz, Louis, & Hamilton, 2004; Sanders, 2000; Sanders & Rivers, 1996; Zuzovsky, 2003).

Many studies demonstrate that students with certified teachers perform better than students with teachers who have no certification or emergency certification. Similarly, studies show that teachers who have professional education training, or “pedagogy,” produce higher student achievement in Physics than those who enter the profession and lack this background. One study found that the effects of teacher certification were even greater than those of teacher experience. However, other researchers urge caution about making generalizations regarding the effect of certification because not all studies support these findings and certification requirements vary considerably by state (Center for Public Education, 2013)

Douglas (2007) conducted a study to investigate the relationship between teacher productivity and teacher training, including formal pre-service university education, in-service professional development, and informal training acquired through on-the-job experience. They revealed that previous research on teacher training has yielded highly inconsistent results and has fueled a wide range of policy prescriptions. Hanushek 2000, as cited in Obondo, (2012) performed one of the most significant studies on teacher qualification. He surveyed 113 studies on impact of teachers’ qualification on their students’ academic achievement. 85% of the studies found a positive correlation between educational performance of the students and the teacher educational background since the way learners are transformed into desirable outputs depend on the teacher quality and the teaching process.

In their analysis of data, Rivkin, Hanushek, and Kain 2005, as cited in Indeche, (2011) found that teacher quality differences explained the largest portion of the variation in reading and math achievement. As in the Tennessee findings, Jordan, Mendro, and Weerasinghe (1997) found that the difference between students who had three consecutive highly effective teachers (again defined as those whose students showed the most improvement) and those who had

three consecutive low-effect teachers (those with the least improvement) in the Dallas schools was 34 percentile points in reading achievement and 49 percentile points in math. Their finding revealed that effective teachers have a solid background of content Knowledge in the subject area they teach as measured by a college major or minor in the field.

Teachers should have high mastery of subject content by going through formal education, which is beyond the level of his students (Psacharopoulos, 1985). This is supported by Collids 1989, as cited in Wabuthu, (2012) who found teachers with more postsecondary education to achieve more with their students than teachers with less.

The economist is much more interested in the relationship between input and output of the school systems as a measure of productivity and efficiency (Otieno, 2011). School quality can be seen at the level of material inputs allocated per each pupil and the level of efficiency with which the material inputs are organized to raise pupil's performance Eshiwani, 1993, as cited in (Otieno 2011).The teacher is therefore a central input in the school system whose role on determining achievement needs investigation. Teacher certification and academic qualification are particularly important at upper secondary level (Alexander & Simmon, 1980). This view is supported by Husein (1978) as cited in Otieno, (2011) who says that there is a positive association between teacher training variables and standard learning. They are convinced that training teachers do make a difference and that teacher's qualifications, experience and amount of education and knowledge are truly related to pupil's achievements.

Maundu (1986); Twoli (1986); Sifuna (1989) and Ojwang' (1995), as cited in Wabuthu (2012) found significant effect of teacher qualification on achievement of pupils. Ehrenberg and Brewer (1995) and Ferguson (1991) assert that students learn more from teachers with strong academic

skills. Darling- Hammond (2000) in the study evaluating the evidence as to whether the teacher certification matters indicate that Middle and high school students learn better from teachers who hold Bachelor's or Master's degrees in the subjects they teach and from experienced teachers than they do from less experienced ones. However, there is debate particularly in the USA between those in favour of full certification Darling-Hammond (1999); Darling Hammond et al. (2001), as cited in Obondo (2012) and those who argue that students of teachers who hold full certification achieve similarly to those who study under teachers with temporary "emergency" credentials (Goldhaber & Brewer, 2000).

According to Adediwura and Tayo (2007), as cited in Kassozi (2013), academic achievement is designated by test and examination scores or marks assigned by the subject teachers. It has been proved that teachers have an important influence on students' academic achievement. They play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students. In their study, Wright, Horn and Sanders (1997), as cited in Obura (2012) concluded that the most important factor influencing student learning is the teacher. Teachers stand in the interface of the transmission of knowledge, values and skills in the learning process. If the teacher is ineffective, students under the teacher's tutelage will achieve inadequate progress academically. This is regardless of how similar or different the students are in terms of individual potential in academic achievement.

On the other hand, Thias and Carnoy 1972, (Ajwang', 2014) revealed that there was no correlation between teacher qualification and pupils' scores in Kenya, Egypt and Paraguay.

Psacharopoulos 1985, (Obondo, 2012) also points out that, learners do almost as well when studying under untrained teacher as they do when studying under trained graduate from university. Jones 1997, (Kassozi, 2011) also studied the effect of trained and untrained teacher in classroom performance in Barbados and established that trained teachers do not have advantage over untrained teacher in classroom performance.

A study done by Adegbile and Adeyemi (2010) on influence of teacher quality variables on pupils' achievement in English language revealed that teacher quality accounted for variability in pupils' performance. Their findings showed that the Multiple Regression Correlation Coefficient (R) revealing the linear relationship between the Independent Variables (teacher quality variables) and dependent variables (pupils' achievement in English Language) was 0.26. The adjusted R^2 was 0.049, meaning that all the teacher quality variables taken together accounted for 4.9% variation in pupils' achievement in English language. Multiple regression ANOVA was used to further test the significance of Linear relationship between Independent and Dependent Variables. F-ratio value was 3.76; $P < 0.05$. This implied that the Linear relationship between Teacher quality variables and pupils' achievement in English language is significant at 0.05 alpha level.

Kasiisa and Tamale, (2013) in Eastern Uganda established that teachers with higher qualification performed better than those with lower qualifications in Social Studies. Similarly, Twoli,(1986) and Sifuna, (1986) as cited in Wabuthu, (2012) established a significant effect of teacher qualification on Pupils' academic performance in Social Studies.

On the other hand, Thias and Carnoy ,(1972) as cited in Ajwang', (2012) established that there was no correlation between teacher qualification and pupils' performance in Paraguay, Egypt and Kenya.

Jones, (1997) as cited in Kassozi, (2012) also established that trained teachers do not have advantage over untrained teachers in performance.

Given the relatively few studies conducted in Kenya on teacher qualification and since this has not dealt with Kiswahili as a subject, the researcher therefore examined the influence of teacher qualification in terms of their highest education level on pupils' academic performance using Kiswahili as subject area of the study so as to try to resolve the conflict.

2.3 Influence of Teacher Experience on Pupils' Academic Performance in Kiswahili

Research has been consistent in finding positive correlations between years of experience and higher achievement. Researchers suggest that experience can act as a teacher sharpener for better understanding of a subject (Obondo, 2012). Teachers with more than five years in the classroom seem to be the most effective. Conversely, inexperience is shown to have a strong negative effect on student performance. A comprehensive analysis by Greenwald, Hedges, and Laine 1996, Kassozi (2011) examined data from 60 studies and found a positive relationship between teacher's years of experience and students test scores; similarly a study in Texas schools by Rivkin, Hanushek, and Kain, 2005, (Kassozi, 2011) showed that students of experienced teachers attained significantly higher levels of achievement than did students of new teachers (those with one to three years of experience). However, Globe and Porter 1997, as cited in Obondo, (2012) concludes that prolonged practice of a profession does not of itself guarantee any improvement

of a competence. Also Ajwang', (2014) in a study to establish the influence of teacher input on students' performance revealed that teachers experience had no significance on academic achievement of pupils. This implies that the number of years a teacher has had no influence on the academic achievement of pupils. The extent to which teacher experience influence pupils' achievement was 29%. That is, experience of teacher influence pupils' academic achievement by 2% in the lessons they teach in Public schools.

Many occupations recognize employees' years of experience as a relevant factor in human resource policies, including compensation systems, benefits packages, and promotion decisions. The idea is that experience, gained over time, enhances the knowledge, skills, and productivity of workers (Jennifer, 2010). According to Rice (2010), in education, teacher experience is probably *the* key factor in personnel policies that affect current employees: it is a cornerstone of traditional single-salary schedules; it drives teacher transfer policies that prioritize seniority; and it is commonly considered a major source of inequity across schools and, therefore, a target for redistribution. The underlying assumption is that experience promotes effectiveness. However, according to Ajwang' (2014), Aaronson, (2007) and Betts, et al. (2003) found no significant correlation between teacher experience and student achievement while Clotfelter, *et al.* (2007) found strong positive effects. One difference in these studies is that Clotfelter *et al.* utilize course-specific end-of-course exams while the other studies rely on more general achievement exams.

According to Rockoff (2004) and Kane, (2006), the estimated effects of experience may be biased if sample attrition is not taken into account. For example, less effective teachers might be more likely to leave the profession and this may give the appearance that experience raises teacher value-added when, in reality, less effective teachers are simply exiting the sample.

Teachers show the greatest productivity gains during their first few years on the job, after which their performance tends to level off. A study using New York City data illustrates the diminishing marginal returns to experience (Boyd et al. 2007).

According to Clotfelter, Ladd, and Vigdor, (2007a, 2007b); Harris and Sass (2007); Kane, Rockoff, and Staiger (2006); Ladd (2008) & Sass (2007), experience matters, but more is not always better. The impact of experience is strongest during the first few years of teaching; after that, marginal returns diminish. A number of studies confirm findings from existing research that, on average, brand new teachers are less effective than those with some experience under their belts. Early-career experience has a clear payoff in teacher effectiveness, and the impact is stronger than the effect of most other observable teacher-related variables including advanced degrees, teacher licensure tests scores, National Board certification at the elementary level, and class size.

While some evidence suggests that teachers who remain teaching after three years are less effective on average than those who leave (Clotfelter *et al.* 2007a), other research has found that less effective teachers are more likely to transfer and leave teaching (Boyd et al. 2009; Goldhaber, Gross, and Player 2007; Harris and Sass 2007). These conflicting findings raise questions about whether the measured effects of experience reflect improvement with experience or higher attrition of less effective teachers.

The magnitude of the effect of teacher experience varies depending on the teacher's level of education and the subject area. The impact of early years of experience is strongest in the subject of math and more consistent at the elementary and middle school levels than at the high school level (Harris and Sass 2007). According to one study using data from North Carolina, elementary

school teachers with one or two years of experience are more effective, on average, than teachers with no experience by .06 SD in math achievement, and .03 SD in reading achievement.

According to Ojwang' (2014), research done in Kenya by Agwanda (2002) and Ahawo (2010) revealed there was a relationship between teaching experience and effective teaching of mathematics, that the lower the number of experienced teachers in a school, the lower the level of students' performance, and vice versa.

Given these previous findings, this study was to establish the influence of teacher experience on pupils' performance since most of the studies were based on subject areas and done in secondary schools and basing on different or conflicting sentiments that had contentions such as studies by Greenwald, Hedges, and Laine,(1996) as well as Rivkin, Hanushek, and Kain, (2005) in A study in Texas schools as cited in Kassozi, (2011), Fetter,(2001), Rice (2003), Glotfelter (2007), Gordon (2006) Ahawo (2010), whose studies established that students of experienced teachers attained significantly higher levels of achievement than did students of new teachers,

Jennifer, (2010) in Berlinger, who established that employee's years of experience leads productivity. The idea was that experience gained over time enhanced knowledge, skills and productivity of workers and Idowo and Oluwole ,(2011) in their study in Port Harcourt Metropolis, Nigeria, whose studies established that teacher's years of experience had a significant positive relationship with academic achievement of students in Mathematics.

On the other hand; Boyed, Donald J., Hamilton L., Susan L., Jonah E. Rockroff and James H. W., (2011) in New York City established that more experience leads to marginal returns. That is, its impact is strongest during the first few years.

Globe and Porter, (1997) as cited in Obondo, (2012) asserted that prolonged practice of a profession does not guarantee any improvement of competence. Ajwang', (2014) in Kakamega established that the number of years a teacher has had no influence on academic achievement of pupils in public primary schools and performance and Fergusson and Ladd(1996), Globe and Porter (1997), Aaronson(2007), Betts(2003) and Ajwang' (2014) whose studies found no effect on learner's learning in classroom and teacher's experience at a certain point. Basing on the conflicting findings and sentiments, the researcher examined this study to establish the influence of teacher's experience on pupils' academic performance using Kiswahili as the area of study so as to try to resolve the conflict.

2.4 Influence of Teacher Attitude on Pupils' Performance

Attitude is a hypothetical construct that indicates an individual's like and dislike towards an item. It may be positive, negative or neutral.. Attitude is a way of looking at things (Muellerleile, 2005). An attitude may be defined as a predisposition to respond in a favorable or unfavorable manner with respect to a given attitude object (Oskamp and Schultz 2005).

A common hypothesis with respect to teacher's attitude and student achievement is that students taught using the right approach or attitude achieve at a higher level because their teachers have displayed the right attitude and acquired classroom management skills to deal with different types of classroom problems (Slavin, 1987, Evan, 1992, Gibbons et al., 1997) in Indeche (2011).

Okpala (1985) found that, the effect of teacher's attitude towards assessment practices on student's achievement and their attitude towards physics was positive. In the same vein, Onocha (1985) reported in one of his findings that teacher's attitude towards science is a significant

predictor of learner's achievement as well as their attitude. Also Igwe (1985) showed that, the effect of teachers' attitude to chemistry was stronger on the student's chemistry achievement than on their attitudes. However, Indeche (2011), carried out a study on teacher's attitude and performance of learners in Kiswahili in private schools Uasin Gishu District of Kenya in which his instruments of data collection were interview to the teachers of Kiswahili focus Group Discussion for the pupils and observation. In his findings he reported that the teachers of Kiswahili had a negative attitude towards the subject but the achievements of learners were positive with mean grades of above 65%. He concluded that Pupils attitude was a stronger determinant of their achievement in Kiswahili than teachers' attitude. Therefore, according to Indeche (2011), there is no correlation and relationship between teachers' attitude and pupils' performance in Kiswahili.

A study conducted by Ajwang' (2014) established that the correlation between the attitude of teachers in primary schools and academic achievement of learners was positive. That is, up to 6.7% of the academic achievement of pupils was determined by the attitude of teachers. According to Abimbade (1999), teachers are said to be effective when their teaching can lead to students learning. Nothing has been taught until it has been learnt and this happens when the teacher succeeds in causing a change in behaviour in the learner. It is therefore important that the teacher must see teaching as an attempt on his own part to transfer what he has learnt to his students using the right approach attitude.

Aminu (1984) also observed that most applicants to the teacher training institutions have no intention to teach and thus have negative attitude towards teaching. They would accept placement on the course only after they have failed to gain admission to other courses of their choice on admission, of which this results in poor performance of learners.

Basing on studies by Yara, (2009), in South western Nigeria, Bennett,(2001), Yara (2009), Bennett et al. (2001),established that high teacher attitude led to high pupils' academic performance and Ajwang', (2014) established that the correlation between the attitude of teachers in primary schools and academic achievement of learners was positive. That is up to 6.7% of the academic achievement of pupils was due to teacher's attitude. On the other hand, Nganga (2011) conducted a study in Siaya Kenya to establish the attitude of teachers towards Kiswahili curriculum in which he interviewed 63 secondary school teachers of Kiswahili by summing up the mean-scores of teachers separately for the items of Kiswahili curriculum and obtained a mean-score of 3.1 which revealed a positive attitude. However, the performance of students was low due to their negative attitude towards the subject of Kiswahili indicated by a mean-score of 2.8. He concluded that teacher's attitude does not guarantee students' performance.

Due to the contradicting findings, the researcher was interested in finding out whether teacher attitude influenced pupils' academic performance using Kiswahili as the subject area of study so as to attempt to resolve the conflict.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section describes the methodology that was used in conducting the study. This include the research design, study population, sample size and sampling procedures, sampling techniques, research instruments, data collection procedure and data analysis techniques among others. It also outlines the study area.

3.2 Research Design

The study used descriptive survey and correlational research designs. Descriptive survey was appropriate as it is used to gather information about the respondents' feelings, attitude, opinion, interests, and problems Orodho & Njeru, 2004 as cited in Obondo, (2012). Gay (2009) adds that descriptive survey is concerned with conditions that exist, practices that prevail, beliefs and attitudes that are held, processes that are ongoing and trends that are developing. It was the intention to describe variables as they are that made the researcher to adopt descriptive survey design for the study. The researcher adopted descriptive survey because it allowed for the collection of information from the respondents on their opinion in relation to the influence of teacher quality on pupils' performance in Kiswahili with an aim of describing events as they emerge

The study also adopted correlational design for the purpose of establishing the influence of teacher quality on pupils' performance.

3.3 Area of the study

The study was carried out in public primary schools in Rarieda sub-county. Rarieda Sub County is a new sub county that was curved off from Bondo District. It is one of the sub-counties in the larger Siaya County in the Lake Region Province. According to Rarieda sub-county Strategic Plan (2009), the sub-county has a total area of 398 km². It borders Siaya sub-county to the North, Kisumu sub-county to the East, Bondo sub-county to the West, and Lake Victoria to the South. Parts of the sub-county are covered by Lake Victoria. The sub-county lies between latitude South 00° 26' South and 00° 20' South of equator and longitude 34° 08' East and 34° 19' East. The total population of the sub-county was 108,008 as of 2009 (Republic of Kenya 2009a). There are large nuclear settlements along the major landing beaches of Misori, Luanda Kotieno and Kamariga. The altitude of the sub-county rises to 1,140 meters above sea level on the shores of Lake Victoria in the South and Southwest and to the North and East. There are two main sources of income, they include: agriculture and fishing. For people who live next to the shores of Lake Victoria, fishing is the main source of income while for people who live in other areas agriculture is the main source of income. Other sources of income are in the form of small scale businesses majorly involving fish trading (Republic of Kenya 2009b)

The study was carried out in public primary schools of Rarieda Sub County. Purposive sampling was used to select Rarieda Sub County in Siaya County because it is the Sub County in which very minimal mean marks for Kiswahili in K.C.P.E had been recorded within the county continuously as has been discussed in background. The area has 114 public primary schools of which most of them are mixed day primary schools.

3.4 Study population

Rarieda Sub County has a total of 114(one hundred and fourteen) public primary schools. The study population comprised of 223 Kiswahili teachers, 114 head teachers and 3420 class eight pupils. Kiswahili teachers were selected for the study because they were the respondents to which the researcher wanted to generalize the results of the study since the study aimed at investigating influence of their quality on pupils' performance. The head teachers and the pupils also formed the population of the study to confirm the validity of responses given by the teachers.

3.5 Sample and Sampling Procedure

A sample is a sub set of a population. When selecting a sample size, various factors have to be considered. These include the purpose of the study, population size, the risk of selecting a bad sample, and the allowable sampling error. (Mugenda & Mugenda, 2003)

For the purpose of representing the salient characteristics of the target population, the researcher adopted a stratified random sampling in order to achieve a desired representation of the population as Head teachers, Kiswahili teachers and Pupils. Rarieda Sub County has got six zones. According to Gay, (1987), for a correlational design, a third of the population can be sampled. Simple random sampling was used to select 38 HTs out of a total of 114 heads in public primary schools. Proportional sampling was then adopted to select all the six HTs from the 4 zones which had six schools each and then 7 HTs from each of the remaining 2 zones that had more than six schools. Purposive sampling technique was used to select 76 teachers of Kiswahili, that is, 2 teachers from each of the schools in which head teachers were sampled for the study. This was done assuming that there was a teacher who taught Kiswahili in class seven

in 2015 who was different the one who taught the same pupils Kiswahili in 2016 while in class eight. The researcher then adopted extreme case sampling where by in 19 schools there were two teachers each and in the other 19 schools there was only one teacher each who had a chance of teaching the 2016 candidates Kiswahili while in class 7 in 2015 and 8 in 2016 respectively which ended up with 57 teachers of Kiswahili. In a case where in one school the same teacher taught the same pupils Kiswahili in 2015 and 2016 in class seven and in eight respectively, only one teacher was selected for the study. All the untrained teachers were eliminated from the study.

Pupils amounting to 358 were determined using a formula advanced by Yamane, 1967 (Israel, 1992). This was expressed as;

$$n = \frac{N}{1 + N(e)^2}$$

where n was the sample size, N was the population size and e was the level of

precision or expected error which in this case was 0.05 at 95 percent confidence level. This was calculated as:

$$n = \frac{N}{1 + N(e)^2} = \frac{3420}{1 + 3420(0.05)^2} = 358.11.$$

Therefore, this amounted to 358 pupils.

For the purpose of piloting, the researcher used 10% of the sample above and which was not part of the selected sample size. According to Connely, L. M. (2008), extant literature suggests that a pilot study sample should be 10% of the projected for the larger parent study. This was equivalent to 4 HTs, 8 Kiswahili Teachers and 35 pupils.

The study population and sample are shown in Table 3.1.

Table 3.1: Population Sample Frame

Category respondents	Population (N)	Sample (n)
Head Teachers	114	38
Teachers	223	57
Pupils	3420	358
Total	3762	458

3.6 Research instruments

The instruments used in this study included questionnaires, interview schedules, focus group discussion and document analysis Guide. Document analysis guide was used in the SCQASO's office, deputy head teacher's office and in the office of the head teacher. Questionnaires were used to collect data from Kiswahili teachers. Interview schedules were used for head teachers while focus group discussion was used to collect information from pupils. These instruments were very relevant in cases where the respondents were the persons on whom facts were being gathered or whose attitudes, feelings or beliefs were being explored (Grinnel, 1993). Questionnaires and interviews are used to collect data that is not directly observable from the participants in a sample about their characteristics, experiences and opinions. This helps to

generalize the findings to a given population represented by the sample (Borg and Gall, 2003). The questionnaires were the primary sources of data collection. The main purpose of using the questionnaires was because of their cost effectiveness in collecting adequate information from the teachers within a short time over a wider geographical area. Questionnaires also enabled the researcher to get responses that some respondents would feel shy to give in face- to- face interviews (Fraenkel and Wallen, 2009).

3.6.1 Interview Schedule for Head Teachers

An interview schedule was used as a follow up to the questionnaires to solicit for any further information that the questionnaire may have missed to provide. The researcher was the main player in the interview that was administered to the Head Teachers.

As front-line managers, the Head Teacher serves the school. He is the spokesperson for the staff and the pupils. At the same time, the institution relies upon the Head Teacher to implement and carry out the policy and mission of the institution.

An interview schedule was preferred because it allowed the researcher to get opinions and perceptions of the head teachers and it also suited the literature since the head teachers are also teachers. The Head Teacher's interview schedule answered question concerning their own highest qualification, experience in terms of number of years as a head teacher, academic performance of pupils in K.C.P.E. for 5 years consecutively since 2011 to 2015 and information on influence of teacher quality factors on pupils' performance

3.6.2 Questionnaire to the Teachers

The labour in any organization is characterized by division of labour where by tasks are divided into areas of specialty and employees are assigned tasks in accordance with their training experience. The teachers were appropriate because they are responsible in assisting the Head Teacher in performing academic tasks and implementation of education policies (Wabuthu, 2012) The Teacher's Questionnaire consisted of five parts. It aimed at getting information on the age of the teacher, gender, experience of teachers in terms of number of years he/she had taught Kiswahili in primary school, his/her highest educational qualification and his/her attitude towards Kiswahili as a subject. The first four questions consisted of one response each while the last part had 10 questions in regards to attitude towards Kiswahili.

3.6.3 Focus Group Discussion for Pupils

A focus group discussion is a special type of group in terms of its purpose, size, composition and procedures. It is usually composed of 6-8 individuals who share certain characteristics, which are relevant for the study (Kombo and Delno, 2006). There was a discussion which was carefully planned and designed to obtain information from the pupils concerning teachers' experience and attitude. This was guided by open ended questions which allowed for freedom of expression among the participants. The Discussion Groups were organized in such a way that in schools where the number of pupils exceeded 30 two groups were formed while where the number was 30 or less, only one group was formed. This ended up with 47 discussion groups that is; 29 schools with one group each and nine schools with two groups each.

3.6.4 Document analysis Guide

Documents from the QUASO's and head teachers' offices were analyzed to provide secondary data on information about subject mean scores in K.C.P.E. since 2011-2015 and K.C.P.E. mean scores for Kiswahili in 2016.

3.6.5 Pilot Study

The researcher conducted a pilot study in 4 schools. This was ten percent of the sample which was drawn from the target population. The pilot study involved administering of questionnaires to 8 Kiswahili teachers, interviewing 4 head teachers and organizing focus group discussions for 35 pupils of the pilot schools which were not involved in the main study. The importance of piloting was to test the instruments for validity and reliability. After piloting the instruments were adjusted to make them more effective.

3.7 Validity and Reliability of the Instruments

3.7.1 Validity

According to Mugenda & Mugenda, (2003), as cited in Ajwang', (2014) Validity is the extent to which research instruments measure what they are intended to measure. Validity is largely determined by the presence or absence of systematic errors in the gathered data. To ensure validity, the instruments were presented to experts form the Department of Educational Management and Foundation of Maseno University who examined the Questionnaires and interviews and advised on face validity and then improvements were made in the light of their recommendations. Mugenda and Mugenda, 2003, as cited in Obondo, (2012) stresses that

validity of research instruments should be determined by experts. In this study the measuring instruments were administered during a pilot study after which the researcher conducted content validity by submitting the instruments to the experts. Through the pilot study, ambiguities were eliminated before the actual study was conducted. Irrelevant items were eliminated and others in the questionnaires were adjusted to enhance the required responses. The schools that were visited during pilot study were excluded from the final study.

3.7.2 Reliability

Reliability of an instrument is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003). The researcher checked for the reliability of the questionnaires by using a test-retest method in a range of 14 days (two weeks). A coefficient of correlation was calculated using Pearson's product moment correlation formula to determine the degree of reliability. A correlation coefficient shows the degree of agreement between the test and retest results. High correlation coefficient implies high degree of agreement and therefore high reliability. Mugenda and Mugenda, (2003) asserts that a coefficient (Pearson's r) of 0.80 or more implies that there is a high degree of reliability.

The researcher administered the same instruments twice in 4 schools drawn from the population but were not part of the study sample at different times keeping all the initial conditions constant, and compute the reliability coefficient using test-retest technique. The researcher then correlated the scores from both testing periods to obtain a coefficient of reliability. For this study the researcher used Pearson's product moment formula compute the correlation. The researcher set alpha (α) at .05. Reliability of the teachers' questionnaires was 0.82. The scores indicated a high positive correlation and therefore the reliability was high.

3.8 Data Collection Procedure

The researcher obtained a permit from National Commission for Science, Technology and Innovation (NACOSTI). The researcher then sought permission from Siaya County Commissioner, Siaya County Director of Education, Rarieda Deputy County commissioner, Rareda Sub County Director of Education and head teachers of the respective schools before proceeding to collect data. The questionnaires were administered observing ethical considerations.

The researcher obtained a list of the six zones and the schools within each of them from the office of the Sub county QASO. The researcher had also to use an assistant who was a native of Rarieda to locate the schools. In the schools the researcher explained the purpose of the study to the head teacher and then sought to meet two Kiswahili teachers; that is; who had taught the class eight pupils in the previous years (2016) and another who taught them while in class seven (2015). The researcher distributed 57 questionnaires to teachers after explaining the purpose and as they were filling them, the researcher proceeded to interview the head teacher. After the interview, the researcher went on to analyze the documents in the head teacher's office. This was then followed by organizing a focus group discussion by the help of the class teachers and then the questionnaires were collected. In each school, the researcher took a period of between 35-40 minutes.

3.9 Data Analysis

The study used both primary and secondary data. Primary data was collected using questionnaires that were issued to teachers of Kiswahili, interviews that were given to head

teachers and information from focus group discussions while secondary data was obtained through document analysis. After collecting the filled questionnaires, they were verified to identify cases of non-response. The data were then organized into frequency distributions tables in order to make sense out of them. The researcher then assigned scores using rating scale to the responses in the questionnaires after which they were regressed against the mean scores that were obtained in Kiswahili in K.C.P.E. 2016. The qualitative statistics were analyzed in form of text as themes and sub themes emerged.

Teacher qualification was analyzed by putting together all the different ratings for each teacher's highest qualification indicators, i.e; 2 for P1, 2 for Diploma in Education, 3 for Bachelor of Education, 4 for Master of Education and 5 for Ph.D. then obtaining the average after which the total mean scores for Kiswahili for all the teachers of Kiswahili were added then an average obtained. The average qualification was then regressed against the average mean score to find the level of influence and also correlated to find out the relationship using Pearson's correlation.

Teacher Experience was analyzed by putting together all the different years of experience for all the teachers of Kiswahili and then getting the average. The 2016 K.C.P.E mean scores for Kiswahili were also put together and average calculated after which the averages were regressed to find the level of influence and correlated using Pearson's correlation to find out relationship.

Teachers' attitude was measured using Likert Scale. Likert scale is a five (or seven) point scale which is used to allow an individual to express how much they agree or disagree with a particular statement, Derrick and White, (2017). The questions responded to by the respondents were ten of which 5 were negative and the other 5 were positive. A Likert scale involving five rating scales as Strongly Agree, Agree, Moderately Agree, Disagree and Strongly Disagree was

used. The positive questions were rated beginning with Strongly Agree as 5 and ending with Strongly Disagree as 1. The negative questions were rated beginning with Strongly Disagree being rated 5 and ending with Strongly Agree being rated as 1. After responding to all the questions, the total scores per teacher were then divided by 10 in order to rate the attitude as Very Negative, Negative, Moderate, positive and Very Positive respectively. The findings were then presented in tables and figures.

Focus group discussion for pupils was conducted in such a way that the schools that had 30 candidates or less produced 1 group each and those schools which had more than 30 candidates produced 2 groups each. This ended up with 47 pupils' focus group discussions. The various groups were given the same questions which they discussed and responded to. The researcher then went through the responses to merge the similar ones before presenting them in themes and sub themes. After presenting the responses of pupils into themes and subthemes as they emerged, the researcher went head to draw conclusions out of them.

3.10 Ethical Considerations

According to UNESCO (2005), the privacy of the persons concerned and the confidentiality of their personal information should be respected. To the greatest extent possible, such information should not be used or disclosed for purposes other than those for which it was collected or consented to consistent with international human rights law. In order to ensure that the respondents give the required information the researcher explained the purpose of the study to respondents that it was purposely for academic reasons and was not meant to evaluate their quality to the authorities. The researcher also explained to the respondents that neither their names nor their school names were going to be disclosed and incase of any important

information to be discussed, the researcher was going keep the names anonymous. The questionnaires and the focus group discussion question were also set in such a way that they could not cause any psychological harm or embarrassment to the respondents. The researcher also requested for voluntary participation from the respondents and explained to them that they had a right to withdraw from the study at any time.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis of data collected and findings of the study. The chapter is divided into five sections. The first section presents the questionnaire return rate followed by the demographic characteristics of respondents.

The study objectives were to: determine the influence of teacher qualification on pupils' academic performance in Kiswahili in public primary schools in Rarieda Sub County, Kenya; to establish the influence of teacher experience on pupils' academic performance in Kiswahili in public primary schools in Rarieda Sub County, Kenya; and determine the influence of teacher attitude on pupils' academic performance in Kiswahili in public primary schools in Rarieda Sub County, Kenya.

4.2 Questionnaire Return Rate

Table 4.1 Questionnaire return rate

No. of Questionnaires Issued	No. of Questionnaires returned	Percentage
57	57	100%

From table 4.1, fifty seven questionnaires were issued to teachers and all the questionnaires were returned. Since the return rate of questionnaires was 100%, it meant that the study analysis

would proceed as it was good enough. All the thirty eight (38) head teachers were also interviewed.

4.3. Demographic characteristics of Kiswahili teachers

Table 4.2. Demographic characteristics of teachers

Demographic characteristics	Categories	F	%
Age	21 -30	7	12.28
	31 -40	29	50.87
	41 -50	19	33.33
	51 -60	7	12.28
Total		57	100%
Gender	Male	36	63.16
	Female	21	36.84
Total		57	100%
Professional Qualifications			
	P1	43	75.44
	Diploma in Ed	8	14.04
	Bachelor of Ed	5	8.77
	Master of Ed	1	1.75
	Phd	0	0.00
Total		57	100%
Teaching Experience	2 years or less	3	5.27
	3 – 6 yrs	6	10.53
	7 – 10 yrs	24	42.10
	11 – 14 yrs	15	26.32
	15 and above yrs	9	15.78
Total		57	100%

Data on Table 4.2 shows that the numbers of teachers in the age bracket of 21-.30 were seven, 31-40 were 29, 41-50 were 19 and 51-60 were 7. This was an indication that most of the teachers that were teaching Kiswahili were in the active and legal working age. A greater percentage of the teachers of Kiswahili were aged between 21 and 50 years. This data is an indication that most of the teachers must have had a chance of learning Kiswahili as a compulsory subject while in school since the introduction of 8-4-4 system of education which had Kiswahili as a compulsory subject in primary and secondary.

The table also shows that Kiswahili was a subject being taught by both male and female teachers. Male teachers were 36 (63.16%) and female teachers were 21 (36.84%). This also was an indication that Kiswahili was a subject that was being taught by both genders. It was not left for a particular gender to handle it alone. As Kiswahili was taught by both male and female teachers, this helped to counter the perception of learners who would try to think that it was meant for girls only or boys only.

In terms of qualification, teachers with qualification of Primary Teacher 1 (P1) were 43 which was 75.44%, Diploma in Education 8 which was 14.04%, Bachelor of Education (Bed) 5 which was 8.77% , Master of Education was 1 representing 1.61% but there was none who had got a PHD. Data on qualification of teachers of Kiswahili in Rarieda indicated that the majority of teachers had not furthered their education after professional training as P1 Teachers as was represented by 75.44%. According to Teachers Service Commission, the requirement for teaching in primary school is a P.T.E certificate of which most of the teachers in of Kiswahili had. This was an indication that the analysis of data would proceed as was planned.

Concerning years of experience in teaching Kiswahili, those who had taught Kiswahili for less than two years were three, those who had an experience of between 3 and 6 years were six, between 7 and 10 years 24, between 11 and 14 years were 15 and those who had an experience of 15 years and above were nine. The data revealed that a greater percentage of teachers of Kiswahili had an experience of seven years and above in teaching of Kiswahili.

4.4 Kiswahili mean scores obtained in 2016 by teachers

Table 4.3 2016 K.C.P.E Mean scores for Kiswahili.

Kiswahili mean scores	Frequency of teachers	%
(Marks in %)	(n)	
31.00 -35.99	8	14.04
36.00 -40.99	3	5.26
41.00 -45.99	15	26.32
46.00 -50.99	19	33.33
51.00 -55.99	10	17.54
56.00 -60.99	0	0.00
61.00 -65.99	0	0.00
66.00 -70.99	2	3.51
TOTAL	57	100%

Table 4.3 gives the mean scores that were acquired in the 2016 K.C.P.E. in Kiswahili. It shows that eight teachers got between 31.00 and 35.99, three teachers got 36.00 to 40.99 marks, 19 teachers got between 46.00 to 50.99 marks, 10 teachers got between 51.00 to 55.99 marks, and two teachers got between 66 to 70.99 marks. It can be noticed from the table that 45 (78.95%) teachers got mean scores of between 31.00 to 50.99 marks in Kiswahili. The teachers that managed to get mean scores of above 50.99 were 12 (21.05%). The table shows that majority of teachers obtained mean scores of 45.99 and below.

4.5 Influence of Teacher Qualification on Pupils' Academic Performance in Kiswahili.

The research hypothesis responded to was: *H₀₁ Teacher qualification has no significant influence on pupils' academic performance in Kiswahili.*

Table 4.4 gives the various teacher qualification indicators, ratings for each indicator, frequency of teachers and the percentage of teachers for each indicator.

Table 4.4 Teacher Qualification

Qualification Indicator	Indicator Ratings	Frequency	Percentage
P1	1	43	75.44
Diploma in Ed	2	8	12.90
Bachelor of ED	3	5	8.06
Master of ED	4	1	1.61
PHD	5	0	0.00
Total		57	100%

Referring to Table 4.4 in above, teachers of Kiswahili who were P1s were 43 represented by 75.44%, teachers with Diploma in Education were eight, those with Bachelor in education were five and a teacher with Master’s degree was only one represented by 1.61%. The teachers who lacked professional training but had K.C.S.E qualification who also taught Kiswahili in class eight in 2016 were 5 represented by 8.06 % but were eliminated from the study since the study targeted teachers with professional qualification. From the table it was also evident that most of the teachers of Kiswahili were P1s.

To test whether Teachers’ qualification influences pupils’ academic performance, the researcher first eliminated the untrained teachers and the mean scores they produced in order to avoid lumping them together with the trained teachers. The researcher then went ahead to establish whether Teacher qualification had a relationship with pupils’ academic performance. To establish this relationship Pearson’s product moment correlation was computed using teachers’ highest qualifications and pupils’ academic performance using the 2016 K.C.P.E mean scores for Kiswahili as shown in Table 4.3 and 4.4. The results were as shown in Table 4.5.

Table 4.5: Relationship between teacher qualification and pupils’ academic performance

Correlations		Performance in K.C.P.E 2016
	Pearson Correlation	.305*
Qualification	Sig. (2-tailed)	.021
	N	57

*. Correlation is significant at the 0.05 level (2-tailed).

From Table 4.5, it can be observed that there is a moderate positive and significant relationship between teachers' qualification and Pupils' academic performance in Kiswahili ($r = .305$, $N = 57$, $P < .05$). According to Mugenda and Mugenda (2003), a coefficient of 0.80 is a high positive correlation. Therefore 0.305 is a moderate positive correlation.

Teachers' qualification has positive relationship with Pupils' performance.

To estimate the influence and to show that Qualification is a constant predictor of pupils' performance therefore, regression analysis was computed and the results were as shown in Table 4.6.

Table 4.6 Regression Analysis of Teacher's Qualification on pupil's performance in Kiswahili (n=57)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.305 ^a	.093	.076	6.91728	.093	5.622	1	55	.021

a. Predictors: (Constant), Qualification

From Table 4.6, it can be noted that teacher's qualification accounted for 7.6% of the variation in Pupils' performance in Kiswahili as signified by the Adjusted R^2 coefficient of .076. This means that the other 92.4% was due to other factors which were not the subject of this study.

This means that when a teacher increases in his qualification by training then there can be a variation which is positive in the learners' performance in Kiswahili in K.C.P.E. The results also indicate that teacher qualification significantly influenced pupils, academic performance in Kiswahili since the p-value was $<.05$, that is it was significant at $.021$.

The hypothesis to be tested was: *H₀₁, Teacher qualification has no significant influence on pupils' academic performance in Kiswahili.*

According to the findings therefore, the researcher rejects the null hypothesis and accepts the alternative hypothesis. Therefore, *Teacher qualification significantly influences pupils' academic performance in Kiswahili.*

From the Table 4.6 it can also be observed that the coefficient of R square and that of R square change are the same, that is $.076$ which signifies that the intervening variables neutralized one another from one school to the other.

Findings from the Interview Schedule for the head teachers indicated that the teachers of Kiswahili possessed the accredited qualifications for teaching Kiswahili but the pupils could not score very high marks in K.C.P.E. because some of their classes were very big that there was need to divide them but this could not happen since the teachers were few in school. In some schools the head teachers reported that they were attaining low marks because the candidates they had that year were just promoted to class eight according to the policy which did not allow for repetition of grades.

On the same note, during the interview with the head teachers the researcher was able to find out that there were teachers who had got higher academic qualifications who were handling

Kiswahili but their increased qualification could not cause an increase in learners' performance in Kiswahili because they had not furthered their training in Kiswahili.

This concurs with Rivkin, Hanushek, and Kain, (2005), as cited in Indeche (2011) whose finding revealed that effective teachers had a solid background of content Knowledge in the subject area they teach as measured by a college major or minor in the field. In their analysis of data, they found that teacher quality differences explained the largest portion of the variation in reading and math achievement. As in the Tennessee findings, Jordan, Mendro, and Weerasinghe (1997) found that the difference between students who had three consecutive highly effective teachers (again defined as those whose students showed the most improvement) and those who had three consecutive low-effect teachers (those with the least improvement) in the Dallas schools was 34 percentile points in reading achievement and 49 percentile points in math. Their finding revealed that effective teachers had a solid background of content Knowledge in the subject area they teach as measured by a college major or minor in the field.

The findings also concurred with Ehrenberg and Brewer (1995) and Ferguson (1991) as cited in (Wabuthu, 2012) who asserted that students learn more from teachers with strong academic skills. Darling-Hammond (2000) in the study evaluating the evidence as whether the teacher certification matters indicated that Middle and high school students learn better from teachers who hold Bachelor's or Master's degree in the subjects they teach.

Hanushek (2000), as cited in Obondo (2012) also performed one of the most significant studies on teacher qualification. He surveyed 113 studies on impact of teacher's qualification on their students' academic achievement. 85% of the studies found a positive correlation between educational performance of the students and the teacher educational background since the way

learners are transformed into desirable outputs depend on the teacher’s qualification and the teaching process.

In order to generate a regression equation and show the actual influence therefore, Linear Regression Analysis was computed as shown in Table 4.7

Table 4.7. Linear Regression Analysis for teacher qualification and performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error				
1	(Constant)	41.63	1.989		20.940	.000
	Qualification	3.019	.1.273	.305	2.371	.021

a. Dependent Variable: Performance

In Table 4.7, the regression equation as computed and as shown by the unstandardized coefficient was:

$$Y = \beta_0 + \beta_1 x_1$$

$$Y = 41.63 + 3.091 x \quad \text{where } x \text{ is the teacher's qualification.}$$

This indicates that for every one unit increase in teacher’s qualification, pupils’ performance in Kiswahili also increased by 3.019 units.

4.6 Influence of Teachers' experience on Pupils' Academic Performance

The research hypothesis responded to was: *H₀₂ Teacher experience has no significant influence on pupils' academic performance in Kiswahili.*

With reference to Table 4.2, it can be noted that teachers with an experience of between 7 to 10 years were 24 (42.10%), those with a teaching experience of between 11 to 14 years were 15 (26.32%), those with an experience of between 3 to 6 years were 6 (10.53%), those with a teaching experience of 15 and above years were 9 (15.78%) and those who had taught Kiswahili for a period of 2 years or less than that were 3 (5.27%).

To test whether teacher's experience influences pupils' academic performance, it was first necessary to establish whether Teacher experience had a relationship pupils' academic performance. Therefore, to establish this relationship Pearson's product moment correlation was computed using teacher experience and pupils' performance using the 2016 K.C.P.E. Results were as shown in Table 4.8

Table 4.8 Relationship between teacher’s experience and pupils’ academic performance in Kiswahili

		Performance in K.C.P.E	
	Pearson Correlation	1	.349
Experience	Sig. (2-tailed)		.011
	N	57	57

****.** Correlation is significant at the 0.01 level (2-tailed).

From Table 4.8, it can be observed that there is a moderate positive and significant relationship between teachers experience and pupils’ academic performance in Kiswahili ($r = .336$, $N = 57$, $P < .05$)

This means that teacher’s experience has a positive relationship with pupils’ performance. It means that an increase in teacher’s experience causes an increase in pupils’ performance.

To estimate the influence and to show that teacher experience is a constant predictor of pupils’ academic performance therefore, Regression Analysis was computed as shown in Table 4.9.

Table 4.9 Regression Analysis of Teachers Experience and Pupils' Performance (n=57)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Change	F Change	df1	df	sig.F Change	
1	.336	.113	.097	6.84056	.113	6.990	1	55	.000	.011

Predictors: (Constant), Experience

From Table 4.9 it can be noted that Teachers' experience accounted for 9.7% of the variation in pupils' performance in Kiswahili as signified by the Adjusted R² coefficient of .097. It means that the other 90.3% was due to other factors which were not subject of this study. This means that when teachers' years of experience in teaching increases, they gain mastery of content and their way of handling the subject improves which eventually leads to improvement in pupils' performance. The results also indicated that teacher experience significantly influenced pupils' academic performance in Kiswahili as the p-value was < .05, that is, it was significant at .011.

The hypothesis to be tested was: ***H0₂ Teachers experience has no significant influence on pupils' academic performance in Kiswahili.***

According to the findings as generated by Regression Analysis in Table 4.9, the researcher rejects the null hypothesis and accepts the alternative hypothesis. Therefore, ***Teacher experience has a significant influence on pupils' academic performance in Kiswahili.***

This concurs with Obondo, (2012) who asserted that experience can act as a teacher sharpener for better understanding of a subject. Teachers with more than five years in the classroom seem

to be the most effective. Conversely, inexperience is shown to have a strong negative effect on student performance. This also concurs with Kassozi, (2011) who asserted that teachers with more than five years in classroom seemed to be the most effective in terms of student's scores. He examined data from 60 studies and found a positive relationship between teacher's years of experience and students' test scores. Similarly, a study in Texas schools by Rivikin, Hanushek, and Kain (2005), as cited in (Kassozi, 2011) showed that students of experienced teachers attained significantly higher levels of achievement

Likewise, according to Ojwang' (2014), research done in Kenya by Agwanda (2002) and Ahawo (2010) revealed there was a relationship between teaching experience and effective teaching of mathematics, that the lower the number of experienced teachers in a school, the lower the level of students' performance, and vice versa.

The Focus Group discussion for the pupils revealed that teacher's experience leads to better mastery of content by the teacher which helps in improving the pupils' performance in K.C.P.E. Pupils in a certain group said,

Our teacher has taught Kiswahili in this school for long that he comes to class and puts his books on the table then starts teaching us without making any reference but when we later refer whatever he was saying, we find that they are all true.

In another group pupils said and are quoted, "Our Kiswahili teacher came to this school when I joined class two and has been teaching Kiswahili in upper classes since then. That is why we always do well in K.C.P.E"

In another group a pupil said, “The reason why I was transferred to this school was because of the records of Mr. X in Kiswahili that have remained high since I was in class three.”

In some other group pupils said:

Our Head Teacher is now days aged but still competes with the younger teachers in our school when it comes to K.C.P.E. Like last year during Education day that was organized by the school, he received a gift for his subject (Kiswahili) being number two.

In another group pupils said and I quote:

Our Kiswahili teacher has taught in this school for six years and has been teaching upper classes only. She introduced Mjadala and has always insisted that all pupils in upper primary attend them. This has really helped to improve our performance.

Yet in another group, pupils said, “Our teacher of Kiswahili came to this school last year and taught us in third term while we were in class seven. He teaches well but confuses Insha ya mazungumzo (conversation) with Hotuba (Speech)”

Basing on the sentiments gathered from the Focus Group Discussion by pupils, the researcher reached a conclusion that when a teacher teaches Kiswahili for an extended number of years then his mastery of content increases thus causing an increase in pupils academic performance.

On the other hand, when a teacher has less experience in the subject, he lacks the mastery of content thus causing a little positive influence in the academic performance of the pupils.

To establish the actual influence and generate a regression equation the researcher computed Linear Regression as shown in Table 4.10

Table 4.10 Linear Regression Analysis for teachers experience and pupils' performance

Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1	(Constant)	37.749		11.849	.000
	Experience	2.385	.336	2.644	.011

a. Dependent Variable: Performance

In Table 4.10, the regression equation as computed and as shown by the unstandardized coefficients is:

$$Y = \beta_0 + \beta_1 x_1$$

$$Y = 37.749 + 2.385 x \quad \text{where } x \text{ is the teacher's experience.}$$

This indicates that for every one unit increase in teacher's experience, pupils' performance in Kiswahili also increases by 2.313 units as indicated by the unstandardized coefficients

4.7 Influence of Teacher Attitude on Pupils' Academic Performance in Kiswahili.

The research hypothesis responded to was: *H₀₃ Teacher attitude has no significant influence on pupils' academic performance in Kiswahili.*

The questions responded to by the respondents were ten of which the first 5 were positive and the other 5 were negative. A Likert scale involving five rating scales as Strongly Agree, Agree,

Moderately Agree, Disagree and Strongly Disagree was used. The positive questions were rated starting with Strongly Agree as 5 and ending with Strongly Disagree as 1. The negative questions were rated beginning with Strongly Disagree being rated 5 and ending with Strongly Agree being rated as 1. After responding to all the questions, the total scores of each teacher were divided by 10 in order to rate their attitude towards Kiswahili as Very Negative (1.00-1.44), Negative (1.45-2.44), Neutral (2.45-3.44), Positive (3.45-4.44) and Very positive (4.45-5.00) respectively. Thereafter, the various teacher attitudes were rated starting with Very Negative as 1 and ending with Very Positive as 5. The summary of teachers' attitude ratings are as shown in Table 4.11 .

Table 4.11 Summary of Teachers' attitude ratings

Teachers' Attitude	Ratings	F	%
Very Negative (1.00-1.44)	1	0	0.00
Negative (1,45-2.44)	2	1	1.75
Neutral (2.45- 3.44)	3	4	7.02
Positive (3.45-4.44)	4	36	63.16
Very Positive (4.45-5.00)	5	16	28.07
Total		57	100

In reference to Table 4.11, 36 (63.16%) teachers had positive attitude, 16 (28.07%) had very positive attitude, 4 (7.02%) had neutral attitude and 1 (1.75%) had negative attitude towards the teaching of Kiswahili.

In order to determine the influence of teacher attitude on pupils' performance, it was first necessary to establish whether there was a relationship between teacher attitude and pupils' academic performance in Kiswahili. To establish this relationship, Pearson's product moment correlation was computed using teacher attitude ratings and pupils' performance in Kiswahili in 2016 K.C.P.E. as in Table 4.4 and 4.11. The results were as shown Table 4.12.

Table 4.12 Relationship between teacher attitude and pupils' performance in Kiswahili

		Performance in K.C.P.E	
Attitude	Pearson	1	.557
	Correlation		
	Sig. (2-tailed)		.000
	N	57	57

** . Correlation is significant at the 0.01 level (2-tailed).

From Table 4.12, it can be observed that teacher's attitude has a moderately positive and significant relationship on pupils' performance in Kiswahili. That is; ($r = .557, N = 57, P < .05$)

This means that teacher's attitude has a relationship with pupils' academic performance in Kiswahili the performance of pupils. It means that positive teacher's attitude towards the teaching of Kiswahili led to increased performance of pupils in Kiswahili.

To estimate the influence therefore and to show that attitude was a constant predictor of pupils' performance, Regression Analysis was computed as shown in Table 4.13.

Table 4.13 Regression Analysis of influence of teacher attitude on pupil's performance (n=57)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	sig F	Sig. F Change
1	.557 ^a	.310	.298	6.03202	.310	24.722	1	55	.000	.000

Constant Predictor: Attitude

From Table 4.13, it can be noted that teacher attitude accounted for 29.8% of the variation in pupils' performance in Kiswahili as signified by the Adjusted R² coefficient 0.298. This means that the other 70.2% was due to other factors which were not the subject of this study. It means that when a teacher has a positive attitude towards the subject he /she is teaching then there can be a positive variation in the academic performance of pupils in Kiswahili. The results indicate that teacher attitude significantly influenced pupils' academic performance in Kiswahili since the p- value was < .05, that is .000.

The hypothesis to be tested was; *H0₃ Teacher attitude has no significant influence on pupils' academic performance in Kiswahili.*

According to the findings generated through Regression Analysis in Table 4.13, the researcher rejected the null hypothesis and accepted the alternative hypothesis. Therefore, *Teacher attitude significantly influences pupils' academic performance in Kiswahili.*

From Table 4.13 still, R square is equal to R square change. This is an indication that the intervening variables neutralized each other from one teacher to the other. This means that when

a teacher develops a high positive attitude towards the subject he or she is teaching he also develops interest in knowing it better which results in improvement of pupils' scores in K.C.P.E. When teacher's interest in the teaching of Kiswahili is positive, he /she also develops the mastery of content and a variety of methodology in teaching the subject better.

These findings concur with Ajwang', (2014) who conducted a study that established that the correlation between the attitude of teachers in primary schools and academic achievement of learners was positive. That is, up to 6.7% of the academic achievement of pupils was determined by the attitude of teachers. Likewise, according to Abimbade (1999), teachers are said to be effective when their teaching can lead to students learning. Nothing has been taught until it has been learnt and this happens when the teacher succeeds in causing a change in behaviour in the learner.

Generally, all the head teachers that were interviewed confirmed that most of the teachers of Kiswahili had a positive attitude towards the subject. Though there were few cases of three head teachers who were open enough and said that they did not have a teacher who had interest in teaching Kiswahili and so they delegated that work to the newly posted teachers.

The Focus Group discussions elicited mixed reactions and answers that included teachers attending to their lessons regularly, *joy* during Kiswahili lessons and regular marking of exercises and giving of feedback while others showed negative attitude on teachers of Kiswahili.

In one group, pupils explained as follows:

Our Kiswahili teacher does not miss his lessons. Whenever he comes to class we feel relieved because he teaches us and in any case we do not understand, he goes to an extent of explaining to us in our first language for us to understand better.

In another group pupils said and I quote:

Mr. X does not like Kiswahili and keeps on saying ‘Kiswahili si mdomo yetu’, meaning ‘Kiswahili is not our language’ whenever he makes a mistake and a pupil tries to correct him. In fact we do not score above fifty in Kiswahili.

Another group quoted a remark by their Kiswahili teacher that indicated that the teacher had a high positive attitude towards the subject and was quoted;

I feel good when at school because I find a good opportunity of interacting with my pupils and even teachers in Kiswahili unlike outside there where am forced to speak Luo. I wish we were in a boarding school.

In another group pupils said, “All the evening preps lessons are taken by our Kiswahili teacher for teaching and writing Insha that is why we have improved in Kiswahili unlike the previous years when our school used to tail in examination.”

In another school the group discussion revealed a negative attitude on the side of the teacher. Pupils said and I quote:

Mr. X does not attend to his lessons regularly. When Kiswahili lesson is on he comes for C.R.E. and when we say it is time for Kiswahili he says we shall create time. This is why we do not perform well in Kiswahili.

In some other group pupils said, “Our Kiswahili teacher comes to class regularly for her lesson but when she is absent, she leaves work with the subject leader which she marks and revises with us. This has helped to improve our performance in Kiswahili.

Yet in another group pupils said,

Our teacher is good but the only problem is that he always very harsh and does not want pupils to ask him questions instead he tells us to go and find out for ourselves from reference books and course books that we have at home and at school.

The focus Group Discussion for pupils revealed that most of the teachers of Kiswahili had a positive attitude towards the subject. It also revealed that teachers with a positive attitude towards Kiswahili as a subject influenced the pupils positively causing them to like Kiswahili and as a result led to improvement in their academic performance in Kiswahili. On the other hand, there were few groups that reported negative attitude on the side of their teachers towards Kiswahili. From these groups is where the researcher found pupils who were bold enough and were able to report that their Kiswahili teacher keeps on telling them, “Kiswahili si domo yetu,” meaning “Kiswahili is not our language” when challenged by pupils .

In order to generate a regression equation therefore, Linear Regression analysis was computed as shown in Table 4.14.

Table 4.14 Linear Regression Analysis

Model	Unstandardized		Standardized	T	Sig.	
	Coefficients		Coefficients			
	B	Std. Error	Beta			
1	(Constant)	12.707	6.709		1.893	.064
	Attitude	7.942	1.597	.557	4.972	.000

a. Dependent Variable: Performance

From Table 4.14, the regression equation as shown by the unstandardized coefficient therefore is:

$$Y = \beta_0 + \beta_1 x_1$$

$Y = 12.707 + 7.942 x$ where x is the teacher's attitude.

This indicates that for every one unit increase in teacher attitude, pupils' performance in Kiswahili will also increase by 7.942 units. This is an indication that high positive teacher attitude toward Kiswahili led to increased performance of pupils in Kiswahili.

To establish the general influence of teacher quality on pupils' academic performance in Kiswahili, Regression analysis was computed using data on the ratings for the highest qualification for all the teachers, experience in teaching Kiswahili and attitude as indicated in Appendix V against the 2016 K.C.P.E mean scores. The result is as shown in Table 4.15.

Table 4.15 Regression Analysis of influence of Teacher Quality on pupils' performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics						
					R Square Change	F Change	df1	df2	sig	f	df2
1	.613 ^a	.376	.341	5.84265	.376	10.658	3	53	.000	58	.000

a. Predictors: (Constant), Attitude, Experience, Qualification

From Table 4.15, it can be noted that teacher quality in terms of Qualification, Experience and Attitude of teachers accounted for 34.1% of the variation in pupils' academic performance in Kiswahili as signified by the Adjusted R square coefficient of .341. The influence was significant as the p-value was < .05. There was also a moderately high positive correlation as $r = .613$, $N = 57$. According to Mugenda and Mugenda (2003), a Correlation Coefficient of .80 is a high correlation. Therefore, an r of **.613** is a moderately high correlation. Therefore, teacher quality in terms of Qualification, Experience and Attitude significantly influence pupils' academic performance in Kiswahili.

As indicated from the above results and discussions, previous studies contradicted one another on the influence of teacher quality in terms of qualification, experience and attitude on pupils' performance in Kenya and elsewhere. Also the many studies had been undertaken in other subject areas. Therefore this study covered this gap.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the conclusions from the study and the recommendations made are represented. This study used both qualitative and quantitative methods of analysis.

5.2. Summary of the findings of the study

The first objective was to determine the influence of teacher's qualification on pupils' academic performance in Kiswahili in Rarieda Sub County, Kenya. The second objective was to establish the influence of teacher's Experience on pupils' academic performance in Kiswahili in Rarieda Sub County, Kenya and the third objective was to determine the influence of Teacher's Attitude on pupils, performance in Kiswahili in Rarieda Sub County, Kenya.

5.2.1. Influence of teacher qualification on pupils' performance in Kiswahili.

Teacher qualification accounted for 7.6% of the variation in Pupils' performance in Kiswahili as signified by the Adjusted R square coefficient .076. Linear regression analysis revealed that for every unit increase in teacher qualification there was an increase of 3.019 units in pupils' academic performance in Kiswahili.

5.2.2. Influence of teacher experience on pupils' performance in Kiswahili

The second objective of this study was to establish the influence of teacher experience on pupils' performance in Kiswahili. Teacher experience accounted for 9.7% of the variation pupils' academic performance in Kiswahili as was indicated by Adjusted R Square coefficient .097.

Linear regression analysis was computed and the results indicated that for every unit increase in teacher's experience, pupils' academic performance also increased by 2.385 units in Kiswahili.

The pupils' Focus Group Discussion revealed that teachers who had long experience in terms of number of years in the teaching of Kiswahili influenced the academic performance of pupils by causing an increase in their academic performance in K.C.P.E compared to those who had less experience.

5.2.3 Influence of teacher attitude on pupil's performance in Kiswahili

Regression analysis was done to generate a coefficient of determination and it was established that teacher attitude accounted for 29.8 % of the variation in pupils' performance in Kiswahili as was indicated by Adjusted R square coefficient .298.

Linear regression analysis was also computed and the results indicated that for every unit increase in teacher's attitude, there was an increase of 7.942 units in Pupils' performance in Kiswahili.

The Focus Group Discussion for pupils also revealed that teachers' positive attitude towards the subject caused an increase in pupils' academic performance.

5.3 Conclusions

This study set out to establish the influence of teacher quality on pupils' performance in public primary schools. Teacher qualification, experience and attitude significantly influenced pupils' academic performance in Kiswahili at p-value .05 otherwise teacher attitude accounted for the greatest variation in Pupils' performance. This is an indication that teacher attitude plays a major role in determining the academic performance of pupils in K.C.P.E. The results meant that if a teacher increases his/her qualification by training especially in the subject area, gains experience in terms of teaching the same subject for a number of years in the profession and develops a positive attitude towards the subject he/she is teaching, then the academic performance of pupils can also increase.

5.4 Recommendations

The following recommendations are necessary to make teacher quality more beneficial and effective:

1. The Ministry of Education should organize for in-service training for teachers in the subject area so that they can enhance pupils' academic performance.
2. Lower primary school pupils should be taught by experienced teachers who have the mastery of content in order to give them a strong foundation to enhance their performance in K.C.P.E.
3. Teachers should have a liking towards the subjects they are teaching in order to enable the pupils also to develop a liking towards the subject.

5.5 Suggestion for Further Research

The following are potent areas that require further research;

1. Influence of automatic promotion on pupils' performance.
2. Effect of teacher-pupil ratio on pupils' performance.
3. Factors that affect pupils' performance in Kiswahili.

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APPENDICES

Appendix I: Interview Schedule for Head Teacher

1. What is your highest academic qualification?
2. How old is the teacher teaching Kiswahili in Class eight?
3. What is the highest academic qualification of the teacher of Kiswahili in this school?
4. Is his highest qualification achieved in line with Kiswahili?
5. If yes, how has it affected the performance of pupils in Kiswahili?
6. For how long has the class eight teacher of Kiswahili been teaching Kiswahili?
7. Is the teacher currently teaching Kiswahili in class eight the one who was with them in class seven the previous year?
8. If no, what is the highest academic qualification and the age of the one who was teaching them Kiswahili the previous year?
9. What observation have you made about the achievement of pupils in Kiswahili in K.C.P.E. when taught by teachers who have taken below five years in the profession and those who have more than five years in the profession?
10. Indicate your observation in pupils' performance in Kiswahili when taught by teachers with higher academic qualification.
11. What do you say about the response of Kiswahili teacher towards the subject?
12. What was your school mean score in Kiswahili in K.C.P.E. in 2016 and what contributed to this?

Appendix II: Teacher's Questionnaire

Dear respondent, the purpose of the study is to investigate the influence of teacher's quality on the performance of pupils in Kiswahili in public primary schools of Rarieda Sub County of Siaya County and you have been chosen to participate in the study. Please respond to the questions as truthfully as possible by putting a tick or by filling the gaps where appropriate. The information will be treated with utmost confidentiality.

NB. Do not write your name anywhere on this paper.

Personal Information

Age

21 – 30 years []

31 – 40 years []

41- 50 years []

51 – 60 years []

Sex

Male []

Female []

1. Teacher's Qualification

What is your highest educational qualification?

P1 []

Diploma in Education []

Bachelor of Education []

Master of Education []

Doctor of Philosophy []

2. Teaching Experience

For how long have you been teaching Kiswahili? That is, in this school and other schools.

2 years or less []

3 years up to 6 years []

7 years up to 11 years []

12 years but less than 15 years []

Over 15 years (specify).....

3. Teacher's Attitude

Below are statements in regard to teacher's attitude. Please respond by putting a tick where appropriate. That is;

SA- strongly agree

A-Agree

MA-Moderately Agree

D –Disagree

SD-Strongly Disagree

Statements	SA	A	MA	D	SD
I like teaching Kiswahili and it is an interesting subject to me					
Teaching grammar in Kiswahili is quite easy					
Teaching comprehension is quite easy					
Marking Kiswahili exercises is quite satisfying					

It is interesting to teach Kiswahili insha					
Teaching Kiswahili is a waste of time					
Kiswahili is an inferior language					
Kiswahili is very difficult to teach					
Teachers who teach Kiswahili are inferior in the profession					
Kiswahili story books are difficult to read and interpret					

What was your mean score in Kiswahili for last year 2016 ?

Appendix III: Focus Group Discussion for Pupils

1. Does your Kiswahili teacher like teaching you Kiswahili?
2. Does he/she attend to his/her lessons regularly?
3. If yes, how has it affected your performance?
4. For how long has your Kiswahili teacher taught in this school?
5. If more than four years, how has it affected your performance?
6. What is the response of your Kiswahili teacher towards the subject? Explain.

Appendix IV: Documentary Analysis Guide

OFFICE	DOCUMENT	YEAR	INFORMATION REQUIRED
Deputy Head teachers office	School K.C.P.E Analysis records	2011-2015	Subject mean scores
Head teacher's Office	Teachers' personal files	2016	Teachers' demographic data e.g year employed and date of birth

Appendix V: Teacher Quality Factors and Pupil's Performance

Teacher	Teacher's Qualification (T Q)	Teacher's Experience (T E)	Teacher's Attitude (T A)	Mean Score
1	2	1	4.1	46.74
2	2	1	3.9	41.77
3	2	3	3.5	42.59
4	2	3	3.5	42.59
5	2	3	4.6	46.74
6	3	4	3.4	34.71
7	4	2	4.2	46.74
8	2	4	4.9	51.66
9	2	3	4.4	50.23
10	4	3	3.9	43.62
11	3	5	2.8	35.91
12	2	4	4.0	43.62
13	2	2	4.0	32.78
14	2	2	3.9	48.01
15	2	2	4.0	44.44
16	3	4	4.0	44.44
17	3	5	2.3	32.78
18	4	3	4.0	49.23
19	4	3	4.8	54.86
20	2	3	3.5	32.78

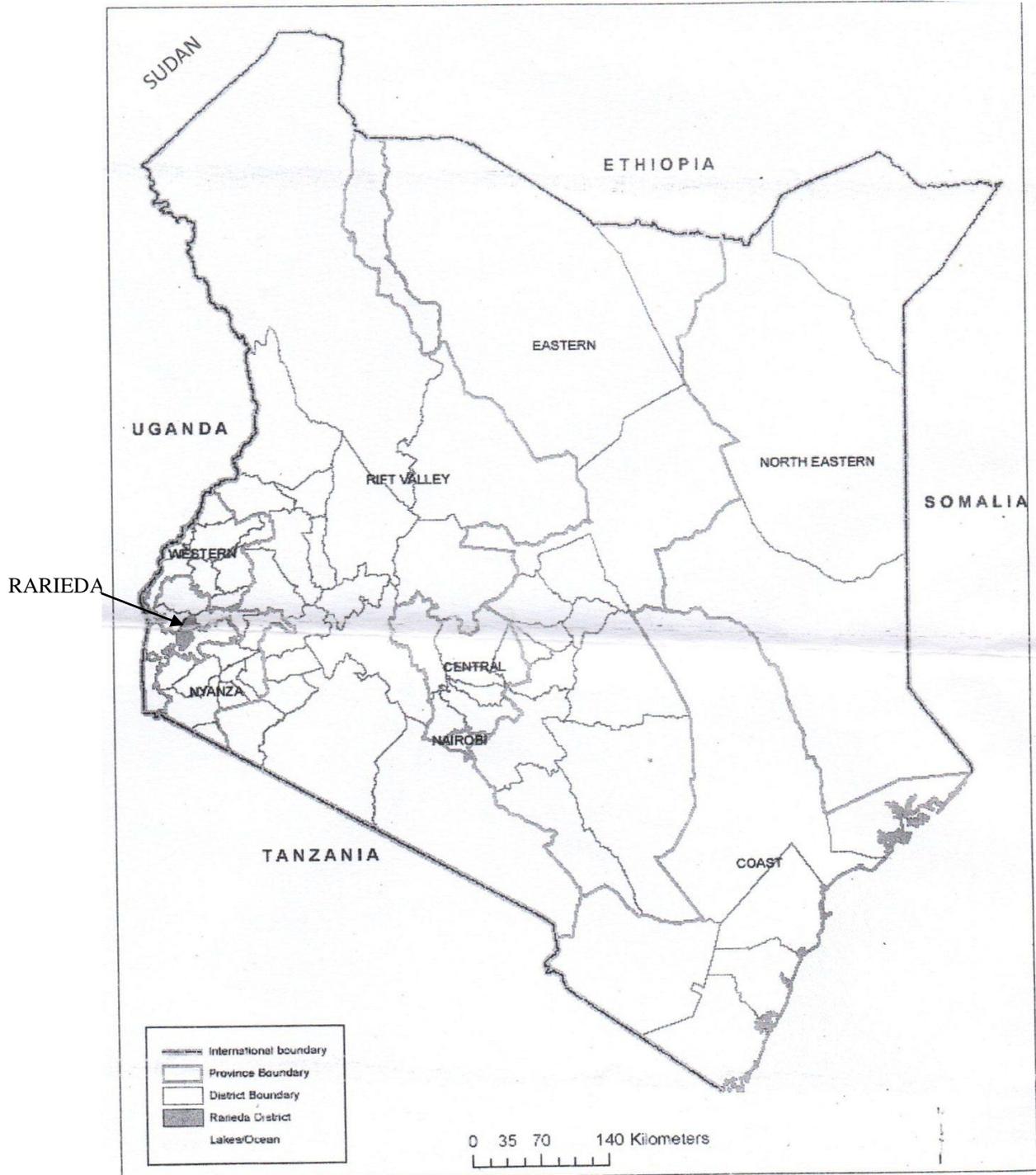
21	2	4	4.3	50.23
22	3	3	4.4	51.66
23	2	4	4.0	49.23
24	2	4	4.9	51.66
25	2	3	4.4	50.23
26	2	3	4.6	50.23
27	2	3	4.4	48.01
28	3	3	3.9	36.66
29	2	1	3.8	34.71
30	2	2	4.5	32.78
31	5	3	4.4	48.42
32	4	3	4.3	36.66
33	2	3	3.8	46.60
34	4	5	4.9	54.86
35	3	5	4.6	52.04
36	2	3	4.7	46.74
37	4	4	4.9	66.21
38	3	5	4.6	45.31
39	2	2	3.4	45.77
40	4	3	4.4	51.13
41	3	5	4.0	44.09
42	3	4	3.9	34.99
43	2	4	4.1	36.63
44	5	4	4.6	46.60

45	2	3	4.6	51.13
46	6	4	4.3	54.86
47	2	3	3.7	41.77
48	2	3	4.3	38.30
49	2	5	4.4	41.74
50	5	3	4.3	44.51
51	3	4	4.1	48.42
52	3	5	4.6	45.60
53	5	3	4.3	44.51
54	5	4	4.6	50.23
55	2	3	4.4	50.23
56	3	4	3.9	66.21
57	3	5	4.7	50.01

Appendix VI Summary of Teachers' responses to attitude based questions

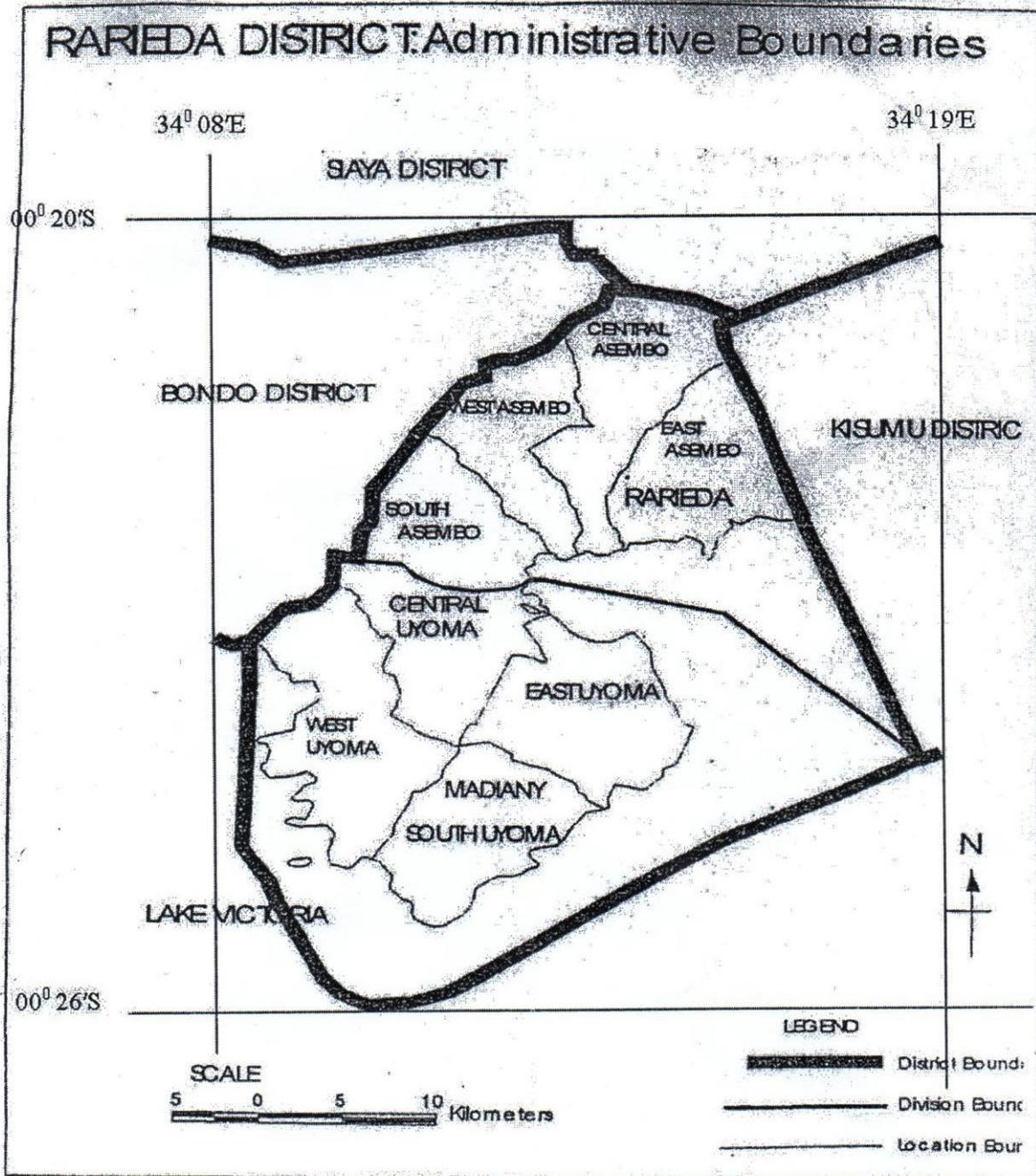
Statements	SA	A	MA	D	SD	TOT
I like teaching Kiswahili and it is an interesting subject to me	31	8	12	4	2	57
Teaching grammar in Kiswahili is quite easy	8	24	21	3	1	57
Teaching comprehension is quite easy	5	22	24	5	1	57
Kiswahili involves a lot of marking which is satisfying	6	10	22	15	4	57
It is interesting to teach Kiswahili Insha	23	17	12	3	2	57
Teaching Kiswahili is a waste of time	0	0	1	5	51	57
Kiswahili is an inferior language	0	0	3	42	13	57
Kiswahili is quite difficult to teach	3	7	11	27	9	57
Teachers who teach Kiswahili are inferior in the profession	0	0	0	9	50	57
Kiswahili story books are difficult to read and interpret	0	2	10	42	3	57

Appendix VII Map of Kenya Showing position of Rarieda



Source: KNBS *Rarieda District Development Plan 2008-2012*

Appendix VIII: Map of Rarieda Sub County



Source: Rarieda District Education Officer (2007)

Appendix X: Research clearance permit

THIS IS TO CERTIFY THAT:
MS. BEATRICE ACHIENG MUDOLO
of MASENO UNIVERSITY, 0-50405
BUTULA, has been permitted to conduct
research in Siaya County

Permit No : NACOSTI/P/17/10893/16789
Date Of Issue : 18th April,2017
Fee Received :Ksh 1000

on the topic: INFLUENCE OF TEACHER
QUALITY ON PUPILS PERFORMANCE IN
KISWAHILI IN PUBLIC PRIMARY
SCHOOLS IN RARIEDA SUB COUNTY,
KENYA

for the period ending:
13th April,2018


Applicant's
Signature


Director General
National Commission for Science,
Technology & Innovation



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 Officer 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 reports.**
- 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
RESEACH CLEARANCE
PERMIT
Serial No. A3141
CONDITIONS: see back page