

## Correlation between Teacher Factors and Students' Achievement in English Functional Writing Skills in Secondary Schools in West Pokot County, Kenya

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### Abstract

*Functional writing skills are important for effective communication. However, the development of functional writing skills among learners depends on the teacher factors (teachers' performance, experience and qualification). Current survey of functional writing competence among students' shows that majority of them cannot write competently. This has raised concern regarding teacher factors in teaching and learning of the functional writing. Low levels of achievement in functional writing skills in West Pokot have greatly affected overall mean score in the Kenya Certificate of Secondary Education Examination (KCSE), with average mean score being 6.37 which is below the average mark of 7.00 required by the Universities for minimum entry point to qualify for competitive courses. The purpose of the study was to establish the relationship between teacher factors and students achievement in English functional writing skills in secondary schools in west Pokot county of Kenya. The objectives of the study were to establish relationship between teachers experience and students' achievement in functional writing skills, to establish teachers' qualification and students' achievement in functional writing skills and to establish teachers' classroom performance and student achievement in functional writing skills. The study employed descriptive survey and correlation designs. Study population included 93 teachers of English and 2580 form four students. The sample size included 31 teachers and 334 students selected through simple random sampling. Data was collected through questionnaires and a test. Data was analysed by use of frequencies, percentages and mean. Regression model was used to correlate teachers' factor and students' achievement. The study revealed that teacher performance was significant in determining students' achievement in functional writing skills. It is recommended that teachers should be promoted basing on their performance rather than the number of years they have taught.*

**Keywords:** Correlation, Teacher factor and Functional Writing Skills.

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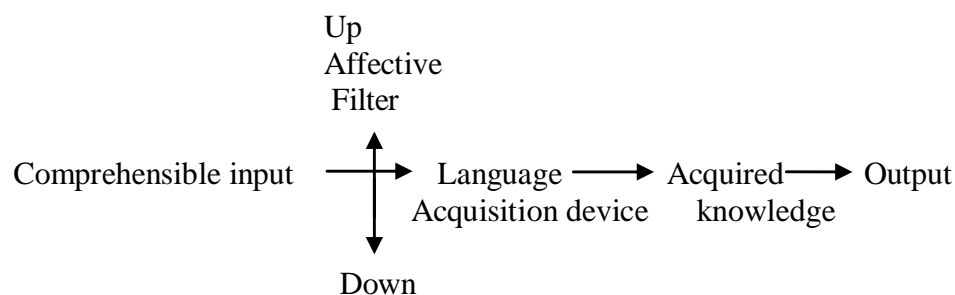
### Introduction

English functional writing skills build success in any formal settings such as academic discipline and international conferences as mode of written communication. Therefore, ability to write well is essential. Driscoll (2012) emphasises that writing is fundamental to effective

communication in any institution as a way of passing information from one person to another. Functional writing has been given a lot of emphasis in countries such as Australia and United Kingdom as a way of fostering competence in work places (Little-wood, 2014).

Development of writing competence starts in primary schools and develops fully in secondary schools, and to achieve proficiency in functional writing, (UNESCO, 2004) emphasizes appropriate pedagogy, qualified teachers and high standards of teacher performance in classroom. Teachers should guide learners on the format, content, language and purpose of all functional skills used in different situations. This can be done by getting different functional writing skills from syllabus and helping learners to practice on writing applications. If this is done regularly, it helps learners to master the concept of writing such documents (swaga, 2013).

For teachers to achieve writing objectives, their Performance in classroom is explained through different theories of language acquisition. In the theory of input and output hypothesis, Krashen(1982) claims that aptitude/ability does not affect language acquisition directly but rather there is a mental block caused by affective factors that prevent input from reaching the language acquisition device. The acquirer is thus prevented from fully utilizing the comprehensible input received for language acquisition. The mental block Krashen refers to as affective filter might occur because the acquirer is unmotivated, lacking self confidence or anxious. It therefore ascribes variations between learners to their different psychological states. Krashen came up with a model to illustrate how it happens as shown in Figure 1.



**Figure 1:** Input Hypothesis models of L2 language and production (Adapted from Krashen 1982:16 and 32).

According to Krashen, the LAD is made up of the natural language learning abilities of the human mind, totally available in L1 and L2 Acquisition according to the level of the filter. If the filter is up comprehensible input cannot get through. If it is down they make effective use of it. However the input hypothesis helps in improving classroom teaching to provide the necessary comprehensible input to language speakers on how they use language orally and how they express it in the written form. It provides a communication tool for making better use of language. It also helps in finding the role the teacher plays in providing the necessary comprehensible input and the environment in which the language is spoken can be a better proof for students.

In America, Sorensen and Christophel (2010) noted that the general importance of communication in instruction was not widely recognized until the 1972 when the International Communications Association (ICA) convention started to focus on communication and learning. This led to research being done on Indian government primary

classrooms. Alexander (2000), Clarke (2003), Sarangapani (2003) hold the view that pedagogy made up of teacher dominated discourse, led to rote learning and memorization.

Teachers in secondary schools perform their teaching tasks by using the knowledge they acquired from college. Indoshi and Okwara (2011) hold the view that majority of teachers who are adequately educated and professionally trained are capable of producing good results at the end of primary education and also having a high degree of autonomy and flexibility in the delivery of lessons; but may still fail to have their learners acquire proficiency in academic skills of writing. In a classroom setting, for the content to be covered within a given time, professional documents such as the syllabus, schemes of work, lesson plans, record of work and examination analysis are very important tools that teachers should use to make teaching and acquisition of language skills effective (KIE, 2006).

Teachers' performance plays a central role in language teaching and learning process. Teachers are expected to develop an environment that encourages learner participation in class activities and diversify communication channels involving teachers, students and materials. Wilson (1999) has noted that where teachers dominate the learning process, academic achievement of learners is diminished. This is likely to be the same observation in the English Language classroom where performance of teachers should be improved.

Many researchers have highlighted the importance of experience for teacher as linked to teacher performance (Commeyras, 2003; Ogundare, 2001). Other researchers have also given different views concerning teaching experience and students' learning outcome in schools (Schuler, 1984; Waiching, 1994; Ijaiya, 2000). Their arguments centred on the fact that experience improves teaching skills while pupils learn better at the hands of teachers who have taught them continuously over a period of years (Iyaiya, 2000). In investigating possible differences in teaching strategies, Schuler (1984) grouped teachers into three levels of teaching experience (3-6; 7-10 and more than 10 years). His findings revealed that experienced teachers' perception of their teaching objectives was significantly more subject oriented than that of first-year teachers. Hence, effective teaching could be measured by the level of a teachers' subject matter competence which Mullen (1993) regarded as a prime predictor of student's learning. However, teachers' theories about teaching are being guided by their previous experience as learners and as teachers (Waiching, 1994).

The findings of Schuler (1984), Waiching (1994), Ijaiya (2000) are not in line with the findings in a study on investigation of the teachers' experience level in classroom management practices, Martin and Baldwin (2004) hold the view that novice teachers were significantly more interventionists than experienced teachers, as a result of that, the experiences of a classroom teacher play a very important role in development of writing skills and other language skills. Several studies have found a positive effect of experience on teachers' effectiveness; specifically, the learning by 'doing effect' is most obvious in the early years (Dunkin, 1997; Rice, 2004; Bauer, 2005). In measuring teachers' effectiveness, Stiggins and Duke (1990) suggested three parallel evaluation systems. These include an induction system for novice teachers' with a focus on meeting performance standards; remediation system for experienced teachers in need of remediation to correct deficiencies in performance and professional development system for competence, experienced teachers pursuing excellence in particular areas of teaching and learning.

Martin and Baldwin (2004) found that novice teachers were significantly more interventionists than experienced teachers. However, in another study by Kosgei, Mise,

Odera and Ayugi (2013) in a similar research found that experienced teachers were significantly more interventionists than novice teachers regarding student behaviour management, but not regarding instructional management. The teacher is significantly more interventionist; teacher classroom talk will be higher at the expense of students'. Wilson (1999) examined high and low achievers classroom interaction patterns in an upper primary classroom. He revealed that the high achieving informants initiated more interaction than the low achievers, due to teachers' interventions; they become more active, though still unwilling to participate. The high achievers were also found to initiate volunteer answers, whereas some of the low achievers interacted purely for the purpose of help-seeking. Thus in order to explain the educational outcomes of any teaching and learning process, the nature of teacher experience in classroom has to be looked into as it is explained in English language learning theories.

Ndirangu (2004) asserts that inappropriate classroom skills such as the use of teacher centred methods, poor classroom instructions and lack of teaching in context may sabotage the achievements and goals of even the most meticulous designed curriculum. In this situation, teachers and learners are the key players. So far no research had been done on teachers' performance in classroom. It started with a research paper presented by Namachi, Okwara, Indoshi, and Shiundu (2011) on teacher classroom performance in primary schools. Effective teacher performance has been linked also to teacher qualification depending on the type of institution they were trained in. There are teachers who have the highest qualification with masters degree, Bachelor of Education degree, Bachelor of Arts degree, Post Graduate Diploma in Education, Diploma in Education and Untrained teachers (TSC, 2008).

It is revealed that the effect of teacher academic qualification has an influence on students' L2 Performance at the secondary level candidates. The quality of education is directly related to the quality of instruction in the classroom. It is a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching and commitment of the teacher have an effective impact on the teaching and learning process (Harris & Sass, 2007). Furthermore, Yadved & Singh (1988) argues that quality improvement in education depends on proper training of teachers. Teachers cannot play any of the roles unless they are properly trained. Since teaching is an art, it can be refined by training and practice. The availability of competent teachers is central in the reconstruction of the educational system.

Umar, Khan and Mahmood (2010) revealed that at secondary school level, there are two groups of teachers who teach English to the students; one group of teachers without a formal language qualification or expertise, they are not subject specialists. They are graduates with minimum qualification with B.Ed, Bachelor of Education or M.Ed (Masters of Education). These teachers are termed as teachers with formal education. The other group, introduced by the Punjab Government in selected high schools in the year 2002 is that of English Language Teachers ELTs who have Masters degree in English language or Literature and B.Ed or TEFL (Teaching of English as a Foreign Language) ELTs were introduced in government high schools with the purpose of improving the Standards of English language teaching and learning at secondary level.

Currently learners' performance in functional writing has an average mean score of 6.37 which is below the average score of 7.0 that is required to qualify for a competitive course in university. To establish the cause of dismal performance in functional writing, the purpose of the study was to establish the relationship between teacher factors and students achievement in English functional writing skills in secondary schools in west Pokot county of Kenya. The

objectives of the study were; to establish relationship between teachers experience and students' achievement in functional writing skills, establish teachers' qualification and students' achievement in functional writing skills and to establish teachers' classroom performance and student achievement in functional writing skills.

### **Methodology**

#### **Research Design**

The research design employed was descriptive survey. As Bryman (2004) observes, the design is relevant since it entails the collection of data on more than one case and at a single point in time in order to collect a body of data in relation to two or more variables, which are then examined to detect the patterns of association, of behavior that are difficult to observe directly and when it is desirable to sample a large number of subjects for investigations. Correlation design was used because it shows the existence of some relationships between two or more variables as stated by (Saleemi, 2011).

#### **Target Population**

The target population of the study comprised of 93 teachers of English and 2580 form four students in West Pokot County secondary schools. The form four students were used because they had been taught functional writing skills from form 1 to 4.

#### **Sample and Sampling Procedure**

The formula of Krejcie and Morgan (cited in Kathuri & Pals (1993) was used to calculate the sample size by estimating the sample size (s) needed. The sample size was 334 students who were selected through stratified simple random sampling techniques. Thirty one form four teachers were selected by the use of simple random sampling technique.

#### **Instruments of Data Collection**

##### **Teacher Performance Assessment Criteria Observation Schedule**

Modified Teaching Practice Guide of Maseno University was used to assess whether teachers prepared well before attending the lessons of English in relation to the stages followed during the process of writing. The stages during classroom teaching started with introduction followed by body and finally conclusion. Resources, methods and appropriate content were observed in stages as shown in the assessment criteria to check whether they were up to the standard required for the achievement of writing objectives. The total number of schools was manageable and all could be included in the study. A total of 31 lessons were observed, one lesson in every school.

##### **Students English Writing Skills Test**

A standard test was adopted from KCSE of the year 2009 and used to measure the achievement of students in English Functional writing composition. The student was supposed to demonstrate various writing skills in functional writing they have learnt in forms 1, 2, 3 and 4. Marks were awarded according to the marking scheme provided by the Kenya National Examination Council (KNEC) and put in different categories for analysis.

##### **Student Focused Group Discussion Guide**

The researcher set a clear academic goal that guided conversation with pupils and ensured that learners gave their views. The researcher guided conversations include learners' views, judgments, and rationales using text evidence and other substantive support. The researcher



ensured that all learners participated according to their preferences. The researcher asked learners questions and listened carefully to their responses and recorded the responses concerning the attitudes and teachers' preparation during the teaching of writing skills and how to improve them.

### **Validity of Instruments**

Validity of the instruments was ascertained by expert judgment of research specialists from the Department of Educational Communication, Technology and Curriculum Studies. The views of the experts were used to revise the questionnaires.

### **Reliability of the Instruments**

Reliability is a measure of how consistent the results from a test are (Kombo & Tromp, 2006). Reliability of teachers and students questionnaires was determined by the use of Cronbach's alpha formula for the internal consistency of the instruments. The results yielded 0.81 as the coefficient reliability for students' test and 0.87 for teachers' performance assessment criteria observation schedule. These values were considered high enough to judge the instruments as reliable.

### **Data Collection**

Questionnaires were administered to teachers and students by the researcher personally, so as to make clarification when the need arose. The researcher made personal visitation to the schools and met the respective Head teachers and informed them about the research and arranged for data collection.

### **Data Analysis**

Data was analyzed by use of mean scores to determine teacher performance, Regression model was used to establish relationship between teacher factors and students' achievement with the most significant factor to establish students' achievement.

## **Results and Discussion**

### **Teacher Qualification**

Teacher qualification was revealed through filling of the questionnaire by the respondent. The findings are shown in Table 1 below.

**Table 1: Relationship between Teachers' Marks and Students' Achievement in English Functional Writing Skills.**

<b>Teacher Factor</b>	<b>coefficient (95% CL)</b>	<b>P-Value</b>
Teachers' Marks Teachers' mean 51% learners mean 45	1.67(1.31, 2.05)	<0.001

The findings reveal that relationship between teachers' performance and students achievement is statistically significant 1.67 (95%CL: 1.31, 2.05) (p-value<0.001). The findings show that when you compare two teachers, one with a mark higher than another teacher, teacher who had a mark higher than the other teacher was more likely to perform better by scoring 1.48 marks higher. The difference between the groups of students was statistically significant (p-value<0.001).The finding from the linear regression model show

that among the determinants ,it is the teacher actual classroom performance has more influence on students' achievement levels in English functional writing. The responses from the focused group discussion had had the same views where by 100% of the learners depended fully on their teachers in order to perform better in English functional writing skills. They had the view that the way the teacher handles in terms of performance determines the achievement of learners. However, other studies that have been done about teacher performance include the view given by Krashen (1982) where in teaching comprehensible input of a teacher will affect the output, which is the achievement level of learners. This observation reflects the findings of the current study teachers are supposed to put more effort in terms of determining what learners should learn through proper handling of the subject matter. The observation made in a study by Wilson (1999) contrast with the observation made in the current study. Wilson observes that where teachers dominate the learning process, academic achievement of learners diminishes. Another recent study by Kang'ahi (2012) hold the same view as the current study where proper communication process between the learners and teachers contribute to better academic achievement, it is the teacher who initiate proper communication process and it is the teacher classroom performance that determines the learners' achievement levels in English functional writing skills.

### **Teachers' qualification**

**Table 2: Teacher Qualifications**

<b>Academic qualification</b>	<b>No of teachers (f)</b>	<b>Score award (x)</b>	<b>Percentage</b>	<b>Score (fx)</b>
Masters	0	5	0	0
Bachelor of Education arts	19	4	61	76
Post graduate diploma in education	2	4	7	6
Diploma	1	3	3	3
Bachelors Arts	8	2	26	40
O' Level	1	1	3	1
<b>Total</b>	<b>31</b>		<b>100</b>	

There were 31 teachers who filled the questionnaires in this study. The finding showed that no teacher had a master's qualification. The teachers who had a Bachelors Education represent 19 (61%) in the secondary schools. Post graduate diploma teachers were represented by 2(7%).Diploma teacher qualification was represented by 1(3%) while Those with bachelors' arts were 8 (26 %) and O' level levels were represent by 1(3%) each. The general finding reveals that 22 (70.97%) of teachers had gone to college and acquired the correct qualification for the teaching profession, while 11(29.03%) of teachers found in

school had not got the right qualification to be professional teachers. A teacher who trained Bachelors in education and Bachelor Arts are not the same in terms of their performance in teaching. Any kind of training in Bachelor of Arts without education pedagogy disqualifies one to be a professional teacher.

The findings revealed that there was no teacher of English who had attained a master's degree which is the ideal qualification required currently. Teachers Service commission gives a teacher with master's qualification highest marks during recruitment. It implies that the ideal qualification in west Pokot County has not been achieved. There could be many reasons why teachers in service have not taken an initiative to further their studies in English subject. This findings show that if teachers of English could further their studies then they could be more knowledgeable and be able to teach functional writing to the required standards. The findings also reveal that the unqualified teachers were 29.03% .They had not obtained the necessary requirements for teaching profession yet they were in class instructing learners. It is difficult for unqualified teacher to fulfil the paradigm of classroom instruction and it is the cause of poor performance in English functional speech writing skills.

Teachers with Bachelors Education are many in the profession with their score being 76. They liked teaching the subject and that could be the reason why they are many. The other groups of Bachelors of Arts had a score of 40 less than the ones for those with bachelor's degree in Education. Teachers with Bachelor of Arts qualification are not equipped with pedagogical aspect of education, these teachers either trained in Bachelor of Arts literature or Bachelor of Arts linguistics in English. Post graduate diploma teachers had a score of 6 which is implies that there are very few teachers with Bachelor of Arts who have gone further to train fully to become teachers within one year. Their training is not as intensive for those teachers with Bachelor of Education qualifications.

The implication is that they are forced by circumstances to be in the teaching profession but would keep themselves busy to avoid idleness before joining college for further training. This teacher has no any knowledge the heart of teaching. Teachers with Diploma qualification had a score of 3 .There are very few teachers with that qualification and their training takes a shorter time than those pursuing Degree.

There was only one teacher with O' level qualification with the lowest score of 1.This teacher was found to be in school teaching English subject because of some reasons like his or her KCSE Results in English being good or as a way about pedagogy, they strain a lot in teaching but if their subject heads informs him or her to read the syllabus book before teaching. Abilities of different teachers with O' level qualification differ depending on interest and attitude towards the subject and specific topics to be taught. The findings on relationship between teacher qualification and the teaching of English functional skills are presented in Table 3

**Table 3: Relationship between Teacher Qualification and students' achievement**

<b>Teacher's Qualification</b>	<b>Number of students</b>	<b>Mean ±SD</b>	<b>Coefficient (95% CL)</b>	<b>P-Value</b>	<b>F Test for differences</b>
Bachelor of Arts	86	46±22	-	-	
Bachelor			3.76(-1.79, 9.31)	0.183	



of Arts	207	49±21			
with Education					
Post graduate Diploma	20	26±12	-19.59(-26.88,-12.30)	<0.001	<0.0001
Diploma	10	33±17	-12.84(-24.65, -1.03)	0.033	
O' Level	11	35±16	-10.39(-21.20, 0.43)	0.060	
Overall	334	46±22			

Teachers who had a Bachelor of Arts with Education had their student scoring a higher average mark compared to the teachers with other qualifications. The second in the list to have their students scoring high were teachers who had a Bachelor of Arts degree. The least in the list were the students of the teachers who had a post graduate diploma. The test for possible difference among these teachers in terms of students performance was assessed using one way analysis of variance> The test was statistically significant suggesting that these teachers with various levels of qualifications were not similar in student performance,  $P<0.0001$ .

The findings from Table 5 reveal the estimates of each of the variable (teacher qualification) and the outcome variable (learners' achievement) in the model. Similarly, the students of the teachers who have post graduate diploma perform poorly compared to the students of the teachers who have a Bachelor of Arts degree by 19.59 marks. This difference is statistically significant, -19.59 (95% CL: -26.88, 12.30) with a p-value<0.001. Again the students of the teachers with a diploma compared to the students of the teachers with a Bachelor of Arts degree perform poorly by 12.84 marks. This difference between the two groups is statistically significant, -12.84(95% CL: -24.65, -1.03) with a p-value=0.033.

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The findings reveal that the qualification of teachers in secondary school matters where the gifted teachers did their work in classroom as per the requirements of the teaching profession for teachers who handle English as a subject. Studies that have been conducted on teacher qualification, for example, Akinsolu (2010) in Nigeria revealed that teacher qualifications were significantly related to students' academic performance and it is important for education planners to facilitate effective teaching and learning. Another recent study in Kenya by Yara (2011) in Mathematics also revealed that teacher qualification correlated positively with students' performance.

The findings are similar to the findings of the current study in English functional writing skills. In another most current study of Kosgei, Mise, Odera and Ayugi (2013) had the same results as the current study where by qualification correlates positively to academic performance but statistically not significant.

### **Teacher Experience**

The findings of teacher experience were based on different categories of teaching experience as shown in table 4

**Table 4: Level of Experience for the Teacher in years**

<b>Level of experience</b>	<b>No of Teachers</b>	<b>Percentage</b>
0-2 years	11	35.5
2-5 years	13	41.9
6-10 years	5	16.1
Over 10 years	2	6.5
Total	31	100

From the table above, the finding revealed that teachers who had experience below two years were 11( 35.5%) which reveals that they are still newly employed .They are novice teachers who perform their work better due to the fact that they are still fresh from college or they work under supervision of heads of department and following syllabus. Teachers who had experience between 2 to 5 were 13(41.9%) which implies being oriented to the profession with and getting to know the handling of different subject matters in terms of their performance and those teachers who had experience of 6 to 10 years were 5(16.1%) .The number is less than those with experience of 2-5 years. The findings imply that teachers quit teaching for other better paying jobs. Better teachers leave the profession when they have almost known the expectations of the teaching fraternity through seminars and workshops they have attended. It leaves the learners in a situation another teacher cannot handle them consistently like the previous teacher. It explains why learners are performing poorly in some parts like functional skills and others. Finally those with experience over 10 years were 2(6.5%). Teachers in this category are aware of almost handling learners and different subject needs in their work. These findings reveal that teachers who had less experience and with more years of experience performed their work better than those in the middle bracket of 3 to 10 years. The reason for the less experienced teachers doing better could be because they are still fresh from the college and they still remember what they trained in college and could put every aspect of teaching and learning into consideration.

Most of the teachers had below 5 years of experience in teaching English writing skills (77.4%). Only (22.6%) had an experience of over 5 years. The findings reveal that teachers who have stayed in teaching profession from 0-5 years still liked teaching English subject in particular functional writing skills. The findings imply that majority of teachers have not reached the level of being a head of department, which comes through promotion after a teacher has taught for 6 years and above. The employer of teachers seem to take a long time before promoting qualified teachers to a better grade t00hat can improve their performance in classroom.

The findings also revealed that there were very few teachers who had experience over 10 years, it means that most of the teachers who trained to teach English subject, teach for a

short period and quit teaching profession for other professions. This view is the same as the one for Adeyemi (2008) who says that teachers might leave the school system probably as a result of better job prospects in other sectors of the economy. The findings of the relationship between teachers' experience and their learners' performance in English functional writing skills are presented in table 5 below.

**Table 5: Relationship between Teachers' Experience and Students' Achievement in English Functional Writing Skills.**

Teacher's level of Experience	Number of students	Mean $\pm$ SD	Coefficient (95% CL)	p-value	F Test for differences
0-2 years	119	47 $\pm$ 22			
2-5 years	140	46 $\pm$ 22	-1.13(-6.24, 3.97)	0.663	
6-10 years	54	48 $\pm$ 21	0.54(-5.98, 7.06)	0.871	0.629
Over 10 years	21	41 $\pm$ 20	-5.89(-14.48, 2.70)	0.178	
Overall	334	46 $\pm$ 22			

The results across the different levels of teacher experience were similar. The test for association between the teacher level of experience and student marks showed that the student marks did not vary across the teachers' levels of experience,  $P=0.629$ . From Table 7, the findings revealed that students of teachers who had experience of 2 to 5 years performed poorly by 1.13 compared to those of 0 to 2 years. The difference is statistically significant -1.13(95%CL-6.24, 3.97) with  $p$ -value=0.663. Similarly the students of teachers who had experience over 10 years performed poorly by -5.89 compared to those of experience of 0-2 years. The difference is statistically significant, -5.89(95%CL-14.48, 2.70) with  $p$ -value = 0.178. These findings clearly show that there is no relationship between teachers' experience on students' performance in English functional writing skills.

The findings imply that teachers with less experience performed better than those who have been in service for a long time. The observation is contrary to the theoretical views, the reason could be that those teachers with less experience are still fresh with knowledge they acquired recently from the college and that they can still remember pedagogical needs required to be a competent teacher. However the performance of more experienced teachers was dismal compared to those of less experienced teachers because as the duration of time from college increases with the time they are in service, teachers tend to forget the training needs and requirements they are supposed to in-co-operate in the teaching. The reason for teachers forgetting is because of the needs of their families, their businesses that give them pressure to meet the demands of their dependants which result in lacking time to concentrate on their work in school.

Another reason could be lack of in-service training that normally take place during service time and also some policies that emerge from teachers service commission like teachers should not practice any other business other than their teaching job, it reduces morale

especially the experienced teachers hence doing their job for the sake of their needs but not the child in the school. There are also some schools where the heads do not retain teachers with more experience because it is sometimes challenging to deal with and so they like employing young teachers with little responsibilities and can concentrate on their job which can boost learners' performance as revealed by the current study findings.

From the interview schedule, one of the teachers said, *“due to changes to curriculum new experiences come since the curriculum changes with time and new demands.”* Another one said *‘as much as I have been a teacher, the nature of students I handle whether hardworking or lazy, they will perform according to their nature whether weak or hardworking academically.*

’ It implies that students’ performance depends on their nature and the way they are brought up. Teachers do their work and leave not looking at individual differences among students

Among studies that have been done, this study has the same findings as of Martin and Baldin (2004) whereby the novice teachers were better than the experienced teachers. However the more experienced teachers also performed better, despite the fact that they are very few, their performance is at the best. The findings are however different with those of Adeyemi (2008) who hold the view that experience is the best teacher, those who have been exposed to long years of teaching experience have the opportunity to enhance better teaching strategies. The study of adeyemi revealed that those teachers who had been in service perform better than those who had stayed in service for a short time.

### **Conclusion**

Despite the fact that teachers have been trained adequately, their performance in class is not measuring to the standards required by the ministry of Education as far as the teaching of English writing skills is concerned. The most ideal teacher qualification is Bachelor of education art from the findings. The ideal experience for teachers is between 2-5 years because of fewer responsibilities rather than ten and above years because of administrative responsibility which make teachers to be less effective in classroom. Among the teacher factors, teacher performance in the classroom is the most significant factor that determines the achievement of students in English functional writing skills. The way a teacher organizes teaching and learning activities in class, determines the achievement levels of functional writing skills of learners. The mean scores of teacher performance reveal the achievement of learners whereby a teacher whose performance is high will make learners to perform better.

### **Recommendations**

- i. Teachers should be innovative to maximise the pedagogical knowledge gained and improve their performance in classroom.
- ii. Quality assurance officers should inspect schools regularly to ensure that teachers without ideal qualification should not step into a classroom.
- iii. Teachers should be promoted basing on their performance but not experience.

### **Suggestion for further Research**

A study should be carried out to establish external factors affecting teachers’ performance in English subject.

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