

**INFLUENCE OF FREE DAY SECONDARY EDUCATION POLICY ON
TEACHER PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN
NAIROBI COUNTY, KENYA**

By

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**A Research Project Submitted in Partial Fulfillment of the Requirements for
the Award of the Degree of Master of Education in Curriculum Studies**

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DECLARATION

This research project is my original work and has not been presented for a degree in any university.



Benedina Elizabeth Omondi

This research project has been submitted for examination with our approval as University Supervisors.

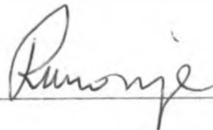


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DEDICATION

To my husband, Tom Indimuli and my sons, Austin Indimuli and Neville Mukuna.

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I give thanks to God Almighty who has given me strength and knowledge to accomplish this work. He has walked with me through out my studies and has ensured that I successfully finish this race.

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LIST OF ABBREVIATIONS AND ACRONYMS

EFA	Education for All
FPE	Free Primary Education
FDSE	Free Day Secondary Education
KIE	Kenya Institute of Education
MOE	Ministry of Education
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization
WCEFA	World Conference on Education for All

ABSTRACT

The purpose of this study was to investigate the influence of implementing Free Day Secondary Education on teacher performance in public secondary schools in Nairobi County in Kenya. The introduction of FDSE in Kenya in 2008 has led to increased enrolment which in turn is putting pressure on the teachers' ability to adequately perform their teaching task. The study set out to investigate the extent to which teachers were performing their tasks without compromising the standards of teaching and learning.

The objective of the study was to determine the extent to which teachers were managing and controlling their classes during teaching. It also sought to examine the frequency and assessment procedures teachers were using on their learners that may impact on their (teacher's) performance. The study further sought to establish the extent to which teachers were able to plan and prepare for their lessons in order to meet their learners' needs and to finally determine the challenges facing the teacher in view of instructional techniques while dealing with a high number of students.

The study was a descriptive survey which was conducted in 18 public secondary schools in Nairobi. A questionnaire was administered on 6 teachers in each school totaling to 108 respondents. Stratified, purposive and simple random sampling procedures were used to obtain the target population. Primary data was collected

using self administered questionnaires. The data was analyzed using descriptive statistics and content analysis.

The study revealed that increased enrollment has not compromised the standards of teaching and learning in public schools. Eighty two percent of the teachers indicated that they were able to control the learners and the learning process by ably monitoring events in the classroom. Teachers use a variety of assessment procedures to obtain feedback during lessons with 85.79% indicating that the interactive question and answer technique as the most common method. Monthly continuous assessment tests are the most frequent employed short term evaluation tools (41%) followed by beginning of term examinations (36.8%). Though on average teachers have less than 27 lessons per week, increased enrolment has led to a corresponding increase in the workload.

The study recommends the introduction of reflective teaching whereby teachers systematically and intensely analyze their own practice with the intention of enhancing their performance of tasks. The ministry of education should avail more learning and teaching resources especially electronic media in schools as these enhance teacher performance. More teachers should be employed to adequately cater for learners especially in the schools with very high enrolment.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is an important investment in any state as it provides an avenue for political, social and economic development of the individuals of that state. According to UNESCO (1990), education is the empowerment of individuals through learning and it is a powerful factor in meeting the challenges the world faces. "It enables human beings to survive, develop their full capacities, live and work in dignity, participate fully in development, improve the quality of their lives and make informed decisions;" (UNESCO, 1990) Education is not only a human right but a means of realizing other human rights meaning that denying one the right to education will lead to lack of awareness of the other rights making the individual not fight for them.

In March, 1990, a World Conference on Education For All (WCEFA) was held in Jomtien, Thailand to discuss issues on education. This was a United Nations (UN) initiative where 155 countries and 150 organizations pledged to provide education for all by the year 2000. A World Declaration on Education for All which stated that "everyone has a right to education" was adapted (UNESCO, 2007). Considering education as a human right implied that governments were ready and willing to finance education for its citizens. UNESCO (2005), states that "Among the several sources of finance for EFA, governments are the most important."

Governments were called upon to increase the share allocation of national income and total government expenditure to education.

Kenya being one of the United Nations member state has been working towards providing free education to its citizens since independence especially since it recognizes that “The provision of education and training to all Kenyans is fundamental to the success of the Governments overall development strategy” (Republic of Kenya, 2005). The re-introduction of Free Primary Education (FPE) in 2003, a strategy geared towards enhancing access, saw a great increase in enrolment. This enhanced enrolment put a lot of pressure and demand on secondary schools. Republic of Kenya (2007) confirms this by stating that “There has been increased demand for secondary school places by the primary school graduates, some of whom were unable to afford secondary school fee.

Free Day Secondary Education in public schools was rolled out by the government in 2008 as a response to the financial burden on the cost of education. Free Secondary Tuition has not only improved access in secondary school but has also worked as an incentive to complete primary school thus meeting the social demand for education. Since the inception of Free Day Secondary Education (FDSE) in January 2008, enrolment rate has been on an upward trend. Before the inception of FDSE, 1,026,764 students were enrolled in public secondary schools

in Kenya in 2007 but since 2008, this enrollment went up to 1,211,114 students in 2008, 1,324,793 in 2009 and 1,487,989 I, 2010 as indicated in the Table1.1.

Table 1
Public Secondary Schools Enrollment

Years	2007	2008	2009	2010
Boys	556459	654106	710904	798029
Girls	470306	557008	613889	689960
Total	1026765	1211114	1324793	1487989

Source: MOE, 2011

The increase in enrolment has put more pressure on the teacher who is now dealing with a larger number of students than before thus impacting on the teacher’s performance. The Task Force on Affordable Secondary Education (2007) stated that “An increase in enrolment and unplanned expansion of secondary schools is likely to lead to demand for additional teachers in some regions.” Enrolment having been enhanced through Free Day Secondary Education, the demand for teachers does not become the only challenge but also the performance of these teachers in their role of ensuring that learning takes place.

The Quality Assurance and Standards department in the Ministry of Education in Kenya focusing on the quality of teaching and learning and student achievement

uses the following key indicators in their assessment of quality and standard of teaching; teacher-student interaction; lesson structure; teacher student ratio; instructional materials; student participation; assessment procedures all of which are variables affected by enhanced enrollment and on the other hand affecting the way the teacher performs the mentioned tasks. Indeche (2001) cited in Gawo (2004) points out that, for the improvement of teacher performance, one needs to examine two main areas. These are firstly; qualification of the teacher, and, secondly, the environment in which the teacher is working. Free Day Secondary Education may not have necessarily affected the teacher's qualification but has definitely impacted on the teacher's working environment in that he is now dealing with a larger number of students with limited resources. Eshiwani (1983) cited in Imonje (2007) in identifying factors that influence teacher performance mentioned pupil teacher ratio, pupil enrolment and class size among other factors all of which are key in this study.

Republic of Kenya (2007) indicated that "recent expansion in enrolment has not been matched by increase in physical capacity and human resources." The teacher may end up not performing his duty of ensuring that learning takes place in a satisfactory manner since a good teacher according to Farrant (1980) is able to judge just how much he needs to intervene in each pupil's learning and knows the most effective way of providing this assistance. While dealing with a large

number of students, a teacher's intervention in student learning may fall short of expectation thus affecting both the student's and the teacher's performance.

Millet, Payne, Dwyer, Stickler & Alexiou (2008) have been quoted in Chapman and Ludlow (2010) saying " it is discouraging to think that external factors, such as class size, could have a significant negative impact on student learning beyond the effort put forth by the classroom instructors or the students themselves." Hence the teacher in his effort to offer good teaching to his students may be hindered by the number of students he has to deal with in a class.

Akinsolu (2010) pointed out that there is a significant relationship between enrollment, utilization of classrooms provided for teachers, learning activities and students academic performance. Nairobi County being one of the counties experiencing enhanced enrolment in some selected schools due to high demand for secondary school places is appropriate for conducting this study. This county having 9 districts with varied types of public schools namely; Boarding schools, Day schools, mixed day schools, Boys Day Schools and Girls Day Schools and also with varied localities that is formal and informal settlements gives diversity on the effects of FDSE on teacher performance.

1.2 Statement of the Problem

The introduction of Free Day Secondary Education in public secondary schools, which targeted to raise annual student enrolment to 1.4 million by the end of 2008 is an effort aimed at enhancing access, retention, quality of education, equity and improving transition from primary to secondary school (MOE, 2008) so that learners can benefit from the objectives of secondary education.

Since its introduction in January 2008 in Kenya, enrolment rate has been on an upward trend. Whereas the number of students in secondary school has been increasing, human resource together with physical resources have not increased at the same rate thus increasing the teacher-student ratio in public secondary schools. The large class sizes together with the demand for physical resources to enhance learning have put a lot of pressure on the teacher and may make it difficult for him to manage and control his class. The frequency and application of assessment and evaluation techniques used by the teacher in order to get feedback on learning together with instructional methods appropriate in meeting each learner's needs may be limited thus affecting quality teaching and learning. Furthermore, owing to the heavy workload occasioned by high enrolment, the extent to which teachers plan their lessons in order to ensure that instructional time is well utilized for learning to take place is likely to be affected. It is therefore necessary to carry out this study to establish the coping mechanisms

used by teachers in performing their tasks in a manner that enhances quality teaching and learning.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of the implementation of Free Day Secondary Education on teacher performance in public secondary schools in Nairobi County in Kenya.

1.4 Objectives of the Study

The study sought to;

- i) Determine the extent to which teachers are managing their classes during teaching.
- ii) Examine the frequency and the assessment procedures teachers are using on their learners that may impact on their (teachers') performance.
- iii) Establish the extent to which teachers are able to plan and prepare for their lessons in order to meet their learners' needs.
- iv) Determine challenges facing teachers in view of instructional techniques while dealing with large classes.

1.5 Research Questions

The following questions guided the study;

- i) To what extent are teachers able to manage their classes during teaching?
- ii) Which assessment procedures do teachers use to determine effectiveness of the teaching process and how often is the assessment done?
- iii) How do teachers plan and prepare for lessons in order to meet their learners needs?
- iv) What are the challenges facing teachers in the instructional techniques applied in large classes?

1.6 Significance of the Study

The findings of this study highlighted the interventions adopted at the periphery for further research and dissemination in dealing with increased enrollment. The findings would help to correct any malpractice in the teaching profession that impact negatively on the students overall performance and in the attainment of secondary school objectives. The study was justified in that it would guide on the in-service courses for teachers relevant in dealing with the new innovation which is Free Day Secondary Education.

1.7 Limitations of the Study

Since the study was done in only one county, conclusions drawn may not reflect teacher performance in the whole country. The respondents might give biased information especially since they may view the responses as reflecting on their lack of competence as individuals. The responses may also not necessarily reflect classroom practice.

1.8 Delimitation of the Study

This study focused on teacher performance in public secondary schools in Nairobi County which is divided into 9 districts with a total of 72 public secondary schools. The focus on public schools is due to the fact that FDSE is government program implemented in public secondary schools and not in private schools. Mathematics, English and Kiswahili teachers in the public secondary schools were the unit of analysis. The choice of subjects was guided by the fact that Mathematics, English and Kiswahili subjects are compulsory in secondary schools and would therefore give a good picture of class size in secondary school. The target level was Form I – Form IV teachers and students while the period under study was between the years 2008-2010 since FDSE was implemented in the year 2008.

1.9 Assumptions of the Study

The following were the assumptions of the study;

- i) That respondents would give accurate and honest information.
- ii) That teacher performance largely depends on the classroom environment where learning takes place.
- iii) Learning largely depends on the effectiveness of the teacher.

1.10 Definition of Significant Terms

The significant terms to be used in this study and their meaning are as follows:

Assessment refers to the process of seeking and interpreting evidence for use by learners and their teachers to identify where the learners are in their learning, where they need to go and how best to get there.

Class size refers to the average number of students per physical class room at a specific level of education in a given school year.

Enrolment is the number of pupils enrolled in a given level of education

Enrolment rate is the total number of new students entering the school system expressed as a percentage of the population's official entry age.

Free Day Secondary Education refers to the provision of support funding so that tuition costs would no longer be a burden to parents and would no longer prevent poorer families from achieving affordable access to secondary education.

Gross Enrolment Rate refer to the total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school-year.

Implementation refer to putting into practice an idea, programme, or set of activities and structures new to the people attempting to bring about change. It is in this study, the process of putting curriculum into practice at the school level.

Learning refers to the process by which we acquire and retain attitudes, knowledge, understanding, skills and capabilities that cannot be attributed to inherited behavior patters or physical growth (Farrant 1980). In this study, the teacher is the one who facilitates these changes in learners.

Teaching refers to the process that facilitates changes in learners and entails telling and persuading, showing and demonstrating, guiding and directing the learners' efforts.

Net Enrolment Rate refers to the measure of the extent to which the population eligible to participate in a given level of education is actually enrolled and is expressed as a percentage.

Performance refers to the accomplishment of a given task measured against preset known standards.

Teacher performance in this study refers to the ability of the teacher to execute, carry out or do teaching and other related tasks in the school during the implementation of free secondary tuition.

Teacher workload refers to the sum of all activities that take the time of the teacher that are related to his professional duties and responsibilities

Teaching skills refer to the ability to facilitate pupil's learning of something worthwhile repeatedly.

Quality education refers to education that satisfies basic learning needs and enriches the lives of learners and their overall experience of living.

1.11 Organization of the Study

This study comprises five chapters. In chapter one, the background to the study, problem statement, purpose of the study, limitations and delimitations, assumptions of the study and definition of significant terms as used in this study have been discussed.

Chapter two covers the role of the teacher, the rationale of teacher performance, effects of class size on teacher performance, effects of large class size on lesson planning and preparation, instructional techniques and teacher performance, classroom management and teacher performance, theoretical and conceptual framework.

Chapter three includes the research design, target population, sample and sampling techniques, data collection instruments, validity and reliability, data collection procedures and data analysis techniques.

Chapter four contains the data analysis and interpretation while chapter five consists of the summary of the study, conclusions and recommendations based on the study findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains the literature review of the study whereby literature related to teacher performance has been discussed using the following sub-topics; roles of a teacher; rationale for teacher performance; classroom management and control; assessment in a large class and teacher performance; lesson planning and preparation; instructional techniques and teacher performance; theoretical framework; and conceptual framework.

2.2 The Role of a Teacher

Understanding teacher performance requires that one understands what is expected of a teacher. Farrant (1980) defined role as the particular tasks or duties undertaken by people such as teachers and head teachers in the course of their work. When a teacher carries out the tasks expected of him/her, he/she, according to Farrant (1980) will be performing his/her role. A teacher provides classroom leadership and instruction to promote student progress. Stronge and Turker (2003) explain that a teacher is expected to facilitate the acquisition of knowledge, skills and understanding. He/she is in charge of both organizing and delivering knowledge and skills together with creating a safe, organized and productive learning environment for the learners. The teacher also conducts evaluation, to obtain feedback on learning and communicates the same to the learners and to the

concerned members of the community. Each of the mentioned roles is wide and has specific expectations. To Olembo, Wanga and Karagu (1992), the role of the teacher is, in most cases restricted to the classroom environment. This restriction therefore emphasizes on the tasks the teacher performs in the classroom environment in the effort to ensure that learning takes place. The teacher ought to do everything that he can to ensure that learning takes place in every student under that particular teacher since the teaching endeavor revolves around the learner. Stinchcomb (1970) cited in Stub (1975) reiterate that the central task of the teacher involves capturing the attention of students and channeling it towards sets of informative instructional activities. A good teacher therefore has to be effective at capturing and sustaining students' interest in learning activities which involve knowing each learner's interest and channeling it towards learning.

To summarize the role of the teacher, it is imperative to point out that the teaching task is complex and must be undertaken with care because once a student misses the opportunity to learn while in the hands of a teacher, that missed opportunity creates a big set back in the achievement of set goals and objectives. Teaching must therefore be undertaken with uttermost care and with the intention of bringing about positive change in the learners within the stipulated learning period. Farrant (1980) summarizes the role of a teacher by stating that good teaching is what brings about learning.

2.3 Rationale for Teacher Performance

Educational innovations are constantly being introduced to solve problems and solve existing practice as well as to raise educational standards. Free Day Secondary Education in Kenya is a curriculum innovation that has enhanced access to secondary education and improved transition which on the other hand has put pressure on the teachers' performance of tasks expected of them. Getting students to secondary school cannot be the ultimate goal for any government; the main concern should be how to ensure that these students who already are in school are acquiring quality education. Farrant (1980), acknowledges that the teacher actively stimulates learning and that good teaching is what brings about learning. This puts our focus on the role of the teacher in ensuring that learning takes place taking into consideration that the teacher is not the only player but is the key in this endeavor.

✓ Wong (2009) cited in Barry (2010) writes that "Its not rocket science - the better the teacher teaches, the better the students learn." This statement places a lot of emphasis on the teacher as the main person in ensuring that learning is taking place. Teacher performance becomes an important issue especially because student learning highly depends on the teacher. If the teacher does not perform his teaching task well, learning is not likely to take place. Barry (2010) is in agreement by stating that "teacher effectiveness is the critical factor in student learning." and further explains that "though particular studies and models for

teacher effectiveness have subtle differences, all of them agree that the gauge for teacher effectiveness is student learning.” Since the core business of teaching is to ensure that students learn, the measure of teacher performance lies in students’ learning.

Hassel and Hassel (2009) define teacher effectiveness as the teacher’s effect on the students. This definition indicates that whatever the teacher does influences the student. Since learning is the main concern for both the student and the teacher, the effect that the teacher has on the student must be that of learning. Auntunez (2002) discovered that low achieving students increased their achievement level by as much as 53 percent when taught by a highly effective teacher. Such a finding puts a lot of emphasis on the need for a teacher to perform his task effectively bearing in mind that his well performed task is what will positively influence learning.

Nasibi (2003) discusses five step pattern that make up a model for good teaching which include diagnosing learner’s entry behavior; preparing for teaching which involves lesson planning, motivating pupils, gathering materials and arranging the setting for instruction; guiding the learner in the actual instruction; evaluating the learning outcome and lastly making a follow-up on student learning. Charlotte (1999) identifies similar aspects of good teaching to those of Nasibi (2003) in discussing the effectiveness of teaching and came up with a model that identifies

those aspects of a teacher's responsibilities that have been documented by empirical studies and theoretical research as promoting improved student learning. The aspects are organized into four domains which are; the classroom environment; instruction; planning and preparation and professional responsibilities.

Stronge and Turker (2003) in their Handbook on Teacher Evaluation came up with standards which may be used to evaluate teacher performance that were similar to Charlotte's (1999) domains which are; instruction; assessment; learning environment and professionalism. Since this study is assessing the effects of free secondary tuition on teacher performance, the domains by Charlotte (1999) and the standards by Stronge and Turker (2003) have been found to be appropriate except professionalism which may not necessarily be affected by enhanced enrolment.

2.4 Classroom Management and Teacher Performance

A classroom contains both physical and social elements all under some control by the teacher. "What goes on in a classroom and the impact of the teacher and teaching has been identified in numerous studies as the crucial variable for improving learning outcomes" (UNESCO, 2005). Physically, the classroom should be set up in such a way that the teacher is able to see all students at all times. Students' desks should be arranged in a way that the teacher is able to see

student from any instructional area. When the teacher is able to see all his students, he will easily notice any misbehavior and deal with it promptly thus enhancing a good environment for learning.

The spacing in between the students' desks should also be considered in class arrangement so that the teacher can move about freely in class and even monitor what learners are doing. The teacher by moving about the classroom according to Marzano (1992) cited in Tileston (2004) ensure that no student is neglected. In the process of monitoring the learners as they work in class, the teacher may notice incorrect work being done by the student and correct it immediately.

Proper sitting arrangement of students in class enables them to see all instructional presentations thus encouraging attentiveness. Research shows that students who are seated far away from the teacher or the instructional activity are less likely to be involved in class discussions (Sadker and Sadker, 2000). Furthermore such students easily engage in misbehavior when they know that the teacher cannot see them. Quick and quiet interventions from the teacher are best in case of misconduct by students since such interventions do not disrupt the attention of well behaving and attentive students.

Other than the physical sitting arrangement, the classroom should have a conducive environment for learning where learners feel secure and encouraged to

participate in the learning process. Respect and rapport between the teacher and the learners and between the student and fellow students is necessary in creating a good learning environment. The teacher has to at least learn the students' names and refer to them by their names during classroom interactions and learning for such a practice creates good rapport and helps students feel accepted (Morzano, 1992) cited in (Tileston, 2004). Both physical and emotional environment in class are important factors that influence teaching and learning. Good teaching will easily take place when both the physical and emotional environment of a class is appropriate.

2.5 Effects of Large Class Size on Lesson Planning and Preparation

Planning and preparing for a lesson is mandatory for effective teaching. Farrant (1980) states that a well prepared lesson can be taught without any notes but a good lesson cannot be taught without preparation. Kipchumba (2005) in his research quotes Dazan (2000) saying that planning is a fundamental condition for conducting a good lesson. Butler (1989) concurs with the importance of planning for effective teaching by saying that any teacher who goes before a class without having well in mind an ordered plan for the things he expects to do or have students to do during the period runs a grave risk of wasting time and dissipating effort. He further explains that the very act of writing the plan out forces a crystallization of the plan in the teachers mind. Therefore a good teacher who expects to perform his task well must prepare for his lesson.

Preparation to Charlotte (1999) involves organizing content and designing instruction with the students in mind that is, their learning capabilities, interests and heritage that may influence the learning process. In his/her preparation, the teacher obtains materials from different sources including text books, newspapers, the internet and own experience in general in order to acquire enough and diverse knowledge and skills to be taught. As the teacher prepares, the students' capacity to absorb the content and the utilizability of learning resources has to be considered. The methodology to be used is planned for by putting into consideration the need to vary methodology to reach every student putting into consideration the learners' individual differences in order to maintain their interest and thus ensuring that learning takes place. The teacher must come up with a teaching plan that appeal to every student in the classroom.

Dealing with a large class containing a variety of students may be challenging to the teacher especially when he/she is required to take into consideration individual differences of the learners. The teacher may not meet the needs of each or even most of his learners without prior planning and preparation for his lessons.

2.6 Instructional Techniques and Teacher Performance

Instruction is an on going process that facilitates acquisition of knowledge, skills and understanding. It involves both organization and delivery of knowledge and skills that the teacher wishes to pass to his students. An effective teacher will have current and accurate knowledge of his subject acquired from proper preparation.

Charlotte (1999) explains that students need to be engaged in learning by communicating clearly and accurately, using questions and group discussions and facilitating the flow of feedback from the learner to the teacher and vice versa.

The teacher in his delivery should make use of a variety of methodology consistent with instructional objectives.

Varied instructional methods compatible with student abilities and learning styles should be used for instance group discussions, individual assignments, practical work to name but a few. The teacher therefore has to be familiar with each student's capabilities and interest so as to choose a method or methods that will enhance individual learning. Shipley, Cann, Hidebrand and Mitchell (1968) explain that a child learns better if he is engaged in some physical activity than when merely listens to what the teacher says. If engaging a learner through practice gives him the chance to learn, the teacher must therefore provide the learner an opportunity to practice. On the other hand, a teacher dealing with a large number of learners may experience challenges in an effort to allow each

learner to practice and be supervised by the teacher to ascertain that learning has taken place. Jungic and Kent (2006) in their study on Teaching Large Classes in the International Electronic Journal of Mathematics Education in Melbourne reiterate that teaching and learning in a large class becomes impersonal. It becomes hard to point out and assist those students who get lost in the process of learning.

Shiple, et al (1968) argue that good teaching will adapt methods, activities, assignment and advice to each pupil based on an understanding of his unique characteristics. The biggest challenge for the teacher is to understand each pupil's unique characteristics especially if the number of students is large. Instructional procedures in a large class may inhibit teacher performance as the teacher may not satisfy the learning needs of each learner through inappropriate instructional method. A learner may end up not attaining the set objectives if the instructional methods used do not enhance learning.

Interaction between the learner and the teacher and between learner and the other learners during instruction enhances learning by providing feedback on whether learning is taking place. Jungic and Kent (2006) in their study on teaching large classes further discovered that it is easy to ignore the importance of human interaction when instructing in a large class.

2.7 Assessment in a Large Class and Teacher Performance

Assessment is the process of systematically gathering reporting and using a variety of data in an unbiased and consistent manner to measure and improve student performance (Stronge and Turker, 2003). Assessment is an important element in teaching and learning since it provides feedback on the learning that is taking place. Shiundu and Omulando reiterate the importance of assessment as it helps the teacher to update his judgment regarding his pupils ability. They continue saying that cumulative judgments the teacher makes about the pupils performance in both past and current class work help him to maintain a continuous impression of both the pupils abilities and their weaknesses. Assessment is therefore an important task that every teacher must undertake if he is to perform his teaching task well.

According to Shiudu and Omulando (1997) assessment does not only provide basis for corrective and remedial action but also moderates the teachers pace of teaching as well as the choice of areas to emphasise in subsequent units of a course. Further more, assessment guides on whether there should be a shift in methodology for the teacher to achieve intended objectives for a lesson.

A teacher may obtain feedback on learning from his students through oral or written techniques using a variety of appropriate measures. In class, during instruction, the teacher may use oral questions directing them to different learners

to measure their level of achievement. Questioning is imperative as it is at the core of any teaching (Shiundu & Omulando, 1992). Kochher (1992) cited in Shiundu and Omulando (1992) is in agreement on the importance of questioning students in order to get feedback by stating that the teacher who never asks questions never teaches. Question and answer is therefore a vital tool for teaching and learning. (Perrot, 1982) cited in (Shiundu & Omulando, 1992).

One of the challenges the teacher may face in the effort of obtaining feedback from learners in his/her class is reaching as many students as possible within the limited time provided. In a large class, feedback provided will only be from a small fraction of the entire class. Such feedback may not adequately represent the situation in the entire class.

The other aspect assessment is that it should be frequent and systematic since frequent assignments and detailed feedback are central to student learning, (Gibbs & Simpson, 2004). Classroom assessment activities are mandatory since they give information that guide both students and the teaching process. The emergent dimension of a curriculum is taken care of during formative and summative evaluation.

Black and William's (1998) revealed that comprehensive review of formative assessment emphasizes the extraordinarily large and consistent positive effects

that feedback has on learning compared with other aspects of teaching or other interventions designed to improve learning. After assessing students, the teacher needs to do a comprehensive review of what he has discovered through assessment and come up with the necessary step that will enhance learning. He needs to keep a record of his student's assessment results and use them to rectify, add or correct any wrong or misinterpreted information during the learning process. These activities require time as they are part of the teacher's workload. With a large class, frequency, quality and review of assessment procedures may become a challenge.

2.8 Summary of Reviewed Literature

It is difficult for any one study to exhaustively examine all the variables that may be considered by different scholars as imperative in determining teacher performance. The literature reviewed indicates that the teacher can only perform his role satisfactorily when the environment surrounding his class and workload are conducive. When teacher performance is influenced negatively, learning is inhibited and the students' performance is affected.

2.9 Theoretical Framework

The Overcoming Resistance to Change model propounded by Neal Gross (1973) is appropriate in this study since it emphasizes on the teacher's role in making any curriculum change or innovation successful. Hall and Loucks, after doing a

research on implementation of innovations in schools and colleges, came up with four groups of developmental stages that an innovation has to go through for it to be successful. Only when these concerns are dealt with that an innovation becomes successful. The four concerns are in the following stage; Unrelated concern whereby the teacher does not resist the curriculum change since to him, the change does not affect either his personal or professional domain. Personal concern being the second stage explains the teacher's shift from lack of concern to actually being involved in the innovation. In the third stage, the teacher starts considering how well he can implement the innovation. Issues of time required, material and strategies best suitable for implementation become the teacher's concern. Finally, in the impact-related concern, the teacher's interest widens to how the innovation affects his students, colleagues and the community. Using this model, teacher performance in the inception of FDSE is not only the teacher's concern but the concern of other stakeholders namely students, administrators and the community.

This theory applies to the teacher's accomplishment of his teaching task with the inception of FDSE because the introduction of this innovation makes the teacher seek and try out the best approaches of handling a large class, the best instructional methods for his students, assessment procedures that are appropriate and those that he can manage adequately. All these become the teacher's task

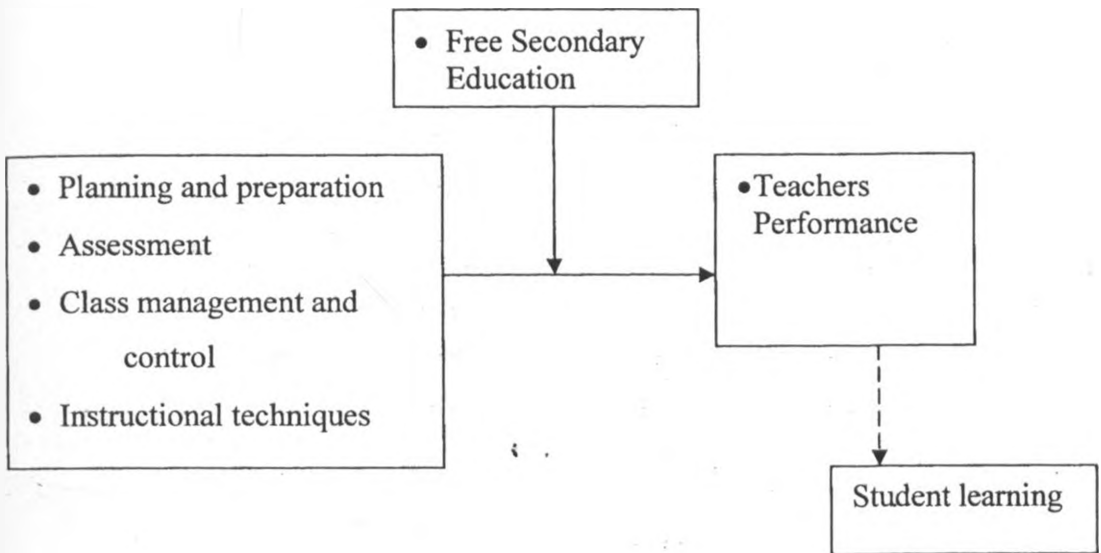
related concerns. The teacher's task related concerns have to be addressed so as not to hinder teacher performance and student learning.

In the last group of concerns, as discussed in the Overcoming Resistance to Change model, the teacher's concern shifts to the influence of the innovation on stakeholders. In this stage, the teacher looks at the product after the teacher has accomplishing his teaching task. The impact-related concern therefore deals with the influence of FDSE on the students themselves and on other stakeholder including parents and the community. Once all these concerns are dealt with, the teacher will be able to perform his task satisfactorily thus enhancing learning and making FDSE a success.

2.10 Conceptual Framework

The conceptual framework given in Figure 1 reveals the relationship and linkage between lesson planning and preparation; assessment; class management and control and instruction as the independent variables while teacher performance as the dependent variables. The independent variables are the input through which after the implementation process of free secondary tuition, influences teacher performance.

Figure 2.1 A diagram showing the relationship between variables related to the effects of free day secondary education on teacher performance



Free Day Secondary Education has enhanced enrollment which on the other hand has influenced the teacher's accomplishment of his task according to expected standards. The indicators of teacher performance include proper management of the learning environment, marking students' work promptly and making comments in their work and notes where appropriate. Further more, learning and understanding students' background, planning and preparing for lessons with reference to the syllabus together with the student' capabilities, uniqueness and interest in order to adequately meet their learning needs also indicate proper accomplishment of the teaching task.

The linkage between the dependent variables, the process and the output are indicated through arrows showing that FDSE has influenced the teacher's accomplishment (performance) of his task.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter of the study methodology covered the research design, target population, sample size and sampling procedures, research instruments, validity and reliability of instruments, data collection procedures, and data analysis techniques.

3.2 Research Design

A research design according to Mugenda and Mugenda, (1999) refers to all the procedures selected by a researcher for studying a particular set of questions or hypotheses. In this study, survey research was used since the researcher aimed at surveying and reporting the current condition of teacher performance in public secondary schools. Both quantitative and qualitative methods were used in collection of data.

3.3 Target Population

Target population is any group of individuals who have one or more characteristics in common that are of interest to the researcher. (Best & Khan, 1998). The target population in this study was obtained from the 72 public secondary schools in Nairobi County. This county had 9 districts. The target population in this study was formed by Kiswahili, English and Mathematics

teachers in public secondary schools. These subjects are compulsory for every student and would therefore give a precise picture of the number of students in a class.

3.4 Sample Size and Sampling Procedures

Sampling is the process of selecting a number of participants for a study in such a way that they represent the larger group from which they were selected. (Gay, Mills, & Airasian, 2006). To determine sample size, 27% of the entire number of elements (72 public secondary schools) was used because the total number of schools in Nairobi was not big. This percentage is according to Gay, (1992) on how to obtain a sample from a small number of elements. For this study, 18 public secondary schools in Nairobi out of the entire number of 72 public secondary schools formed the sample to be studied.

In the first stage of the sampling design, stratified sampling considering the 9 districts in Nairobi County was used to form 9 stratus. Purposive sampling within the district was used targeting 2 schools with the highest student enrolment in order to pick a total of 18 schools. 6 teachers, 2 teachers in each compulsory subject that is, Kiswahili, English and Mathematics, in each of the 18 schools giving a total of 108 teacher respondents.

3.5 Research Instruments

Mbwesa (2006) defines research instruments as techniques or tools which are used for collection of data. Two sets of instruments; questionnaires and document analysis guide were used to carry out this study. Questionnaires were used to collect information because they can be administered to a large number of respondents within a short time and would provide information from the respondents' individual self report. Questionnaires also enabled the researcher get responses which the respondents would feel shy to give in a face to face interaction. The questionnaires were in 5 parts, that is, respondents' demographic information, lesson planning and preparation, a section on instructional techniques, classroom management and control and finally section on assessment procedures. On the other hand, a document analysis guide on documents to be studied such as the syllabus, enrolment and admission records, policy documents, progress records, circulars and memos on the implementation of free secondary tuition and teacher performance were used to find out more on teacher performance and to verify data given by the respondents in the questionnaires.

3.6 Instrument Validity

Validity of a research instrument according to Mbwesa (2006) refers to the extent to which a test or instrument measures what it was intended to measure. With the assistance of the supervisor content and construct validity of the instrument was done before embarking on the actual study to determine whether the instrument

would elicit the type of data anticipated and whether the items had adequately addressed the objectives of the study. Piloting of these questionnaires was carried out through simple random sampling (ballot method) to help identify ambiguities, bias, irrelevancies and any other errors in the instrument.

3.7 Instrument Reliability

Gay, Mills & Airasian, (2006) define reliability as the degree to which a test consistently measures whatever it is measuring. Discussion and repeated review of questionnaires were done to measure the reliability of the instruments. Since the questionnaires for this study were administered once to the respondents, Internal consistency reliability was used to measure the degree of consistency.

Reliability in this study was determined by splitting the instrument into two halves to get 2 sets; one of odd numbered items and the other of even numbered items. Each set was then checked against the results from the other set and scored. A correlation coefficient for the two sets of scores was calculated using Spearman Brown prophecy formula shown below.

Reliability on scores of total test = $\frac{2 + \text{reliability for } \frac{1}{2} \text{ test}}{1 + \text{reliability for } \frac{1}{2} \text{ test}}$

$1 + \text{reliability for } \frac{1}{2} \text{ test}$

$$R_{xx} = \frac{2 + r_{oe}}{1 + r_{oe}}$$

$1 + r_{oe}$

Source: Mbwesa (2006)

Reliability r in this study is 0.765 and since it is approaching 1, it means that the questionnaires could be relied on to collect required data consistently.

3.8 Data Collection Procedures

Before embarking on collecting data, a research permit was obtained from the National Council of Science and Technology which was presented to the County's Director of Education in the county where research was going to take place. The targeted schools were visited for the study and permission from the principal obtained. Distribution of the questionnaires were done by the researcher and later collected upon agreement. The researcher checked all questionnaires before collection to ensure that all items had been responded to.

3.9 Data Analysis Techniques

Raw data collected from the questionnaires was checked, edited, organized and coded by a computer into significant patterns to reveal the essence of the data. The coded data was analyzed through Statistical Package for Social Sciences Programme (SPSS). Quantitative data was analyzed through descriptive statistics of central tendency such as ranking, frequency count, percentages and means while qualitative data was analyzed through content analysis processes.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents results of the analysis of the data collected from 18 public secondary schools in Nairobi County in Kenya. The purpose of the study was to investigate the influence of implementation of Free Day Secondary Education on teacher performance in public secondary schools in Nairobi County in Kenya. All analysis used descriptive statistics. Tables were used to express the responses giving frequencies and percentages. Demographic data and contextual data together with the interpretation of the research findings are all presented in this chapter.

4.2 Instrument Return Rate

The expected number of respondents was 108 teachers. However, out of the 108 teachers, 76 returned duly filled questionnaires registering 70.4 percent return rate which is considered adequate for analysis.

4.3 General Information

The general information sought in this study included; gender of the teachers, professional qualification, years of experience in teaching, category of school, number of lessons taught per week and the number of students a teacher taught in a class.

4.3.1 Distribution of Respondents by Gender

As can be observed in Table 4.1, the respondents were made up of 28.9 percent male and 71.1 percent female teachers.

Table 4.1

Gender distribution

Gender	Frequency	Percent
Male	22	28.9
Female	54	71.1
Total	76	100.0

Eight percent male teachers taught either English or Kiswahili while 20.7% male teachers taught mathematics. On the other hand, 35% female teachers taught Kiswahili while 36.6% taught English.

4.3.2 Professional Qualification

The respondents were asked to state their highest level of professional qualification attained. The results in Table 4.2 show that 72.4 percent of the respondents had a bachelors degree, 23.7 percent had masters while 3.9 percent had diploma qualifications.

Table 4.2

Distribution of respondents by their professional qualification

Level of education	Frequency	Percent
Masters	18	23.7
Bachelors	55	72.4
Diploma	3	3.9
Total	76	100.0

Shiundu and Omulando, (1992) emphasize that the more years a teacher spends in training the better the quality of the teacher. Majority of the teachers having high qualification as seen on Table 4.2 indicate that they are conducting quality teaching. Indeche (2001) in his thesis also argues that in order to improve teacher performance, one needs to consider teacher qualification and the environment in which the teacher is working. It is argued that when the teacher is highly qualified, he is likely to perform his task well. Crocker (1974) is in agreement when he considered teachers academic qualification as one among his six factors for teaching effectiveness. On the other hand, the highly qualified teacher may be faced with challenges in the environment that may hinder his performance.

4.3.3 Work Experience of Respondents

The respondents were asked to state the number of years they had taught at secondary level. As indicated in Table 4.3, majority (52%) of the teachers have taught at secondary level for a period of between 11-15 years, followed by 22.67% for 1 to 5 years and 10.67% for less than 5 years. Notable were 8.0% of teachers who had been teaching at secondary schools for more than 15 years.

Table 4.3

Teaching Experience

Length of Service	Frequency	Percent
Below 1 year	8	10.67
1-5 years	18	22.67
6-10 years	5	6.67
11-15 years	39	52.0
Above 15 years	6	.8.00
Total	76	100.0

The number of years a teacher has been performing this teaching task enhances his/her performance. Teaching experience may also indicate the exposure of the teachers to professional experiences such as seminars and in-service courses

geared towards enhancing teachers' performance. Nevertheless, in some cases, teachers who have been in the profession for a long period of time may use traditional teaching methods which may not be as effective as the contemporary methods thus affecting their performance.

4.3.4 Type of School

The respondents were asked to indicate the type of school they were teaching in. As shown in Table 4.4, 38.2 percent of the respondents were teachers from mixed day schools, 30.3 percent were from boys boarding schools, 21.1 percent from girls boarding schools, 7.0% were teachers from boys day schools and the remaining 2.6% were from girls day schools.

Table 4.4

Types of school

Type of schools	Frequency	Percent
Boys boarding	23	30.3
Girls boarding	16	21.1
Mixed day	29	38.2
Girls day	2	2.6
Boys day	6	7
Total	76	100.0

All the school categories used in the study were all represented in the analysis giving a wide variety on the influence of free secondary education on teacher performance in different school categories. Enhanced enrolment had mostly been experienced in day schools where secondary education is totally catered for.

4.3.5 Number of Lessons Taught per Week

Respondents were asked to state the number of lessons they taught in a week. The number of lessons covered per week varied from teacher to teacher. The study findings revealed that majority of the teachers handled more than 25 lessons per week, which is within the Teachers Service Commission recommended 27 lessons per week for each teacher. On the other hand, 14.5 percent had 10 to 15 lessons per week and only 9.2 percent of them had 15 to 20 lessons per week which may be termed as under utilization of teachers.

Table 4.5

Number of Lessons Taught per Week

Number of lessons	Frequency	Percent
10-15	11	14.5
15-20	7	9.2
Above 25	58	76.3
Total	76	100.0

The number of lessons taught per week determines the amount of time available for the teacher to prepare. Since most of the teachers teach less than 27 lessons per week, they have adequate time to prepare for their lessons and mark students work.

4.3.6 Class Size

The respondents were asked to state the average number of students they handle in a class. The results in Table 4.6 show that 50% of the teachers handle a class of 45 to 50 students, followed by 44.7% with a class size of above 50 students, 3.9% handling a class of 34-50 students and only 1.3% teacher's had classes of less than 30 students.

Table 4.6

Class size

Number of students	Frequency	Percent
Below 30 students	1	1.3
34-50	3	3.9
45-50	38	50.0
Above 50	34	44.7
Total	76	100.0

High number of students per class could be attributed to the introduction of FDSE which led to enhanced enrolment. When Free Day Secondary Education was implemented in 2008, the number of students were more than the available classes in secondary schools. Student enrolment has been on the increase since then. Secondary school teachers in some schools are dealing with large classes which reduce the personal attention that a teacher gives to the learners. Jungic & Kent (2006) in their study on Teaching Large Classes reiterate that teaching and learning in a large class is impersonal.

4.4 Classroom Management and Control

This section covers questions posed to the respondents on classroom management and control. Frequency, percent and tables were used for the analysis

4.4.1 Teacher- Students Engagement during Teaching

The respondents were asked to rate their contact with students during lesson time. As shown in Table 4.7, 68.4% of the teachers stated that they are able to see all the students in class as they teach while 31.6% do not see their students well due to the number of students in the teachers' class and the sitting arrangement of students in class.

Table 4.7

Student Engagement during teaching

Response	Frequency	Percent
Very well	52	68.4
Well	24	31.6
Total	76	100.0

Sadker and Sadker emphasizes that teachers should be able to see all students at all times in a direct line of sight in order to identify and control off-task student behavior. In this study, since the majority of the teachers indicated that they were able to see all their students at all times, the findings indicate that proper class management is taking place and that teachers engage their students making them attentive.

4.4.2 Walking around the Class during Lessons

Walking around the class monitoring students during the lesson encourages student's attentiveness and participation in class.

Table 4.8

Walking around the Class during Teaching

Response	Frequency	Percent
Often	62	81.6
Not often	11	14.5
Hardly	3	3.9
Total	76	100.0

The results in Table 4.8, indicate that majority of the teachers (81.6%) do walk around the class as they teach making it easy for them to attend to the students and also notice inattentiveness. On the other hand an insignificant 3.9% of teachers hardly walk around the class during the lesson.

4.4.3 Noticing Lack of Concentration among Students during the Lesson

When asked to state how fast they were able to notice lack of concentration among students during the lesson, 56.6% stated that they easily notice lack of concentration amongst the students very fast.

Table 4.9

Noticing lack of concentration among students during the lesson

Response	Frequency	Percent
Very fast	43	56.6
Fast	31	40.8
Takes time	2	2.6
Total	76	100.0

Noticing lack of concentration among students during the lesson is as a result of teachers walking around the class during lessons and being able to see all students in their classes so as to short-circuit off-task student behaviors (Sadker & Sadker, 2000). No student should be left behind while others are learning.

4.5 Assessment Procedures

This section covers questions posed to the respondents on assessment procedures. Frequencies, percentages, mean, standard deviation and tables were used for the analysis.

4.5.1 Means of Obtaining Feedback from Students during Lessons

The respondents were asked to indicate how they obtained feedback from students during lessons. The results are shown in Table 4.10 below.

Table 4.10

Means of obtaining feedback from students during lessons

	Mean	Std. Deviation
Question and answer in class	4.2895	.90651
Take away assignments	3.6974	1.17779
Class assignment	3.8026	1.03305
Group presentation	3.1447	1.22968
Class discussion	3.4342	1.28929

From the findings, assessment done by teachers in class to obtain feedback is done through: question and answers in class (mean of 4.2895), class assignment (mean of 3.8026) and take away assignments (mean of 3.6974). These findings indicating that question and answer method is the most frequently used technique concur with Kochhel (1992) cited in Shiundu and Omulando (1992) who said that questioning is at the core of any teaching and that the teacher who never asks questions never teaches. Pollard (1997) in Shiundu and Omulando (1992) explains that asking questions provides immediate feedback on how participants are thinking and on what they know. Though there are other methods of obtaining feedback, question and answer as the teacher teaches may be preferred by most teachers because it is fast in providing immediate feedback.

4.5.2 Marking Students' Assignments

The respondents were asked to state frequency with which they mark students' assignments.

Table 4.11

Marking Students' Assignments

Response	Frequency	Percent
During lesson	29	38.2
End of day	26	34.2
End of week	21	27.6
Total	76	100.0

The findings in table 4.11 show that 38.2% of the teachers mark students' assignments during the lesson, 34.2% mark assignments by end of day and 27.6% do mark students' assignments at the end of the week. This shows that all assignments given to students' are marked accordingly. The respondents also unanimously agreed that they normally make remarks in the marked students work. Marking students work is a way of accumulating judgment about the students performance. It also moderates the teacher's pace of teaching as well as choice of areas to emphasize in subsequent units of the course. (Shiundu & Omulando, 1992)

4.5. Checking Students Notes

The respondents were asked to indicate the number of times they do check students' notes.

Table 4.12

Checking Students Notes

Response	Frequency	Percent
Once per term	12	15.8
Twice	9	11.8
More than twice	35	46.1
Others	20	26.3
Total	76	100.0

As shown in table 4.12, majority of the teachers (46.1%) check students' notes more than twice in a term, 26.3% checked randomly as need arose, 15.8% checked once per term and 11.8% checked twice in a term. It indicates that teachers were concerned with students writing notes, recording correct information and having materials for reading and references to be used at a later date for revision.

4.5.4 Students Evaluation Programs used in School

The respondents were asked to indicate students' evaluation programs used in their respective schools. The findings in table 4.13 indicated that various evaluation programs were used in various schools in an effort to follow up on student learning and in keeping them focused on learning.

Table 4.13

Students Evaluation Programs used in School

Response	Frequency	Percent
Beginning of the term	28	36.8
Weekly assessment test	4	5.3
Monthly continuous assessment test	31	40.8
End of term exams	12	15.8
Others	1	1.3
Total	76	100.0

Monthly Continuous Assessment Tests are used by 40.8% of teachers followed by beginning of the term test at 36.8%, end of term exams at 15.8%, weekly assessment test at 5.3% and other mechanisms (Radom assessment test, mid term test) at 1.3% respectively.

These findings which indicate that assessment is frequently done in school conforms with Stronge & Turker (2003) who argued that assessment is an important element in learning since it provides feedback on the learning that is taking place. Assessment helps both the learner and the teacher to monitor progress in learning and the success of instruction. The teacher's effectiveness can be measured through student achievement which can only be identified through assessment. Doyce (2004) confirms the use of student learning as criteria for measuring good teaching by saying that this is the most accepted criteria. On the contrary, some studies have shown that what a student learns is not always within a teachers control.

4.6 Lesson Planning and Preparation

This section covers questions posed to the respondent on lesson planning and preparation this being one of the tasks performed by teachers to enhance learning. Frequencies, percentages and tables were used for the analysis.

4.6.1 Time Spent Planning and Preparing for Lessons

Planning is a process of defining strategy, or direction, and making decisions on allocating resources to pursue the strategy. It involves both human and non human assets. The findings in Table 4.14 show that most teachers allocate substantial amount of their time for planning and preparation of lessons that is; 28.9% took

20 to 30 minutes planning time and 26.3% took more than 30 minutes in lesson planning and preparation.

Table 4.14

Time Spent Planning and Preparing for Lessons

Time spent to plan lessons	Frequency	Percent
0-5 minutes	6	7.9
6-15	14	18.4
16-20	14	18.4
20-30	22	28.9
More than 30 min	20	26.3
Total	76	100.0

Taking time to plan and prepare for a lesson is imperative if the teacher is to perform his/her teaching task smoothly and effectively without wasting learning time (Butler, 1989). From the findings on Table 4.14, class size has had little significance on the time taken by teachers to plan and prepare for their lessons.

4.6.2 Frequency of Making Lesson Notes

The analysis in Table 4.15 shows that 44.7% of teachers make their notes on a daily basis while 39.5% make notes on a weekly basis. On the other hand 15.7%

of the teachers indicated that they makes their notes on termly basis and update them when need arises.

Table 4.15

Making Lesson Notes

Frequency of notes making	Frequency	Percent
Daily	34	44.7
Weekly	30	39.5
Not at all	3	3.9
Others	9	11.8
Total	76	100.0

Making notes for the lesson is part of lesson preparation. As Butler (1989) reiterated, this very act forces a crystallization of the lesson plan in the teachers mind. Furthermore, Nsubuga (2000) states that lesson notes aid the memory of a teacher as they provide him/her with a programme of the lesson. Since 44.7% and 39.5% of the teachers frequently review their lesson notes as indicated in Table 4.15, they are able to teach their lessons adequately.

4.6.3 Provisions for the Different Categories of Learners in Class

When asked to state whether they make provisions for the different categories of learners in their classes, 44.7 percent of the respondents stated that they always

make provisions, 32.9% of the teachers make provision sometimes and a significant 22.4% did not put in any comment on whether they make provisions for the different categories of learners in their class during class preparation.

Table 4.16

Provisions for Different Categories of Learners in Class during Lesson Preparation

Response	Frequency	Percent
Yes	34	44.7
No	17	22.4
Sometimes	25	32.9
Total	76	100.0

Since learners in a class may be of different categories that is; slow learners, average and above average, making provision for them ensures effective teaching where by all learners end up being catered for and individual learning needs met. Farrant (1980) points out that not all students in a classroom can have the same capability of learning without any diversity. A teacher has to factor in this diversity and find out the most effective way of reaching each of these students to ensure that learning takes place. This is done during lesson preparation which according to this study, is practiced by most teachers. Enhanced enrolment has

therefore had minimum negative influence on the time taken by teachers on planning and preparation of lessons.

4.6.4 Materials used in Lesson Preparation

When asked to state materials used in preparing for a lesson, 30.3% of teachers said they supplement text books with schemes of work, 28.9% used all materials (lesson notes, schemes of work, electronic media and learning aids).

Table 4.17

Materials used in Lesson Preparation

Materials used for lesson preparation	Frequency	Percent
Lesson notes	21	27.6
Schemes of work	23	30.3
Electronic media	6	7.9
Learning aid	4	5.3
All	22	28.9
Total	76	100.0

The use of different materials to prepare for lessons gives the teacher a wider scope of the content to be taught and confidence in it.

The above findings indicate that though teachers were using a variety of materials to plan and prepare for their lessons, the use of electronic media for lesson preparation has not been embraced by most teachers yet it is designed to make the teachers work easier.

4.7 Instructional Techniques

This section covers questions posed to the respondents on instructional techniques applied during teaching. Frequencies, percentages, means, standard deviation and tables were used for the analysis.

4.7.1 Instruction Methods Used During Lessons

As indicated in table 4.18, question and answer (mean of 3.9868), practical work (mean of 3.194) and group discussions (mean of 3.1053) were the most frequent instruction methods used by teachers during their lessons. These methods were used due to their capability of enhancing student-teacher interactions. Having used a likert scale of 1-5 with 1 representing less frequent and 5 most frequent, the table below indicates the findings. The most frequently used method is question and answer with a mean of 3.9868 which is closer to 5. Table 4.18 also reveals that teachers frequently used more than one method of instruction.

Table 4.18

Instruction Methods used during Lessons

Instruction Methods	Mean	Std. Deviation
Lecture method	2.6053	1.31736
Question and answer methods	3.9868	.98649
Group discussions	3.1053	1.12640
Practical work	3.1974	1.30660

The use of different instructional methods indicate good teaching as expressed by Shipley, et al (1968) who argued that good teaching will adapt methods, activities, assignments and advice to each pupil based on an understanding of his/her unique characteristics. The findings from this study reveal that the use of varied instructional techniques has not been a big challenge to the teacher even with the introduction of FDSE.

4.7.2 Calling Students in Class by Name during the Lesson.

Learning is a two way process which requires engagement of both the teacher and the learner. This can be achieved by making students active (name calling) in class participation during the lessons. This stimulates learning as it was noted by Farrant (1980). This study shows that most of the teachers (81.6%) always call students by their names when requiring them to participate in class during

learning. Calling students by their names increase attentiveness and enhances student-teacher relationship. On the other hand, 1.3 percent of the teachers did not at all call students by their names when requiring them to participate in class during learning, mainly because they did not have time to recall student's names as they teach.

Table 4.19
Calling Students in Class by Name during the Lesson.

Response	Frequency	Percent
Always	62	81.6
Rarely	13	17.1
Not at all	1	1.3
Total	76	100.0

Calling students by their names when requiring them to answer questions makes them own the questions and try to answer them. Marzano (1992) in Tileston (2004) supports the practice of teachers calling their students by their names as this helps them feel accepted. Furthermore, the act of calling students by their names indicate that the teacher knows his students and this creates a good rapport which enhances the learning process.

4.7.3 Teaching Approach

As indicated in Table 4.20, majority (89.5 percent) of the teachers used learner-centered approach in teaching while only 10.5% of the teachers used teacher-centered approach of teaching. Since the entire teaching endeavor is for the learner, it is imperative that it remains learner-centered.

Table 4.20

Teaching Approach

Response	Frequency	Percent
Teacher centered	8	10.5
Learner centered	68	89.5
Total	76	100.0

The learner-centered approach emphasizes a variety of methods that shift the role of the instructor from givers of information to facilitators of student learning. Learners in this approach become actively involved in their own learning rather than being passive. (Blumberg, 2008). Johnson (1991), Maxwell (1998) and Slavin (1990) in Blumberg (2008) are all in agreement that learner-centered approach increases motivation for learning and greater satisfaction with school thus leading to greater achievement in learning. The findings above indicate that

most teachers (89.5%) use the learner-centered approach thus they are practicing good teaching.

4.8 Document Analysis Guide

The respondents were asked to rate documents they possessed and used in the teaching process. The results are shown in Table 4.21. From the findings, the most important documents that are required for teaching were available though with inadequate information, that is, scheme of work (mean of 1.0263), lesson notes (mean of 1.0921), records of work covered (mean of 1.0921), assessment records (mean of 1.0921), syllabus (mean of 1.0921) and time table (mean of 1.0789) and lesson plan (mean of 1.5526), respectively.

Table 4.21

Rating of Document Analysis Guide

Document	Mean	Std. Deviation
Scheme of work	1.0263	.16114
Lesson plan	1.5526	.83896
Lessons notes	1.0921	.29110
Record of work covered	1.0921	.29110
Assessment records	1.0921	.37158
Syllabus	1.0921	.28451
Time table	1.0789	.16114

Availability of these records indicate good practice in teaching. The records serve as a guide and tool for monitoring syllabus coverage. Furthermore, the records assist to ensure that whatever the intended curriculum is being implemented.

4.9 Suggestion on How the Teaching Process in Public Schools can be Improved

To improve the teaching-learning process in public secondary schools, the respondents suggested the following:- ensuring that there are enough teaching and learning resources, employing more teachers to reduce work load, using peer review teams to assist teachers in implementing new teaching techniques, offering better pay, organizing tuitions out of normal class hours, painting windows to obstruct students from outsiders, motivating both students and teachers at the end of every term, organizing academic tours for students, reducing the size of classes so that it is easier to cater for various categories of learners, emphasis on learner centered method and this should be taken to primary schools level and improve on physical facilities in schools.

4.10 Summary

This chapter has presented responses from teachers teaching English, Kiswahili and Mathematics in public secondary schools in Nairobi. Good teaching has been noted whose determinants in this study include good class management and control; frequent assessment of students to monitor effectiveness in teaching and learning; adequate planning and preparation of lessons and the use of diverse instructional techniques. Performance of the mentioned tasks by teachers indicate that enhanced enrolment due to Free Day Secondary Education has neither significantly nor negatively influenced teacher performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter we discuss the main findings drawn from the study, answers to research questions, conclusions and recommendations of the study. Also presented are the proposed future studies.

5.2 Summary of the Study

The purpose of this study was to investigate the influence of implementation of free secondary tuition on teacher performance in public secondary schools in Nairobi County. The study adopted descriptive survey method and findings presented in terms of frequency, tables, percentages, means and standard deviations.

The objectives guiding this study were; to determine the extent to which the teachers are managing and controlling their classes during teaching; to examine the frequency and assessment procedures teachers are using on their learners which may impact on the teachers' performance; to establish the extent to which the teachers are able to plan and prepare for their lessons in order to meet their learners needs and lastly, to determine the challenges facing teachers in view of instructional techniques while dealing with large classes.

5.2.1 Managing and Controlling Class during Lessons

Teachers are effectively managing and controlling their classes by monitoring the activities of students during the lessons. The study findings revealed that majority of teachers (81.6%) manage their classes by walking around while teaching in order to see what their students were doing. Most teachers (56.6%) were also able to see their students from any instructional point in the classroom making it easy to maintain the level of attentiveness from the students. On the other hand 18 percent of the teachers indicated that they did not walk around their classrooms due to congestion.

5.2.2 Assessment Procedures used by Teachers to Determine Effectiveness of the Teaching Process

Evaluation of the learning process is carried out during the lessons and also periodically in the course of the term. The findings indicated that majority of the teachers obtain feedback from students during lessons mainly through question and answers in class (85.79%) , giving assignments during lessons (76.05%) while (73.95%) obtained feedback through take away assignments. All these not only assist in monitoring the students learning process but also inform the teacher on his/her effectiveness in ensuring that learning has actually taken place. On the other hand, only 38.2 percent of teachers mark students' assignments during the lesson, 34.2 percent at end of day and 27.6 percent at the end of the week. For

each assignment marked, teachers indicated that they gave guiding remarks to assist the student.

From the findings, it was revealed that varied assessment programmes were being used by teachers in different schools. Forty one percent of the respondents indicated that monthly continuous assessment test was the most frequent assessment program followed by beginning of term examinations. These findings reveal that teachers were moving away from the traditional end of term examinations.

5.2.3 Planning and Preparation of Lessons by Teachers.

Teachers allocate substantial amount of their time for planning and preparation of lessons. In their preparations, it was noted that 44.7% of the teachers make their notes on either daily basis and 39.5% on a weekly basis. This practice indicates effectiveness in the performance of the teaching task. More specifically, the findings indicate that the teachers were aware of specific needs for various categories of students and as such 44.7% of teachers made provisions to cater for these needs. These findings therefore negate the idea that enhanced enrolment due to free secondary tuition has negatively influenced the time teachers are taking to prepare and plan for their lessons and instead indicate that teachers are conducting good lessons by planning and preparing for lessons before going to class to teach. (Farrant, 1980).

5.2.4 Instructional Techniques

The study found out that the main instruction methods used by teachers during lessons were interactive where students are actively involved through answering questions in class, doing practical work and engaging in group discussions. Eight percent of the respondents used question and answer method while teaching to involve their learners and 63.9% of the respondents engaged the learners through practical work. The interactive method of learning was supplemented by calling students by their names when requiring them to participate in class during learning, walking around in class during lessons and taking note of students' attentiveness during classes.

The study further indicated that teachers conduct evaluation on a regular basis to gauge the learners' understanding. The evaluation programs used in various schools include monthly continuous assessment test at 40.8%; end of term exams at 36.8%; end of term examinations at 15.8% and weekly assessment test at 5.3%. From these findings, the implementation of FDSE had not hampered evaluation programs in various schools unlike what was experienced in the implementation of free primary education policy in Kenya as was reported in (UNESCO, 2005).

5.3 Conclusion

The study has revealed that the implementation of free secondary tuition has not had a significant negative influence on teacher performance. Teachers are handling the increase in student numbers without significantly compromising the way they are performing their teaching task.

5.4 Recommendations

Free secondary tuition, having enhanced access and equity in secondary education, should be safeguarded so as to attain all its goals which include quality education. From the findings of the study on the influence of free secondary tuition on teacher performance, the following recommendations can be made to the policy makers and to researchers for further study;

There should be close monitoring by the ministry of education officials on the implementation of free secondary tuition to safeguard this innovation against practices and trends that may hinder realization of the intended goal of enhancing equity, access and quality and at the same time providing basic education for development and sustainability. Close and continuous monitoring will inform policy makers of any malpractice or challenge the stakeholders may be facing and assist in dealing with issues promptly. Free secondary tuition should enjoy close monitoring as is the case with free primary education.

The ministry of education should avail more learning and teaching resources especially electronic media in schools as these enhance teacher performance by making the teachers work of planning, preparing and presenting work to be learnt easily. The study revealed that most teachers used the traditional learning and teaching aids which include text books, the syllabus and schemes of work. Such teaching and learning aids may not be appealing enough to the young generation.

The practice of reflective teaching should be introduced whereby teachers continually and intensely analyze their own practice rather than always analyzing topics and the learners. In reflective teaching, the teacher focuses on self by actively and systematically asking themselves questions about their own practice and how to enhance this practice in order to improve teacher performance. A record on reflective practice should be kept among the requisite records of work.

The ministry of education should conduct in-service training for teachers on the use of electronic media for effective teaching. Though the Kenya Institute of Education (KIE) has developed new media materials to be used in schools which enhance teacher effectiveness in the learning process, there is no evidence of adaptation. In addition to this training, teachers need refresher courses on how to carry out learner-centered method of teaching as opposed to teacher-centered method.

A teacher's professional body should be established to help monitor and maintain professionalism in performing the teaching task in schools. Such a body will carry out self administration and evaluation. This will encourage teachers to enhance their performance and in turn lead to high performance in learners.

It is recommended that more teachers be employed in order to adequately cater for learners especially in the secondary schools with high enrolment. Employment of more teachers will ease the teacher workload and allow teachers to concentrate better on performing their task without the challenge of managing large class sizes or a large number of lessons to be handled by a teacher.

5.5 Suggestions for Further Research

A comparative study should be done in other counties and even country-wide on the influence of free secondary tuition on teacher performance. Such a study would give a clearer picture on this subject to complete and or corroborate the findings of this study that was conducted in Nairobi County.

A more comprehensive study should be carried out on the influence of implementation of free secondary tuition touching on more determinants of teacher performance. Whereas in Kenya, a lot of research has been done on student performance, little has been done on teacher performance and more so on free day secondary education.

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APPENDICES

APPENDIX 1: INTRODUCTION LETTER

Benedina Elizabeth Omondi

University of Nairobi

Department of Educational Administration &

Planning

P. O. Box 92

Kikuyu.

Dear Respondent,

**RE: RESEARCH ON THE EFFECTS OF IMPLEMENTATION OF FREE
SECONDARY TUITION ON TEACHER PERFORMANCE IN PUBLIC
SECONDARY SCHOOLS IN NAIROBI COUNTY**

I am currently undertaking a Master of Education degree in curriculum studies at the University of Nairobi.

I am kindly requesting you to provide information to all the questionnaire items which have been designed to gather information on the above topic. Please be informed that your response will be treated with utmost confidentiality and will be used for the purpose of the research study only. For this reason, **DO NOT** write your name or the name of your school anywhere on this questionnaire.

Thank you for your cooperation.

Yours faithfully

Benedina Omondi.

APPENDIX II

TEACHERS' QUESTIONNAIRE

This questionnaire is designed to seek your opinion and views regarding the effects of implementation of free secondary tuition on teacher performance in public secondary schools in Nairobi County.

Please read the instructions carefully and respond to each question as required.

All the responses will be used for the purpose of the study only. DO NOT write your name or the name of your school anywhere in this questionnaire.

PART A: BACKGROUND INFORMATION

Please tick [] in the appropriate space.

1. Gender (a) Male [] (b) Female []

2. Highest professional qualification attained
 - (a) PhD [] (b) Masters []
 - (c) Bachelors [] (d) Diploma []

3. Indicate the number of years you have taught at secondary school level.
 - (a) Below a year [] (b) 1-5 years []
 - (b) 6-10 years [] (d) 11-15 years []
 - (d) Above 15 years []

4. Type of school

- | | | | |
|-------------------|-----|--------------------|-----|
| (a) Boys Boarding | [] | (b) Girls Boarding | [] |
| (c) Mixed Day | [] | (d) Girls Day | [] |
| (e) Boys Day | [] | (f) Mixed Boarding | [] |

5. What subject do you teach?

.....

ii) Indicate the number of lessons you teach in a week.

- | | | | |
|-------------------|-----|-------------------|-----|
| (a) Below 10 | [] | (b) 10-15 lessons | [] |
| (c) 15-20 lessons | [] | (d) 20-25 lessons | [] |
| (e) Above 25 | [] | | |

6. Average number of students you teach in a class.

- | | | | |
|-----------------------|-----|--------------------|-----|
| (a) Below 30 students | [] | (b) 30-35 students | [] |
| (c) 35-40 students | [] | (d) 45-50 students | [] |
| (e) Above 50 students | [] | | |

SECTION B: Planning and Preparation

7. How much time do you spend to plan and prepare for your lessons?

- | | | | |
|--------------------------|-----|-------------------|-----|
| (a) 0-5 minutes | [] | (b) 6-15 minutes | [] |
| (c) 16-20 minutes | [] | (d) 20-30 minutes | [] |
| (e) More than 30 minutes | [] | | |

ii) Explain your answer.....

8. How often do you make lesson notes?

- (a) Daily [] (b) Weekly []
(c) Not at all [] (d) Other []

ii) Explain your answer.....

9. Do you make provisions for the different categories of learners in your class as you prepare?

- (a) Yes [] (b) No [] (c) Sometimes []

ii) Explain your answer.....

10. Other than text books, which other materials do you use in preparing for your lesson?

- (a) Lesson notes [] (b) Schemes of Work []
(c) Electronic media [] (d) Learning aid []
(e) Others (Specify).....

SECTION C: Instructional Techniques

11. In a scale of 1-5 (where 5 means most frequent and 1 least frequent) please indicate the instruction method(s) you use during your lessons.

- | | | | | | |
|-------------------------|---|---|---|---|---|
| (a) Lecture method | 1 | 2 | 3 | 4 | 5 |
| (b) Question and Answer | 1 | 2 | 3 | 4 | 5 |

(c) Group discussions 1 2 3 4 5

(d) Practical work 1 2 3 4 5

12. Do you call students by their names when requiring them to participate in class during learning?

(a) Always [] (b) Rarely [] (c) Not at all []

ii) If **Not** at all, tick **one** of the following reasons that best explain your answer.

(a) I do not know their names []

(b) I do not have time to recall their names as I teach []

(b) I rarely ask them to participate []

13. How would you gauge your teaching approach? Is it

(a) Teacher-centered [] (b) Learner-centered []

14. How do you determine at the end of the lesson whether students have understood the content?

.....
.....

SECTION D: Classroom Management and Control

14. How well do you see **all** your students in class as you teach?

(a) Very well []

(b) Well []

(c) Not all []

15. How much do you walk around the class as you teach?

(a) Often []

(b) Not often []

(c) Hardly []

ii) Please explain your answer.....

16. How fast are you able to notice lack of concentration among students during the lesson?

(a) Very fast [] (b) Fast [] (c) Takes time []

(d) Hardly []

ii) Please explain your answer.....

SECTION E: Assessment procedures

17. In a scale of 1-5 (where 5 means most frequent and 1 least frequent) please indicate how you obtain feedback from students during your lessons.

(a) Question and Answer in class	1	2	3	4	5
(b) Take away assignments	1	2	3	4	5
(c) Class assignments	1	2	3	4	5
(d) Group presentations	1	2	3	4	5
(e) Class discussions	1	2	3	4	5

18. Indicate the frequency in which you personally mark students' assignments.

- (a) During the lessons
- (b) End of day
- (c) End of week
- (d) Not at all
- (d) I don't give assignments

ii) Do you make any remarks in the marked work?

- (a) Yes
- (b) No
- (c) Sometimes

19. How many times in a term do you check students' notes?

- (a) Once per term
- (b) Twice
- (c) More than twice
- (d) others (Specify).....

20. Please indicate the various student evaluation programs used in school?

- (a) Beginning of term test
- (b) Weekly assessment tests
- (c) Monthly continuous assessment tests
- (d) End of term exams
- (e) Others

21. Suggest how the teaching process in public schools can be improved.

.....

Thank your for your cooperation

APPENDIX III

DOCUMENT ANALYSIS GUIDE

Type of Document	Available with adequate information	Available with inadequate information	Not available
Schemes of work			
Lesson Plan			
Lesson Notes			
Record of work covered			
Assessment Records			
Syllabus			
Timetable			

APPENDIX IV: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123.
Fax: 254-020-2213215, 318245, 318249
When replying please quote

Our Ref: **NCST/RR/12/1/SS-011/809/5**

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Date: **21st June, 2011**

Benedina Elizabeth Omondi
University of Nairobi
P. O. Box 30197
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "**The influence of implementation of free secondary tuition on teacher performance in public secondary schools in Nairobi County**" I am pleased to inform you that you have been authorized to undertake research Nairobi Province for a period ending **30th April, 2012**.

You are advised to report to the **District Commissioners & the District Education Officers in all the selected districts** before embarking on the research project.

On completion of the research, you are expected to submit **one hard copy and one soft copy** of the research report/thesis to our office.

A handwritten signature in black ink, appearing to read 'P. N. Nyakundi'.

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:

The District Commissioners
Selected Districts in Nairobi

The District Education Officers
Selected Districts in Nairobi

APPENDIX V: RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss..... BENEDINA
ELIZABETH OMONDI

of (Address) UNIVERSITY OF NAIROBI
P.O BOX 30197 NAIROBI

has been permitted to conduct research in

..... ALL..... Location,

..... ALL..... District,

..... NAIROBI..... Province,

on the topic..... THE INFLUENCE OF.....

IMPLEMENTATION OF FREE SECONDARY

TUITION ON TEACHER PERFORMANCE

IN PUBLIC SECONDARY SCHOOLS IN

NAIROBI COUNTY

for a period ending..... 30th APRIL 2011.....

PAGE 3

NCST/RRI/12/1/SS-011/809/5

Research Permit No.....

Date of issue..... 21st JUNE, 2011.....

Fee received..... KSH. 1000.....



E. Omondi
Applicant's
Signature

[Signature]
Secretary
National Council for
Science and Technology