# SCHOOL-BASED FACTORS INFLUENCING INSTRUCTIONAL PERFORMANCE OF TEACHERS IN PUBLIC PRIMARY SCHOOLS IN KADIBO DIVISION, KISUMU COUNTY, KENYA

Onyango Mary Akinyi

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**DECLARATION**

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

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Onyango Mary Onyango
Reg. No. E55/66003/2011

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

_____

Dr. Grace Nyagah
Senior Lecturer and Chairman
Department of Educational Administration and Planning,
University of Nairobi

_____

Dr. Mercy Mugambi
Lecturer
Department of Educational Administration and Planning,
University of Nairobi

# DEDICATION

To my husband Jackim Onyango Omanje: for his love for education, concern, sacrifice and patience during the writing period.

# ACKNOWLEGDEMENT

# TABLE OF CONTENTS

| Content | Page |
|---|---|

## CHAPTER ONE

## INTRODUCTION

**CHAPTER TWO**

**LITERATURE REVIEW**

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**CHAPTER FOUR**

**DATA PRESENTATION ANALYSIS AND DISCUSSION**

# CHAPTER FIVE

## SUMMARY, CONCLUSIONS AND RECOMMENDATION

## APPENDICES

# LIST OF TABLES

# LIST OF FIGURES

# LIST OF FIGURES

**ABSTRACT**

The researcher examined instructional performance of teachers in public primary schools in Kadibo Division, Kisumu County. The purpose of this study was to find out school based factors influencing instructional performance of teachers in public primary schools. The literature concerning the various educational inputs variables vis-à-vis workload, class-size, teacher quality and enrolment and learning facilities was reviewed while instructional performance of teachers measures put in perspective. The research objectives was to find out the extent to which workload influences instructional performance of teachers, to determine how pupil-teacher ratio influences instructional performance of teachers, to assess how teachers academic qualification influences instructional performance of teachers, to establish how availability of learning facilities influences instructional performance of teachers and lastly to establish how enrolment influences instructional performance of teachers. A survey design was used to gather data by means of questionnaires. Secondary data was obtained from the Divisional Educational Office. The responses of 130 head teachers and teachers out of a sample of 162 head teachers and teachers revealed that workload, class-size and inadequate facility and materials influences instructional performance of teachers, using Pearson's correlation technique. The study indicate that the independent variables (workload) and the dependent variable (instructional performance of teachers) have a weak positive relationship (r = 0.03). The study also established that there is a shortage of teachers in public primary schools in Kadibo Division.

Another key finding is that workload negatively influences performance of teachers. Most of the teachers in the division admit that job overload contribute to low performance. This study recommended that the teachers be given adequate workload. The Ministry also to provide adequate facilities and learning materials which are very vital for instructional performance. The study further recommended that more teachers should be employed to help curb understaffing. Further studies can also be done on motivation and effect of stress on teachers' performance.

# ABBREVIATIONS AND ACRONYMNS

| | |
|---|---|
| DEO | District Education Officer |
| KCPE | Kenya Certificate of Primary Education |
| KNEC | Kenya National Examination Council |
| QASO | Quality Assurance Officer |
| SCRE | Scottish Council of Research |
| TSC | Teachers Service Commission |
| U.S. | United States |
| UNESCO | United Nations Educational Scientific and Cultural Organization |
| UNICEF | United Nations International Children's Emergency Fund |
| WEI | World Economic Indicators |
| FPE | Free primary education |

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the study

Human performance is a way of working or an accomplishment. According to Clark (2011), human performance is a concerned with the measurable result of specific behavior, especially work performance and productivity. Bernadin, Kane, Ross, Spina and Johnson (1995) define performance in terms of output as the record of outcomes produced on a specified time. Performance on the job as a whole would be equal to the sum (or average) of the performance on the critical or essential job functions. Bernadin et al (1995) further argue that a focus on results should be the preferred approach to performance management as it takes a customer's perspectives and enables individual's effort to be linked to organization goals.

Instruction is vital for education because it is the transfer of learning from one person to another. It also refers to the action of teaching and job of teachers. Therefore instruction performance is the ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological process and resources (Bruner, 2004).

Teacher's jobs performance is one of the most essential issues for educational system around the world. Next to pupils, teachers are the largest, most extensive,

crucial and key to improving quality in any education system (Afe, 2001; Staurt, 2002). Teachers are supposed to perform teaching, administrative and supervisory duties that relate to their terms of service to promote education all over the world.

Education, according to Coombs (1970) consists of two components. He classified these two components into inputs and outputs. According to him, inputs consists of human and material resources and outputs are the goals and outcomes of the educational process. Both the inputs and outputs form a dynamic organic whole and if one wants to investigate and assess the educational system in order to improve its performance, effects of one component on the other must be examined.

There is a link between work load and teacher performance. Teacher workload describes the amount of time spent teaching and interacting with pupils in and outside the classroom, the time left for preparation and time spent in other co-curricular and the management activities.

A number of studies showed that there is a relation between workload and performance. The studies found that changes in workload are related to performance in that increase in workload is accompanied by decrease in performance (Beith, 1987; Hart and Hauster, 1987). Nevertheless, a study by US Army Research Institute (1990), argue that at extremely low levels of workload, the workers' capabilities are underutilized and workers may become bored and

complacent. In these circumstances the worker can miss input signals and for that or related reasons become less proficient. As task demands become extremely high, workload level may exceeded the workers ability of willingness to commit more skills resources to exert more effort. At that level of workload, performance will decrease perhaps at some point or after some extended period, catastrophically. Performance may remain at an acceptable level over a considerable range of workload variation. In general, however, workload extremes are related to poor performance.

According to Benbow, Mizrachi, Oliver & Said Moshiro (2007) an ideal pupil-teacher ratio should be 40:1. A study by Zhang Postlethwada and Grisay, (2008), covering 11 of 19 countries in the world Economic Indicator (WEI) program, for example, Paraguay and Uruguay had pupil-teacher ratio in the range of 20:1 to 30:1 respectively. India had the highest number of 59 pupils per teacher especially in villages. Malaysia had the lowest number with an overall pupil-teacher ratio of 18:1 in urban areas and 15:1 in rural areas. In the study of schools, the mean pupil-teacher ratio range from 32 in school owned by private individuals to 47 in government schools. A difference in pupil-teacher ratio across school ownership and location is another reflection of inequality in access to quality education.

According to the East African Standard of February 2012 on school and career it was noted with the increased enrollment in primary schools, many teachers are

faced with the problem of managing large classes. In a classroom with many pupils, the teacher cannot interact with them at personal level. Classroom control also becomes difficult and organizing pupils into groups and evaluating them is chaotic.

Instructional resources which are educational inputs are of vital importance to the teaching of any subject in the school curriculum. Wales (1975) was of the opinion that the use of instructional resources would make discovered facts glued firmly to the memory of students Savoury (1958) also added that, a well planned and imaginative use of visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as arouse students interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves. Savoury (1958) suggests a catalogue of useful visual aids that are good for teaching any subject i.e. pictures, post cards, diagrams, maps, filmstrips and models.

He said that the selection of materials which are related to the basic contents of a course or a lesson, helps indepth understanding of such a lesson by the students in that they make the lesson attractive to them, thereby arresting their attention and thus, motivating them to learn. He suggested a catalogue of aids which could be used to teach subject. He advocated the use of pictures which will help children in grounding their thoughts and feelings. He said that pictures are used as

alternatives to real objectives where it is impossible to show students the real objects and they do serve effectively in tan imagined activities.

It is also very vital to have sufficient and adequate human resources in terms of teacher quality for the teaching of all subjects in the school curriculum without the teachers as implementing factors, the goals of education can never be achieved. Schools should be properly and uniformly equipped to promote sound and effective teaching. Suitable textbooks, qualified teachers, libraries which are adequate should also be provided for schools. Scarcity of these, according to Coombs (1970), wills constraint educational system from responding more fully to new demands. In order to raise the quality of education, its efficiency and productivity, better learning materials are needed. Knezewich (1975) also stressed the importance of having appropriate personnel plan and adequate physical facilities to support educational effort. However this will make the teachers not to be committed hence low productivity.

The government sponsor public primary schools in Kenya. According to education Act, a school is an institution in which not less than 10 pupils receive regular instruction. For a school to exist and remain functional, several key players (stakeholder) must play their rules in their different capacities so that it can serve the purpose of which it is intended in society Ministry of Education (1999). In Kenya performance of teachers in terms of teaching-learning contact

hours check whether students' learning times is fully utilized in both public and private primary schools. The Ministry of Education stipulate that the implementation of the 8-4-4 primary school curriculum requires that average teacher-pupil contact hours per week be 28 hours (comprising 48 periods, each 35 minutes long) for standard 4 to 8 and 20 hours (comprising 40 period each 30 minutes long) from standard 1 to 3. Meeting this requirement is an indication of how efficiently the curriculum is being implemented.

However, if pupils do not get the specified contact hours, the implication is that the system is inefficient. This implication would be that the syllabus might not be completed. Also extra time would have to be created to coaching pupils outside the normal classroom hours for example after school and during holiday.

According to the education sector report (2008) the pupil-teacher ratio in Kenya in public schools was 43:1 in 2005 and 50:1 in 2007, an indication that the number of teachers is either declining or the number of pupils is growing at a much faster rate than that of the teachers. The recommended pupil-teacher ratio for public primary schools in Kenya is 40:1.

Public debate on quality of education in Kenya has concentrated on the pupils' level of achievement. Poor performance in KCPE examinations in most primary schools is a problem affecting the Ministry of Education in Kenya. Effort to improve primary education have been concentrated on the provision of more trained teachers with better remuneration but still education provision in primary

schools in Kenya has greatly expanded due to increasing social demand leading to straining on educational resources in primary schools.

The notion of an effective school or educational system is part of the large concept of efficiency in the sense that an output is related to input UNESCO (1997). KCPE examination performance is related to the quality of education offered in schools and the efficiency with which these resources input are organized and managed to raise pupils' achievement. This in turn reflects the performance of teachers in Kadibo division. Most primary schools had posted poor results in KCPE examinations for the last four years as indicated in the table below:

**Table 1.1 Overall mean score attained by schools in KCPE by public primary schools in Kisumu East and Kisumu West District**

| Name of Division | 2009 | 2010 | 2011 | 2012 | Average mean score |
|---|---|---|---|---|---|
| Kadibo | 246.22 | 245.78 | 250 | 247.12 | 247.28 |
| Kombewa | 257.45 | 247.86 | 261.61 | 251.42 | 253.83 |
| Nyahera | 248.75 | 253.62 | 253.71 | 252.44 | 252.13 |
| Winam | 279.70 | 265.01 | 267.45 | 271.46 | 270.91 |

Source (DEO, Statistics Exams Office 2012)

Table 1.1 shows that Kadibo division performs poorly compared to other divisions which are Winam, Kombewa and Nyahera. The analysis further shows that out of the four years only in 2011 the division had mean score of 250. In 2012 less than a half of the pupils who sat for the KCPE examination scored 250 marks and above. A few from the division qualified to join national schools in 2013. The analysis indicates that most of the schools performance was below average. This explains that examination performance is a function of educational input such as teachers and school facilities. It is with this background that a research need arose due to the absence of information on the factors influencing instructional performance of teachers in public primary schools in Kadibo Division.

## 1.2 Statement of the problem

Disparities in performance continue to be noticed as one of the many challenges facing education (TSC 2003). These variations have raised a lot of concern as the government expenditure on education is not only aimed at increasing enrolment and training more teachers but also ensuring that quality is improved in these institutions at minimum cost. The (KCPE) results have been poor in the recent years and as a result pupils who go through public primary schools in Kadibo Division of Kisumu County cannot compete favorably for opportunities in secondary schools both at provincial and national levels.

The Kenya union of teachers acknowledge that there is need to employ 60, 0000 teachers to remedy situation of increased enrolment in public primary schools (KNUT, 2011). In a classroom of many pupils the teacher cannot interact with them at personal level, classroom control also become difficult and organizing them into groups and evaluating them is chaotic. Similarly public primary schools do not seems to have increased to match the increased number of pupils for example in Kadibo division the number of public primary school remained the same, for example 42 in 2012 and 42 in 2013, while the total enrolment in 2012 was 10,276 compared to an increased enrolment of 12,787 in 2013. This shows an increase rated 10% (DEO, statistic section 2012 & 2013).

This revelation therefore, motivates the researcher to carry out an investigation to identify factors influencing instructional performance of teachers in public primary schools.

## 1.3 Purpose of the study

The study investigated factors influencing instructional performance of teachers in public primary schools.

**1.4 Objectives**

The researcher has the following objectives.

i.   To establish the extent to which workload influences instructional performance of teachers.

ii.  To determine how pupil-teacher ratio influences instructional performance of teachers.

iii. To assess how teachers academic qualification influence instructional performance of teachers.

iv.  To establish how availability of learning facilities influence instructional performance of teachers

v.   To establish how enrolment influence instructional performance of teachers.

**1.5 Research questions**

i.   To what extent does workload influence instructional performance of teachers in public primary schools in Kadibo Division?

ii.  How does class size and pupil-teacher ratio influence instructional performance of teachers in public primary schools in Kadibo Division?

iii. To what extent does the teachers' academic qualification influence instructional performance of teachers in public primary schools in Kadibo division?

iv.   To what extent does the availability of learning facilities influences instructional performance of teachers in public primary schools in Kadibo Division?

v.    To what extent does enrolment influence instructional performance of teachers in public primary schools in Kadibo Division?

## 1.6 Significance of the study

This study may be significant because it provides an understanding of the relationship that exists among workload and employee performance at classroom level. School committee and educational stakeholders may use the finding as a basis upon which the quality of primary education in Kadibo Division can be improved. The study may also be used to improve performance: increase motivation, identify potential: identify training needs and did career development. The finding also may act as a basis for further research on educational quality and internal efficiency in primary schools in other parts of the district and the country at large.

## 1.7 Basic assumptions

The researcher made the following assumptions:

Instructional performance of teachers can be measured using academic performance of pupils in KCPE.

The public primary schools has similar curriculum as required by Kenya National Examination Council (KNEC) and Kenya Institute of Education (KIE).

**1.8 Limitations of the study**

According to Best and Khan (2008) limitations are conditions beyond the control of the researcher that may place limitations on the conclusions of the study and their application to other situations. The study used questionnaire schedules. However, the responses of the respondents could not be controlled by the researcher. Time was a limiting factor for data collection and analysis. This was because the schools were closed for April holiday and in the onset of opening, there were several activities such as music and games that interfered with data collection. The researcher however rescheduled the times and arranged for appointment with the school to be visited. This however called for the work in beating the deadlines the researcher met transportation challenges in some part in Kadibo Division experience floods which can not be easily accessibly even by the local "boda boda." This required walking on foot for long distance to access the interior and remote schools.

The findings were also limited to public primary schools. Finally, the findings of the study may not be used to generalize cases of other divisions in the district or else where because of the difference in geographical location, climate and economic status of the community.

**1.9 Delimitations of the study**

According to Best and Khan (2008) delimitations are boundaries of the study. The research was conducted in public primary schools in Kadibo division, Kisumu County. Thus the findings of this study may not apply to public schools in other counties. As a result therefore, generalization of its findings should be done with caution. The research never dealt with private primary schools due to their difference in management. Also due to time constraint, the study was conducted in a selected sample of schools, head teachers, teachers. This therefore, may not be a true representation of the whole county.

**1.10 Definition of significant terms**

Efficiency refers to manner of carrying out activity in an easier faster and convenient way.

Instructional performance refers to the ethical practice of facilitating learning and improving performance by creating, using and managing appropriate resources.

Performance refers to a way of working or an accomplishment.

Public primary schools refers to any primary school registered in Kenya in accordance with section 14 (1) of education act.

Pupil-teacher ratio refers to the number of pupils enrolled in primary schools divided by the number of primary school teachers.

School input refers to the school characteristic that may have influence on teachers' performance.

Workload refers to the amount of work to be done especially in a specified period by a person or a machine

## 1.11 Organization of the study

The study was organized into 5 chapters. Chapter one has the following sub topics; background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, basic assumptions, limitation of the study, delimitation of the study, definition of significant terms and organization of the study.

Chapter two present related literature to the study. It has performance, performance of teachers, workload, pupil-teacher ratio, effect of facilities and equipments, teachers' quality and performance.

The third chapter described the research methodology and comprised of the research design, target population, sampling procedure, research instrument, validity and reliability of instruments and data collection procedures.

The fourth chapter has data analysis, interpretations and discussions.

The fifth chapter has the summary of the findings, conclusion and recommendations together with the suggestions for future research.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Introduction

This chapter presents the related literature pertaining to factors influencing the instructional performance of teachers in public primary schools in Kadibo Division. It is organized in the following themes: Concept of performance, instructional performance of teachers, teachers workload in relation to instructional performance, pupil-teacher ratio in relation to instructional performance, quality of teachers performance, Influence of school facilities and equipment.

## 2.2 Concept of instructional performance

Brumbranch (1988) has expressed the concept of performance as follows; performance means both behavior and results. Behaviors emanate from performer and transform performance from abstraction to action. Not just the instrument of results, behaviors are also outcomes in their own right – the product of mental and physical effort applied to tasks and can be judged apart from result (Armstrong, 2006). Performance of any activity requires certain knowledge competence. Knowledge required for a job is restricted to the information that is directly applied to the performance of an activity and is acquired through formed education, training and experience (Fleishman, Constanza, Wehogan, Uhulman

and Marsshal Mies, 1995). Victor Room's Expectancy Theory also focuses on performance variables. It has proved to offer a very powerful explanation on employee productivity, absenteeism and turn over. It assumes that employees have few constraints on their decision discretion (Robbins et al, 2009). Mullins, (2005) argues that performance depends upon the perceived expectation regarding effort expended and achieving the desired outcome. For example, the desire for promotion will result in high performance only if the believes there is a strong expectation that this will lead to promotion. If however, the person believes promotion to be based solely on age and length of service, there is no motivation to achieve high performance. A person's behavior reflects a conscious choice between the comparative evaluations of alternative behaviors. The choice of behavior is based on the expectancy of the most favorable consequences.

## 2.3 Instructional performance of teachers

Teachers are supposed to perform teaching, administrative and supervisory duties that relate to their terms of service to promote education in Kenya (TSC Act chapter 212 Republic of Kenya, 1968). A high performance leads to high job satisfaction, which in turn becomes feedback to influence future performance. In teaching performance the head teacher is the key person that monitors performance of teachers.

The performance of teachers can be measured by the following performance indicators. These include success in impact of pupils' progress, impact on a wider

outcome for the pupils, improvement in specific elements of practice such as behaviour, management or lesson planning, success in KCPE/local examination, low repetition and drop out rates, teacher/pupil contact time and pupils time on relevant task. The persons with major responsibilities for evaluating teachers are usually the school head teachers. Other persons besides the head teacher include: deputy head teacher, department head, subject heads, teaching peers and pupils (Shrinkfield & Stufflebeam, 1995).

Instructional performance of teachers can be viewed in terms of professional preparation and scholarship-teacher exhibits in his or her performance evidence of having a theoretical background and knowledge of the principles and methods of teaching techniques. Performance in terms of effort towards improvement when needed – teacher demonstrates an awareness of his or her limitations and strengths, and demonstrates continued professional growth. Performance in terms of handling students discipline and attendance to problems is the ability to manage the non-instructional human dynamics in the educational setting. Performance in terms of interest in teaching pupil – an understanding of and commitment to each pupil, taking into account each individual's unique background and characteristics; he/she demonstrates enthusiasm for or enjoyment in working with pupils (School Management Guide, 2000).

Instructional performance can be measured using a number of indicators. The balance of scorecard offers both qualitative and quantitative measures that acknowledge the expectations of different stakeholders and related on assessment of performance in choice of strategy. Performance is linked to both short-term outputs and process management (Johnson et al 2006). The importance of the innovation and learning perspective lies in the direct link between the institutions value and institutions ability to innovate, improve and learn. In addition, bench marking is a method of using standard measurements in an institution for organization performance with others, in order to gain a perspective on performance of the institution. It is a process of understanding, identifying and adapting the prominent practices that are being used by institution around the globe (Johnson et al, 2006).

Therefore, performance of teachers is in fact an influential factor on students achievement and hence investment in their training is crucial. Bunnel and Ekyeampong (2007) argue that teachers' morale is vital performance. Low morale is evidence by lateness and absenteeism, poor duty performance and poor syllabus coverage. Its also seen in terms of poor teaching preparedness for instance absence of lesson notes, lesson plans and poor role-modeling. Under such circumstances performance may not be impressive due to low teacher productivity.

**2.4 Teachers workload in relation to instructional performance**

The amount of load a teacher has, determines the effectiveness in teaching. Studies carried out in Pennsylvania concluded that output is higher where teachers have a low teaching load (Atkinson, 1983). The teaching load in primary schools in some parts of the country especially the rural areas has been high thus affecting the performance of teachers. Education input is influenced positively where teachers have a low teaching load and high (Ngware, 1994).

Bray, Clarke and Stephens (1986), Schreiber (1967) argue that teachers experience so many demands on their skills and abilities when load is high that they become irritated and confused and this affects teachers' efficiency. This situation has deteriorated to worse with the introduction of Free Primary Education where the class size has increased significantly yet the number of teachers remains more or less the same. Teachers' dissatisfaction with the workload has been noted. Rosenhotz and Simpsorn (1990) cited by Buckley et al (2004) revealed that the burden of non-teaching obligations affects new teachers' commitment. They further identified high workload as one of the factors contributing to high teacher attrition. Most researchers have come up with workload as major cause of stress to teachers.

Johnstone (1989), among others, argued that many researchers have attributed the major cause of stress to workload, in terms of overload, under load, or routine

work. Scotish council of research (SCRE) also reported that teachers' perceived that job is stressful (Johnstone, 1993b). Guardian (2002b) has attempted to clarify what he sees as 40 years of 'Woolly thinking' about stress of studying real situations. He found that 14 factors were associated with occasional stress. Among them were; workload performance, hours of work, homework balance and communication. In normal situations, we see that workload (in terms of quantity, quality and time pressures) and dealing with people are identified as the prime cause of stress at work.

Johnstone (1993b) provided a snapshot of teachers' workload in schools within four Scottish regional authorities. 570 teachers from different sectors and variety of levels of responsibility responded. These teachers maintained a workload diary for a week and completed an occupational stress indicator questionnaire. The response rate was 66% for the diary and 62% for the questionnaire. Over a typical week, teachers recorded an average of 42.5 hours of work. As expected the main elements were, teaching, preparation and marking. Meeting occupied almost as much time as paperwork in schools. 93% reported at least one occasion when they felt stressed during the survey week. Most reported between three and five such incidences. Significantly, the longer the hours worked, the more the stress occasions were reported. Workload was the most frequent cause of stress, new demands, administrative tasks and planning associated with change were also identified as stressors.

## 2.5 Pupil-teacher ratio in relation to instructional performance

The debate on class size and pupil-teacher ratio, and their impact on learning achievement are not conclusive, with different studies pointing to different directors. Fewer pupils means lower pupil-teacher ratio. Total enrolment and pupil-teacher ratio, had an inverse relationship with pupil performance (Awuor, 1994). The quality of education decline as pupil-teacher ratio rises (Lewin, 1987). In studies carried by Glass and Smith using the regression analysis, it was found that, as class size increases achievement decreases. The major benefits were obtained as class size reduced to below 20 pupils. Teachers with small classes may use styles of teaching more suited to large group situations (Atlanson, 1983). The average class size or pupil-teacher ratio is a variable considered important to the internal efficiency of education (Alexander and Simmons, 1980).

Eshiwani (1993) argues that, an increase in size does not result in decreased student performance but rather releases funds for the purchase of the much needed textbooks. This view is echoed by Atlanson (1983) who says that the larger the number of pupils a teacher sees before him, the greater the interest the teacher will take on his work; and the keener the teacher himself, the greater the enthusiasm his pupils will display. However, Alleta (1991) argue that expansion leads to deteriorating facilities, non-maintenance of building and equipment, lack of desks, teaching materials, and probably increased absenteeism of teachers. Class size up to certain level has no effect on performance (Schietelbein and

Farnell, 1973). A high teacher-pupil ratio is an indication of high performance, when considered in terms of teachers use but is associated with the quality of teaching regarded as inadequate (Psacharopoulos and Woodhall, 1985).

In Ethiopia, Verwimp (1999) found a negative correlation between the quality of teaching and the pupil-teacher ratio. However, the Ethiopian is quick to acknowledge that class size is not a relevant variable in the quality debate while allocation of teachers.

Lee and Baron (2001) found that the pupil-teacher ratio has a negative significant effect on achievement, meaning that the fewer per teacher, the more likely the pupils will achieve at high levels. Willms and Somers (2001) found similar results, though their results indicate that pupil-teacher ratios are only significant in some of the Latin America countries observed that the effect in these nations is very small. Glewwe (2002) found that pupil-teacher ratios have inconsistent effect on academic in either Mathematics or Languages subjects.

Some studies on the effect of class size on learning achievement and teacher performance show positive gains on achievement in small classes. For example, the Tennesses-STAR controlled study showed that in each year, the smaller class exceeded the large-class student on all cognitive and non-cognitive measures (Mosteller, 1995). According to Mosteller, gains were cumulative and stronger for

students who had spent more years in small classes. The finding that class size matter has been criticized by among others Hanushek (1999). In his submission, Hanushek argues that small classes do not yield better student outcomes. However, scholars have dismissed his submissions arguing that his analysis relied on more on typical education production functions studies using large and non-specific dataset not established for class-size research (Green Wald et al 1996).

In Kenya, a study by Duflo et al (2008) shows that at the sample mean, in lower grades, reducing class from 80 to 40 students without any other change does not lead to a significant in test scores. A similar finding was reported by Banerjee et al (2007) in India where no impact of the reduction in class size was achieved through the hiring of a remedial education teacher for students who remained with a regular teacher.

**2.6 Quality of teachers performance**

A teacher's role is central in student achievement of all variables under control of schools. Teaching has the most demonstrable impact upon student achievement (Hoplains1977). This position is supported by Psachoropouls and Woodhall (1985) who singled out the teacher as being the most important factor that can influence school output positively. In developing countries, instructional time is crucial for learners. Haddad (1985) argues that trained teachers in developing countries are particularly important in the management of instructional tasks and

students central activities. Student improvement highly depends on the quality of instructions that teachers provide (Anderson, 2002).

Teachers represent a large proportion of the input of an educational system. Coombs (2007) observed that "the problem of teacher supply is not one of simple numbers". It is first and foremost a problem of quality and of getting the right quality. Fayemi (2001) also observed that "it is truism that teachers are the hubs of any educational system" that upon their number, their quality and devotion depend on the success of any educational system.

## 2.7 Influence of school facilities and equipment

The quality of instructional process experienced by each pupil determines school efficiency. Factors associated with the instructional process include; textbooks, teachers' competence, teaching practice and classroom organization, school management and structure, school library activity, teachers' correction of pupils' exercise books and frequency of homework. Fuller (1985) also takes position that teaching aids and resources are variable of promise since they immensely influence performance in examination. Students would be affected by the quality of instructional materials.

According to Eshiwani (1993) other elements of schools such as classroom, desks, workshops and library are indicators of higher educational quality.

On the contrary, however, Psacharapoulous and Woodhall (1985) pointed out that school variable have little effect on educational outcome. The same is underscored by Coleman (1996) who says that the social economic factors are more important determinants of pupils' performance than school variables. Eshiwani (1993) singles out class-size and teacher salaries as unrelated to student performance.

**2.8 Summary of literature review**

This is literature review on factors influencing instructional performance of teachers. This include; teachers workload in relation to instructional performance, pupil-teacher ratio in relation to instructional performance and influence of school facilities and equipment. The above subtopic will help the researcher to equip herself with in-depth knowledge of factors influencing instructional performance of teachers in primary schools.

**2.9 Theoretical framework**

This study is based on instructional theory which is advocated by Jerone Bunner (1966). In this theory Bunner essentially design a teaching strategy to help student understand and construct or expand upon their knowledge for example in order for learning to take place the instruction must incorporate relevant materials that draws the learner in many ways of interest.

According to the theory teacher plays an important role in the classroom instruction. The teacher role is to build an environment that allows student to make choice which is done through learning interaction. Therefore, the teacher is required to be well equipped with the content prepare well for the lesson and involve the students in the learning atmosphere. The theory also emphasize on the following variables for effective and efficient learning. These include: assessment of student, learning resources and qualification of teachers. However theory help in examining the internal efficiency of the education process even in an institution. Many scholars have been seeking to establish the most influential variables or input in student achievement. They have also been assessing the most cost effective way of allocating/ combining educational resources/input to produce the best output possible.

This theory is therefore appropriate in this study for the researcher to assess the influence of school based variables on instructional performance of teachers in primary school in Kadibo division.

## 2.10 Conceptual framework

The conceptual Framework below summarized the features that relate to this study concerning the instructional performance of teachers in primary schools.

**Figure 2.1: Conceptual framework of the influence of instructional performance of teachers in public primary schools**

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┌──────────────────────┐
│  Teachers workload   │────────┐
└──────────────────────┘        │
                                │
┌──────────────────────┐        │
│  Pupil-teacher ratio │────────┤      ┌──────────────┐     ┌──────────────┐
└──────────────────────┘        ├─────▶│ Interaction  │────▶│ Instructional│
                                │      │ of  teachers │     │              │
┌──────────────────────┐        │      │ and learners │     │ performance  │
│ Academic qualification of │───┤      └──────────────┘     │ of           │
│ teachers             │        │                           └──────────────┘
└──────────────────────┘        │
                                │
┌──────────────────────┐        │
│ Learning  facilities and │────┘
│ materials            │
└──────────────────────┘
```
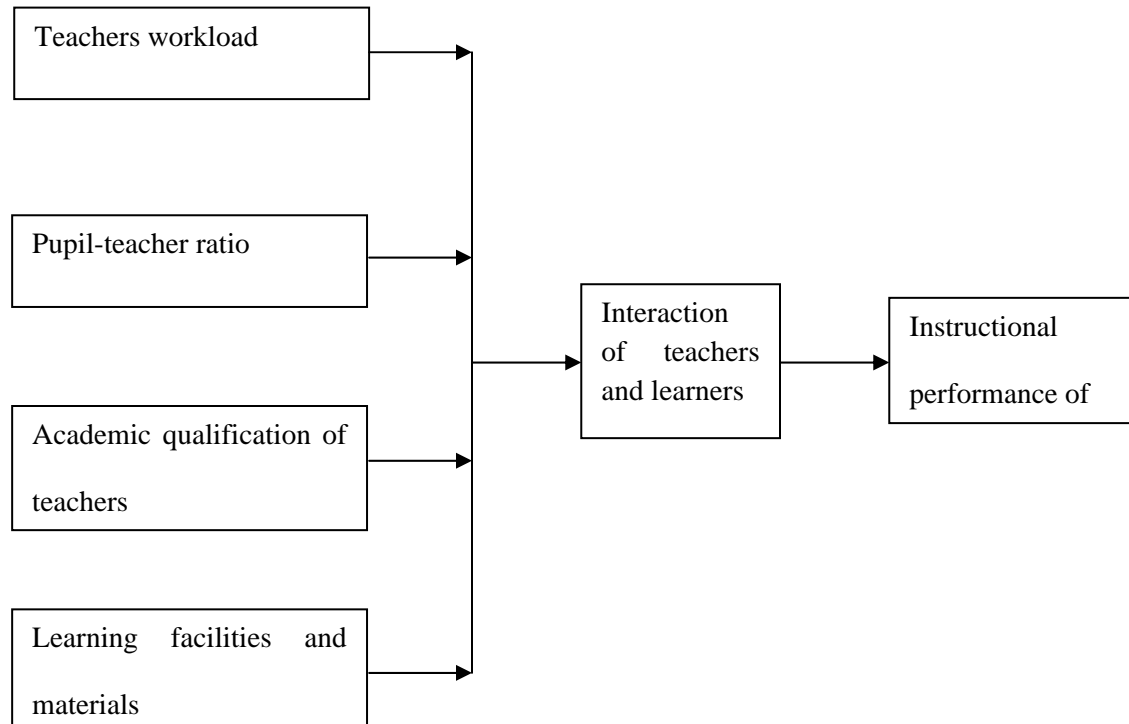
The quality of education in primary school is determined by the level of material inputs allocated to school and efficiency they are organized and managed to raise students achievement (Fuller, 1986).  The schools inputs to be investigated on how they influence instructional teacher performance in primary schools.  These include workload, pupil-teacher ratio, and quality of teacher performance, physical resource and learning facilities.  Clark and Star (2011) stated that a teacher in professional usage is a person trained or recognized and employed to help learning in classroom situation in order to achieve set educational goals.  The

27

increased number of pupils witnessed in all level of our education system has caused increased enrolment with this sudden increase it become difficult for the trained teachers to cope with increasing number of pupils, particularly in classroom control, organizing them in groups and evaluating them.

It is expected that schools with adequate facilities and resources such as textbooks, classrooms, and human resources perform better than those with inadequate instructional resources.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter presents the research methodology used in the study. It explains the research design, target population, sample and sampling procedures, research instruments, reliability and validity of instruments. Finally, it describes the data collection procedures and data analysis techniques.

## 3.2 Research design

The researcher employed a survey design. According to Kothari (2004), a survey design is concerned with describing, recording, analyzing and interpreting conditions that either exist or existed. Mugenda and Mugenda (2003) define a survey as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. Survey research is self-report study, which requires the collection of quantifiable information from the sample.

The design was selected because it involves obtaining information that describes existing phenomena by asking individuals about their perceptions, attitudes, behavior or values. It is also an excellent vehicle for measuring characteristics of

large populations. Therefore it is ideal in exploring the perceptions and attitude of teachers as custodians of implementers of instructional performance.

## 3.3 Target population

Best and Khan (2004) defines a population as a group of individuals that have one or more characteristics in common that are of interest to the researcher. Mugenda and Mugenda (2007) observe that a target population in the theoretically specified aggregation of study element. Kadibo division is divided into two educational zones, Rabuor and Nyagande zone. 42 primary schools in Kadibo division of Kisumu county will form the study population. This will be 42 school head teachers and 398 teachers (207 male and 191 female).

Table 3.1: The Target Population

| Zone | No. of schools | No. of headteachers | No. of pupils | No. of teachers |
|------|------|------|------|------|
| Rabuor | 24 | 24 | 8673 | 250 |
| Nyangande | 18 | 18 | 6741 | 148 |
| | 42 | 42 | 15414 | 398 |

Source: Education office Kisumu East District, 2013 Primary School Returns.

The subjects of study were:- headteachers, who were selected because they are managers of the schools and they bear ultimate responsibility for all the school

performance. They were therefore in good position to give information on the instructional performance of teachers in the schools.

The teachers are the implementers of the curriculum, therefore they were in a better position to provide information on the challenges they faced while teaching, assessing and evaluating the pupils.

## 3.4 Sample size and sampling procedure

A sample is a small proportion of a population selected for observation and analysis, Best (2004). By observing the characteristics of the sample one can make certain inferences about the characteristics of the population from which it is drawn.

Stratified sampling is generally in use where the population can be separated into non overlapping groups referred to as strata, Borg and Gall (1989). This type of sampling will be therefore adapted for this research.

According to Krejcie, and Morgan (1970), when the target population is 398 the sample size should be 198 and when the population is 42 the sample size will be 35. Therefore for the purpose of this study, 35 headteachers and 127 teachers were deemed adequate for the study. Best and Khan (2004) says that the larger the sample the smaller the magnitude of sampling error and the greater the likelihood that the sample is representative of the population.

Table 3.2: Number of Head teachers and teachers sampled for the study

| Sampling | Target population | No. sampled | No. per school |
|----------|-------------------|-------------|----------------|
| Head teachers | 42 | 35 | 1 |
| Teachers | 198 | 127 | 6 |
| Total | 240 | 162 | |

The simple random sampling technique was used to select thirty five sample schools from the two zones of the division. All the headquarters of the thirty five schools participated. In thirty schools, five teachers were selected from each school while in the remaining six schools; eight teachers were selected from each of the school. Therefore there were a total of two hundred and twenty two respondents to whom the two sets of questionnaires were administered accordingly.

The names of all schools in the zone were written on pieces of paper and put in a basket. The papers were continually turned over by assistant and the researcher picked appropriate number of schools in each zone. The thirty five primary school head teachers from the selected schools were used. 127 teachers participated in this study that is 30% of the teachers in all schools of Kadibo Division.

## 3.5 Research instruments

To get the required information, the questionnaire instrument was used. There were two sets of questionnaire for headteachers and teachers. Structured closed and open ended questionnaires were carefully developed by the researcher and researcher administered.

The closed ended questionnaires enabled the respondents to tick only the appropriate responses and also express themselves by filling the open ended questionnaires.

The two questionnaires each contained section A and B. Section A contained questions aimed at obtaining general information about the respondent and the school, while section B consisted of specific questions related to the objectives of the study. The information was used to arrive at the conclusions on the school based factors influencing instructional performance.

## 3.6 Validity of the Instruments

The research instruments were piloted in one of the schools in the division before data collection. The exercise was carried out using the headteacher and teachers belonging to a school other than the ones selected for the study. The aim of pretesting was to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables were either discarded or modified to improve the quality of the research instruments. This was to ensure

that the instruments captured the required data. The project supervisor who is a specialist in this field also appraised the instruments.

## 3.7 Reliability of Research Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated tests, Mugenda and Mugenda (1999). Reliability in research is influenced by random error. As random error increases, reliability decreases. Errors may arise from inaccurate coding, ambiguous instructions to the subjects, interviewees fatigue, interviewers bias, etc and therefore the researcher took of these errors in her design and their administration. The items on the questionnaire reflected the research questions and objectives. The items were structured open and closed in a simple language that the interviewees could easily read and comprehend.

## 3.8 Data Collection procedure

The researcher obtained clearance from the Ministry of Education so as to collect data. Once a permit was received, the researcher visited the selected schools to make an appointment for the administration of the questionnaires.

During the ideal fieldwork all questionnaires for the headteachers and teachers were delivered to the sample schools by the researcher in person. They were

requested to respond to the questionnaire accordingly and hand them back to the researcher.

## 3.9 Data analysis techniques

The data was edited first to inspect the data pieces and identify those items wrongly responded to spelling mistakes and any blank spaces. Descriptive statistics such as frequency distributions, percentages and mean together with inferential statistics were used to analyze the data. The results of the study formed the basis of drawing conclusions.

# CHAPTER FOUR

## DATA PRESENTATION ANALYSIS AND DISCUSSIONS

### 4.1 Introduction

The purpose of this research was to study the school based factors influencing instructional performance of teachers in Kadibo division. To achieve this several objectives and research questions were laid down, which this chapter presents, analyses and interprets visa-vis the data collected from the field.

### 4.2 Questionnaire return rate

The study involved 35 public primary schools out of 42 public primary schools. The 35 head teachers were involved and 127 teachers were also involved both male and female.

**Table 4.1 Questionnaire return rate**

| Category of respondent | Expected number of respondent | Actual responses obtained | Response rate in % |
|---|---|---|---|
| Headteachers | 35 | 30 | 26.92% |
| Teachers | 127 | 100 | 73.08% |
| Total | 162 | 130 | |

From the table 4.1 out of the 35 questionnaires administered to head teachers 30 were filled and collected back, translating to 22.2% return rate. For the class teachers out of 127 questionnaires 100 were collected translating to 73.08%. The questionnaire return rate was 80.25% thus making it acceptable.

**4.3 General and demographic data of respondents**

The data presented here was obtained from the completed questionnaire from head teachers and class teachers. Frequencies and percentages were used to describe the data as shown in table 4.2

4.3.1 Demographic data for head teachers and class teachers

The 30 head teachers indicated their gender. The information is presented in table 4.2.

**Table 4.2 Demographic data for head teachers**

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male   | 22        | 80         |
| Female | 8         | 20         |
| Total  | 30        | 100        |

From table 4.2 it can be observed that the majority of head teachers were male forming 80%. This shows that in the division male dominated the zone.

100 class teachers also indicated their gender as presented in table 4.3.

**Table 4.3 Demographic data for class teachers**

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male   | 66        | 66         |
| Female | 34        | 34         |
| Total  | 100       | 100        |

From the table 4.3 indicate that the number of male teachers was more than female teachers. This forms 22%. These findings were further confirmed by document analysis from the DO's office Kisumu East district. That showed that male and teachers were more than female teachers in the division.

4.3.2 Designation of head teachers and teachers in regard to instructional performance

Head teachers and teachers were asked to state their designation.

**Table 4.4: Designation of head teachers and class teachers responses**

| Designation | Frequency | Percentage |
|-------------|-----------|------------|
| Head teachers | 30 | 27 |
| Deputy head teachers | 26 | 16 |
| Subject panel leaders | 74 | 57 |
| Total | 130 | 100 |

From table 4.4 it can inferred that 57% of the respondents were subject panel leaders while 43% were either head teachers or deputy head teachers. This implies that all the teachers in the area had other responsibilities besides teaching.

### 4.3.3 Professional experience of head teachers

Head teachers were asked to state their working experiences.

**Table 4.5: Professional experience of head teachers responses**

| Working Experience | Frequency | Percentage |
|---|---|---|
| 5yrs and below | 1 | 3 |
| 6-10 yrs | 3 | 8 |
| 11-15 yrs | 11 | 44 |
| 16-20 yrs | 10 | 31 |
| 21 yrs and above | 4 | 12 |
| Total | 30 | 100 |

From the table 4.5 it can be inferred that the majority of head teachers in the division had 11 years and above formed 55%. The responses they gave were therefore considered reliable as they have been in the field long enough to assess the trend in factors influencing instructional performance of teachers.

### 4.3.3.1 Class teachers professional experience

Class teachers were also required to provide information on the professional experience. They responded as per figure 4.1.

**Figure 4.1: Professional experience of teachers responses**
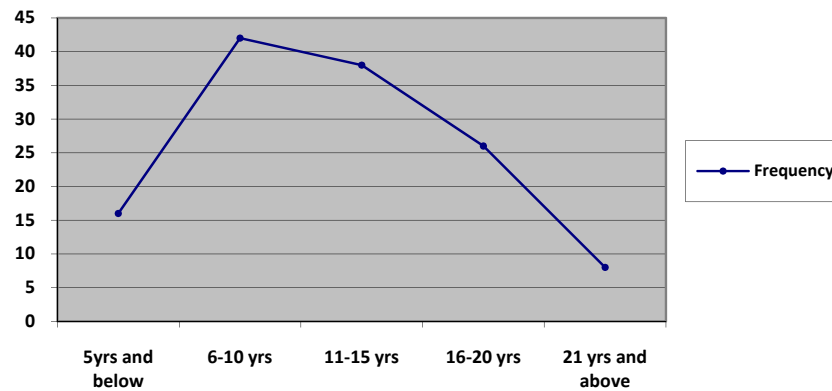


From figure 4.1 indicates that the highest number of class teachers (56.6%) had worked for between 1-4 years, followed by those who have been in the field for 6-10 years (32.9%). This indicates that a majority of class teachers have served long enough to implement instructional performance.

## 4.4 Influence of workload on instructional performance

The first objective of the study sought to establish the influence of workload on instructional performance of teachers. Head teachers were asked to indicate the number of candidates in their respective schools who sat for KCPE 2012 as shown in table 4.6.

Head teachers were asked to indicate the number of candidates in their respective schools who sat for KCPE 2012.

**Table 4.6: Distribution of schools by enrollment KCPE 2012**

| Enrolment | Frequency | Percentages |
|-----------|-----------|-------------|
| Less than 20 | 2 | 8 |
| 21-40 | 18 | 63 |
| More than 40 | 10 | 29 |
| Total | 30 | 100 |

Table 4.6 shows that majority of the respondents 63% had candidates between 20-40 pupils. This indicate that the number of pupils in class 8 were at the maximum of 40 or below. According to the Ministry of Education the recommended number per class is 40 therefore the class eight of Kadibo division agree with the recommended number per class.

**4.4.2 Teachers to indicate the number of subjects**

Teachers were asked to indicate the number of subjects they teach. Their responses are as shown in table 4.7.

**Table 4.7: Distribution of teachers by the number of subjects they teach**

| No. of subjects | Frequency | Percentage |
|-----------------|-----------|------------|
| 3 | 11 | 11 |
| 4-5 | 21 | 20 |
| 5 and above | 68 | 69 |
| Total | 100 | 100 |

Table 4.7 indicates that majority of teachers 69% taught more than 5 subjects. This implied that workload is probably high due to understaffing of teachers in Kadibo division, which also affect the performance of teachers in terms of teaching-learning contact hours and subject allocation. According to the Ministry of Education Act (2008) the recommended number of subject per teacher is 4.

**4.4.3 Teachers to indicate the number of lessons they teach per week**

Teachers were asked to indicate the number of lessons per week.

Table 4.8: Responses of distribution of teachers by number of lessons per week

| Response | Frequency | Percentage |
|---|---|---|
| Less than 20 | 6 | 6 |
| 30-35 | 18 | 19 |
| More than 35 | 76 | 75 |
| Total | 100 | 100 |

Table 4.8 shows that majority of the teachers 75% in public primary schools in the division taught more than 35 lessons per week. This indicates that majority of the teachers in the division worked with no free lessons at all throughout the week. The Ministry of Education stipulates that the implementation of the 8-4-4 primary school curriculum requires that average teacher-pupils contact per hour per week be 24 hours (comprising of 48 period each 35 minutes long) for standard 4 to 8. 20 hours (comprising of 40 period each, 30 minutes long) from standard 1 to 3.

**4.4.4 The rate of completion of syllabus coverage**

Both the head teachers and teachers were asked to state the rate of completion of syllabus. Table 4.9 shows the head teachers responses.

**Table 4.9: Head teachers views on syllabus coverage**

| Response | Frequency | Percentage |
| --- | --- | --- |
| Very high | - | - |
| High | 6 | 20 |
| Average | 16 | 51 |
| Low | 8 | 29 |
| Very low | - | - |
| Total | **30** | **100** |

From table 4.9 it can be inferred that the coverage of syllabus is average that is 51% and 29% of teachers having a low rate of completion. Only 20% of the teachers cover the syllabus at high rate. This may be attributed to extra tuition.

**4.9.1 Teachers views on syllabus coverage**

Teachers were asked to state if they normally cover the syllabus in required time.

**Figure 4.2: Teachers responses on syllabus coverage**
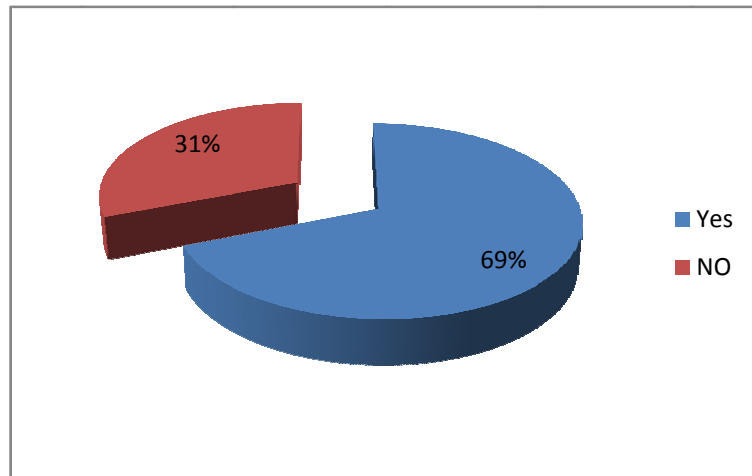


From figure 4.2 it can be inferred that the majority of teachers 69% cover the syllabus at the required time because they embrace extra tuition, while 31% of the teachers do not complete the syllabus in time, because there is a shortfall of teachers and they get exhausted to go for extra tuition because of the workload.

**4.4.5 Head teachers views on preparation of professional records**

Both the head teachers and class teachers were required to indicate the rate of preparation of professional records in their school. Table 4.10 shows the head teachers responses towards the professional records by the teachers in their schools.

**Table 4.10 Teachers view on the preparation of professional records**

| Response | Frequency | Percentage |
|---|---|---|
| Very high | 1 | 3 |
| High | 3 | 14 |
| Average | 24 | 74 |
| Low | 2 | 9 |
| Very low | - | - |
| Total | 30 | 100 |

From table 4.10 it can be inferred that 74% of the teachers had an average rate of preparation of professional records, 14% had a high rate and 3% had a low of preparation of professional record. The average rate may be attributed on the government policy on the preparation of professional records.

### 4.4.5.1 Teachers responses

Teachers were asked to state if they were able to prepare all the lessons daily and give reasons for their responses.

**Figure 4.3 Teachers ability to prepare all the lessons daily**
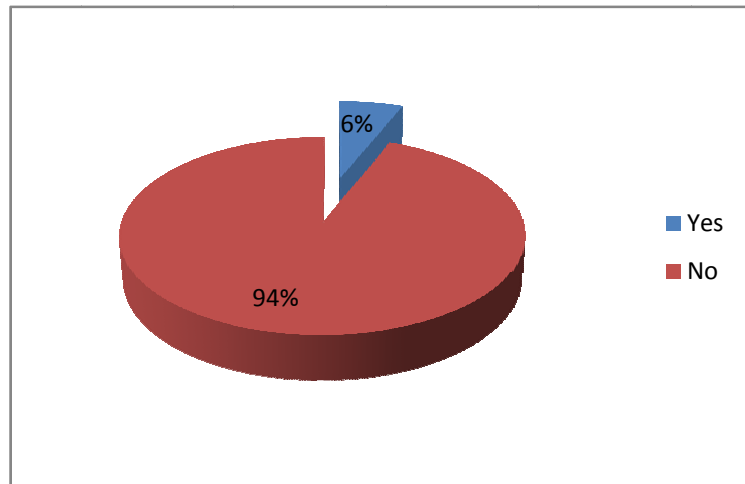


From the figure 4.3 it can be inferred that 94% of the teachers were not able to prepare the lessons daily stating that they had other responsibilities, they also complained of workload,, understaffing and inadequate teaching/learning materials. They also responded that attempting to that attempting to prepare all the lessons caused stress as it was not practical. These findings concurred with Johstone (1989) who argues that many researchers have attributed the major cause of stress to workload, in terms of overload, under load or routine work. Scottish Council of Research (SCRE) also reported that teachers perceived that job is stressful in terms of teaching, preparation and workload.

**4.4.6 Instructional performance of teachers as related to workload**

Head teachers were asked to state their KCPE mean score in 2012 examination. Figure 4.4 shows the schools mean score in KCPE 2012.

**Figure 4.4 Head teachers responses to schools mean score in KCPE 2012**
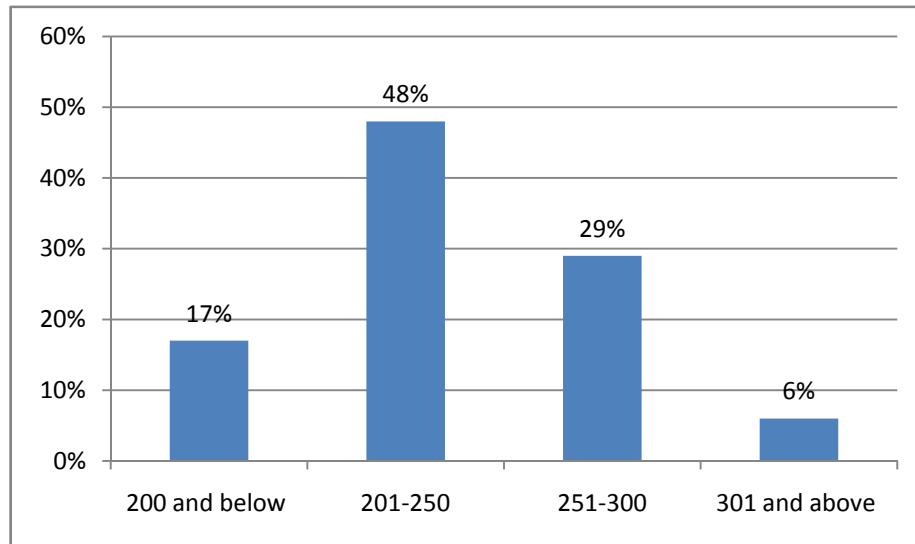


From figure 4.4 it can be inferred that 65% of the schools scored a mean of less than 250 marks. This indicates that the performance was low because only 35% of the schools manage a mean score of 250 marks and above.

When asked why there was a poor performance the response was as indicated in table 4.11.

**Table 4.11: Head teachers views on factors that contributed to performance**

| Response | Respondents | Frequency | Percentage |
|---|---|---|---|
| Staffing | 30 | 1 | 91 |
| Workload | 30 | 27 | 80 |
| Pupil-teacher ratio | 30 | 28 | 83 |
| Extra-tuition | 30 | 27 | 80 |
| Facilities | 30 | 29 | 86 |

From table 4.11 it can be inferred that factors contributing to poor performance in the division were staffing which is 91%, followed by inadequacy of facilities which is 86%, followed by, pupil-teacher ratio 83%, and lastly extra tuition and workload 80% respectively.

Disparity in performance continues to be noticed as one of the many challenges facing education sector (Ministry of Education, 2003). These variations have raised a lot of concern as the government expenditure on education is not only aimed at increasing enrollment and training more teachers but also ensuring that quality is improved in the institution at a minimal cost. The finding indicates that KCPE results performance was below average in 2012. As a result pupils who go through primary schools in Kadibo division cannot compete favourably for opportunities in secondary schools both at provincial or national level.

**4.4.7 Head teachers responses to secondary school intake**

Head teachers were asked to indicate the number of pupils from their schools that joined secondary schools year 2013.

**Table 4.12 Head teachers responses secondary school intake**

| School category | Number of pupils | Percentage |
|---|---|---|
| National | 4 | 0.3 |
| Provincial | 340 | 31 |
| District | 621 | 56.7 |
| Private | 132 | 12 |
| Total | 1097 | 100 |

From table 4.12 it can be inferred that 0.3% of the pupils went to national school. Majority 56.7% joined district schools. This implies that the pupils in the division are not competing favourably for opportunities in secondary schools both at provincial and national level.

**4.4.8 Head teachers view on transfer of pupils to other schools**

The head teachers were asked to indicate the rate of transfer of their pupils from their schools to other schools.

**Table 4.13 Head teachers views on transfer of pupils to other schools**

| Response | Frequency | Percentage |
|---|---|---|
| Very high | - | - |
| High | 16 | 54 |
| Average | 8 | 29 |
| Low | 3 | 14 |
| Very low | 1 | 3 |
| Total | 30 | 100 |

From table 4.13 it can be inferred that 54% of the schools experience a high rate of transfer of pupils from their school to other schools. This may be attributed to understaffing, which translate to poor performance, 14% experienced a low rate of transfer and 3% a very low rate of transfer. This could be attributed to poor performance and equitable balance of workload and instructional performance.

**4.4.9 Supervision on workload by head teachers**

Head teachers were asked to rate the extent of effective supervision of curriculum.

**Table 4.14 Head teachers views on supervision of curriculum**

| Response | Frequency | Percentage |
|---|---|---|
| Excellent | 30 | 100 |
| Good | - | - |
| Satisfactory | - | - |
| Unsatisfactory | - | - |
| Total | 30 | 100 |

From table 4.14 it can be inferred that all the head teachers effectively supervised curriculum. This may be attributed to the respondent designation. Being head, their response would have been biased.

4.4.10 Head teachers views on procedure of disciplining pupils

Head teachers were asked to indicate the extent to which disciplinary procedure for pupils were observed.

**Table 4.15 Head teachers views on procedure for disciplining pupils**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Very much | 8 | 28 |
| A lot | 19 | 60 |
| Adequate | 2 | 9 |
| Very little | 1 | 3 |
| Total | 30 | 100 |

From table 4.15 it can be inferred that majority of the head teachers 88% (28% and 60% respectively) agree to a greater extent that disciplinary procedures for pupils were observed.  This attributed to schools policies.  The schools have rules and regulation governing the institution.  Never the less 12% (9% and 3%) of the respondent indicated that disciplinary procedures for pupils were not observed to a lower extent. This may also attribute to overload.

**4.4.7 Relationship between independent variables and dependent variables**

Relationship between the teachers workload and schools performance

**Table 4.16 shows the computation of the relationship between the two variables using Pearson's correlation technique.**

| School | No. of teachers (t) | Workload (X) 305/t | X-X̄ (X) | $x^2$ | Performance (Y) mean score | Y-Ȳ (y) | $y^2$ | xy |
|---|---|---|---|---|---|---|---|---|
| Alendu | 10 | 31 | -9 | 81 | 256.94 | 20.65 | 426.42 | -185.85 |
| Kaluore | 6 | 51 | 11 | 121 | 257.43 | 21.14 | 446.90 | 232.54 |
| karombe | 8 | 38 | -2 | 4 | 231.84 | -4.45 | 19.80 | 8.9 |
| Hongo radhiang | 8 | 38 | -2 | 4 | 207.18 | -29.11 | 847.39 | 58.22 |
| Kobura | 10 | 31 | -9 | 81 | 186.74 | -49.55 | 2455.20 | 445.95 |
| Kowala | 8 | 38 | -2 | 4 | 266.28 | 29.99 | 899.40 | -59.98 |
| Lela | 6 | 51 | 11 | 121 | 241.28 | 4.99 | 24.90 | 54.89 |
| Masogo | 7 | 44 | 4 | 16 | 237.83 | 1.54 | 2.37 | 6.16 |
| Mbega | 8 | 38 | -2 | 4 | 236.6 | 0.31 | 0.10 | -0.62 |
| Miguye | 7 | 44 | 4 | 16 | 211.97 | -24.32 | 591.46 | -97.28 |
| Nyakakana | 8 | 38 | -2 | 4 | 197.45 | -38.84 | 1508.55 | 77.68 |
| Nyamkebe | 8 | 38 | -2 | 4 | 224.81 | -11.48 | 131.79 | 22.96 |
| Nyamware | 10 | 31 | -9 | 81 | 252 | 15.71 | 246.80 | -141.39 |

| Okana | 7 | 44 | 4 | 16 | 227.33 | -8.96 | 80.28 | -35.84 |
|---|---|---|---|---|---|---|---|---|
| Ongeche | 8 | 38 | -2 | 4 | 253.36 | 17.07 | 291.38 | -34.14 |
| Onongno | 7 | 44 | 4 | 16 | 267.57 | 31.28 | 978.44 | 125.12 |
| Ranjira | 8 | 38 | -2 | 4 | 255.9 | 19.61 | 384.55 | -39.22 |
| Hongo Oguja | 7 | 44 | 4 | 16 | 222.18 | -14.11 | 199.09 | -56.44 |
| Arombo | 6 | 51 | 11 | 121 | 244.48 | 8.19 | 67.08 | 90.09 |
| Bwanda | 8 | 38 | -2 | 4 | 283.69 | 47.74 | 2246.76 | -94.8 |
| Kolal | 7 | 44 | 4 | 16 | 246.25 | 9.96 | 99.20 | 39.84 |
| Kadete | 7 | 44 | 4 | 16 | 228.33 | -7.96 | 63.36 | -31.84 |
| Korwana | 8 | 38 | -2 | 4 | 231.25 | -5.04 | 25.40 | 10.08 |
| Kandaria | 8 | 38 | -2 | 4 | 292.78 | 56.49 | 3191.12 | -112.98 |
| Kasangany | 8 | 38 | -2 | 4 | 214.5 | -21.79 | 474.80 | 43.58 |
| Ugwe | 6 | 51 | 11 | 121 | 211.97 | -24.32 | 591.46 | -267.52 |
| Mao | 6 | 51 | 11 | 121 | 289.69 | 53.54 | 2851.56 | 587.4 |
| Nduru | 8 | 38 | -2 | 4 | 258.99 | 22.7 | 515.29 | -45.4 |
| Nyangande | 8 | 38 | -2 | 4 | 269.93 | 33.64 | 1131.65 | -67.28 |
| Nyamrundu | 7 | 44 | 4 | 16 | 302.04 | 65. | 4323.0 | 263 |

| | | | | | | 75 | 6 | |
|---|---|---|---|---|---|---|---|---|
| Odienya | 8 | 38 | -2 | 4 | 242.47 | 6.18 | 38.19 | -12.36 |
| Ogenya | 7 | 44 | 4 | 16 | 240.72 | 4.43 | 19.62 | 17.72 |
| Reru AIC | 6 | 51 | 11 | 121 | 257.64 | 21.35 | 455.82 | 234.85 |
| Siany Kabonyo | 7 | 44 | 4 | 16 | 220.18 | -16.11 | 259.53 | -64.44 |

Σ X = 1444                Σ Y = 8167.96

x̄= 1444/35                ȳ= 8167.96/35

x̄ = 41                ȳ = 233.37

Σ $x^2$ = 1083                Σ $y^2$ = 262421.73

r = Σ xy / √Σ $x^2$ Σ $y^2$

r = 145.78/5331.02

r = +0.03

Correction is positive with a magnitude of 0.03.  This implies that there is a weak positive correction between the variables (i.e. workload and performance).

**4.5 Pupils-teacher ratio and instructional performance**

The second objective of the study sought to determine the influence of teacher-pupil ratio on instructional performance of teachers. To determine the above, teachers were asked to indicate the average number of pupils in the classes they teach as shown in figure 4.5

**4.5.1 Teachers response towards the number of pupils in classes**

Teachers were asked to indicate the average number of pupils in the classes they teach.

**Figure 4.5 Teachers responses towards the number of pupils in classes**
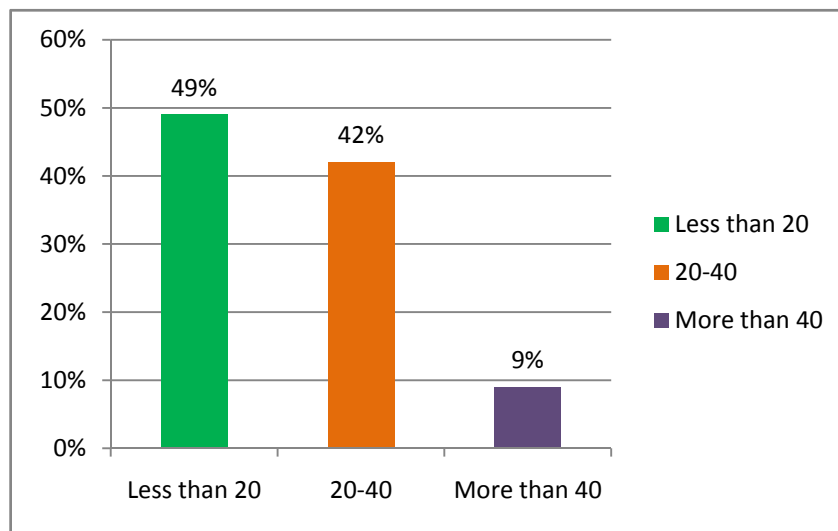


From figure 4.5 it can be inferred that 49% had large classes than the 40 maximum enrolment for one stream. This shows that the pupil-teacher ratio is high hence individual attention to the pupils becomes problem. This increase was due to introduction of Free Primary Education. World Bank 2004 recommended pupil-teacher ratio of 1-40. For provision of quality education. Koech Commission (1988) recommend that the ideal pupil-teacher ratio be 1-25 and said that a ratio of 1-40 affect the quality of teaching. Only 9% of the school measured to Koech Commission recommendation.

**4.5.2 Responses of teachers in regard to pupil-teacher ratio**

Teachers were asked if they were experiencing challenges with the number of pupils in classes. Table 4.17 shows the challenges of teachers with the number of pupils in their classes.

**Table 4.17 Challenges of teachers with the number of pupils in their classes**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Yes | 17 | 17 |
| No | 83 | 83 |
| Total | 100 | 100 |

From table 4.17 it can be inferred that 83% of the teachers were having challenges with the number in classroom. They reason that the work is too much that they are not able to give the pupils adequate work and mark it in time. They also said that it causes stress to them. This is also a sign of overcrowding in classroom and this may affect the quality of teaching. The findings agrees with East African Standard of February 2012 on "school and career" it was noted that the increased enrollment in primary schools, many teachers are faced with the problem of managing large classes. In a classroom with many pupils, the teacher cannot interact with them at personal level. Classroom control also becomes difficult and organizing pupils into groups and evaluating them is chaotic. However, Eshiwani (1993) argues that, an increase in size does not result in decreased student performance but rather releases funds for the purchase of the much needed

textbooks. This view is echoed by Atlanson (1983) who says that the larger the number of pupils a teacher sees before him, the greater the interest the teacher will take on his work; and the keener the teacher himself, the greater the enthusiasm his pupils will display.

### 4.5.3 Pupil-teacher ratio and pupils work

The teachers were required to state if they were able to give the pupils adequate work and give reason for the response.

**Table 4.18 Teachers responses to pupil's work**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Yes      | 29        | 29         |
| No       | 71        | 71         |
| Total    | 100       | 100        |

From table 4.18 it can be inferred that majority of teachers 71% were not able to give the pupils adequate work during their lessons because the pupil-teacher ratio was high they also stated other responsibilities as a hindrance. The finding concurs with Lee & Baron (2001) found that the pupil-teacher ratio has a negative significant effect on achievement, meaning that the fewer per teacher, the more likely the pupils will achieve at high levels. However, Duflo et al (2008) shows that sample means, in lower grades reducing class from 8- to 40 pupils without any other change does not lead to a significant in test score.

### 4.5.4 Pupil-teacher ratio and instructional performance

Head teachers were asked to indicate the extent to which pupil-teacher ratio relates to instructional performance.

Table 4.19 Pupil-teacher ratio to performance

| Response | Frequency | Percentage |
| --- | --- | --- |
| Very much | 24 | 74 |
| A lot | 4 | 14 |
| Adequate | 2 | 12 |
| Very little | - | - |
| Total | 30 | 100 |

From table 4.19 it can be inferred that 74% of head teachers indicated their respondent as very much, related to pupil-teacher ratio to instructional performance. This may be attributed to pupil-teacher ratio which is high which increase the workload, 12% of them slightly relates to pupil-teacher ratio to instructional performance. This may be attributed to big classes having high competition. According to Glewwe (2002) found that pupil-teacher ratios have inconsistent effect on academic in either mathematics or language subjects.

**4.6 Teachers academic qualification**

The third objective sought to assess the influence of academic qualification on instructional performance of teachers. Head teachers were required to indicate their academic qualification as shown in table 4.20.

**4.6.1 Head teachers academic qualification**

Head teachers were required to indicate their academic qualification and their responses were as table 4.20.

**Table 4.20: Head teachers responses on academic qualification**

| Qualification | Frequency | Percentage |
|---|---|---|
| Certificates | 18 | 80 |
| Diploma | 7 | 15 |
| Graduate | 5 | 5 |
| Total | 30 | 100 |

From table 4.20 it can be inferred that the majority of the head teachers were certificate holders and above. This formed 80% showing that the schools were staffed with highly qualified administrators in a position to manage instructional performance efficiently.

The finding concurs with Coombs (2007) who observed that "the problem of teacher supply is not one of simple numbers". It is first and foremost a problem of quality and of getting the right quality. Fayemi (2001) also observed that "it is

truism that teachers are the hubs of any educational system" that upon their number, their quality and devotion depend on the success of any educational system.

## 4.6.2 Teachers responses on academic qualifications

Teachers were asked to indicate their academic qualifications.

**Figure 4.6 Teachers responses on academic qualification**
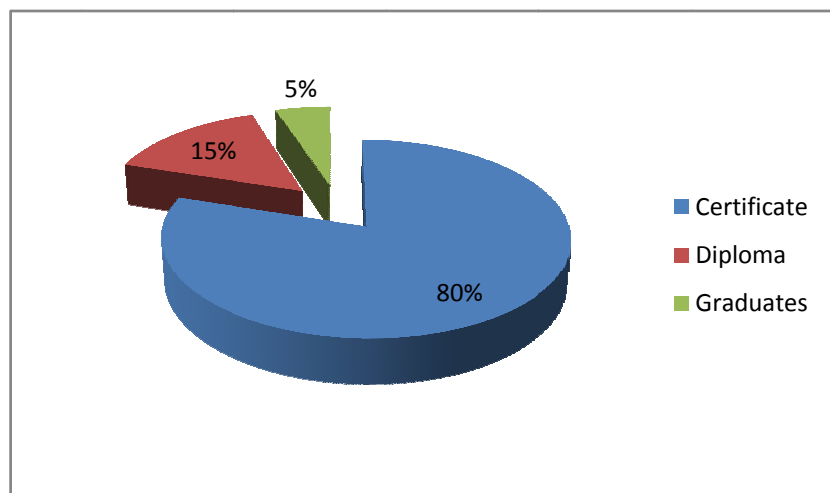


From figure 4.6 it suffices that most class teachers 81% were certificate holders and above. This means that in terms of qualification the schools had highly qualified teachers to enhance quality learning. The finding concur with Psachoropouls and Woodhall (1985) who singled out the teacher as being the most important factor that can influence school output positively. In developing countries, instructional time is crucial for learners. Haddad (1985) argues that

trained teachers in developing countries are particularly important in the management of instructional tasks and students central activities. Student improvement highly depends on the quality of instructions that teachers provide.

## 4.7 Availability of learning facilities and resources and instructional performance

The fourth objective sought to establish the influence the availability of learning facilities and resources on instructional performance of teachers. Head teachers were asked to state the availability of learning facilities and materials in their schools.

4.7.1 How does learning facilities and resources influences instructional performance

Head teachers were asked to state the availability of learning facilities and learning materials.

**Table 4.21 Head teachers responses on availability of facilities and learning resources**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| No response | 0 | 0 |
| Adequate | 12 | 12 |
| Inadequate | 18 | 88 |

From table 4.21 it can inferred that 88% indicated inadequacy and 12% adequate. Teaching and learning facilities refers to textbooks, charts, rubbers, pens, desk and library. The rational of this question was based on the assumption that learning facilities and teaching materials could assist in making subject less abstract.

**4.7.2 Teachers response to availability of learning facilities and resources**

Teachers were asked to indicate their views on the availability of learning facilities and resources.

**Table 4.22 Teachers response to availability of learning facilities and resources**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| No response | 0 | 0 |
| Adequate | 22 | 22 |
| Inadequate | 78 | 78 |

From table 4.22 it can be inferred that teachers also concurred with head teachers that instructional resources are inadequate. These findings agrees with a study conducted by Waweru (1982) that availability of teaching/learning facilities is ranked among the most critical factors which influences instructional performance

of teachers. According to Eshiwani (1993) other elements such s classroom, desk, workshops and library are indicators of higher educational qualities.

On the contrary however, Psacharapoulous and Woodhall (1985) pointed out that school variable have little effect on educational outcome. The same is underscored by Coleman (1996) who says that the social economic factors are more important determinants of pupils' performance than school variables.

To solve the problem of inadequacy of teaching facilities and learning resources. The ministry should be advised to add more grants to schools to buy adequate resources. Parents and other stakeholders should be advised to raise money through fundraising to curb the menace.

## 4.8 To establish how enrolment influences instructional performance of teachers

The fifth objective sought to determine the influence of enrolment on instructional performance of teachers. Head teachers were asked to indicate maximum enrolment of pupils in a stream in their schools as shown in table 4.23.

**Table 4.23: Head teachers responses on the number of pupils per stream**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Less than 20 | 2 | 8 |
| 20-40 | 10 | 27 |
| More than 40 | 18 | 65 |
| Total | 30 | 100 |

From table 4.23 it can be inferred that 65% of classes have more than 40 pupils. This is beyond the ministry recommendation of 40 pupils per class. This shows that classes are overcrowded, hence they exhaust the available resources. This finding is supported by the Kenya union of Teachers that there is need to employ 60,0000 teachers to remedy situation of increased enrolment in public primary schools (KNUT, 2011). In a classroom of many pupils the teacher cannot interact with them at personal level, classroom control also become difficult and organizing them into groups and evaluating them is chaotic.

### 4.8.2 Teachers responses to enrollment per stream

Figure 4.7 Number of pupils per stream
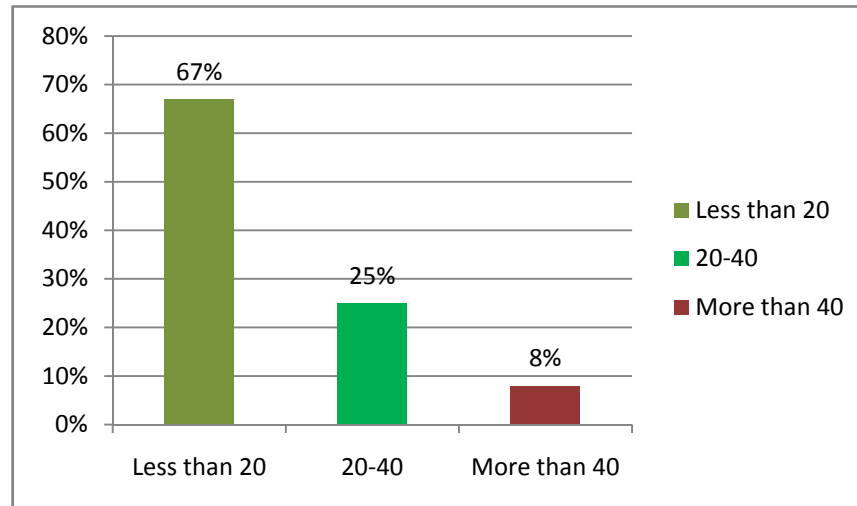


From figure 4.7 it can be inferred that 67% of teachers concur with head teachers that there is more than 40 pupils in a stream which make it very difficult for the teachers to give pupils adequate class work. The findings agrees with KNUT (2012) which observed that in a classroom of many pupils a teacher cannot interact with them at personal level, classroom control also becomes difficult and organizing them to groups and evaluating them becomes chaotic. On contrary a study by Duflo et al (2008) shows that at the sample mean, in lower grades, reducing class from 80 to 40 students without any other change does not lead to a significant in test scores.

A similar finding was reported by Banerjee et al (2007) in India where no impact of the reduction in class size was achieved through the hiring of a remedial education teacher for pupil who remained with a regular teacher.

Therefore, there is need for the Ministry of Education to hire more teachers to help in the short fall of teachers in Kadibo division in order to improve instructional performance of teachers.

**4.9 Summary**

The study has established that performance of teachers is influenced by the following factors; workload, pupil-teacher ratio and availability of learning resources. The above also influence the poor performance in the division. Therefore the study recommend that the Ministry of Education to employ more teachers to reduce the workload and pupil-teacher ratio. The Ministry of Education should also allocate more funds to finance the facilities and learning materials in the division in order to improve the instructional performance of teachers.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATION

## 5.1 Introduction

This chapter presents summary of the finding, conclusion, recommendations and suggestion for further studies.

## 5.2 Summary

The purpose of the study was to investigate the school based factors influencing instructional performance of teachers in Kadibo division Kisumu County, Kenya. Five research objectives were set to guide the study. Research objective one sought to establish the extent to which the workload influences instructional performance of teachers. Objective two was to determine how pupil-teacher ratio influences instructional performance of teachers. Objective three was to assess how teachers academic qualification influences instructional performance of teachers. Objective four, was to establish how the ability of learning facilities influences instructional performance of teachers and lastly objective five was to establish how enrolment influences the instructional performance of teachers.

The study adapted the survey research design to find out school factors influencing the instructional performance of teachers. The sample comprised of 35 head teachers and 127 teachers. Data collected by use of questionnaire for both

head teachers and teachers finding revealed that the workload, class size and inadequate facilities and materials influences instructional performances of teachers.

## 5.3 Summary of the major findings

The study has established that majority of the teacher in Kadibo division are male, with most of them having experience of between 6 to 20 years. In addition all the teachers in the division have other responsibilities apart from teaching alone.

The finding reveals that according to objective one the workload influences the instructional performance of teachers. The study establishes that some schools had more than the maximum required enrolment per stream in KCPE 2012 classes. This indicates that there was a heavy workload for the teachers who handled the candidates classes in 2012. Most teachers in the division, which is 69% teach more than five subject because schools have a few teachers (understaffed). Majority of the teacher 75% teach more than 35 lessons per week. This also indicates that there is heavy workload on teachers. However, no teachers are aware of any clear policy on the number of lessons that they should teach per week.

However, the majority of the teachers are able to cover the syllabus in the required time because they provide extra tuition during holiday, morning and

evening preps. The teachers have to prepare 8 lessons per day. Indicating that they do not have any free lesson in a day to mark the pupils books during official working hours. They have to work extra time to achieve their objectives. Generally 94% of the teachers are not able to prepare all the lesson daily because they have other responsibilities such as games, subject panel leaders, disciplining committee guidance and counseling among others. The teacher states that it is both stressful and impractical to prepare the lessons daily.

The study also reveals overall teachers attendance for duty and punctuality to lessons is good. Although the coverage arrangement for absent teacher is unsatisfactory the teachers are dedicated they adhere to official guideline for the study time observe disciplinary procedure for the pupils. Supervision of curriculum by heads is excellent but with inefficient subject panel system. The teacher relates workload and instructional performance well but view workload and pupil teacher ratio as inequitable balanced (heavy workload and high pupil-teacher ratio).

The study also established that pupil-teacher ratio is function which influence instructional performance of teachers. The study reveals that class-size in majority of the schools in the division is more than 40, which is the maximum required enrolment per stream. This is due to the introduction of the compulsory free primary education in addition 83% of the teachers in the division are not

comfortable with the average number of pupils per class in their schools because they are not able to give individual attention to the pupils. They are not able to give the pupil adequate work. The teachers view this as stressful and discouraging hence lowering their input in terms of quality performance.

The study also reveals that the teachers, who are 71% are not able to give the pupil adequate work during their lesson because the pupil-teacher ratio is high to an extent that they are not able to mark their work before the next lesson. This in turn translate to low performance. Also most schools do not meet their target because the teachers are not able to give enough input to their work due to pupil-teacher ratio.

The study also established that academic qualification influence instructional performance of teachers. Therefore the finding reveals that most teachers in the schools under study are qualified since most of them possess p1 certificate. The findings were clear that good performance is attributed to excellent instructional given by the qualified teacher in additional to their work inputs.

The finding also reveal that many teacher infrequently assess their pupil and do not always carry out remedial work for low achievers.

Though most of the teachers cover syllabus in time, it does not help the pupil pass in examination unless the pupils are frequently exposed to examination revision carried out in good time and remedial done for low achiever.

In this case therefore the teaching methodology and assessment techniques the teacher use are important in instructional performance of learners. This is what makes the quality teachers.

The study also established that availability of teaching facilities and learning resources influences instructional performance of teachers. For instance physical facilities like toilet classroom spaces, desk, field were not adequate. The Ministry of Education recommends one toilet for 25 pupils. The inadequacy could have resulted after implementation of free primary education. Similarly other learning resources like textbook rubber, pens, exercise books were also inadequate. Therefore in order to reduce the workload of teachers the finding reveals that the ministry should provide adequate learning materials like exercise books and pencils and make provision for pupils to replace fill-in-books. Make regularly to improve education quality.

The study also established that the number of enrolment per class influences instructional performances of teachers for instance the findings revealed that the number of enrollment per class is more than 40 pupils. This makes the classroom to be overwhelming and as such teaching and learning process are not effective and quality of education generally is being comprised more importantly is the need to increase recruitment of teachers in order to reduce the burden of existing teachers in Kadibo division.

Finally, the findings established that general performance in KCPE 2012 was below average with 65% of the schools scoring a mean of less than 250 marks. This depicts low performance on the teachers. The factors that contributed to this low performance were established to be understaffing, high pupil-teacher ratio, heavy workload and inadequate facilities. Due to this low performance, the teachers suggested that for better results to be achieved, more teachers should be employed, the syllabus should be revised and the government should give more funds for improving facilities. There was no quality performance because out of all the candidates who sat for KCPE 2012 only 0.3% joined national school and 31% joined provincial schools. Meaning that over 60% joined district and private schools.

## 5.4 Conclusion

The study has established that performance of teachers is influenced by the following factors; workload, pupil-teacher ratio and availability of learning resources. The above also influence the poor performance in the division. Therefore the study recommend that the Ministry of Education to employ more teachers to reduce the workload and pupil-teacher ratio. The Ministry of Education should also allocate more funds to finance the facilities and learning materials in the division in order to improve the instructional performance of teachers.

**5.5 Recommendation**

From the study it is clear that teachers performance is influenced by the workload, pupil-teacher ratio and instruction resources. Therefore the researcher would like to make the following recommendations

It is imperative that teachers load to be reduced in terms of working hours, less lesson so as to improve on performance.

The Ministry of Education should recruit or employ more teachers to reduce pupil-teacher ratio to a number which is manageable for a number which is manageable, for efficiently and effectiveness of learning in classroom.

The Ministry of Education should allocate funds for construction of more classes in schools and building toilets. Funds should also be allocated to cater for buying textbooks, pencils, rubber to reduce the book ratio of 1:5 in schools for quality education.


**5.5 Suggestion for further studies**

From the recommendation it is clear that school based factors influences instructional performance. The research acknowledges that future research to consider conducting research on:

Motivation and effect of stress on teachers performance.

Environment, which is a key component in determining the ultimate individual quality through classroom performance.

Socio-economic factors which influence teachers performance.

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Onyango Mary A,

University of Nairobi,

P.O. Box 92,

Kikuyu.

Dear Sir/Madam,

**RE: AN INVESTIGATION INTO FACTORS INFLUENCING INSRUCTIONAL PERFORMANCE OF TEACHERS IN PUBLIC PRIMARY SCHOOLS**

This questionnaire is designed to gather information on factors influencing instructional performance of teachers in public primary schools in Kadibo Division in Kisumu County.

The questionnaire consists of four parts.

Kindly provide information to all questionnaire items. The identity of the respondent will be treated with utmost confidentiality.

You are therefore requested not to write your name on this questionnaire.

Yours faithfully,

ONYANGO MARY AKINYI

**APPENDIX II: QUESTIONNAIRE FOR TEACHERS**

This questionnaire is designed to gather information about work load, pupil-teacher ratio and teachers' performance. Please indicate the correct answer by ticking [✓]

Section A: Biographical data

1. Name of the teacher (optional)

………………………..…………………………………………………

2. Sex                              Male ( )          Female ( )

3. What is your highest teaching professional qualification?

……………………………………………………………………………………

4. How many years have you worked as a classroom teacher?

……………………………………………………………………………………

5.        What        is        your        designation        in        the        school?

……………………………………………………………………………………

6. What is the maximum required enrolment in a stream?

……………………………………………………………………………………

Section B: Workload

Kindly fill the blank spaces

 (To be filled by all respondents. Kindly tick (✓) or write the correct responses in the space(s) provided)

7. How many pupils from your school sat the KCPE examination in the year 2010?

…………………………………………………………………………………

8. How many subjects do you teach?

……………………………………………………………………………………

9. How many lessons do you teach per week?

……………………………………………………………………………………

10. What number does the Ministry of Education recommend?

……………………………………………………………………………………

## SECTION C: Pupil-teacher ratio

11. What is the average number of pupils in the classes you teach?

…………………………………………………………………………………..

Are you comfortable with the number?      Yes (   )        No (   )

Why?

………………………………………………………………………………………

…………………………………………………………………………………..

12. Do you normally cover your work (syllabus) in the required time?

Yes ( ) No ( )

Give reasons:

………………………………………………………………………………………

……………………………………………………………………………….

13. How many lessons are you supposed to prepare in a day?

…………………….

14. Are you able to prepare all the lessons daily?          Yes ( )          No  ( )

Give reasons:

………………………………………………………………………………………

………………………………………………………………………………..

15. Are you able to give the pupils adequate work during your lessons? Yes ( )

       No ( )

Give reasons:

………………………………………………………………………………………

…………………………………………………………………………………..

16. Do you have adequate facilities in school?

              Yes (   )                  No (   )

   (b) Give reasons ……………………………………………………………….

(a) Do you have adequate instructional material?

              Yes (   )                  No (   )

   (b) Give reasons ……………………………………………………………….

# APPENDIX III: QUESTIONNAIRE FOR HEADTEACHERS

Please indicate the appropriate response in the spaces provided

Section A: Biographical data

1. Name of the teacher (optional)

…………………………..……………………………………………………..

2. Sex                          Male ( )        Female ( )

3. What is your highest teaching professional qualification?

………………………………………………………………………………

4. How many years have you worked as a classroom teacher?

………………………………………………………………………………

5.      What      is      your      designation      in      the      school?

………………………………………….

6. What is the maximum required enrolment in a stream?

………………………………………………………………………………

SECTION B: PERFORMANCE

7. What was the school mean score in KCPE examination 2013?

…………………..

8. Outline the factors that contributed to the above performance?

………………………………………………………………………………

……………………………………………………………………………….

9. What can be done to improve result in your school?

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

10. How many pupils from your school qualified to join secondary schools in year 2013 in the following categories?

| School Category | Number of Pupils |
|-----------------|------------------|
| National | |
| Extra County | |
| County | |
| District | |
| Private | |

Enter your data according to the scale below

| 3 (E) | 2 (G) | 1 (S) | 0 (U) |
|-------|-------|-------|-------|
| Excellent | Good | Satisfactory | Unsatisfactory |
| Very much | A lot | Adequate | Very little |
| Always/very often | Often | Usually | Never/Rarely |

| | 3 (E) | 2 (G) | 1 (S) | 0 (U) |
|---|---|---|---|---|
| To what extent is unauthorized teacher absenteeism a problem? | | | | |
| To what extent is staff punctual to lessons? | | | | |
| To what extent is effective coverage arranged for absent teachers? | | | | |
| Does the school adhere to official guideline for study time? | | | | |
| Is the curriculum covered effectively within time? | | | | |
| How dedicated are the teachers? | | | | |

| | | | | |
|---|---|---|---|---|
| To what extent are disciplinary procedures for pupils observed? | | | | |
| How effective is the subject panel system? | | | | |
| How equitable is the workload and pupil-teacher ratio balanced? | | | | |
| To what extent does the school miss its target? | | | | |

Indicate your level of training with each of the statement given below by ticking (✓)

| VH | H | A | L | VL |
|---|---|---|---|---|
| Very high | High | Average | Low | Very low |

What is the success rate in local examination by the pupils from your school?

(VH)   (H)   (A)   (L)   (VL)

What is the transition rate of the pupils from one class to the next in your school?

(VH)   (H)   (A)   (L)   (VL)

What is the level of general discipline of teachers and pupils in your school?

(VH)   (H)   (A)   (L)   (VL)

What is the motivation level of both teacher and pupils in your school?

(VH)   (H)   (A)   (L)   (VL)

What is the rate of preparation of professional records by the teachers in your school?

(VH)   (H)   (A)   (L)   (VL)

What is the rate of completion of the syllabus in time by the teachers in your school per year?

(VH)   (H)   (A)   (L)   (VL)

What is the rate of new admissions of pupils in your school per year?

(VH)   (H)   (A)   (L)   (VL)

What is the rate of transfer of pupils from your school to other schools?

(VH)   (H)     (A)     (L)     (VL)

What    is    the    dropout    rate    of    the    pupils    in    your    school?

(VH)   (H)     (A)     (L)     (VL)


THANK YOU FOR YOUR COOPERATION

# APPENDIX V: RESEARCH PERMIT



PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Mary Akinyi Onyango
of (Address) University of Nairobi
P.O Box 30197-00100, Nairobi,
has been permitted to conduct research in

Location
Kisumu East            District
Nyanza                 Province

on the topic: School based factors influencing
instructional performance of teachers in
public primary schools in Kadibo Division,
Kisumu County, Kenya.

for a period ending: 15th June, 2013.

PAGE 3
Research Permit No. NCST/RCD/14/013/832
Date of issue          24th May, 2013
Fee received           KSH. 1000

Applicant's Signature

Secretary
National Council for
Science &Technology