

**INFLUENCE OF TEACHERS ON PERFORMANCE OF STUDENTS
IN ENGLISH LANGUAGE IN PUBLIC SECONDARY SCHOOLS IN
KENYA. A CASE OF MUMIAS DISTRICT, KAKAMEGA COUNTY.**

BY

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DECLARATION

This research project report is my original work and has not been presented for any examination in any University for academic award.

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This research project report has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

To my husband Solomon Watitwa for his financial support, my brother Harrison Mulima who started me off, my children Faith, Sylvia, Beatrice, Japheth and Eugene for being patient with me especially when I would be away at times when they really needed me most. May God bless you.

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ABBREVIATIONS AND ACRONOMYS

APHRC-	African Population and Health Research Center
BOG-	Board of Governor
DEO-	District Education Officer
EFA-	Education for All
GOK-	Government of Kenya
H.O.D –	Head of Department
ICT-	Information and Communication Technology
MOE –	Ministry of Education
KCSE-	Kenya Certificate of Secondary education
KIE –	Kenya Institute of Education
KNEC –	Kenya National Examination Council
MDGs -	Millennium Development Goals
MOEST-	Ministry of Education, Science and Technology
NAEP-	National Assessment of Education Program
NCST-	National Council for Service and Technology
SPSS -	Statistical Package for Social Sciences
TSC-	Teachers Service Commission
UK -	United Kingdom
UN-	United Nations
UNESCO –	United Nations Education, Science, Culture Council
UON -	University Of Nairobi
US-	.United States

ABSTRACT

In Kenya secondary schools, English was the main language of instruction and compulsory in secondary school curriculum. In many degree programmes a minimum grade of C+ was required in English subject. However, the performance in the subject nationally was poor, and Mumias District was no exception. The study sought to investigate influence of teachers on the performance of students in English language in public secondary schools in Mumias District. The purpose of the study was to establish to what extent teachers' academic qualification, attitude, workload and professional advancement influenced students' performance in English language. The research was carried out in Mumias District, Kakamega County. Descriptive survey research design was used in the study. Teachers' influence on performance would be independent variables and English performance would be the dependent variable. Instruments for data collection would be questionnaires. Two types of questionnaires would be administered-one to the heads of English panel departments in schools and the other to teachers of English language. Data would be analyzed using descriptive statistics and inferential statistics. ANOVA statistics would be used for data analysis with the aid of statistical package for social sciences (SPSS) version 12.5 for windows. Quantitative data would be analyzed using descriptive statistics such as frequency counts, means and percentages. Qualitative data would be transcribed in to themes, categories and reported in an ongoing process as themes and subthemes emerge. Validity of the instruments would be measured and assessed by a team of experts in the area from the department of Extra Mural Studies, University of Nairobi. The research findings would go along to influence policy guidelines in Education. The Ministry of Education would benefit from the findings and hence work out and formulate policies that would benefit education sector in general especially in English language syllabus for secondary schools. Among the conclusions were, first was that teachers' workload affected students' performance in English. Extra responsibilities assigned to the teacher, number of teachers, students' enrollment were some of the aspects that played an important role in determining the outcome of students' performance in English. More responsibilities assigned to the teacher inhibited his or her performance in teaching as there was no adequate time to prepare for the lessons and hence lowering productivity. Teachers' professional advancement also played an important part in determining students' performance in English language. Attendance of external workshops and seminars in English and other courses for professional advancement equipped the teacher with necessary current knowledge and skills that would make him or her better teacher. The following recommendations were made. First, the school management to ensure that teachers of English prepared adequately for the lessons by preparing necessary documents such as lesson plans. Secondly the government would as well introduce some incentives in schools like presidential award, scholarships to reward both students and teachers who put in more efforts to improve the performance in the English language.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

There was a widespread interest in improving the levels of English language performance in schools. Education in developing countries was at a critical juncture as international effects were galvanized towards attainment of internationally agreed targets to expand and improve education as part of Education for All (EFA) movement. However, at the same time, a potential crisis in teaching threatened the ability of governments of developing and developed countries to reach this target (MOE 2007).

There were also social benefits tied to improving access to larger numbers of younger people to post- primary education and training opportunities and laying stronger foundations to skills for lifelong learning. The interest in raising levels of achievements had led to focus on identifying the range of factors that shape achievement as well as understanding how these factors operated to limit or enhance the achievement of different groups of learners. Low academic performance had been defined as failing to meet the average academic performance in tests or examination scores, as determined by a set cut off point. (African Population And Health Research Center Policy brief; 2008).

According to Best and Kahn (1998), performance was the process that ensured school/organizations pursued strategies that led to achievement of the overall goals and objectives. According to National Assessment of Education program (NAEP; 1990) of US, performance had stagnated or fallen in most subjects English inclusive since 1970 with targets and most thoroughly established accruing in basic literacy. Ajibola (2006), stated that a reading habit was cultivated and nurtured by individuals who were ready to give it their all. The skills acquired in reading could promote the acquisition of language skills; listening, speaking, reading and writing. English learners were one of the largest to struggle with literacy (Hickman, Pollanc Dorudula and Vaugyhn, 2004). Because of this, focus on instruction was placed on the learners' ability to comprehend the lesson content and not the learners' language proficiency (Myburgh, Poggenpoel, and Rensburg, 2004).

Teachers would therefore employ strategies in their classrooms to benefit all the students. This was because all other subjects in secondary school syllabus, except Kiswahili, depended on English for both communication and examination. Reading was therefore indispensable and definitely key in determining general performance in examinations as a whole (KIE Syllabus vol.2). Under the free education policy in Kenya then, both at primary and secondary school level, there was an influx of students in schools. The number had been increasing steadily from the year 2004 to then.

Education in Kenya on the global front had received intense scrutiny by the desire to harness documented benefits that education bestowed on both the individual who gave it and the government that bore the greater responsibility in provision. (UN Charter, Art 2(b) in Musau 2004). It was proclaimed that everyone had right to education. Education was free, at least in elementary and fundamental stages (Musau, 2004). The government earned more social returns at primary and secondary school level than all other levels of Education (Mulwa, 2004).

According to Reilley (1995) in Mulwa (2004), Elementary schools served as children's first introduction to the education world, a world that would dominate the shape of their future. A child's economic and social success was to a significant extent, determined by how well she/ he performed in school during the first critical years. In Kenya, according to MOEST (2003) primary education took eight years and was offered to children between six and fourteen years old. This however had changed with free primary education (FPE) that then admitted all ages.

The goal was to provide access to quality education to all on an equitable basis to ensure education for all (EFA). At that level the Ministry of Education, Science and Technology in conjunction with the government's Millennium Development Goals (MDGs) and vision 2030 were working to alleviate poverty and attain literacy for the nation. When focussed on teaching and learning, teachers certainly intended to cause, or to enable students achieve. However, there were many other reasons why students developed apart from being taught.

Brumfit (1994) explained that the total process of teaching was a complex phenomenon not only on the specific pedagogical behaviors but also on the administrative and social content of their activity, personal attitude, habits and collective expectations. Teaching was an institutionalized activity in a way that learning cannot be. It was possible to identify and intervene in the formal

teaching process with some precision because there were conventional sets of behavior that were approved for practice of particular subjects. Brumfit (1994) differentiated teaching and learning as follows; - teaching was causative whilst learning occurred willingly or unwillingly; teaching was a linear process and observable but learning was internal; teaching could be planned while learning could not; teaching was syllabus – based while learning wasn't; teaching could be administratively controlled but learning could not; lastly, effectiveness of teaching could not be measured but effectiveness of learning could be measured by observation and subsequent performance or behavior.

If this position was accepted, then it made sense to see what the teacher did as something that contributed to learning, but it certainly did not make sense to see teaching as simply the obverse of learning. Harly (1978), stated that learner strategies had a wide range of variation that could not possibly be predicted. Only opportunities provided for manipulation could disable or enable the learning process. Hughes and Hungen (1959) illustrated teaching as causing to learn, nothing had been taught until it had been learnt.

Wordfolk(1990) described a teacher as an instructor expert who knew and identified teaching materials and methods to be used in class. A motivator, who applied techniques that involved learners actively. A manager, who timed and planned activities. A curriculum developer and an implementer hence could cause learning to take place.

According to Nasibi (2003), however, there were two main factors that affected learning such as intelligence of the learner, subject matter being learnt, significance placed on the subject by the learner, methods used in the learning process and the environment around which learning was taking place. Teachers needed to know about many aspects of language learning in order to provide experiences, which could support children's language development. Primary school was the base of language development and therefore an important stage, which must seriously be studied to enable the advancement in secondary school. Teachers of English language could therefore be aiming at developing a capacity for the unfamiliar by taking students out of the familiar environment pervaded by mother tongue. They could promote social interaction within and beyond the classroom for the learners to improve personal and social skills by learning to communicate, cooperate and contribute in class.

These reasons had prompted this study to investigate the influence of teachers on English language performance for the sole purpose of improving performance both at school level and in national examinations. The study sought to establish the influence of a teacher on academic performance in English language in Mumias District.

1.2 Statement of the problem

English language was one of the core subjects in the Kenyan education system; it prepared students for future careers related to communication and technology. Regardless of that, students had continued to perform poorly. That performance in English language was a worrying trend worldwide as noted by Amuthelezi (2006). He noted that there was an urgent need to investigate the causes of poor reading and poor comprehension among students. That was with a view of finding a lasting solution to the problem. English was also a national language in Kenya and a global language of communication. Information and communication technology (ICT) used English. It was also a determinant of students' entry into quality colleges, universities and their future prospects.

Many studies had been carried out to establish reasons behind poor performance in English language. Some of these studies carried out attributed poor performance in English to factors such as poor teaching methods, students' attitude towards the subject, weak link between primary and secondary school levels, psychological factors, economic factors, level of motivation among others (Eshiwani, 1983, Thuo 1985, Kathuri, 1986, Shiundu, 1987 and Kenya National Examination, 2008). However, the 2010 Mumias District Mock results analysis indicated that out of a total of 2321 candidates who sat for the examination, only 77 candidates scored B – (minus) and above in English which is 3.31% while 2244 (96.6%) scored C + (plus) and below.(Mumias District Analysis 2010). That showed that despite the intervention, students continued to perform poorly in English. Further during the Mumias District performance analysis of KCSE (2011) revealed that out of 2586 candidature, majority of the candidates fell between grade C and E (1887) while the minority fell between grade A and B (699). That was worrying since English Language was a determinant of entry into higher institutions of learning especially Universities. It was from these reasons that the current study would examine to what extent did a teacher influence students' performance in English language in public secondary schools in Mumias District.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of a teacher on students' performance in English language in public secondary schools in Mumias District.

1.4 Objectives of the Study

The study was guided by the following objectives:

1. To investigate the extent to which teachers' academic qualifications influence performance of students in English language in public secondary schools in Mumias District.
2. To determine the extent to which teachers' attitude influence performance of students in English language in public secondary schools in Mumias District.
3. To examine the extent to which teachers' workload influence performance of students in English language in public secondary schools in Mumias District.
4. To determine the extent to which teachers' professional advancement influence performance of students in English language in public secondary schools in Mumias District.

1.5 Research Questions

The study was guided by the following objectives:

1. To what extent do teachers' academic qualifications influence performance of students in English language in public secondary schools in Mumias District?
2. To what extent does teachers' attitude influence performance of students in English language in public secondary schools in Mumias District?
3. To what extent does teachers' workload influence performance of students in English language in public secondary schools in Mumias District?
4. To what extent does teachers' professional advancement influence performance of students in English language in public secondary schools in Mumias District?

1.6 Significance of the study

The findings of this study was hoped that it was beneficial to all stakeholders by providing information on teachers' influence on students' performance in English language. It was hoped that, this would enable teachers and education planners tackle these challenges by inventing corrective measures that would lead to the improvement of performance in English. The study would help in determining the type of working condition and learning environment that favoured teaching and performance of English language.

The Ministry of Education was to benefit from the findings and hence work out and formulate policies that would benefit education sector in general especially with the advent of Free Primary and Secondary Education. This would help in achieving quality education hence high performance.

1.7 Delimitation of the study

The study would only focus on teachers' of English in these areas; level of academic qualification, teachers' attitude, work load and teacher's professional advancement that influenced the performance of students in English language. The study was carried out in sampled public secondary schools only in Mumias District.

1.8 Limitation of the study

Some respondents would answer the questions untruthfully to please the researcher or would tell what is not true for fear of victimization or intentions especially in the area of a questionnaire as data collection tool. The findings were limited to public secondary schools, as private schools were not covered. Therefore, generalization of the findings of the whole population may need further study.

1.9 Assumptions of the study

The researcher assumed that the influence of teachers on performance in the schools sampled is the same and would represent the whole District. The study assumed that the teachers and students would cooperate giving the data correctly and truthfully.

1.10 Definition of Significant Terms used in the Study

Qualification	Having passed the examination that allows one to teach. Having the qualities of a teacher.
Attitude	The way the teacher or pupils feel about the subject in this case English
Professional advancement	Development or progress in a specialized field or subject.
Teachers' work load	Amount of work that should be done by a teacher in a subject
Language	A socially shared code of communication
Performance	Ability to use English language well and the scores attained by pupils particularly those obtained through achievement tests
Influence	To have an effect on or power over somebody or something so that he or she or it change

1.11 Organization of the study

The study was organized in five chapters. Chapter one described the background of the study, the statement of the problem, the purpose of the study, objectives, research questions, significant of the study, limitation of the study, delimitation of the study, basic assumptions, definition of significant terms and organization of the study. Chapter two highlighted the literature related to the influence of a teacher on students' performance in public secondary schools. Chapter three presented the research methodology which was used in the study. It described the research design, target population, sample size and sampling technique, research instrument their validity and reliability, data collection and data analysis and presentation. Chapter four would consist of data presentation, analysis and interpretation and the discussion of the findings. Chapter five would present the discussion of the study, conclusion and lastly recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Chapter two was divided into two main sub sections. These were empirical literature and the Theoretical framework. The empirical literature addressed the influence of a teacher on students' performance in English language as discerned in the literature. It would review literature related to the study. The chapter was divided into sections, basing on research objectives. The sections were divided into; level of teachers' academic qualification, attitude, workload, and professional advancement on students' performance in English language. On the other hand, theoretical literature sheds some light on some key theories related to learning and performance.

2.2 Teachers' level of academic qualification

A study done by Koledoye John Adeyemi in Nigeria reveals that the quality of education for a teacher is directly related to the quality of instruction in the classrooms. It is a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching and commitment of the teacher have effective impact on the teaching learning process (National Education Policy Nigeria, 1998 – 2010). Quality improvement in education depends upon proper training of teachers. The teachers cannot play any of the roles unless properly trained (Yadved and Singh, 1988). Teaching is an art. It can be refined by training and practice. The availability of competent teachers is central in the construction of the educational system. English has acquired the status of a global language keeping in view the growing need and importance of English language in every walk of life, English is made a compulsory subject in Pakistan from the very beginning of the academic year, (Crystal, 1977). This increasingly necessitates good quality initial preparation for non – native speakers – teachers in the school system. Commenting upon the place of English language in Pakistan, Baumgardner (1993:43) said “English in Pakistan is used as an official and second language. It is spoken and used by relatively small but extremely influential portion of country 's population in the domain of government administration.” Thus in Pakistan, English language is widely used by the elite and the ruling class. Most of the official correspondence and documentation takes place in English. According to Koech report (1999) he

recommends that the admissions criteria for teachers training colleges be reviewed to ensure that only the qualified candidates admitted. Lambo (1961) notes that the teacher – pupil ratio should be one to forty (1:40) with at least one teacher per class. Thompson (1987) notes that the way in which teachers are recruited and trained may adversely affect the pupils performance. According to Moumouni (1968) a good training is necessary to help a teacher develop his interest and ability for teaching. Errant (1972) emphasizes that no one should enter teaching profession unless he is determined to do his best for children. Eshiwani (1993) notes that most schools face a lot of problems in terms of finance and qualified teachers as a result of which pupils have performed poorly in National examination. Harrison and Dale (1957) emphasize that management skills of head teachers should be upgraded, their role as head teacher should be in the inspection. Supervision of teachers should be widened. Mills (1974) notes that sound training imparts not only a way of doing but also a way of training so that a trained teacher confronted with a situation acts wisely and quickly. Prescott (1983) said that in recent years, it has been found that good supervision increases productive efficiency and supervision can be improved with training.

2.3 Attitude of the teacher

William (1920) notes that male and female teachers have sometimes been found to have negative impact on the gender of learners in the classroom. According to Kwesiga (2002), male teachers may be impatient with girls and their attitudes have proved to be biased in favour of boys. Stone (1966), emphasizes that lower achievement of pupils may be lack of encouragement by teachers.

Pala and Awori (1978), notes that only a small proportion of women hold positions in high and middle – level employment. The jobs which women hold (teachers, nurses and secretaries) are not as highly paid as those held by men in public and private sectors hence they tend to relax when carrying out their duties. According to Tanner (1961), boys' work appears to teachers to be better than that of girls and that girls lag behind boys in achievement. Research carried out by Kokurirwa (1982), reveals that teachers in mixed schools pay more attention to boys. In the United Kingdom (UK), teachers were found to devote 63% of their time attending to boys marginalizing or ignoring girls. Kokurirwa (1982), notes that girls are treated as a group while boys are given individual attention.

Thompson (1987) asserts that the education system does not encourage the poor teacher to improve his work and actively discourages the good teacher from working to the maximum of his capacity. According to Cohen (1970), the committed enthusiastic and able teacher who constantly seeks ways of improving his teaching finds himself year by year on the same salary scale as the discontented idle and inefficient teacher. Musgrove (1953), notes that teachers are warned to beware of intellectualist fallacy of assuming that children have internalized what they have learned. Beeby (1966), emphasizes that where knowledge and belief conflict, knowledge is likely to yield to belief.

Hyole (1989), asserts that the teacher is not intrinsically motivated hence cannot make improvements on academic performance. Thompson (1987), emphasizes that many young people enter teachers' training because they have failed to achieve selection for further stage of formal education.

According to Tyler F (1964), teachers' attitude can be transmitted to his/ her class. Mills (1974), notes that the establishment of a good relationship between the teacher and the class is vitally important and determines whether the process of learning is going to be cooperative effort, an easy alliance or a cold war. Eshiwani (1993), asserts that pupils with poor attitude towards learning will definitely perform poorly. Eshiwani (1987) emphasizes that education is to develop the right attitude in students towards work so that they will not be aiming to get white collar jobs.

2.4 Teachers' workload

Public concerns about the quality of education and academic achievement of students have spurred increasing national attention by policy makers and educators to the use of class size reduction as school reform strategy for improving student learning. Widespread initiatives of class size reduction as being undertaken to improve the performance of students. As is often the case with many school reform initiatives, the current push for class size reduction as an improvement strategy has raised pressing questions such as what are effective ways to disseminate information about what works in implementing class size reduction as a reform strategy for achieving the learning success of an increasingly diverse student population schools are challenged to serve (Wang, 2000). Normally, both teachers and the public believe that student low ratio results to

better performance in school. The teacher is able to concentrate on the student and attention is given to student needs. Many policy oriented interventions and research structures consider a forty to one ratio reasonable in developing countries. Class factors are important in the teaching – learning activities; particularly on the students' academic performance. There is among various researchers and educationists that the lower the class sizes the higher the performance (Idienumah, 1987; Ojoawo, 1989 and Fabunm, 2000). In Nigeria, the national policy on education, 1981 recommended that teacher – student ratio should be one to thirty – five while All Nigeria Conference of Principals of Secondary Schools recommended a maximum of forty students per class for effective management and better control.

Class size, teacher – student ratio and student factors were discovered to have a strong and direct influence on academic performance in schools. Classes with high teacher – student ratio recorded poor performance while those with small size were associated with better academic performance. From the review of teachers' influence on performance in this study, most of the authors have discussed how this influences the performance of students in English language if positive results have to be realized in English language. A number of studies have employed the measure of time on task that is the amount of time an average student is actively engaged in academic tasks. According to Ladwell, (1982) academic time has been found to be strongly associated with achievements. In US reports finding shows that second grade students time allocated for mathematics range from 24 minutes at one extreme to 61 minutes at the other, while 5th grade students spending 39 minutes and 75 minutes. This led to a difference in performance between the two students with the student who spent more time on the task scoring highly.

Moon and Mayes (1999) support the idea and argue that for students to maintain motivation and understanding, they need to work individually with the success rates of 70% to 80% when the teacher is present to provide immediate feedback and monitor responses. Eshiwani (1993) in his study on the factors influencing academic performance of a learner, established that over 60% of schools studied in Kenya had no formal homework assignments given to students and were administered, there was no serious follow up so students ended up under achieving in National examination. Equally, the number of hours an individual learner receives per year is an important variable in education. (Camber and Keeves, 1993) observed that the more hours the teacher spends with learners in a given subject, the higher the achievements of the learners.

2.5 Teachers' professional advancement

From academic literature, several aspects of a teacher's profile determine how effective he or she can instruct learners. These include teaching experience, in service training and teacher subject knowledge. A study done by (APHRC, 2010) shows that in service training was rare; some teachers who had taught for as long as 20 years had not been part of any in – service training for skills upgrading. In a 2009 classroom observation study teachers who had undergone a systematic in – service study and were serving as key resource teachers demonstrated the most improvement in classroom interactions. This shows that in – service is important for classroom effectiveness. There is need therefore to provide teachers of English with ongoing training to increase their subject - matter knowledge that is critical to improving students' performance.

Ruhama (1993) in his study on teachers' subject – matter knowledge and its interrelations with pedagogical content knowledge in the context of teaching, where data was collected from 152 prospective school teachers who completed a questionnaire concerning their knowledge in English. The analysis showed that many of them did not have appreciation of the arbitrary nature of functions and very few could explain the importance and the origin of the concept. This limited conception of influenced the learners pedagogical thinking. Therefore, when describing functions for students, many used their limited concept image and tended not to employ modern terms. In addition, many choose to provide learners with a rule to be followed without concern for understanding. Tirosh and Ruhama(1995) in their study on students as sources of teacher presentation of the subject matter, recognized the fact that pedagogical content knowledge is growing very fast. One major issue related to this kind of knowledge is its sources. Obviously, the teacher's own experience, both as a learner and as a teacher, influences pedagogical content knowledge. Exposure to relevant development and cognitive research, including learning theories and interactions with students are other factors. Another source of pedagogical content knowledge is the nature and depth of the teacher's own subject – matter knowledge of the material they teach.

Berne and Wilson (1999) points out that, in the past ten years the calls for a commitment to teacher learning have exponentially. Calls for higher standards of teachers' inevitably erupted alongside calls for higher studies for students. If students needed their education served up differently in order to meet new assessments and standards, it followed that teachers should know something

new as well Cohen and Ball, (1990). Reformers began to note that changed curriculum and testing would not directly lead to changed teaching practices. New measures of students' performance would entail professional developments as ticket to reform. Mounting efforts to increase the professionalization of teaching constitutes yet another force. Groups such as (National Council of teachers, 1989, 1991) have authored mission statements and subsequent standards for professional teachers and teaching. Professional teachers require professional development.

Research done on teaching (Loewenberg, 2003) reveals that teachers' subject matter knowledge interacts with their assumptions and explicit beliefs about teaching and learning about students and about context to shape the ways in which they teach language to students. Driven by common sense and conventional wisdom about teaching, the earliest research compiled characteristics of teachers of whom others perceived as effective (Medley, 1979). Researchers began by collating the characteristics of good teachers based on students' assessment on their best teachers; these students reported that good teachers were enthusiastic, helpful and strict. Students also said that the best teachers knew the subject matter better Hart (1984).

Teachers who are the personnel in charge of teaching and implementing educational policies designed to attain educational goals cannot be neglected if the educational goals and national development goals are to be attained. The success of students depends largely on qualified and dedicated teachers. Students in any country cannot perform beyond the quality of teachers. According to Oshod (1998); Duyleni and Duyilani, (2002); Bangbado (2004) a teacher's attributes have significant relationship with student's academic performance. According to them such attributes includes teacher's knowledge of the subject matter, communication ability, emotional stability, good human relationship and interest in the job. Shiundu and Omulando (1992), points out those teachers need appropriate training and experience. Teachers should be trained to boost performance; the teacher is responsible for translating the broad general curriculum goals into instructional objectives and finally evaluates the student. In – service training for teachers increase confidence and ease in teaching the content (Marsden, 1976).

According to Wangai report, (Sep 2001) poor performance of students is because of inadequate trained teachers who lack confidence in themselves leading to poor syllabus coverage and lack of constant updating by the teachers, leading to the use of yellow notes.

2.6 Theoretical Framework

The study on the influence of teachers on the performance of students in English language in public secondary schools in Mumias District was based on Constructive View of Learning. This theory was generally attributed to Jean Piaget, who articulated mechanisms by which knowledge was internalized by learners. He suggested that through processes of accommodation and assimilation, individuals construct new knowledge from experience. The knowledge learnt attributes to achievement. When individuals assimilate, they incorporate new experiences in an already existing framework without changing that framework. The constructivist view on learning has several considerations to its merit. The first and foremost basic consideration was that learning was the active creation of knowledge structures for instance the concepts of language, rules of grammar, association of mother – tongue and English from personal experience. In other words, each language learner builds a personal view of the world by using existing knowledge, interests, attitudes, goals and interpretation of the currently available information.

The second consideration was that the essence of one's individual knowledge could never be totally transferred to another person because knowledge was the result of a personal interpretation of experience that was influenced by factors as learner's age, gender, race, ethnic, background and knowledge base.

Thirdly, individuals made observations, tests and hypothesis and drew conclusions about a variety of events that were largely consistent with one another. The main feature of cognitive apprenticeship was that the teacher models a cognitive process that the students were to learn and gradually turns responsibility for executing the process over to the students as they become more skilled.

The second condition was that pupils should be given tasks and experiences in realistic contexts. A realistic context was one which a pupil must solve a meaningful problem using a variety of skills and information. To instruct someone in a discipline was not a matter of getting him to commit results to mind. Rather, it was to teach him to participate in the process that makes possible the establishment of knowledge. Brunner added that teachers teach so that a pupil could take part in the process of acquiring knowledge. He further argued that knowing was a process not a product.

This condition applied that pupils would be involved in doing tasks that were relevant to their experiences.

The third condition fostering constructivism was that pupils should view ideas and problems from a multiple perspective. Language was multifaceted and knowledge of it is a network of interrelated ideas. English should therefore be taught using teaching methods that were participatory in nature so that pupils would build up skills on high performance through use of manipulation of teaching and learning methods. Methods of instruction need to be incorporated with experiences at school such as having positive attitude, knowledge for the content (mastery of the content) availability in classroom. Here the constructivist theory should enable the researcher to propose which instructional methods to recommend as far as performance of English language is concerned.

2.7 Conceptual Framework

The research project report was guided by the following conceptual framework.

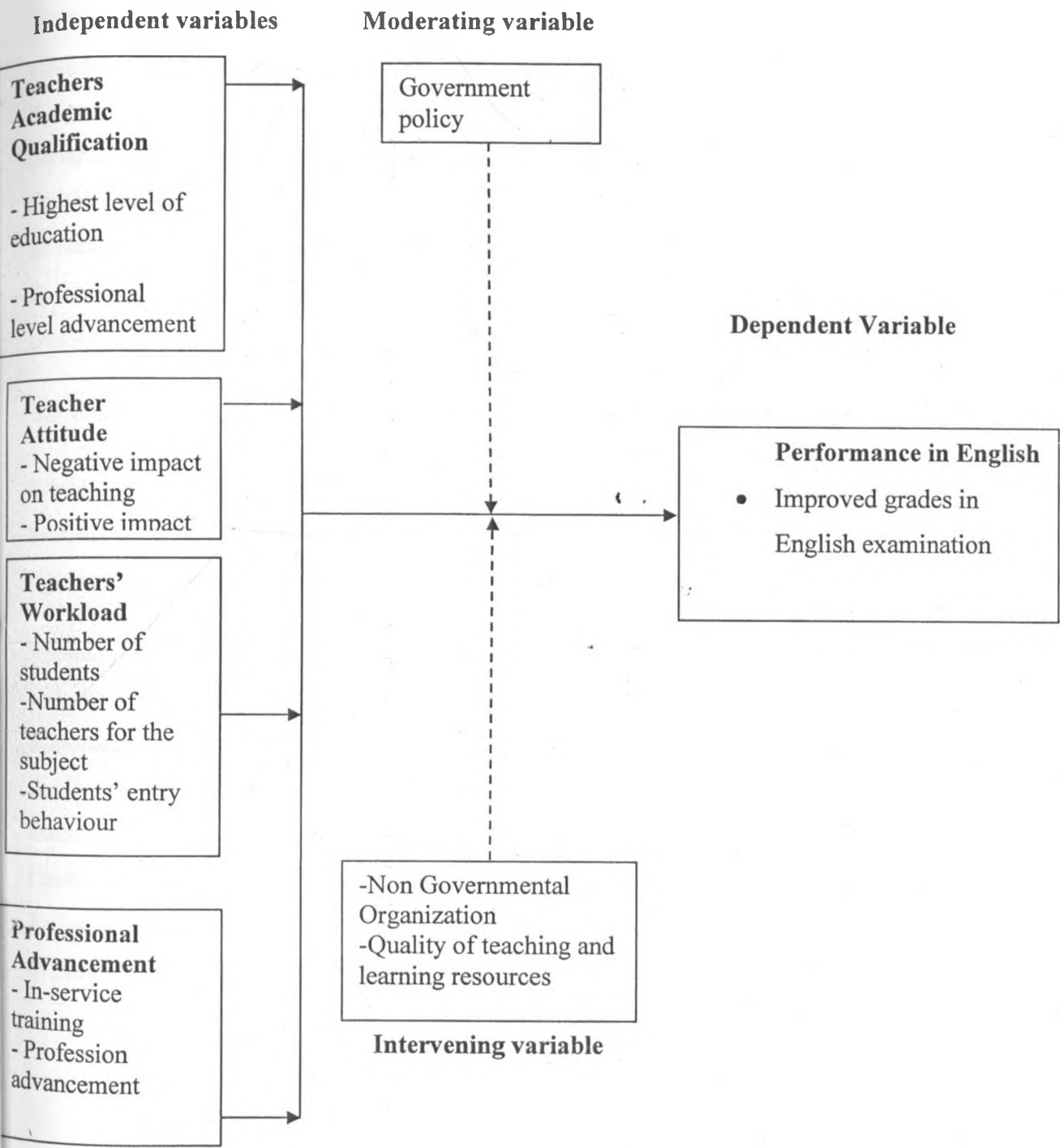


Figure 2.1 Conceptual framework

The conceptual framework was a summary of the relationship between the variables in this study. The figure above shows several factors that are capable of influencing the academic performance of students in English. Teachers level of training, which include professional qualifications, number of years in service; training makes the performance of English real to student. The attitudes of the teacher, which include positive and negative impact on teaching highly, influence the performance of students in English (Hyole, 1989). Teachers' workload is another independent variable, which includes number of students per class, number of teachers per subject, and numbers of lessons per teacher per week are factors that may influence the academic performance of students in English language (Wang, 2000). Teacher professional advancement which include in-service trainings, profession advancement may also have a great influence on students performance in English (Koech report, 1999)

2.8 Gaps in the Literature Review

While Eshiwani (1987) emphasized that education was to develop the right attitude in students towards work so that they would not be aiming to get white collar jobs he never explained how the right attitude in students would be developed.

Similarly, Shiundu and Omulando (1992), pointed out that teachers needed appropriate training and experience. They said that teachers should be trained to boost performance; as the teacher was responsible for translating the broad general curriculum goals into instructional objectives and finally evaluate the student. In – service training for teachers increase confidence and ease in teaching the content (Marsden, 1976). In their explanation, they never specified the areas where teachers should be trained in.

Failure by previous studies to address key issues on the influence of teachers on the performance of students in English language formed a basis for the study which aimed to fill the above gaps.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covered research methodology which was divided into the following themes; research design, target population, sample size and sampling procedure, data collection instruments, pilot testing of the instruments, validity of the instrument, reliability of instruments, data collection procedure and data analysis techniques.

3.2 Research design

A descriptive survey design was used to obtain the data that was used to describe the existing phenomena. It was used for exploring the existing two or more variables at one given point of time. It was the method suitable for collecting original data for the purpose of describing a population which was too large to observe directly, (Mugenda and Mugenda, 1999).

3.3 Target population

Mugenda and Mugenda (1999) noted that target population was a population to which the researcher wanted to generalize the results of the study. In this case the target population for this research would comprise of 105 teachers of English and 35 English heads of departments in 35 public secondary schools in Mumias District.

3.4 Sample Size and Sampling Procedures

3.4.1 Sample Size

A sample had similar characteristics as its population but smaller in numbers (Oppenheim, 2003). Taking a sample we could never be too sure that we were taking in a total number of representatives of the population, (Mugenda and Mugenda, 1999; Openhen, 2003). The study would use the formulae

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

Where n=Sample size

N=Population size

e=Sampling error

Therefore the area under study had a population of 35 secondary schools in the District. That meant that

$$n=35/1+35(0.082)$$

$$n=27.$$

English Head of Departments

$$35 \times 30/100 = 10 \text{ heads of English department}$$

Teachers of English

$$105 \times 30/100 = 32 \text{ English teachers.}$$

Basing on this formula, 10 heads of English department and 32 teachers of English were sampled for the study.

3.4.2 Sampling Procedures

Sampling would help the researcher to collect data at lower cost with greater accuracy of results, greater speed of data collection and availability of data elements. The researcher would use stratified random sampling to identify 10 schools out of the 35 public secondary schools. This was 30% of the total number of schools. Further, according to Miles and Huberman (1984), a sample of 30% was sufficiently representative. A list of names of schools was written on a paper where the first three schools were randomly selected then every 3rd school from the list was picked to make a

total of 10 schools. Two teachers of English from each school was sampled using simple random technique to give each teacher equal chance to participate in the study.

3.5 Data Collection Instruments

The research instruments entitled Head of English language department questionnaire and Teachers' of English language questionnaire in public secondary schools in Mumias District were used to solicit data for the study to investigate the teachers' influence on students' performance in English language. The researcher will develop her own questions. Section 1(a) of the questionnaire will consist of open/closed ended questions which answered by the teacher. The reasons for the choice closed ended questions are; they were easier to analyze since they are in an immediate usable form, they were easier to administer because each item is followed by alternative answers and they were economical to use in terms of time and money. Section 1(b) consisted of closed/open ended questions which helped to solicit the respondent's feelings or motive and expression of what he/she considered to be most important.

Section 1(c) comprised of head of English department opinions on the English language lessons handled by teachers and self. This part will also consist of closed ended questions which captured the respondents' reaction on the teachers' influence and their attitude on the subject as a whole.

3.5.1 Pilot Testing of the Instruments

The pilot study was to determine whether there were any ambiguities in any of the items in the questionnaires. The pilot study was carried out among three teachers of English and one head of English department in three public secondary schools in Matungu district. The area was chosen because it had similar economic and geographical features and hence the results got out of the pilot study would reflect the results expected.

3.5.2 Validity of the Instruments

According to Mugenda and Mugenda (1999), validity of an instrument was a measure of the degree to which the results obtained using the instrument represented the actual phenomenon under study. Peers and research measurement experts from University of Nairobi were used to validate

each instrument. The instruments were given to two experts and two peers in the department of project planning and management for validation. The two experts had wide experience in supervising graduate students while the two peers were graduate students undertaking similar research but in different geographical areas. They were asked to evaluate the instruments in terms of content and face validity. They helped to ensure that the items in each questionnaire captured the intended information accurately according to the objectives of the study.

3.5.3 Reliability of the Instrument

Mbwesa (2006) defined reliability as the degree to which a measure supplied consistent results. In order to ensure reliability of the instruments, the split-half technique which involved administering only one testing session and taking the results obtained from one half of the scale items and checking them against the other half of items to determine their correlation coefficient was used. The study used Spearman Brown prophecy formula to calculate the reliability coefficient.

The formula for this test was as follows:

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

Where reliability for $\frac{1}{2}$ test = 0.42.

On substituting, the value of reliability on scores on total test = 0.6

Mugenda and Mugenda (1999) suggested a correlation coefficient of 0.6 for such studies.

3.6 Data collection procedures

The researcher would seek research permission from the National council for service and technology (NCST) after which the researcher would proceed to acknowledge the District education officer Mumias District Kenya for the intention of study and with permit from both NCST and the DEO Mumias District, the researcher would then proceed to fields to collect data

from the targeted schools using questionnaires that were presented to the respondents (teachers and H.O.Ds) in Mumias District public secondary schools. The respondents were requested to fill the questionnaire within two weeks after which the researcher will collect the questionnaires for data compilation and analysis.

3.7 Data Analysis Techniques

Data collected was coded and analytical using descriptive statistics with the aid of statistics with the aid of statistical package for social sciences (SPSS). This involved presentation of statistical data in form of frequency tables whose explanation was mainly descriptive. Each item in the questionnaire had been designed in line with the research objectives. Frequencies, percentages and mean scores were calculated and presented in frequency distribution tables. The final data was summarized in form of tables. The information obtained from the analysis was discussed and aided in the drawing of conclusions

3.8 Operational Definition of Variables

OBJECTIVES	VARIABLES	INDICATOR	MEASUREMENT
To investigate the extent to which teachers' academic qualifications influence performance of students in English language in public secondary schools in Mumias District.	Independent Highest level of education -Specialization Dependent performance	-Education level -Certificate -Diploma -degree -postgraduate	NOMINAL
To determine the extent to which teachers' attitude influence performance of students in English language in public secondary schools in Mumias District.	Independent -Teachers'/students' attitude Dependent performance	Very positive positive negative very ⁴ negative	ORDINAL
To determine the extent to which teachers' attitude influence performance of students in English language in public secondary schools in Mumias District.	Independent -Number of students per teacher -Other responsibilities assigned to the teacher Dependent performance	Little work Enough work Excess work	ORDINAL
To determine the extent to which teachers' professional advancement influence performance of students in English language in public secondary schools in Mumias District.	Independent -In – service training Seminars -Workshops Dependent performance	-Motivation of pupils -In – service training -Mastery of content	NOMINAL ORDINAL

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents data analysis, presentation, interpretation and discussion in the following subtitles: Respondents return rate, Background information of the respondents, influence of teacher's level of academic qualification, teacher's attitude, teacher's workload, teacher's professional advancement on students' performance in English language in public secondary schools in Mumias District.

4.2 Respondents Return Rates

A total of 32 English teachers and 11 heads of English department were targeted for this study. A total of 32 English teachers and 11 heads of English department were given questionnaires and out of these the return rate was 27(84%) for English teachers and 10(100%) for heads of English department. The high respondent return rate could be attributed to the use of drop and collect survey theory in which you come face to face with the target key informants. The high return rate could also be due to the high level of mobilization and awareness created about this study by the District Education Officer and the head teachers of the sampled schools prior to the data collection. The respondents were all found in schools which were fully operational and hence they made it easier to collect all the data without any hitch.

4.3 Background information of the respondents

The study sought background information of the respondents which included gender, their age brackets and working experience in Mumias District.

4.3.1 Gender of the respondents

The study sought to find out the gender distribution among the heads of English department and teacher respondents; and whether it had any influence on students’ performance in English language in public secondary schools in Mumias District. The respondents were therefore asked to state their gender. The responses of the interviewees were recorded in table 4.1.

Table 4.1: Gender distribution for respondents

Gender	Teachers		H.O.Ds	
	Frequency	%	Frequency	%
Male	18	67	7	70
Female	9	33	3	30
Total	27	100	10	100

Results in table 4.1 showed that majority of the respondents constituting 7(70%) of the heads of the English Department teachers interviewed were males while female were 3 (30%). Similarly, from the results in table 4.1 showed 18(67%) of the teacher respondents were males while only 9(33%) were females. This probably pointed to the fact that in Mumias District, the number of male teachers who teach English was significantly more than that of female teachers. This agreed with Pala and Awori (1978) who noted that only a small proportion of women held positions in high and middle level employment for example teachers, nurses and secretaries.

4.3.2 Age categories of the respondents

The study sought to find out the age distribution among the heads of English department and English teachers and whether it had any influence on students’ performance in English language in public secondary schools in Mumias District. The respondents were asked to state their age categories and the results were recorded in figures 4.2.

Table 4.2: Age categories of the heads of English department and English teacher respondents

Age category	English Teachers		Heads of English department	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Below 25 years	2	7	0	0
25 - 40 years	13	49	7	70
41 – 55 years	10	37	3	30
56 – 60 years	2	7	0	0
Total	27	100	10	100

Tables 4.2 showed that majority of heads of department in this study were those in the age category of 25 to 40 years who constituted 7(70%). There were no respondents who were below 25 years and between 56- 60years. The results showed that most heads of English department in the region were in their prime working age. The lack of heads of department who are old pointed out that much them had not gained enough teaching experience that could improve the students' performance in English language.

Similarly, the results from table 4.2 showed that majority of teacher respondents in this study were those in the age category of 25 to 40 years who constituted 13 (49%). There were only 2 (7%) respondents who were below 25 years old. Again there were only 2 (7%) of the respondents who were within the age category of 56 to 60 years. there were 10 (37%) teacher respondents who were between 41 and 55 years. The results showed that most teachers in the region were in their prime working age. There were few young teachers because as noted by Thompson(1987), that young people entered teaching training colleges only when they have failed to achieve selection for further stage of formal education.

4.3.3 Experience of the H.O.Ds and teacher respondents.

The study sought to find out the experience among the heads of English department and English teachers and whether it had any influence on students’ performance in English language in public secondary schools in Mumias District. The respondents were asked to state their experience and the results were recorded in figures 4.3.

Table 4.3: Experience of the H.O.Ds and teacher respondents.

Experience	Teachers		HODs	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Less than 5 years	13	48	5	50
6 – 10 years	8	30	3	30
11-15 years	4	15	2	20
16 years and above	2	7	0	0
Total	27	100	10	100

From table 4.3, it was evident that 5(50%) of the H.O.Ds had an experience of less than 5 years, 3(30%) had experience of between 6-10 years while 2(20%) and none of them had an experience of more than 16 years. The lack of heads of department who had worked in those positions for long pointed out that much of them had not gained enough teaching experience that could improve the students’ performance in English language.

4.4 Teachers’ Level of Academic Qualification

The study sought to determine how teachers’ level of academic qualification influenced students’ performance in English language in public secondary schools in Mumias District. Teachers’ academic qualification, area of specialization and terms of employment were the variables that were determined and used to measure the influence of teachers’ level of academic qualification on students’ performance in English language in public secondary schools.

4.4.1. Teachers’ Academic Qualification

The study sought to determine how teachers’ academic qualification influenced students’ performance in English language in public secondary schools in Mumias District. The teachers were asked to state their highest academic qualification. The results were as shown in the table 4.4.

Table 4.4: Teachers’ Academic Qualification

Qualification	Frequency	Percentage (%)
Diploma (Education)	8	30
Degree (Education)	17	63
Masters (Education)	2	7
Total	27	100

From table 4.4, it was shown that most of the English teachers 17 (63%) said that they had degree as their highest academic qualification while 8 (30%) said they had diploma and only 2 (7%) had masters. The low number of teachers with a master degree could not influence students to excel in the performance of English language. The results agreed with what Kolodoye John Adeyemi in Nigeria revealed that the quality of education for a teacher was directly related to the quality of instruction in the classroom. Similarly, Yadved and Singh (1988) observed that quality

improvement in education depended upon proper training of teachers.

The study also sought to establish whether teachers of English were highly qualified and how it influenced students' performance in English language in public secondary schools in Mumias District. The HOD respondents were asked to state their opinion on whether teachers of English were highly qualified. The results were as shown in the table 4.5.

Table 4.5

Opinion	Frequency	Percentage (%)
Strongly agree	3	30
Agree	7	70
Disagree	0	0
Strongly disagree	0	0
Total	10	100

From table 4.5, 7(70%) HOD respondents agreed that teachers of English were highly qualified. 3(30%) of the respondents strongly agreed. None of them neither disagreed nor strongly disagreed. This agrees with (Shiundu and Omulando, 1992) that pointed out that teachers needed appropriate training and experience to boost performance since teachers are responsible for translating the broad general curriculum goals into instructional objectives and finally evaluates the student. In-service training for teachers also increase confidence and ease in teaching the content (Marsden, 1976).

4.4.2 Area of Specialization

The study sought to determine how teachers' area of specialization influenced students' performance in English language in public secondary schools in Mumias District. The teachers were asked to state their area of specialization. Their responses were as shown in the table 4.6 shown.

Table 4.6: Area of Specialization

Options	Frequency	Percentage (%)
English Literature	19	70
English language	5	19
Literature	3	11
Total	27	100

From table 4.6, 19(70%) of the teacher respondents had specialized in English literature, while 5 (19%) said that they had specialized in English language and only 3 (11%) had specialized in literature. The large number of teachers specializing in English Literature could be attributed to the fact that these teachers are trained in both Language and Literature.

Similarly the study sought to determine which forms the HODs taught and how it influenced students' performance in English language in public secondary schools in Mumias District. The HODs were asked to state the forms they taught. Their responses were as shown in the table 4.7 shown.

Table 4.7: Classes Taught by HODs

Classes	Frequency	Percentage (%)
Forms 2,3,4	9	90
Form 3&4	1	10
Total	10	100

From the table 4.7, it was evident that majority 9(90%) of the respondents taught forms 2, 3 and 4 while only 1(10%) taught in forms 3 and 4. The fact that majority of the H.O.Ds teach form 2,3

and 4 could be associated to the fact that H.O.Ds are teachers with immense experience and are trusted with senior classes who require a more analytical approach of teaching than the form ones.

4.5: Attitude

The study sought to determine how teachers’ attitude influenced students’ performance in English language in public secondary schools in Mumias District. Areas of teaching where teachers were comfortable with, Possibility of changing the profession, School of preference, General performance and Challenges facing the teachers of English were the variables that were determined and used to measure the influence of teachers’ attitude on students’ performance in English language in public secondary schools.

4.5.1: Areas of teaching where teachers were comfortable with

The study sought to determine how the areas of teaching where teachers were comfortable with influenced students’ performance in English language in public secondary schools in Mumias District. The teachers were asked to state among their teaching subjects, which ones were they comfortable with. Their responses were as shown in the table 4.8 shown.

Table 4.8: Areas of teaching where teachers were comfortable with

Options	Frequency	Percentage (%)
English Literature	15	55
English language	11	41
None	1	4
Total	27	100

From table 4.8, it was evident that most of the teachers respondents 15 (55%) said that they were more comfortable with teaching English Literature, 11(41%) of the teacher respondents preferred teaching English Language while only 1(4%) was not comfortable with teaching either of the two

subjects. Liking of teachers to teach both language and literature could have affected the results since they never had enough time to prepare for both areas which were examined differently.

4.5.2: Active Participation of the English Panels

The study also sought to establish if the English panels were active in schools and how it influenced students’ performance in English language in public secondary schools in Mumias District. The teacher respondents were asked to state whether English panels were active in their schools. The results were as shown in the table 4.9.

Table 4.9: Active Participation of English panels

Option	Frequency	Percentage (%)
Yes	8	80
No	2	20
Total	10	100

Following the results in table 4.9, 8(80%) of the respondents said that English panels were active in their schools while 2(20%) said that the panels were not active. The active participation of the panel positively affected the results since it meant that teachers worked as a group to register better results through consultation and adhering to the policies as stipulated out in the department.

4.5.3 Relationship of HODs with Members of the Department

The study sought to determine the relationship of HODs with members of the department and how it influenced students’ performance in English language in public secondary schools in Mumias District. The teachers were asked to state whether they felt free with their fellow teachers of the English language. Their responses were as shown in the table 4.10 shown.

Table 4.10: Relationship of HODs with Members of the Department

Option	Frequency	Percentage (%)
Good	10	100
Bad	0	0
Not sure	0	0
Total	10	100

From the results in table 4.10, all H.O.Ds 10(100%) said that they had good relationship with other members of their department. Basing on Mills (1974), who noted that the establishment of a good relationship between the teacher and the class was vitally important and determined whether the process of learning was going to be cooperative effort, an easy alliance or a cold war, the good relationship improved the performance of English in the district. Similarly Eshiwani (1993), asserted that pupils with poor attitude towards learning would definitely perform poorly.

4.5.4: Teachers' Change of Profession.

The study sought to determine how many teachers were willing to change profession and how this influenced students' performance in English language in public secondary schools in Mumias District. The teachers were asked to state whether they would change their profession if they had a chance to do so. Their responses were as shown in the table 4.11 shown.

Table 4.11: Teachers' Change of Profession.

Option	Frequency	Percentage (%)
Yes	17	63
No	10	37
Total	27	100

According to the findings, 17(63%) of the teacher respondents agreed that they would change their profession if they had an opportunity to do so while 10(37%) were not willing to change to other professions. Those who agreed to change profession cited low pay and too much work while those who did not want to change profession said they liked teaching English.

4.5.5: Type of School.

The study also sought to determine the type of school in which the teachers preferred teaching in and how this influenced students’ performance in English language in public secondary schools in Mumias District. The teachers were asked to state the type of school they preferred teaching in and their responses were as shown in the table 4.12 shown.

Table 4.12: Type of School

Type of School	Frequency	Percentage (%)
Girls	7	26
Boys	8	30
Mixed	12	44
Total	27	100

From table 4.12, majority of the teacher respondents 12(44%) preferred to teach in mixed schools while 8(30%) and 7(26%) of the teacher respondents liked teaching in boys and girls schools respectively. The teacher respondents who preferred teaching in mixed schools argued that they would have opportunity to compare performance and practice gender balance as well. Those who favored boys’ schools believed that boys were hardworking, cooperative, self motivated and disciplined. The teacher respondents who preferred teaching in girls’ schools said that girls were humble, quick at learning new concepts and neat as well.

4.5.6: General Performance of the Class.

The study also sought to determine the general performance of the classes the teachers taught in their public secondary schools in Mumias District. The teachers were asked to state the general performance of their classes and their responses were as shown in the table 4.13 shown.

Table 4.13: General Performance of the Class.

Degree	Frequency	Percentage (%)
Low	2	07
Average	24	89
High	01	04
Total	27	100

From the table 4.13, it was shown that only 2 (7%) and 1(4%) of the teacher respondents said that their classes performed lowly and highly respectively while 24(89%) of them believed that their classes performed moderately. The average performance was attributed to low entry behaviour, lack of teaching and learning resources, absenteeism, poor study habits and influence of mother tongue. The results were not in line with findings of Eshiwani (1993) who found out that pupils with poor attitude towards learning would definitely perform poorly.

4.6: Teachers' Workload.

The study sought to determine how teachers' workload influenced students' performance in English language in public secondary schools in Mumias District. Staffing of teachers in the English department, other responsibilities assigned to teachers of English, extra work given to students, average student enrolment, teachers' workload per stream were the variables that were determined and used to measure the influence of teachers' level of academic qualification on students' performance in English language in public secondary schools.

4.6.1: Staffing

The study in addition sought to determine the staffing of teachers and how it influenced students' performance in English language in public secondary schools in Mumias District. The teachers

were asked to show whether there was adequate staffing in their subject areas and their responses were as shown in the table 4.14 shown.

Table 4.14: Staffing.

Option	Frequency	Percentage (%)
Yes	11	41
No	16	59
Total	27	100

From table 4.14, most of the teacher respondents 16(59%) said that there was inadequate staffing in their subject areas while 11(41%) believed that there was adequate staffing in their subject areas. According to Ladwell, (1982), class size, teacher – student ratio and student factors were discovered to have a strong and direct influence on academic performance in schools. Classes with high teacher – student ratio recorded poor performance while those with small size were associated with better academic performance

4.6.2: Interference of Other Responsibilities

The study as well wanted to establish whether teachers had other additional responsibilities that would interfere with the teaching of English and how it influenced students’ performance in English language in public secondary schools in Mumias District. The teachers were asked to show whether they had additional responsibilities or not and their responses were as shown in the table 4.15 shown.

Table 4.15: Interference of Other Responsibilities

Option	Frequency	Percentage (%)
Yes	18	67
No	9	33
Total	27	100

The results in table 4.15 showed that 18(67%) of the teacher respondents agreed that they had other additional responsibilities that interfered with the teaching of English while 9(33%) of the respondents had no other additional responsibilities which interfered with the teaching of English in their schools.

Of those who agreed that they had other additional responsibilities, the study further sought asked to establish the extent to which those additional responsibilities affected their teaching of English in public secondary schools in Mumias District and their responses were recorded in the table 4.16 shown.

Table 4.16: Extent of Interference of Other Responsibilities

Extent	Frequency	Percentage (%)
Very Large	8	44
Large	6	33
Not sure	0	0
Small	3	17
Very small	1	06
Total	18	100

From the results in table 4.16, 8(44%) of the teacher respondents agreed that other additional responsibilities affected the teaching and learning of English to a very large extent while 6(33%) of the teacher respondents said that other additional responsibilities affected the teaching and learning of English to a large extent. In the same way, 1(6%) of the teacher respondents indicated that the extent to which other additional responsibilities affected the teaching and learning of English in their schools was very small while 3(17%) of the teacher respondents confirmed that the extent to

which other additional responsibilities affected the teaching and learning of English in their schools was small.

4.6.3:Extra work

The study sought to determine whether students were given extra work after normal lessons and how it influenced students’ performance in English language in public secondary schools in Mumias District. The teachers were asked to show whether students were given extra work after normal lessons and their responses were as shown in the table 4.17 shown below.

Table 4.17: Extra work

Option	Frequency	Percentage (%)
Yes	26	96
No	1	4
Total	27	100

From the table above, 26(96%) of the teacher respondents said that they gave extra work while only 1(4%) said that no extra work was given to students after normal lessons.

The study also sought to establish whether teachers gave sufficient assignments to students and how it influenced students’ performance in English language in public secondary schools in Mumias District. The HOD respondents were asked to state their opinion on whether teachers gave sufficient assignments to students. The results were as shown in the table 4.18.

Table 4.18: Sufficient Assignments

Option	Frequency	Percentage (%)
Strongly agree	0	0
Agree	10	100
Disagree	0	0
Strongly disagree	0	0
Total	10	100

From table 4.18, all 10(100%) HOD respondents agreed that teachers of English gave sufficient assignments to students. This probably showed how teachers of English in the study area put more emphasis to provision of extra work and sufficient assignment to their students. The respondents attributed giving of extra work as a way of covering the syllabus and a source of practice apart from the main way of accomplishing formative evaluation among students.

4.6.4: Number of teachers of English

The study sought to determine the number of teachers of English in schools in the study area and how it influenced students’ performance in English language in public secondary schools in Mumias District. The teachers were asked to state the number of teachers of English in schools in their schools. The results were as shown in the table 4.19 shown.

Table 4.19: Number of teachers of English

Number of teachers	Frequency	Percentage (%)
1 – 3	17	63
4 – 6	10	37
Total	27	100

From table 4.19, 17(63%) of the respondents stated that they had between 1 and 3 teachers in their school while 10(37%) teacher respondents stated that they had between 4 and 6 teachers in their school. According to Ladwell, (1982), class size, teacher – student ratio and student factors were discovered to have a strong and direct influence on academic performance in schools. Classes with high teacher – student ratio recorded poor performance while those with small size were associated with better academic performance.

4.6.5: Average Student Enrolment

Similarly the study sought to establish the average student enrolment per stream or class and how it influenced students’ performance in English language in public secondary schools in Mumias District. The teacher respondents were asked to state the average student enrolment per stream or class in their schools. The results were as shown in the table 4.20 shown.

Table 4.20 Average Student Enrolment

Average Student Enrolment	Frequency	Percentage (%)
Below 40	3	11
Between 40 and 50	14	52
Above 50	10	37
Total	27	100

From table 4.20, most respondents 14(52%) said that average enrolment was between 40 and 50 students per class while 10(37%) said the enrolment was above 50students per class and only 3(11%) said that the enrolment was below 40 students per class. The high average enrolment per class hampered effective teaching of the English in the public schools and thus lowering the performance of the students. The teachers attributed this poor performance due to lack of enough learning material, individual attention and management of the class. This argument was supported by Idienumah (1987), Ojoawo (1989) and Fabunm (2000) who said that the lower the class sizes the higher the performance.

4.6.6: Teachers’ Workload per Stream

The study sought to establish the teachers’ workload per stream and how it influenced students’ performance in English language in public secondary schools in Mumias District. The teacher respondents were asked to rate their workload per stream in their schools. The results were as shown in the table 4.21 shown.

Table 4.21: Teachers’ Workload per Stream

Rate	Frequency	Percentage (%)
Little work	0	0
Enough work	15	56
Excess work	12	44
Total	27	100

The results from table 4.21 showed that 15(56%) of the teacher respondents said that they had enough work while 12(44%) of them said that they had excess work with none 0 (0%) of them saying that they had little work. Equally, the number of hours an individual learner receives per year is an important variable in education. (Camber and Keeves, 1993) observed that the more hours the teacher spends with learners in a given subject, the higher the achievements of the learners. Most teachers claiming that they had excess work meant less contact hours with the learners and hence poor performance.

4.6.7: Lesson Attendance

The study also sought to establish whether teachers attended to all English lessons and how it influenced students' performance in English language in public secondary schools in Mumias District. The HOD respondents were asked to state their opinion on whether teachers attended to all English lessons. The results were as shown in the table 4.22.

Table 4.22: Lesson Attendance

Option	Frequency	Percentage (%)
Strongly agree	1	10
Agree	7	70
Disagree	2	20
Strongly disagree	0	0
Total	10	100

From table 4.22, 7(70%) HOD respondents agreed that teachers of English attended to all English lessons while 2(20%) disagreed that teachers of English attended to all English lessons with only 1(10%) strongly agreeing. The high attendance to lessons by the teachers showed their dedication aimed at improving the students' performance in English language. Equally as observed by camber and keeves (1993), the number of hours an individual learner receives per year is an important variable in education. They observed that the more hours the teacher spent with the learners in a given subject, the higher the achievements of the learners.

4.6.8: Making of lesson plans

The study also sought to establish whether teachers made lesson plans before teaching and how it influenced students' performance in English language in public secondary schools in Mumias

District. The HOD respondents were asked to state their opinion on whether teachers made lesson plans before teaching. The results were as shown in the table 4.23.

Table 4.23: Making of lesson plans

Option	Frequency	Percentage (%)
Strongly agree	1	10
Agree	2	20
Disagree	6	60
Strongly disagree	1	10
Total	10	100

From table 4.23, 6(60%) HOD respondents disagreed that teachers of English made lesson plans before teaching while 2(20%) agreed that teachers of English made lesson plans before teaching with only 1(10%) strongly agreeing and 1(10%) strongly disagreeing. despite the importance of the use of the lesson plan in the uplifting the general performance of English language, teachers in the study area had not fully embraced its use.

4.6.9: Consultation

The study also sought to establish whether teachers of English allowed students to make consultations and how it influenced students' performance in English language in public secondary schools in Mumias District. The HOD respondents were asked to state their opinion on whether teachers of English allowed students to make consultations. The results were as shown in the table 4.24.

Table 4.24: Consultation between teachers and students

Option	Frequency	Percentage (%)
Strongly agree	2	20
Agree	8	80
Disagree	0	0
Strongly disagree	0	0
Total	10	100

From table 4.24, 8(80%) HOD respondents agreed that teachers of English allowed students to make consultations and 2(20%) of the respondents strongly agreed. None of them neither

disagreed nor strongly disagreed.

The study also sought to establish whether teachers of English made consultation with their HODs on matters concerning student’s performance and how it influenced students’ performance in English language in public secondary schools in Mumias District. The HOD respondents were asked to state their opinion on whether teachers of English made Consultation with them on matters concerning student’s performance. The results were as shown in the table 4.25.

Table 4.25: Consultation with them on Matters Concerning Student’s Performance

Opinion	Frequency	Percentage (%)
Strongly agree	3	30
Agree	6	60
Disagree	1	10
Strongly disagree	0	0
Total	10	100

From table 4.25, 6(60%) HOD respondents agreed that teachers of English made consultation with their HODs on matters concerning student’s performance while 3(30%) of the respondents strongly agreed and only 1(10%) disagreed. None of them strongly disagreed.

4.7: Teacher Profession Advancement

The study sought to determine how teacher profession advancement influenced students’ performance in English language in public secondary schools in Mumias District. Attendance of external workshops/seminars and attendance of any other professional courses were the variables that were determined and used to measure the influence of teachers’ level of academic qualification on students’ performance in English language in public secondary schools.

4.7.1: Attendance of External Workshops/Seminars

The study also sought to establish the frequency at which teachers attend external workshops/seminars for English language per year and how it influenced students’ performance in English language in public secondary schools in Mumias District. The teacher respondents were asked to state the frequency at which they attend external workshops/seminars for English language per year. The results were as shown in the table 4.26 shown.

Table 4.26: Attendance of External Workshops/Seminars

Frequency per year	Frequency	Percentage (%)
Twice	12	44
Once	9	33
None	6	23
Total	27	100

From table 4.26, it was found out that 12(44%) respondents had attended external workshops/seminars per year. 9(33%) respondents had attended the workshops once and 6(23%) of them said they never attended any external workshops/seminars per year.

4.7.2: Attendance of any other professional course

The study also sought to establish if the teacher respondents had attended any other course that would add to their professional advancement and how it influenced students’ performance in English language in public secondary schools in Mumias District. The teacher respondents were asked to state whether they had attended any other course that would add to their professional advancement or not. The results were as shown in the table 4.27 shown.

Table 4.27: Attendance of course

option	Frequency	Percentage (%)
Yes	8	30
No	19	70
Total	27	100

From table 4.27, it was found out that only 8(30%) respondents had attended other course that would add to their professional advancement while 19(70%) respondents had not attended any other course that would add to their professional advancement. In-servicing is important for classroom effectiveness. This duplicates a study by (APHRC, 2010) which showed that in-service was rare among teachers yet there was need to provide teachers of English with ongoing training to increase their subject-matter knowledge that is critical to improving students’ performance.

The study also sought to establish whether teachers of English attended seminars and workshops to improve skills in their profession and how it influenced students’ performance in English language

in public secondary schools in Mumias District. The HOD respondents were asked to state their opinion on whether teachers of English attended seminars and workshops to improve skills in their profession. The results were as shown in the table 4.28.

Table 4.28: Attendance of seminars and workshops

Opinion	Frequency	Percentage (%)
Strongly agree	4	40
Agree	4	40
Disagree	1	10
Strongly disagree	1	10
Total	10	100

From table 4.28 above, 4(40%) HOD respondents strongly agreed that teachers of English attended seminars and workshops to improve skills in their profession. 4(40%) of the respondents agreed while 1(10%) disagreed and another 1(10%) of them strongly disagreed. This fact is supported by the findings of (Oshod, 1998); (Duyleni and Duyilani, 2002) and (Bangbado,2004) which indicated that a teacher’s attributes such as teacher’s knowledge of the subject, communication ability, emotional stability, good human relationship and interest in the job have a significant relationship with student’s academic performance .

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings as well as the conclusions of this study. It also presents the recommendations of this study and its contribution to the body of knowledge.

5.2 Summary of the findings

This study investigated the influence of a teacher on students' performance in English language in public secondary schools in Mumias District, Kakamega County in Kenya. This was based on teachers' level of academic qualification, attitude, workload and professional advancement.

With regard to the first objective on the extent to which teachers' level of academic qualifications influence students' performance in English language in public secondary schools in Mumias District, Kakamega County in Kenya, it was observed from the findings that teachers' academic qualification positively affected the students' performance in English language in public secondary schools which was measured in terms of teachers' academic qualification and area of specialization. According to the findings, 17(63%) of the teacher respondents had degrees, 8(30%) had diplomas while only 2(7%) had advanced degrees. In addition to this, 19(70%) of the teacher respondents were specializing in English Literature, 5(19%) had specialized in English while only 3(11%) had specialized in Literature.

In respect to the second objective, teachers' comfort ability in handling their teaching subjects in secondary schools in Mumias District, the study established that 15(55%) of the teacher respondents were comfortable with teaching Literature, 11(41%) were more at ease with handling English Language while only 1(4%) was not contented with handling any of the subjects which were being investigated. 17(63%) of the teacher respondents also considered changing their

profession while 10(37%) of the teacher respondents had never considered changing their profession. Teachers who were willing to change profession cited low pay and very large work load while those who had not considered changing their profession said they had interest in teaching especially English Language.

To examine the level at which workload influence the performance of English in public secondary schools in Mumias District, 11(41%) agreed that their schools had adequate staffing. However, 16(59%) of the teacher respondents believed that there was high student-teacher ratio due to inadequate staffing in their schools. 18(67%) of the teacher respondents also indicated that they had other additional responsibilities of whom 8(44%) agreed that these additional responsibilities affected the performance of English in public secondary schools to a very large extent. Similarly, 26(96%) of the teacher respondents indicated that they were giving extra work to their learners to cover the syllabus, for practice and for evaluation purposes. Only 1(4%) of the respondents indicated that they were not giving extra work to their students.

With regards to the fourth objective on the professional advancement, it was indicated by 11(41%) of the teacher respondents had an experience of between 1-3 years, 8(30%) of the respondents had 4-6 years experience, 6(22%) of the respondents had 7-9 years experience while only 2(7%) had over 9 years of experience. In addition to this 19(70%) of the teacher respondents had also attended other courses in management and computer to enhance their record keeping skills and overall class management.

5.3 Conclusion

This study concluded that teachers influenced the students' performance in English Language in public secondary schools in Mumias District-Kakamega County. The study concluded that professional qualification, terms of employment and area of specialization of the teachers

influenced the performance in English. Lower professional qualification made the teachers to less competent in tackling subject content. Teachers were motivated in discharging their professional duties depending on their terms of employment. B.O.G. teachers were underpaid and hence were less productive as compared to the T.S.C. employed teachers.

Similarly, the study concluded that the attitude of the teacher played an important role in students' performance in English. Attitude depended on the type of school one taught in, the general performance of the class and teachers urge to change the profession. While some teachers preferred teaching in a girl school, others preferred boys' schools and even others favored mixed schools. Each category of teachers had their own reasons which would in turn affect their performance in teaching and hence directly affecting the students' performance in English. General performance of class in English could either make the teacher motivated to put in more effort or discouraged them hence affecting performance accordingly. The urge of some teacher to change their profession to other fields made them not to settle down and do their best while teaching. The end result was poor performance in English among students.

The study also concluded that teachers' workload influenced students' performance in English. Extra responsibilities assigned to the teacher, number of teachers, students' enrollment were some of the aspects that played an important role in determining the outcome of students' performance in English. More responsibilities assigned to the teacher inhibited his or her performance in teaching as there was no adequate time to prepare for the lessons and hence lowering productivity. Shortage of teachers of English meant the few who were available being overworked hence making them less productive. High student enrollment in most schools strained the meager human and physical resources (teachers, textbooks, classrooms and writing materials). This could not allow good performance in English to be posted.

Teachers' professional advancement also played an important part in determining students' performance in English language. Attendance of external workshops and seminars in English and other courses for professional advancement equipped the teacher with necessary current knowledge and skills that would make him or her better teacher.

5.4 Recommendations

In order to improve the performance of students in English language in public secondary schools in Mumias District, it was recommended that the bottlenecks that caused the poor performance were addressed. The bottlenecks included: low attitude among teachers of English, over enrolment, lack of adequate preparation among teachers of English, lack of exposure, shortage of relevant teaching/learning materials and interference from other responsibilities. The following recommendations were made:

- 1) The school management to ensure that teachers of English prepared adequately for the lessons by preparing necessary documents such as lesson plans.
- 2) The government would as well introduce some incentives in schools like presidential award, scholarships to reward both students and teachers who put in more efforts to improve the performance in the English language.
- 3) Schools would as well be forced to admit the number of students that consume rate with the number of teaching and learning material available.
- 4) Government and other humanitarian agencies would always organize to rehabilitate the teaching and learning infrastructure so that smooth learning and teaching was maintained.
- 5) School management would ensure its teachers attend workshops, seminars and other courses in order to equip themselves with new ideas and attain promotions.

5.5 Suggestions for further research

1) A similar research was carried out to cover a wider geographical area in Western region to establish whether or not there were other factors that influenced students' performance in English language in public secondary schools in Mumias District, Kakamega County in Kenya other than teachers which this study addressed.

2) Other methods of research particularly experimental design could be used to determine the influence of a teacher on students' performance in English language in public secondary schools in Mumias District, Kakamega County in Kenya. Further research would therefore lead to identifying other alternative causes of poor performance in English language.

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APPENDIX A:LETTER TO THE RESPONDENT

UNIVERSITY OF NAIROBI(U.O.N)
KAKAMEGA EXTRA MURAL CENTRE
P.O BOX 422
KAKAMEGA
1/5/2012

THE RESPONDENT OF

MUMIAS DISTRICT PUBLIC SECONDARY SCHOOLS

PRINCIPALS AND DIRECTORS OF STUDIES

THRO'

THE MUMIAS DISTRICT EDUCATION OFFICER

P.O BOX 352

MUMIAS.

Dear Respondents,

RE: RESEARCH PROJECT

I am a Masters student in the University of Nairobi, doing a project planning and management course.

Your school has been sampled to help carry out research on the influence of a teacher on students' performance in public secondary school for the sake of English language academic development.

The information that will be collected from your school will be treated with very high level of confidentiality.

Please let us co – operate for the sake of soliciting information that will be useful in enriching this area of study.

Thanks in advance for being cooperative enough.

Yours faithfully,

Mulima Margaret Nechesa

APPENDIX B: ENGLISH LANGUAGE TEACHERS' QUESTIONNAIRE

The questions below are aimed at gathering your personal views regarding performance of students in English language and your school has been chosen as one of the sample schools in public secondary schools in Mumias District, Kenya. Your answers will be away forward to partly solve the problems of performance of students in English language in Mumias District, Kenya. All responses are correct and important. Kindly be faithful in all your responses. All the information shall be treated with a lot of confidentiality and will be used for this study only.

NB: Please do NOT write your name on this questionnaire.

SECTION I

a) Qualification

1. What is your professional qualification?

Diploma []

Degree []

Masters Degree []

Specialization

2. What is your area of specialization?

English literature []

English []

Literature []

Others (specify)_____

3. Terms of employment

TSC staff []

BOG staff []

b) Attitude

1. Among your teaching subjects, which one are you more comfortable with?

English language []

Literature []

None of the above []

2. If given a chance, would you like to change your profession?

Yes []

No []

Give reasons for your answer _____

3. I prefer teaching in?

Girls' school []

Boys' school []

Mixed school []

Give reasons for the above _____

4. What is the general performance in your class?

Low scores []

High scores []

Average scores []

Briefly give a reason for the performance_____

5. What challenges do you face as an English teacher?

c) Workload

1 .Is the English Language Panel in your school adequately staffed?

Yes [] No []

Briefly explain your answer.....

.....

2. Do you have other responsibilities assigned to you with interfere with the teaching of English?

Games []

Music []

Drama []

Sports []

Others (specify) _____

3. Do you give extra – work to students after normal lessons?

Yes []

No []

Give reasons _____

4. Indicate the number of English teachers in your school

1 – 3 []

4 – 6 []

5. What is the average student enrollment per stream or class?

Below 40 []

40 – 50 []

Above 50 []

6. Comment on how the students' enrollment per class influence the teaching of English

7. How would you rate your workload per stream?

Little work []

Enough work []

Excess work []

d)Teacher profession advancement

1. How long have you been teaching English language?

Between 1 – 3 years []

Between 4 – 6 years []

Between 7 – 9 years []

2. How often do you attend external workshops/seminars for English language?

Twice a year []

Once a year []

None [].

3. Is there any other course you have attended to add to your profession advancement?

Yes []

No []

If any specify_____

If yes, say how it has influenced your teaching

APPENDIX C: HEAD OF ENGLISH LANGUAGE DEPARTMENT QUESTIONNAIRE

The purpose of this questionnaire is to find out performance of students in English language and your school has been chosen as one of the sample schools.

NB: Please do NOT write your name on this questionnaire.

The information you give will be confidential and used for this study only.

PART A: Background information

a) What is your age?

25-40 [] 41-50 [] 51-60 []

b) What is your experience in your current position?

less than 5 years [] 6-10 years [] 11-15 years [] 16 and above years []

c) How many lessons do you teach per week?

less than 10 [] 11-15 [] 16-20 [] 21 and above []

d)

Religion

Muslim [] Christian [] Hindu [] Pagan []

e) Gender

Female [] Male []

a) Head of department structured questionnaire

1. Name of your school _____

2. In which form(s) do you teach?

Form II []

Form III []

Form IV []

3. I feel very free with my fellow teachers of English Language.

Not at all []

Yes I do []

I do forcefully []

4. Is English panel active in the school?

Yes []

NO []

Briefly explain.....

.....
.....

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Nairobi

SECTION II

The following are opinions about English language lessons. There are four options namely; Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SA). Please indicate against each statement the situation that you feel best resembles the English lesson by ticking.

Statements	SA	A	D	SD
Teachers of English attend to all English lessons				
They make lesson plans before teaching				
They give sufficient assignments to students				
They allow students to make consultations				
They are competent in answering questions from students				
They rarely miss lessons per week				
They give correction and advice on assignment given to students				
They make consultation in my office on matters concerning a student's performance				
They team teach students				
Attend seminars and workshops to improve skills in their profession				
They go for further studies to advance their grades				
They are highly qualified				