INFLUENCE OF TEACHERS' PRACTICES ON PUPILS' PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY EDUCATION IN MAKADARA DISTRICT, NAIROBI COUNTY, KENYA
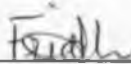
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A Research Project Submitted in Partial Fulfillment for the Requirements of the Degree of Master Of Education in Educational Administration, University of Nairobi

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DECLARATION

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

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This research project has been presented for examination with our approval as university supervisors.

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DEDICATION

I dedicate this work to my son Tony Kathurima, Mum Florah Marete and Brothers Tom Kinoti, Charles Mwenda and Mike Mutwiri.

ACKNOWLEDGEMENT

Whenever we set goals for ourselves, there are always obstacles in the way that may deter us from accomplishing those goals. There are also people in one's life that are aware of these goals, and encourage us and support us to continue regardless of the obstacles. I must first thank God the Almighty for guiding and supporting me throughout and for His sufficient grace to complete this research project.

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LIST OF ABBREVIATIONS

D.E.O	District Education Officer
DC	District Commissioner
K.C.P.E	Kenya Certificate of Primary Education
KEMI	Kenya Educational Management Institute
MLA	Minimum Learner's Achievement
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission

ABSTRACT

The purpose of the study was to investigate the influence of teachers' practices among public primary school teachers on the performance of KCPE in Makadara District, Nairobi County. Specifically, the study sought to examine the influence of teachers' practice of punctuality on KCPE performance; establish the influence of teachers' practice in classroom commitments on KCPE performance in public primary schools; establish the influence of teachers' practice of preparedness for teaching lessons on KCPE performance among teachers in public primary schools as well as suggesting administrative intervention to improve teachers' practice based on the findings. This study is in line with Filak & Sheldon (2003) equity theory of motivation which calls for a fair balance to be struck between the teachers' inputs (e.g., hard work, skill levels, tolerance, and enthusiasm) and their outputs also (e.g., salary, benefits, and intangibles such as recognition). The study employed a descriptive survey design. The target population for this study included the entire 26 public primary schools in Makadara District with a population of 26 head teachers and 458 teachers in which 20 schools, 20 headteachers and 100 teachers were selected giving a total of 120 respondents. Questionnaires were used in data collection. A pilot study was conducted in 5 schools to determine instrument validity. The researcher ascertained instrument validity by comparing the pilot study responses to the expected responses. Discrepancies were addressed by the relevant adjustments, corrections and rephrasing of statements where necessary. The test-retest technique was used which gave a value of 0.89 for headteachers and 0.94 for teachers, values which were close to 1 and thus making the ascertaining the instruments as reliable. The researcher personally administered the questionnaires to the headteachers and teachers in the selected schools. Data collected from the respondents was both quantitative and qualitative in nature. Descriptive statistics such as percentages, means and frequencies were used to report the data. The results of data analysis were reported in summary form using frequency tables, bar graphs and pie-charts. Qualitative data analysis for open ended questions was done using content analysis. Content analysis describes the form or content of written or spoken material. Ideas were grouped into themes. The frequencies of different descriptions were generated by categorizing and coding pieces of data and grouping them into themes. From the study, teachers' punctuality to school every day, attendance to their lessons and co-curricular activities highly affects the pupils' performance in KCPE. The researcher therefore recommends that headteachers should focus on the teaching environment while school management committees should consider creating a good working environment for teachers, the government to employ more teachers to reduce work-load This could be accomplished through enhanced infrastructure, luncheons and sponsored educational trips.

CHAPTER ONE

INTRODUCTION

1.1   Background to the study

The role of teachers is crucial for the transfer of knowledge in schools and therefore teachers are expected to render a very high job performance and most governments in the world have been looking forward for immense teachers practice for its teachers (Ubom & Joshua, 2004). Similarly, the roles and contexts of teachers' practice cannot be underemphasized because high motivation enhances productivity which is naturally in the interests of all educational systems (Ololube, 2004; 2005).

In Africa, a major political topic in this context is how to resolve the problem of low teacher's practices and the detrimental effect on pupil achievement. Katharina, (2007) contends that, low teachers practice and its detrimental effect on pupil achievement are central problems of many education systems in Africa. In addition, teachers' academic qualification beyond the baccalaureate, while beneficial for pupils' learning, tends to lead to a mismatch between teachers' expectations and professional realities, and thereby reduces teachers' motivation in teaching pupils.

Under the Kenyan situation, excellent teachers practice and good quality work from the employer (TSC) and the employee (teachers) respectively dictates the

performance of schools (Chen and Luo, 2002). Teachers' movement of either joining or leaving a particular school or institution is one of the many indicators or pointers of the practice that the teachers underwent which may also mean high or low teachers motivation. According to Mani (2002), people leave employment due to many reasons which among them are: the career content, company culture, caliber of colleagues, salary and work environment issues. In addition, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers. According to Millicent (2007) there is poor teachers practice in the teaching career in Kenya due to inadequate salaries as well as lack of promotion in the teaching career.

In effective and successful schools, teachers with quality teachers practice tend to be more committed, hardworking and loyal to their schools (Sergiovanni & Starrat, 1993). Jacobsen, Clifford & Friesen (2002) asserts that, primary school teachers are expected to be prepared for their lessons even in the usage of the current technology and how it can be used to promote learning. Lethoko, Heystek Maree (2002) contends that, teachers' practice of willingness to be punctual to school helps control learners within the school. In addition to controlling, punctuality also helps solve truancy and disciplinary problems in the school.

According to Johnson (1990), on the other hand, commitment to teaching in the workplace have been found to be enhancing the acknowledgement of teaching competence, meaningful and varied work, task autonomy and participatory

decision-making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay, and learning opportunities providing challenge and accomplishment and eventually influencing performance of pupils. DeVaney & Chen (2003) identifies the quality of school administration in enhancing teachers' practices which in turn significantly influences the performance of pupils in KCPE examination.

Teachers' practice is developing as a field of research (Cavanaugh et al., 2004). As such, there are some findings that have been suggested about Teachers' practices and its teachers. For instance, public schools teachers need to be able to modify the teaching practices and pedagogical techniques used in face-to-face settings for the online environment (Boston, 2002; Lazarus, 2003; NEA, 2003; Savery, 2005; Tallent-Runnels et al., 2006). Often this requires the public school teachers to incorporate the skills of an interaction facilitator and a teaching designer into their role (Easton, 2003). The public schools teacher must also develop skills to foster interaction and communication with and between students during the online learning experience. This requires the utilization of pedagogical techniques that draw on and integrate the available telecommunication tools to support student collaboration and knowledge acquisition (Rovai, 2001; Swan et al., 2000). Volery (2001) identifies the public school teachers' use of communication tools to foster a high level of interaction as an important factor in facilitating student learning in online environments.

The skills needed for teaching in an online learning environment support a teacher's function as a point of intersection for pedagogy, technology, and content (Russell, 2004; Savery, 2005). The selection and coordination of pedagogy, technology, and content is a primary task for teachers in order to provide students with quality online learning opportunities (Kurtz, Beaudoin, & Sagee, 2004a; Olson & Wisher, 2002). Implementing these new strategies associated with the use of pedagogy, technology, and teaching design can require teachers to undergo a major shift from what they have experienced in off-line settings (Coppa, 2004; Lee & Hirumi, 2004b; O'Neil, 2006). As there is currently no standard for preparing in-service or pre-service teachers for the unique demands of teaching in an online environment, they can present a challenge to new virtual course teachers (Hsi, 1999).

The above stated findings only begin to address questions surrounding Teachers' practices. Before taking the next steps to address additional questions, concerns regarding the lack of foundational knowledge focused on virtual school teachers and their teaching practices needs to be addressed. First, many of the claims made draw from research investigating postsecondary

Therefore, quality education is paramount in steering development in Makadara District and thus education is a top priority in the district. There were complaints from the general public about the poor performance of schools in KCPE in the District. By end of 2009 the enrolment to primary school stood at 27,669 pupils in

public schools out of which 13,931 were boys and 13,738 were girls. In the private primary schools, a total of 11,225 pupils had been enrolled out of which 5,582 were boys. On the other hand the enrolment of pupils to public secondary schools by end of 2009 stood at a total of 10,101 out of which 5,131 were boys. In the private schools however the figures stood at a total of 2,759 pupils out of which only 882 were boys (DEO's Office, 2011). This indicates that the number of pupils enrolling into secondary school is far much less than those enrolling into primary schools a factor that could be explained by the practices of the teachers, who are entrusted with imparting knowledge to the pupils.

According to DEO's Office (2012), the overall KCPE performance for public primary schools in Makadara District has generally been slightly below average in the last four years. In the year 2008, the K.C.P.E mean score in Makadara District was 244.88, in the year 2009 it declined to 242.35, the following year that is 2010, it slightly increased to 243.49 and in the year 2011 it dropped to 242.46. The means scores in these consecutive years were even slightly lower than the Minimum Learner's Achievement (MLA), which according to the Ministry of Education (2011) averages at 50 percent. This implies that, there is low teachers practice in the schools which consequently results to the poor performance in KCPE.

1.2   Statement of the problem

According to Orodho (2006), teachers play a very crucial role in achieving the objectives of Kenya's vision 2030. Teachers with low and poor teachers practice may not be committed and productive thus making them not perform at the best of their capabilities. Some of the factors attributed to this include; lack of community ownership; inadequate number of teachers; lack of role models to emulate; drug abuse and the consumption of cheap illicit brews; inadequate infrastructure and lack of quality practice among the teachers (Ngecu, 2006).

According to Mbiti (2007), KCPE performance for all public primary education was expected to shoot up after introduction of free primary school because pupils were no longer sent home for school fees, an assertion that is disapproved by the case of Makadara District. While many studies have addressed teachers practice among teachers, none of them has satisfactorily linked the practices of the teachers with academic performance particularly in public primary schools. There is therefore need for a research to be done which will examine the situation as objectively as possible hence investigating the practices of the teachers that influence performance of KCPE in public primary schools in Makadara District, Kenya. This study tries to shed light on the determinants of quality teachers practice by analyzing the relationship between teachers practice and pupil performance in KCPE.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of teachers' practices among public primary school teachers on the performance of KCPE in Makadara District, Nairobi County.

1.4 Objectives of the study

The study sought to achieve the following objectives:-

i.   To examine the influence of teachers' practice of punctuality on KCPE performance in public primary schools.

ii. To establish the influence of teachers' practice in classroom commitments on KCPE performance in public primary schools.

iii. To establish the influence of teachers' practice of preparedness for teaching lessons on KCPE performance among teachers in public primary schools.

iv. To suggest administrative intervention to improve teachers' practice based on the findings.

1.5 Research questions

The study sought to answer the following research questions: -

i.   To what extent does teachers' practice of punctuality influence KCPE performance in public primary schools?

ii. How do teachers' practices of classroom commitments influence KCPE performance in public primary schools?

iii. To what extent does teachers' practice of attendance to lessons influence KCPE performance among teachers in public primary schools?

iv. What are the suggested administrative intervention to improve teachers' practices based on the findings?

1.6   Significance of the study

Findings of this study may be useful to the Ministry of Education (M.O.E), the TSC should they wish to review policies in revising primary teachers' conditions and teaching practices to enhance good KCPE performance. In the event that it happens, teachers may benefit in that they will be trained and equipped with quality teaching practices while pupils benefits with quality education from teachers with quality teaching practices. The School Management Committee (SMC) may benefit from this study by establishing possible means of enhancing teachers' practices that would imply good performance in the KCPE examination. Parents may benefits in that their pupils will get quality education from the teachers with quality teaching practices hence acquire good results in the KCPE examination. The Government and society at large stand to benefit as a result of improved teachers practices which lead to improved performance resulting to enhanced academic standards and achieved stated goals. The Kenya Educational

Management institute (KEMI) may use the findings in designing teaching courses for the teachers that are essential in implementing quality of education to the pupils hence coming to the realization of good performance in KCPE examination. These findings may also benefit future researchers, by providing data on which further studies on the performance of KCPE may be done.

1.7 Limitations of the study

According to Best and Khan (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. Schools in Makadara District are located far apart from each other, while the roads are sometimes impassable especially during the wet weather more so in the vast Mukuru slums. As such administration and collection of some questionnaires posed a problem. To curb this challenge, adequate time was created for data collection in these areas. The researcher made a pre-visit to mitigate the possible factors.

1.8 Delimitations of the study

According to Mugenda and Mugenda (1999), delimitations are the boundaries of a study. Information was sought from head teachers and teachers of the public schools in the District. Factors outside work environment were not sought. The influence of teachers practices was discussed so as investigate whether it affects the performance of pupils in their KCPE exams. Practices of the teachers and

performance of private primary schools were be included in the study since the performance and the teachers practices in private schools are not quite the same as for teachers practices and performance in public schools.

1.9 Assumption of the study

It was be assumed that,

i.   Head teachers and teachers gave accurate and honest information

ii. The respondents had adequate knowledge on the factors that influence teachers' practices in the teaching career.

iii. The headteachers involvement in leading the teachers in enhancing good teaching practices towards achieving good performance among pupils in the KCPE examination.

1.10 Operational definition of significant terms

Commitment refers to the act of teachers' dedication to their tasks

Education refers to developmental process provided by a school or other institutions   for acquisition of knowledge skills and attitude

Influence refers to the power to have an effect on persons or things.

Motivation refers to the extent to which persistent effort is directed toward a goal

Participation refers the engagement of teachers in institutional decision making

Performance refers to learning outcomes in K.C.P.E

Policy refers to a statement of conduct within an organization.

Preparedness refers to the state of teachers being organized and ready to discharge their professional roles

Quality refers to the degree of excellence in academic performance

Working condition refers to the working environment and to the non-pay aspects of a teacher

1.11 Organization of the study

The study is organized into five chapters. Chapter one deals with the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms and organization of the study. Chapter two presents the literature review. The subtopics covered are, introduction, summary of literature review, theoretical framework and conceptual framework are also presented in this chapter.

Chapter three comprises of the research methodology, and the subchapters of this chapter are research design, target population, sample and sampling techniques, research instruments, data collection procedures and data analysis procedures.

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Chapter four deals with the analysis, interpretation and discussion of the data and

Chapter five comprises summary findings, recommendations and suggestions for

further research studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature reviewed under the following sub-headings; teachers'practices among public primary school teachers, influence of teachers' punctuality on pupils'performance in KCPE, influence of teachers' classroom commitment to teaching on pupils' performance in KCPE , influence of teachers' preparedness on pupils' performance in KCPE, influence of administrative intervention on pupils' performance in KCPE and the link between the teachers' practices with pupils' performance. In addition, the study will give the summary of the literature review, theoretical framework and conceptual framework.

2.2 Teachers practices

The term 'teachers' practice' is generally used in interactive teaching and is associated with higher gains in test scores. McGaffrey et al (2001) and Cohen and Hill (2000) analyze if pupils have higher test scores in Mathematics if their teacher uses methods in accordance with a teaching reform promoted by the National Science Foundation. Again, didactic and interactive methods or reform-based and traditional practices are measured at an aggregated level encompassing

different teaching practices. The authors estimate an effect of a teaching style but not of a single teaching practice.

Only a few studies have analyzed the impact of single teaching practices. Matsumura et al (2002) look at the effect the quality of assignments has on pupil achievement. Using hierarchical linear modeling they find that a small part of pupil test score variance can be predicted by assignment quality. The relationship between assignments and pupil achievement is also analyzed by Newmann *et al* (2001). The authors find that more intellectually challenging assignments are related to higher gains in test scores. Wenglinsky (2000, 2002) uses multilevel structural equation modeling to analyze the impact of different teaching practices on pupil test scores in Mathematics andScience.

Wenglinsky (2000) perceives the use of hands-on learning activities like solving real world problems and working with objects, an emphasis on thinking skills and frequent traditional testing of pupils, but also more individualized assessment through projects and portfolios are positively related to pupils' test scores taking into account pupil background and prior performance. Some evidence for the effectiveness of frequent pupil assessment is also found by Kannapel et al (2005): High-performing high-poverty schools in Kentucky paid more attention to pupil assessment than other high-poverty schools. Bonesrønning (2004) looks at a different aspect of pupil assessment. He analyzes if grading practices affect pupil achievement in Norway and finds evidence that easy grading deteriorates pupil

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achievement. Brewer and Goldhaber (1997) estimate different specifications of education production functions for tenth grade pupils in math with data from the National Educational Longitudinal Study of 1988. They conclude that teacher behaviour is important in explaining pupil test scores.

One of the senses signs of deteriorating pupils performance in a school or institution of learning is low teachers practices (Maeroff, 1988). Teachers practices are activities a teacher does in impacting quality education and knowledge to the pupils ignored to realize good performance at the end of the learning period (Brief, 1998). It signifies the amount of devotion of the teacher in impacting knowledge to pupils and the achievement of the expected performance in the examinations. Teachers' practices are concerned with how the teacher relates with pupils in the school.

Generally, teachers' practices are depicted through a number of variables such as quality of education the pupils get from the teacher, absence of the teacher in school, age, and size of class (number of the pupils the teacher handles.) The degree of the teachers practice is largely dependents on variables as indicated above. According to Koustelios (1978), teachers' practices are attitudinal variables within the teacher that will either reflect positive or negative performance of the pupils as it depends on the teachers attitude of impacting knowledge to the pupils (Kuruseka, 1974).

While the relationship between teachers practices and pupils performance has not yet been established, the correlation between teachers practices and the pupils self-esteem has been shown by Shart (1994). "Teachers with strong positive attitudes about teaching produces pupils whose self-esteem is high. Pupils seem to recognize the effectiveness of teachers who are satisfied with their teaching performance." Maslow (1943) suggests that this observation exists because teachers serve as more than just educators; they are also role models for the pupils to emulate. The benefits of teachers practices for both teachers and pupils indicates how the two benefits in that the teacher is confident while impacting knowledge to the pupils and does it to the best of his or her capability while the pupils on the other hand benefits from acquiring quality knowledge from the teacher hence leading to good performance. This study undertakes an examination of how teachers practice their skills in passing knowledge to the pupils. The Experience Sampling Method is used to determine which teachers practices related activities lead to highest performance of the KCPE examination among the pupils.

Since pupils' academic scores are not the only predictors of teachers' quality practices, researchers have sought other fairer ways of evaluating teachers' quality practices. Pupils, administrators, colleagues and the teachers' self-evaluation have been used to evaluate teachers' quality practices. Pupils' competence in the evaluation of the quality of their teachers practices has been of great concern to researchers in education. However, studies have shown that

pupils' ratings are valuable indicators of teachers' quality practices (Bennell 2003; Imhanlahini and Smith (1969). Despite the fact that there are research reports in support of pupils' rating of their teachers' quality practices, (Sutton, 1984), warned that pupils rating should be one of a comprehensive evaluation system and should never be the only measure of teachers' quality practices.

A considerable amount of research has been conducted on what makes the 'quality' teacher. And yet, the focus to date of policy reform in most countries has been on improving learning outcomes through a better allocation of resources, more accountability, curriculum reforms and refined assessment systems, and better pre- and in-service teacher training that will results to quality teachers practices. For example DeVaney & Chen (2003) conducted a survey of teachers' practices while Salmond (2006) conducted a similar study to find out the level of practices among nurses. Moreover, Onu, Madukwe & Agwu (2005) examined the factors influencing the practices of field extension workers in Enugu State Agricultural Development Programme in Nigeria. However, the limited impact of many of these interventions has forced politicians and policymakers to focus increasingly on the needs of teachers themselves.

Based on the literature review, it can finally be concluded that teachers' practices is a challenge to the education sector. The main perceived factors influencing teachers' practices are; the number of pupils that the teacher is handling, work place conditions, education policies, the volume of the work, the training in-

service courses and inter-personal relationships with all the associated stake holders (Hunasheck (2007).

2.3   Influence of teachers' punctuality on KCPE performance

Teachers' practice of willingness to be punctual helps control learners within the school. In addition to controlling, punctuality of the teachers also helps solve truancy and disciplinary problems (Lethoko, Heystek Maree, 2002)

Teacher failure to be punctual affects the internal and external efficiency of the educational system. It certainly leads to loss of many school days resulting to high rate of dropouts and failures as well as creating a pool of large numbers of costly repeaters and poor performers, because many lessons would not be taught as the teachers are absent. Overall, these results to the education system lagging behind when compared to other systems in the society (Cartwright & Cooper, 1997).

According to Whawo (1993), proper teachers' preparedness requires teachers to strive hard in order to meet learning goals. However, since teaching is invariably the occupation of the last resort among educated youth in public schools, the 'reluctant teacher' with limited long-term commitment to the profession is the norm (Whawo, 1993). Teacher labour markets are becoming increasingly segmented in most countries.

The primary segment comprises of government-funded teachers who enjoy relatively high levels of job security and are often quite heavily unionized. A

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secondary segment is rapidly emerging in many public schools, which is characterized by teachers employed by private providers and contractual teachers in the public education sector. The latter groups invariably have lower education and professional qualifications, are employed on short-term temporary contracts with much lower salaries, and are concentrated in rural locations (Mulkeen, 2005).

2.4   Influence of teachers' classroom commitments to teaching on KCPE performance

Teachers' practice is crucial to effective schools in achieving teachers' commitment and retention (Singh & Billinsgley, 1998). Research findings suggested that low levels of teachers practices may result in decreased pupil achievement tests, higher teacher absenteeism, and decreased teachers commitment (Kushman,1992; Reyes & Fuller,1995; Rosenholtz, 1989). Nonetheless, these findings are far from consistency partly because of methodological issues and partly because of the limitations of the existing theoretical frameworks that guided most of the research on commitment. As a result, there are still many unanswered questions about the factors that influence from teachers' commitments in their practices.

Conley (2000) studied commitment theory and developed the following definition of commitment. He states,"Commitment is a person's sacrifice, his or her capabilities to organize and execute courses of action required to attain designated

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types of performances". Simply put, commitment is the response of a person to the question, "Can I do this task well?" Research shows that people who are highly efficacious have the ability to show higher levels of effort and are resilient in their efforts, even in difficult and challenging situations (Draft, 2001). Dweck (1999) defines teacher commitment as a teacher's "judgment of his or her capabilities to bring about desired outcomes of pupil engagement and learning, even among those pupils who may be difficult or unmotivated".

Cheng's (1990) study did not confirm that principal consideration was related to teacher commitment, and Tarter, Hoy, and Bliss (1989) reported that the significant correlations that they had been established with Pearson's correlations between supportive leadership (that is, the degree to which principals motivated teachers through constructive criticism and the example of hard work), principal initiating structure, and commitment became non significant when they used multivariate analyses, a problem that Reyes (1990) also encountered in one of his studies on commitment.

2.5   Influence of teachers' preparedness on KCPE performance

Bandura (1997) stated that the acquisition of different levels of preparedness was determined by the following four major sources including performance accomplishments (success or failures) where preparedness expectations were ingrained in personal mastery experiences. Higher expectations were created by

successful experience, whereas in contrast, the low expectations were created by failure experiences.

To change the low expectation one had to have a repeated and frequent success stimulated by individual determined effort; vicarious experiences (observing other people's successes and failures)–seeing or visualizing other people performing successfully with prior preparedness; verbal persuasion (from teachers, relatives, colleagues) used as encouragement to let one know that he/she may have the necessary capabilities to accomplish the goal; and emotional arousal (affective state) difficult situations caused a high state of arousal where one could use this arousal information to judge one's capabilities. Therefore, teachers' preparedness can help them to create a better academic or occupational environment. Pre-service teachers with lower computer self-efficacy are more likely to have problems with technology integration and are likely to have problems integrating technology into their own classroom when they complete teacher education programs and start teaching (Wall, 2004). This may lead to poor performance of the pupils due to lack of modern teaching ideas and technical skills.

Although, the quantitative study on teachers preparedness recommended qualitative follow-up (such as interviews), so far there has not been much research that combine the two methods. Some research conducted on primary school teachers (Hardy, 2003) did have a combination of mixed-methodology studies, but there was no attempt to further validate the research questions.

The first place teachers' practices are in the very classrooms that they inhabited for thirteen or more years as pupils. Research indicates (Fajet, Bello, Leftwich, Mesler, & Shaver, 2005) that teachers practices develop perceptions about classroom management from their own experiences as pupils, and that they bring these perceptions with them when they enroll in teacher preparation courses. Research also indicates that these perceptions persist well into teachers early years of teaching.

A second place that teachers learn classroom management practices is in the schools where they do field observations and pupil teaching. It can be assumed that the impact of this learning is determined by the variety and quality of what pupils observe in actual classrooms. If the modeling of veteran teachers is all of one sort, or if it is of poor quality, teachers may have a limited set of skills to emulate, some of which may be of uncertain value.

Teachers may have opportunities to learn about classroom management in their college classes. Given the nature of teacher education in America, it is difficult to say how many teachers are exposed to high-quality classroom management information in their coursework.

In-service teachers continue to learn about classroom management, but usually in far less formal ways. Teachers may attend professional development workshops that deal with management and behavior issues, or they may initiate learning on their own, seeking out books and materials that offer insight and support for

dealing with behavior and management problems in the classroom. Teachers, however, are part of communities of practice (Wenger, 1991).

McDermott, & Snyder, 2002) where they often share knowledge with one another. Learning is situated in contexts, and school is a context where adults as well as pupils learn from one another. "Learning, thinking, and knowing are relations among people in activity in, with, and arising from the socially and culturally constructed world" (Lave & Wenger, 1991). Thus, teachers' beliefs, knowledge, ideas, and practices with regard to classroom management are affected by the social context of the school and by teachers' contact with one another.

2.6 Influence of administrative intervention on KCPE performance

Headteachers are recruited to perform supportive roles so that quality education can be achieved. This has a direct impact on the working conditions of teachers. In contrast with developed countries, schools in developing countries tend to have limited or no administrative staff support due to limited budgets and weak educational management systems; a fact that has important implications for the delivery of quality education. The range of support from administrative staff varies from basic filing, preparation of meals and cleaning duties, to more strategic management functions and budget oversight (Durbridge, 2007).

To gain success in getting quality education in public Secondary schools, headteacher must establish high quality education by effectively managing teaching and learning and using personalized learning to realize the potential of all pupils. Headteachers must establish a culture that promotes excellence, equality and high expectations of all pupils. The headteacher is the leading professional in the school.

Accountable to the governing body, the headteacher provides vision, management and direction for the school and ensures that it is managed and organised to meet its aims and targets. The headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organization and administration of the school.

Headteacher has to play a significant role in ensuring his or her teachers have good teaching practices in order to facilitate quality academic performance of the school. Indeed, the key role of the headteacher is leading the staff and shaping a condusive environment in which teachers can do their work best (Marshall, 1993). The teachers need full support of the management to be motivated (Murthy, 2003). The headteacher has the responsibility to practice effective teaching leadership as this contributes to high teacher morale. Furthermore, by

understanding the roots of motivation, leaders can create positive motivation and elicit effective teaching from all their staff (Chan, 2004). Steyn (2002) argues that, effective headteachers are able to create an ethos that generates motivated and successful teachers and stimulated and inspired learners in an effective school setting that in turn leads successful performance of the pupils.

Supervision and interpersonal relationship are other part of work environment as well as the culture of the school. The teachers are directly under the head teachers supervision. So head teacher plays a vital role in ensuring the practices of the teachers in the school environment. If the relationship between head teacher and assistant teachers is not so cooperative rather than directive it causes lack of creation of good work relationship that may result to negative attitude of the teacher which consequently will lead to poor impacting of knowledge to the pupils leading to poor performance of KCPE examination. On the other hand, if the head teacher is cooperative, democratic and friendly the teachers feel free to interact with him or here and they become more responsible about their work . According to Hanushek (2007), relationship between subordinate and superior in large-power-distance organizations are frequently loaded with emotions, hence between headteachers and teachers. More over the ideal boss in the subordinate, eyes, the one they feel most comfortable with and whom they experiences with and whom they respect most, is a benevolent autocrat, or 'good father'. Generally female teachers' expectation is more emotional. So, all their expectation is not fulfilled all time which made them dissatisfied. A male head teacher can hardly

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read the emotion of a female teacher. On the other hand, a male head teacher cannot overcome his masculine attitudes. These put together cause the female teachers to be less motivated due to the supervision of the head teacher (Clark, 1998).

Leaders of effective schools do not exercise educational leadership alone. Such leadership is often the collective task of the teacher along with other members of the organization to perform administrative leadership. Almost all schools would be strengthened by a power-sharing approach, and "the conception that policy is the domain of administrators and pedagogy the domain of teachers" is obsolete (Schuler, 1989). Participative leadership can also create problems. The time and energy spent in calling meetings, soliciting ideas and training participants may affect deadlines. The involvement of subordinates may be perceived as a loss or sharing of power, thus creating resentment at the leadership level (Conley, 2000).

This may affect the performance of leaders which in turn, may affect subordinate performance. Some workers may not want to be involved in the decision-making aspects of jobs. When the leader is distrusted or when a poor labor relations climate is present, subordinates may see their participation as "doing management's job". When governments attempt to involve the community in education reform, health care, economic and social development, it may be perceived as "down loading", especially if these activities are undertaken in conjunction with other programs and economic cutbacks (Mani, 2002).

2.7 Linking teachers practices with pupils' performance

Teachers' practices entail commitment to service delivery, where the end results are better performance of the pupils. Specifically, the teachers should practice among other duties the following:

a) Providing roadmap for the Pupil

The teacher provides an overview of what the class will cover through the class learning objectives. Learning objectives let pupils know the skills and knowledge that will be taught in a particular class. Think of them as a road map to follow. This is typically accomplished by the teacher distributing a clearly written syllabus to pupils. A well-written course syllabus is a very effective learning tool, that helps pupils prepare for the class, locates the resources that are available to them; understand the goals of the class, and the philosophy of the teacher (Parkes and Harris, 2002).

b) Support the learning objectives

The teacher links teaching activities to course learning objectives. This practice helps make the lectures appear logical and well-organized. Even the handouts result in a teachable moment. Whether the teacher uses a film, invites a guest lecturer to speak, requires group presentations, or facilitates a class discussion, pupils can observe how each particular teaching activity supports a specific course

learning objective. As a result they are more likely to retain such information, (Slattery and Carlson, 2005).

c) Checking pupils performance

The teacher circulates in the classroom to check all pupils' performances. This prevents pupils from internet surfing or talking in the back of the room. It helps keep pupils engaged and when combined with discussion questions, it helps to create an interactive learning environment as opposed to a passiveone.

There is nothing that motivates pupils more than knowing that the teacher is actively participating in the lesson. Lack of interest or enthusiasm on part of the teacher can easily lead to lack of interest on the part of the pupils. Furthermore, by moving around, teachers make themselves more approachable, and less intimidating as they occupy the same physical spaces as their pupils, rather than always maintaining a distance by standing at the podium or the front of the class.

d) Making learning materials relevant

The teacher provides relevant examples, including real-world experiences and demonstrations to illustrate concepts and skills. S/he intentionally makes a connection between the content and the pupil's life. Critical pedagoge and noted scholar Gloria Ladson-Billings (1995), while analyzing classroom practices of successful teachers, notes that successful teachers utilize pupils' own cultural practices as a learning tool. One teacher used rap music to teach poetry and helped

pupils understand literal and figurative meanings with the kind of music they were interested in. Great teachers always find a way to make the material relevant.

e)   Develop superior learning skills for the pupils

The teacher uses teaching strategies that encourage the development of critical thinking, problem solving, and performance skills. The teacher asks questions that require pupils to synthesize, analyze, and evaluate information. Great teachers question pupils about their ideas, and the reason why they think a certain way in order to make them evaluate their own beliefs and the extent to which their ideas are a product of thorough research about something or unfounded beliefs passed on by family and friends. Hynd (1999) suggests using multiple instead of single texts, to teach history for instance, in order to allow space for multiple narratives.

f)   Making pupils become more responsible on their own

The teacher encourages pupils to be engaged in and responsible for their own learning. S/he challenges and motivates pupils to achieve at higher levels. The teacher communicates to all pupils their progress so they know where they stand grade-wise at any moment in the semester. When there is a guest speaker the teacher requires pupils to develop questions in advance. S/he has pupils go to the white board to demonstrate their knowledge in math and accounting classes. Pupils who are actively engaged in the material they are studying tend to learn more. One way of promoting interest and to get timely feedback from pupils is to

encourage them to keep a journal about the class (Park, 2003). Such a tool can provide useful feedback for the teacher and help the pupil to improve and understand their own learning issues pertaining to the subject matter.

g) Follow up learning activities

The teacher sums up the learning objectives and answers any lingering questions pupils may have. The teacher re-teaches when necessary. The teacher makes him/herself approachable so that the pupils can get the most out of the classroom experience. There are subtle cues by which pupils can get more comfortable in the classroom, such as receiving encouragement upon asking a question, not being chastised for a question that is too 'simplistic', being encouraged to inquire when they don't understand and the willingness of the teacher to repeat themselves often and upon request from the pupil.

h) Treating all pupils fairly for their excellence

The teacher treats all pupils in a fair and equitable manner. S/he tries to involve the whole class; doesn't just call on any particular group of pupils based on gender, race or ethnicity, and offers both shy and extroverted pupils opportunities to excel in the classroom. Maintaining an equitable, fluid and fair teaching relationship with all pupils is a key practice to discourage any unnecessary competition in the classroom (Ladson-Billings, 1995). This sometimes involves switching the teacher-pupil role.

A diverse classroom means different ways of learning, and in order to encourage everyone to be engaged in the classroom, great teachers are flexible in accepting different modes of participation. Not every pupil will be a good public speaker, but that doesn't mean that they might not have good ideas to share. For those who might be too shy to speak up in class, there can be alternative ways to express their opinions and still be part of the class discussion, such as through an online discussion forum.

i)   Providing timely feedback to help the pupil grow academically

The teacher provides supporting feedback after an incorrect response by probing, repeating the question, giving a clue, or allowing more time. S/he asks higher order thinking questions and allows appropriate wait time after the question is posed. Great teachers set aside time for pupils who are still struggling with a concept to get the assistance they need to understand it. This practice allows the teacher to collect pupil feedback on a regular basis to determine what was learned and what might have been confusing.

Pupils need to be challenged academically and they should be expected to meet high standards, because unless the teacher expects a high quality of work from them, they may not produce a high quality of work. Part of that process requires the teacher to provide excellent feedback, and give very specific comments so that pupils can improve their work.

j) Keeping pupils engaged and interested

The teacher uses observable techniques to gain and maintain pupil interest and attention. The best technique I observed was teachers' simply displaying plain-old enthusiasm for teaching. That's contagious and it keeps pupils interested. Other techniques worth noting include demonstrating good rapport, using pupils' names, maintaining good eye contact, and maintaining a good voice volume. These are things that any teacher can emulate.

Research suggests that pupil interest has a positive relationship with learning. When pupils are interested in the material they tend to understand it better. Sheraw et al (2001) stresses the importance of well-organized texts to peak pupils interest. Getting feedback from pupils and incorporating their ideas into the material is another way great teachers promote and maintain pupil interest in the course material.

2.8 Summary of literature review

The extensive literature on school effectiveness in developed countries is that achieving better learning outcomes depends fundamentally on improvements in teaching. Although there are many other factors that affect learning outcomes, teaching is the main school-level determinant of school performance. Thus, ways to increase teacher practices and capabilities are central to any systematic attempt to improve learning outcomes.

Even though the relevance of teachers practices is very crucial to the long-term growth of any educational system around the world, much of the studies on teachers practices, have been done in the context of the developed countries with few studies in the developing countries (Salmond, 2006). Only a few studies have analyzed the impact of single teaching practices. Matsumura et al (2002) look at the effect the quality of assignments has on pupil achievement. The relationship between assignments and pupil achievement is also analyzed by Newmann et al (2001). Wenglinsky (2000) perceives the use of hands-on learning activities like solving real world problems and working with objects. Some evidence for the effectiveness of frequent pupil assessment is also found by Kannapel *et al* (2005). Bonesrønning (2004) looks at a different aspect of pupil assessment.. Therefore there is a knowledge gap on empiricism regarding the influence of teachers practices for teachers in developing countries particularly Kenya.

2.9 Theoretical framework

This study is in line with Filak & Sheldon (2003) equity theory of motivation. Filak's Equity Theory calls for a fair balance to be struck between the teachers' inputs (e.g., hard work, skill levels, tolerance, and enthusiasm) and their outputs also (e.g., salary, benefits, and intangibles such as recognition). According to the theory's finding, a fair balance serves to ensure a strong and productive relationship with the teachers, with the overall result of imparting knowledge to the pupils being realized, thus leading to good performance of the pupils in the

KCPE examination.The theory is built-on the belief that teachers have low quality teaching practices when they realize their efforts are much yet the pupils do not produce good performance as they expect.Its normal for teachers to respond to this in different ways, including losing their morale in teaching, reduced effort, becoming disgruntled, or, in more extreme cases quitting the teaching career thus implying failure in the education system .

The theory is relevant to this study since teachers are expected to render a very high teachers practice performance, and the Ministry of Education is always curious regarding the teachers practices in passing knowledge to the pupils. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Kottler & Zehn,2000). Similarly, the roles and contexts of educations' motivational methods and tools cannot be underemphasized because high quality teachers practices enhances successful performances which is naturally in the interests of all educational systems (Wright,1998). Major approaches that commonly adopt to clarify the understanding of teachers' practices are from critical psychological state.

2.10 Conceptual framework on factors influencing teachers practices

According to Ogula (1998) conceptual framework is a description of the main independent and the dependent variables of the study and relationship among them. Independent variables are conditions or characteristics that are manipulated to certain the relationship to an observer's phenomenon. Dependent variables are

conditions that appear to change as the independent variables changes. The dependent variable for this study was job satisfaction as illustrated in Figure 2.1

Figure 2.1: Conceptual framework on teachers' practices and KCPE performance

```
┌─────────────────────┐
│ Teachers' punctuality│
└─────────────────────┘
                          \
┌─────────────────────┐    \
│ Teachers' classroom │     \      ┌──────────┐      ┌──────────┐
│ commitments         │──────→     │ Teaching │      │ KCPE     │
└─────────────────────┘            │ learning │ ───→ │ performance│
                                   │ process  │      │          │
┌─────────────────────┐      →     └──────────┘      └──────────┘
│ Teachers' preparedness│────→
└─────────────────────┘     /
                           /
┌─────────────────────┐   /
│ Administrative      │──
│ intervention        │
└─────────────────────┘
```
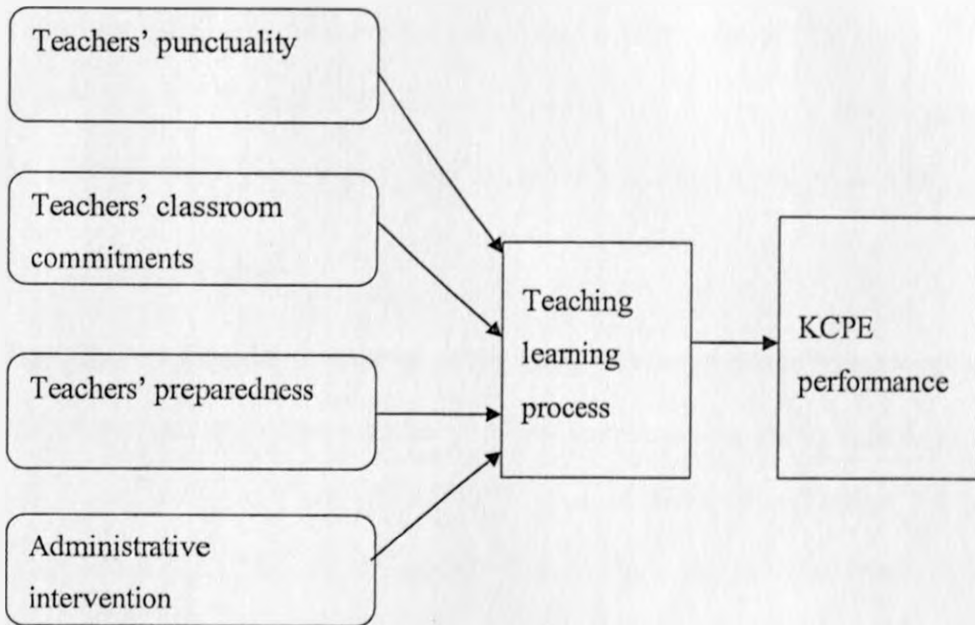
From Figure 2.1, teachers' punctuality influence student performance by completion of the syllabus on time. In addition, teachers' classroom commitment enhances good interaction between themselves and student which ends up to an effective grasping of the latter on what they are taught. Preparedness of teachers in teaching is an effective tool in transfer of knowledge to students which translates to desire students' performance. Over and above, students' performance is also influenced by administrative intervention where head teachers' capability

in motivating the teaching and learning process results to good school performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures that were used to conduct the study. The section focuses on research design, target population, sample size and sampling procedures, research instruments, data collection and data analysis procedures.

3.2 Research design

This study employed a descriptive survey design. Descriptive designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2009). On the other hand, In order to maintain these occurrences, descriptive survey is preferred because it makes enough provision for the protection against bias and maximizes reliability of the evidence collected (Kothari, 2004). This design helped the researcher to study the situation as it is since the independent variables cannot be manipulated. In this study, the design assisted in analysis of both the quantitative and qualitative data since the researcher used a semi-structured questionnaire to collect the data.

3.3 Target population

Mugenda and Mugenda (1999) define population as an entire group of individuals, events or objective having common observable characteristics. The target population for this study included the entire 26 public primary schools in Makadara District with a population of 26 head teachers and 458 teachers (DEO's Office-Makadara, 2012)

3.4 Sample size and sampling techniques

A sample is a small portion of a target population. Any statements made about the sample should also be true of the population. If the population from which a sample is to be drawn does not constitute a homogenous group, then stratified sampling technique is applied so as to obtain a representative sample (Orodho, 2010).

3.4.1 Selection of schools

The population involved being a smaller one; 20 schools representing 76.9 percent of the whole population was an adequate sample for this study. A simple random sampling method was used to pick schools. A number was given to every school, written on a piece of paper then placing a piece of paper with numbers in a container, shake then pick one paper at a time, record then repeat the same process until corresponding to the numbers of schools required are included in the sample.

3.4.2 Selection of Head teachers

All headteachers from the selected schools were picked for the study using the census giving 20 headteachers. Norman, and Fraenkel, (2001) suggest that a sample of 20 percent of the population is adequate though the larger the better hence the study opted for a larger sample.

3.5.3 Selection of teachers

The study sampled 20 percent of the 458 teachers (Norman, and Fraenkel, 2001) giving 91.6 teachers (rounded to 92 teachers). The researcher then allocated equal number of respondents for each of the 20 selected schools giving 4.6 (round to 5) respondents from each school. Stratified random sampling was then be used to determine the proportion of male and female respondents from each school in the sample size. That is, the number of male respondents was determined by the total number of male teachers in Makadara District divided by the total number of teachers in the same district and then multiplied by the proportion of teachers in each school. That is, seventy eight teachers divided by four hundred and fifty eight teachers multiplied by five $(\frac{78}{458})$ X $5 = 0.851$ (rounded to 1 male teacher).

All male teachers therefore were calculated as the number of male respondents per school multiplied by the number of selected schools, that is, one (1) male teacher multiplied by 20 schools giving 20 respondents. On the other hand, the number of female respondents was given by dividing the total number of female

teachers in Makadara District with the total number of teachers in the same district and then multiplied by the proportion of teachers in each school. That is, three hundred and eighty teachers divided by four hundred and fifty eight teachers multiplied by five $(\frac{380}{458}) X 5 = 4.148$ (rounded to 4 female teacher). All female respondents were calculated as the number of female respondents per school multiplied by the number of selected schools, that is, four (4) female teachers multiplied by 20 schools giving 80 respondents.

The sample size for this study thus included 20 headteachers, 20 male teachers and 80 female teachers adding up to 120 respondents.

3.5 Research instruments

The main tool of data collection for this study was a questionnaire for headteachers and for teachers. Through questionnaires, the participants freely expressed themselves (Mugenda and Mugenda, 2003). Questionnaire for the head teachers assisted the respondents to gather information on headteachers opinion on teachers practices in their schools while that of teacher enabled the researcher get opinion on how head teachers are involved in facilitating teachers practices so as to obtain good performances from the pupils. Each questionnaire had two parts, A and B. Section A sought for respondents background information while section B consisted of items that addressed the research questions.

3.6 Validity of the instrument

Borg and Gall (1989) define validity as the degree to which a test measures what it purports to measure. Mugenda and Mugenda (2003), define validity, as the accuracy and meaningfulness of inferences, which are based on the research results. In other words, validity is the degree to which results obtained from the analysis of the data actually represent the phenomena under study.

A pilot study was conducted in 5 schools to determine instrument validity of the questionnaire (DEO's Office, 2011). The 5 schools were not included in the final study. The researcher ascertained instrument validity by comparing the pilot study responses to the expected responses. Content validity is used to examine whether the questionnaire answers the research questions, Borg and Gall (1996). It involves scrutinizing the questionnaire to ascertain that the content is a comprehensive representation of the elements to be measured. The instrument should be designed to include all the elements under study.

According to Borg and Gall (1989); Gay (1987), validity is established by expert judgement. As such the researcher sought the assistance of his supervisors, with a view to improving the content validity of the instrument.

3.7 Reliability of the instrument

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial.

Piloting enabled the researcher to test the reliability of the instrument. To ensure reliability, the researcher employed the test-retest technique. This involved administering the test to one appropriate group selected randomly. After some time has passed say two (2) weeks, the same test was administered to the same group. The two sets of scores were regressed using the Pearson's product moment correlation coefficient formula, to determine the correlation coefficient (r) between the two sets of scores.

$$r = \frac{n\sum XY - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left[n\sum X^2 - \left(\sum X\right)^2\right]\left[n\sum Y^2 - \left(\sum Y\right)^2\right]}}$$

Where X = first set of scores; Y = second set of scores; $\sum X$ = the sum of the first set of scores; $\sum Y$ = the sum of second set of scores; $\sum X^2$ = the sum square of first set of scores; $\sum Y^2$ = the sum square of second set of scores; $\sum XY$ = the sum of cross product of X and Y and n = total number of respondents. According to Mugenda $ Mugenda 1999, reliability coefficient above + 0.6 is satisfactory for instrument reliability.

3.8 Data collection procedures

The researcher obtained a research permit from the National Council for Sciences and Technology (Ministry of Higher Education) before embarking on the study. Thereafter the researcher personally visited the District Education Officer (DEO) and District Commissioner (DC) for Makadara District to discuss the research

visits to the schools, before the study commences. The researcher first visited the schools to make appointments with headteachers. The researcher personally administered the questionnaire to the headteachers and teachers in the selected schools on agreed dates. The respondents were assured that strict confidentiality would be maintained in dealing with their identities. Duly completed questionnaires were collected immediately they were filled.

3.9 Data analysis procedures

Once the questionnaires were collected from the respondents, the researcher checked for incompletion error. She then coded and entered the data into Statistical Package for Social Sciences (SPSS). Data collected from the respondents was both quantitative and qualitative in nature. Quantitative data analysis consists of measuring numerical values from which descriptions such as mean and standard deviation are made. Descriptive statistics such as percentages means and frequencies assisted in interpretation of the data. The results of data analysis were reported in summary form using frequency tables. Qualitative data analysis for open ended questions was done using content analysis. Content analysis describes the form or content of written or spoken material. Ideas were grouped into themes. The frequencies of different descriptions were generated by categorizing and coding pieces of data and grouping them into themes.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS, INTERPRETATIONS AND PRESENTATIONS

4.1 Introduction

This chapter presents data analysis, findings, presentation and interpretation of findings. The purpose of the study was to investigate the influence of teachers' practices among public primary school teachers on the performance of KCPE in Makadara District, Nairobi County. The chapter is presented in sections addressing the questionnaire return rate; demographic information; influence of teachers' practice of punctuality on KCPE performance; establish the influence of teachers' practice in classroom commitments on KCPE performance in public primary schools; establish the influence of teachers' practice of preparedness for teaching lessons on KCPE performance among teachers in public primary schools as well as suggesting administrative intervention to improve teachers' practice based on the findings.

4.2 Return rate

Target respondents	Sample size	Responses	Return rate (%)
Headteachers	20	18	90.0
Teachers	100	88	88.0

This implies that return rate was good for all the targeted respondents since it was more than 80 percent (that is, return rate for all instruments was close 100 percent). According to Edwards, Roberts, Clarke, DiGuiseppi, Pratap, Wentz and Kwan (2002), a questionnaire return rate of 80 percent and above is absolutely satisfactory, while 60 percent – 80 percent return rate is quite satisfactory. A return rate below 60 percent is 'barely acceptable'.

4.3 Demographic information

The section presents the background information of the respondents. The section was based on gender of respondents, their level of education, experience as either a teacher or leader and the type of school the headteachers work in.

4.3.1 Gender of the respondent

This subsection presents the gender of the respondents. Specifically, the gender of teachers and headteacher, was addressed. Gender of the respondents was important to relate the teachers' practices with the pupils' performance based on the different sex. For example a male headteacher may be perceived to be exercising preferred administrative intervention by female teachers. This would eventually get reflected in the pupils' performance.

Table 4.1 presents the distribution of headteachers by their gender.

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Table 4.1:

Distribution of headteachers by gender

	Frequency	Percent
Male	4	22.2
Female	14	77.8
Total	**18**	**100**

Findings on the headteachers' gender revealed that (77.8 percent) were females and the rest 22.2 percent were males. This indicates that greater percentage of headteachers in Makadara District is females. Findings on the gender of headteacher would determine if a headteacher would yield different leadership style based on their gender.

Distribution of teachers by their gender was also analyzed. Table 4.2 presents the information

Table 4.2:

Distribution of teachers by their gender

	Frequency	Percent
Male	14	15.9
Female	74	84.1
Total	**88**	**100.0**

Findings on the gender of teachers indicated that (84.1 percent) were females and the remaining 15.9 percent were males. This indicates that majority of teachers working in schools in Makadara District are females.

4.3.2 Academic qualification

This subsection presents the respondents' highest academic level that is the headteachers and teachers. This information was important to relate respondent highest academic qualification, teachings practices and the pupils' performance. For example, high level of education of teachers and headteachers could imply that the respondents are well knowledgeable on the best teaching practices and thus would apply them in teaching practices and administrative intervention. Table 4.3 illustrates the distribution of headteachers by their highest academic qualification

Table 4.3

Distribution of headteachers by their highest academic qualification

Headteachers were also asked about their level of education where majority (55.6 percent) hold a diploma in education, 27.8 percent and 16.7 percent P1 and Bachelor in education respectively. This implies majority of headteachers in Makadara District holds a diploma in education, indicating that majority of headteachers are more educated than their headteachers.

Presentation on distribution of teachers by their highest academic qualification was also done. Table 4.4 illustrates this;

Table 4.4:

Distribution of teachers by their highest academic qualification

	Frequency	Percent
P1	20	22.7
Diploma in Ed.	31	35.2
B.Ed	35	39.8
M.Ed	2	2.3
Total	88	100.0

According to the findings, majority (39.8 percent) of teachers were found to hold a bachelor degree in education, 35.2 percent holds diploma in education, 22.7 percent P1 and the rest 2.3 percent master degree in education.. This implies that most teachers in Makadara District hold a bachelor degree in education.

4.3.2 Teaching experience

This subsection contains the headteachers' experience as well as the headteachers experience. The data was significant in comparing the respondents' experience, teaching practices as well as the pupils' performance in KCPE. At the same time, high experience of the headteacher could be a reflection of proper administrative intervention and thus proper teaching practices.

Table 4.5 illustrates the distribution of teachers by their teaching experience

Table 4.5:

Distribution of teachers by their teaching experience

	Frequency	Percent
1-5 years	11	12.5
6-10 years	8	9.1
11-15 years	17	19.3
Above 15 years	52	59.1
Total	88	100.0

Regarding the teachers' experience, (59.1 percent) had worked as a teacher for above 15 years, 19.3 percent and 12.5 percent between 11-15 years and 1-5 years respectively. The rest 9.1 percent had an experience of between 6-10 years. This shows that majority of teachers in Makadara District have a higher experience hence high chances of working better.

Analysis on the distribution of head teachers by their teaching experiences were done as represented in table 4.6

Table 4.6:

Distribution of headteachers by their teaching experience

	Frequency	Percent
5-9 Years	2	11.1
10-14 years	7	38.9
15 years and above	9	50.0
Total	18	100

Concerning the headteachers experience as a leader half (50%) had 15 years and above experience, 38.9 percent between 10-14 years and the remaining 11.1 percent had served as a leader for 5-9 years. None had served for less than 5 years. This implies that majority of headteachers in Makadara District have a much more experience of above 10 years.

From these findings it clear that both headteachers and teachers are more experienced in their work and thus high expectation of good performance as supported by Bandura (1997), who indicated that higher expectations were created by successful experience, whereas in contrast, the low expectations were created by failure experiences.

4.3.3   Type of school

Findings on the type of school were also done. This helped determining how the school type influence the administration, teaching practices as well as pupils' performance. This information was illustrated in table 4.7

Table 4.7:

Type of school

	Frequency	Percent
Boys boarding	2	11.1
Mixed day	16	88.9
Total	18	100.0

The research also sought to know the type of school the headteachers headed. Majority (88.9 percent) headed a mixed day school and the rest 11.1 percent lead

a boys' boarding school. This indicates most of the schools in Makadara District are mixed day schools.

4.4 Influence of teachers' punctuality on pupils' performance

This section was based on teachers and headteachers responses on teachers being punctual in reporting to school every day, in attending classes for their lessons, co-curricular activities as well their punctuality affecting KCPE performance. Punctuality influences pupils' performance.

When teachers are punctual they are able to cover the syllabus adequately and give enough revision in preparation for exams. This information is presented in Table 4.8

Table 4.8:

Headteachers responses on how teachers' punctuality affects KCPE performance

	Mean	Std. Deviation
Teachers are punctual in reporting to school everyday	4.1	0.3
Teaching are punctual in classes for their lessons	3.9	0.5
Teachers punctuality affects KCPE performance	4.2	1.0
Teachers are punctual in attending co-curricular activities	2.9	0.9

Concerning the headteachers responses on how teachers' punctuality affects KCPE performance, the most often aspect was that teachers punctuality affects KCPE performance with a mean of 4.2 and standard deviation of 1.0, teachers are

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punctual in reporting to school every day followed with a mean of 4.1 and standard deviation of 0.3. The aspects of teachers been punctual in classes for their lessons and teachers been punctual in attending co-curricular activities were the rarely occurrence with a mean of 3.9 and 2.9, and standard deviation of 0.5 and 0.9 respectively. Teachers punctuality affects the pupils performance due to it helps in better controlling of pupils as well as better discipline among the pupils as supported by (Lethoko, Heystek Maree, 2002) that, in addition to controlling, punctuality of the teachers also helps solve truancy and disciplinary problems.

Table 4.9 shows teachers' responses on how their punctuality affects KCPE performance

Table 4.9

Teachers' responses on how their punctuality affects KCPE performance

	Mean	Standard deviation
Teachers are punctual in reporting to school every day	4.0	0.9
Teachers are punctual in classes for their lessons	3.9	1.0
Teachers punctuality affects KCPE performance	4.4	1.0
Teachers are punctual in attending co-curricular activities	3.4	1.2

The study on how teachers' punctuality affects KCPE performance, the aspect of their punctuality affecting KCPE performance lead with a mean of 4.4 and a standard deviation of 1.0, followed by the aspect of them being punctual in

reporting to school every day with a mean of 4.0 and a standard deviation of 0.9. the rarely factors included teachers being punctual in attending co-curricular activities as well as them been punctual in classes for their lessons with a mean of 3.4 and 3.9, and standard deviation of 1.0 and 1.2 respectively. This shows that teachers' punctuality highly affects pupils' performance since the higher the mean the more prevalent a factor is, conversely, teachers were found not to be punctual in their classes as indicated by the lowest mean.

Findings indicate that, teachers' punctuality affects KCPE performance as supported by (Cartwright & Cooper, 1997), who said that; teacher punctuality affects the internal and external efficiency of the educational system. It certainly leads to loss of many school days resulting to high rate of dropouts and failures as well as creating a pool of large numbers of costly repeaters, because many lessons would not be taught.

4.5 Influence of teachers' commitment on KCPE performance

This section was based on headteachers and teachers responses on the statements that, teachers when allocated duties perform them to their best teachers are rewarded based on their commitments, commitment of teachers affects KCPE performance, teachers teach extra lessons, teachers assist learners with learning challenge, teachers makes references for learners, teachers assist class teachers in identifying learners with social challenges that can affect performance, each

teacher has a group of pupils whom they mentor and teachers participate in co-curricular activities.

Headteachers were asked on how their teachers are committed. The findings were presented in table 4.10

Table 4.10:

Headteachers' responses on teachers' commitment to teaching

	Mean	Std. Deviation
Teachers when allocated duties perform them to their best	3.4	1.3
Teachers are rewarded based on their commitments	2.6	1.3
Commitment of teachers affects KCPE performance	4.1	1.0
Teachers teach extra lessons	4.0	1.0
Teachers assist learners with learning challenge	3.6	1.3
Teachers makes references for learners	3.7	1.2
Teachers assist class teachers in identifying learners with social challenges that can affect performance	3.3	1.1
Each teacher has a group of pupils whom they mentor	3.1	1.4
Teachers participate in co-curricular activities	3.3	1.1

On headteachers' responses, commitment of teachers affects KCPE performance was the most often aspect with a mean of 4.1 and standard deviation of 1.0. Teachers teach extra lessons followed with a mean of 4.0 and standard deviation of 1.0, and teachers when allocated duties perform them to their best later followed with a mean of 3.4 and standard deviation of 1.3. There were also

aspects which rarely influence performance of KCPE including the teachers are rewarded based on their commitments, each teacher has a group of pupils whom they mentor as well as teachers participate in co-curricular activities with means of 2.4, 3.1 and 3.3, and standard deviations of 1.5, 1.4 and 1.1 respectively. This indicates that teachers commitment highly affects pupils' performance since the higher the mean the more prevalent a factor is, conversely This implies that teachers should improve in their commitments to better the performance of the pupils as commitment is a person's sacrifice, his or her capabilities to organize and execute courses of action required to attain designated types of performances, Conley (2000).

The study also sought to know the teachers' responses on their commitment to teaching where the information was presented on table 4.11

Table 4.11:

Teachers' responses on their commitment to teaching

		Mean	Standard deviation
a)	Teachers when allocated duties perform them to their best	3.4	1.3
b)	Teachers are rewarded based on their commitments	2.6	1.3
c)	Commitment of teachers affects KCPE performance	4.1	1.0
d)	Teachers teach extra lessons	4.0	1.0
e)	Teachers assist learners with learning challenge	3.6	1.3
f)	Teachers makes references for learners	3.7	1.2
g)	Teachers assist class teachers in identifying learners with social challenges that can affect performance	3.3	1.5
h)	Each teacher has a group of pupils whom they mentor	3.1	1.4
i)	Teachers participate in co-curricular activities	3.3	1.5

Teachers' commitment affects KCPE performance in that it occurs often with a mean of 4.1 and standard deviation of 1.0 followed by the aspect of them teaching extra lessons and making references for learners with a mean of 4.0 and 3.7, and standard deviations of 1.0 and 1.2 respectively. On the other hand some factors were seen to occur rarely. These factors include; teachers assist class teachers in identifying learners with social challenges that can affect performance and each

teacher has a group of pupils whom they mentor were the least with mean of 2.6 and 3.1, and standard deviations of 1.3 1nd 1.4 respectively. Teachers participate in co-curricular activities and that they are rewarded based on their commitments also followed with means of 3.3 and standard deviation of 1.1 each.

From both responses from teachers and teachers we can see that teachers commitments greatly affects KCPE performance and that it's rare to see a teacher assist class teacher in indentifying learners with social challenges as well as teachers participating in co-curricular activities.

Findings from teachers and headteachers show that, teachers' commitments often influences KCPE performance as supported by (Kushman, 1992; Reyes & Fuller, 1995; Rosenholtz, 1989), who on their findings suggested that low levels of commitment may result in decreased pupil achievement tests, higher teacher absenteeism, and increased staff turnover.

4.6 Influence of teachers' preparedness on KCPE performance

This section was based on both teachers and headteachers response on statements that, teachers are well prepared for their lessons, teachers are rewarded based on their preparedness and teachers preparedness influence KCPE performance.

Table 4.12 presents the headteachers' responses on teachers' preparedness to teaching.

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Table 4.12:

Headteachers' responses on teachers' preparedness to teaching

Response	Mean	Std. Deviation
Teachers are well prepared for their lessons	3.4	1.4
Teachers are rewarded based on their preparedness	2.4	1.5
Teachers preparedness influence KCPE performance	3.3	1.6

On the headteachers' responses on teachers' preparedness, some aspects were seen too often occur which included teachers been well prepared for their lessons as well as their preparedness influencing KCPE performance with means of 3.4 and 3.3 respectively and standard deviation of 1.4 each. The aspect of teachers been rewarded based on their preparedness was found to rarely occur with a mean of 2.4 and standard deviation of 1.5. Bandura (1997) stated that the acquisition of different levels of preparedness was determined by the following four major sources including performance accomplishments (success or failures) where preparedness expectations were ingrained in personal mastery experiences.

Presentation on the teachers' responses on their preparedness to teaching was also done in table 4.13

Table 4.13:

Teachers' responses on their preparedness to teaching

Response	Mean	Std. Deviation
Teachers are well prepared for their lessons	3.8	0.9
Teachers are rewarded based on their preparedness	1.8	1.0
Preparedness of teachers influence KCPE performance	4.6	0.7

The research also sought to know more about teachers' preparedness. Some aspects were found to often occur which include that preparedness of teachers influence KCPE performance and that teachers are well prepared for their lessons with means of 4.6 and 3.8 and standard deviation of 0.7 and 0.9 respectively. Teachers are awarded based on their preparedness was found to rarely occur with a mean of 1.8 and a standard deviation of 1.0. This shows that teachers are always dedicated and hardworking when it comes to their lessons and school performance as the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Kottler & Zehn,2000).

Responses from both sides' shows that teachers' preparedness often affects KCPE performance and teachers are rewarded based on their preparedness was seen to rarely happen. This implies that teachers' preparedness can help them to create a better academic or occupational environment.

4.7 Influence of administrative intervention on KCPE performance

This section was based on the teachers and headteachers responses regarding statements that, well performing teachers are recommended to the SMS/TSC, whether teachers are adequately considered for their personal needs like duty offs tea and lunch as well as trips among others as well as whether headteachers play a significant role in motivating teachers and thus influencing KCPE performance as presented in Table 4.14 and Table 4.15

Table 4.14:

Administrative intervention

	Mean	Standard deviation
a) Well performing teachers are recommended to the SMS/TSC	2.2	1.4
b) Teachers are adequately considered for their personal needs like duty offs tea and lunch as well as trips among others.	2.6	1.3
c) Headteachers play a significant role in motivating teachers and thus influencing KCPE performance	3.9	0.8

The study on aspects of administrative intervention showed that the aspect of headteachers playing a significant role in motivating teachers and thus influencing KCPE performance was found to often occur with a mean of 3.9 and standard deviation of 0.8. Teachers are adequately considered for their personal needs like duty offs, tea and lunch as well as trips among others, followed with a mean of

2.6 and standard deviation of 1.3. Lastly, the aspect of well performing teachers been recommended to the SMS/TSC was found to rarely occur with a mean of 2.2 and standard deviation of 1.4. The teachers need full support of the management to be motivated (Murthy, 2003).

Table 4.5 illustrates teachers' responses on the role of headteachers

Table 4.15:

Role of headteachers in enhancing academic performance

	Mean	Std. Deviation
Well performing teachers are recommended to the SMS/TSC	1.7	1.0
Teachers are adequately considered for their personal needs like duty offs, tea and lunch as well as trips among others.	2.1	1.2
Headteachers play a significant role in motivating teachers and thus influencing KCPE performance	3.9	1.1

Teachers, responses on the role of headteachers indicated that aspects like headteachers playing a significant role in motivating teachers and thus influencing KCPE performance was found to often occur with a mean of 3.9 and standard deviation of 1.1. Teachers are adequately considered for their personal needs like duty offs, tea and lunch as well as trips among others, followed with a mean of

2.1 and standard deviation of 1.2. Lastly, the aspect of well performing teachers been recommended to the BOG/TSC was found to rarely occur with a mean of 1.7 and standard deviation of 1.0.

From this findings it's clear that the aspect headteachers playing a significant role in motivating teachers and thus influencing KCPE performance often happen and that the aspect of well performing teachers been recommended to the SMS/BOG/TSC rarely occur. This supports (Marshalls', 1993) argument that, the headteacher has to play a significant role in motivating his or her teachers in order to facilitate effective function of the school. Indeed, the key role of the headteacher is leading the staff and shaping the environment in which teachers can do their work best.

The researcher also sought to know some of the challenges the headteachers face in enhancing teachers practices among the teachers. Some of the challenges stated included; under-staffing, negative attitude from some of the teachers as well as hard to control outspoken teachers. They were also asked to give suggestions which may enhance teachers practice in public primary schools. Suggestions given included; support teachers who are willing to further their education and the government to employ more teachers to reduce work-load.

On the other hand, teachers were also asked to give suggestions which may contribute to enhancing teachers practices among teachers in public primary schools where majority suggested that; teachers should be promoted accordingly

as well as given recommendation letters, heads to stop been inhuman and upgrade teachers after some years service. Other suggestions included; consideration of relationship between teachers and pupils, motivation of teachers and in-services to enhance performance. leading the staff and shaping the environment in which teachers can do their work best.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, findings, conclusions, recommendations and suggestions for further studies.

5.2 Summary of the study

The purpose of the study was to investigate the influence of teachers' practices among public primary school teachers on the performance of KCPE in Makadara District, Nairobi County. Specifically, the study sought to examine the influence of teachers' practice of punctuality on KCPE performance; establish the influence of teachers' practice in classroom commitments on KCPE performance in public primary schools; establish the influence of teachers' practice of preparedness for teaching lessons on KCPE performance among teachers in public primary schools as well as suggesting administrative motivation to improve teachers' practice based on the findings.

The study employed a descriptive survey design. The target population for this study included the entire 26 public primary schools in Makadara District with a population of 26 head teachers and 458 teachers in which 20 schools, 20 headteachers and 100 teachers were selected giving a total of 120 respondents.

Questionnaires were used in data collection. A pilot study was conducted in 5 schools to determine instrument validity. The researcher ascertained instrument validity by comparing the pilot study responses to the expected responses.

The test-retest technique was used which gave a value of 0.89 for headteachers and 0.94 for teachers. The researcher personally administered the questionnaires to the headteachers and teachers in the selected schools. Data collected from the respondents was both quantitative and qualitative in nature. Descriptive statistics such as percentages, means and frequencies were used to report the data. The results of data analysis were reported in summary form using frequency tables, bar graphs and pie-charts. Qualitative data analysis for open ended questions was done using content analysis. Content analysis describes the form or content of written or spoken material. Ideas were grouped into themes. The frequencies of different descriptions were generated by categorizing and coding pieces of data and grouping them into themes.

5.3   Findings of the study

Data was collected through questionnaires where the return county was found to be 88 percent for teachers and 90 percent for headteacher. Findings revealed that, Majority of headteachers (77.8 percent) were females; majority (84.1 percent) of teachers females. The aspects of teachers been punctual in classes for their lessons and teachers been punctual in attending co-curricular activities were the rarely occurrence with a mean of 3.9 and 2.9, and standard deviation of 0.5 and 0.9

respectively. The rarely factors included teachers been punctual in attending co-curricular activities as well as them been punctual in classes for their lessons with a mean of 3.4 and 3.9, and standard deviation of 1.0 and 1.2 respectively. This shows that teachers' punctuality often affects KCPE performance as well as them been punctual in reporting to school every day.

Teachers' commitment highly affects KCPE performance with a mean of 4.3 and standard deviation of 0.7. Teachers teach extra lessons followed with a mean of 4.0 and standard deviation of 0.8, and teachers when allocated duties perform them to their best later followed with a mean of 3.9 and standard deviation of 0.9. There were also aspects which were rarely. On the other hand some factors were seen to occur rarely. These factors include; teachers assist class teachers in identifying learners with social challenges that can affect performance.

Concerning the headteachers' responses on teachers' preparedness, some aspects were seen often to occur which included teachers been well prepared for their lessons as well as their preparedness influencing KCPE performance with means of 3.4 and 3.3 respectively and standard deviation of 1.4 each. The aspect of teachers been rewarded based on their preparedness was found to rarely occur with a mean of 2.4 and standard deviation of 1.5.

The study on aspects of administrative intervention showed that the aspect of headteachers playing a significant role in motivating teachers and thus influencing KCPE performance was found to often occur with a mean of 3.9 and standard

deviation of 0.8. Teachers are adequately considered for their personal needs like duty offs, tea and lunch as well as trips among others, followed with a mean of 2.6 and standard deviation of 1.3.

The researcher also sought to know some of the challenges the headteachers face in enhancing teachers practices among the teachers. Some of the challenges stated included; under-staffing, negative altitude from some of the teachers as well as hard to control outspoken teachers. They also gave suggestions which may enhance teachers practice in public primary schools which included; support teachers who are willing to further their education and the government to employ more teachers to reduce work-load. On the other hand, majority of teachers suggested that; teachers should be promoted accordingly as well as given recommendation letters, heads to stop been inhuman and upgrade teachers after some years' service. Other suggestions included; consideration of relationship between teachers and pupils, motivation of teachers and in-services to enhance performance.

5.5   Conclusions

This study revealed that, that majority of staff members working in public primary schools in Makadara District are females. Most teachers were found to hold a bachelor degree in education while majority of headteachers were found to holds a diploma in education, indicating that majority of teachers are more learned than their headteachers. According to the experience of both headteachers and teachers we can conclude that, they are more experienced in their work and

thus high expectation of good performance due to successful experience. Most of the public primary schools in Makadara District are mixed day schools and a few boarding boys' schools thus need for boarding girls' school.

From the findings we have seen that teachers' punctuality greatly influences KCPE performance in public primary schools. Consequently, teachers' punctuality in reporting to school every day, attending to their lessons and co-curricular activities will see the pupils' performance in KCPE improve. This is because; teacher punctuality affects the internal and external efficiency of the educational system. When teachers are not punctual many school days are lost resulting to high rate of dropouts and failures as well as creating a pool of large numbers of costly repeaters, because many lessons would not be taught.

Teachers' commitment to teaching greatly influence KCPE performance in public primary schools. It's also rare to see a teacher assist class teacher in indentifying learners with social challenges as well as teachers participating in co-curricular activities which may facilitate in poor performance. teachers' commitment may result in decreased pupil achievement tests, higher teacher absenteeism, and increased staff turnover. Teachers' preparedness often affects KCPE performance and teachers are well prepared for their lessons, implies that teachers' preparedness can help them to create a better academic or occupational environment hence improving performance. Teachers are rarely rewarded based

on their preparedness and this may facilitate low performance due to lack of teachers motivation and encouragement.

From the findings it's clear that the aspect headteachers of playing a significant role in motivating teachers influences KCPE performance this is so because the headteacher has to play a significant role in motivating his or her teachers in order to facilitate effective function of the school. Indeed, the key role of the headteacher is leading the staff and shaping the environment in which teachers can do their work best. Well performing teachers are rarely recommended to the SMS/BOG/TSC, this may lead to low motivation of teachers, hence poor performance.

5.5 Recommendations

The researcher recommends that,

To improve on punctuality, Headteachers should focus on the organizational level with concern for teachers and the teaching environment. At the same time, for teachers to feel motivated and thus be committed to teaching, headteachers must involve them in decision making since all individuals have the potential to lead an organization, and motivate each others. Moreover, headteachers should play a significant role in motivating his or her teachers in order to facilitate effective function of the school and improving on class attendance. This can be done

through leading the staff and shaping the environment in which teachers can do their work best.

School management committees should consider creating a good working environment for teachers to enhance their commitment to teaching. This could be accomplished through enhanced infrastructure, luncheons and sponsored educational trips.

The government to employ more teachers to reduce work-load. Reducing work-load for teachers will encourage them to be more committed and hence improve the performance of the respective schools. At the same time, the headteachers will be in a position to discharge their administrative role which would eventually improve academic performance

Teachers to observe the best teaching practices by being punctual, committed to their tasks, prepared in attending classes and co-curricular activities, and respect their heads while discharging their administrative role in order to influence the performance of pupils positively.

5.6 Suggestions for further study

Based on the findings and the scope of this study, the researcher suggests the following areas for further studies

i. A study should be carried out on the influence of teachers' practices among private primary school teachers on the performance of KCPE for comparison purposes;

ii. Further investigation should be carried out to explore challenges affecting teachers' practices among public primary school teachers;

iii. A study on the influence of teachers' practices among public primary school teachers on the performance of KCPE should be carried out in a district other than the Makadara.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

Department of Educational
Administration and planning,
University of Nairobi,
P.O. Box 30197,
Nairobi.

The Headteacher,

Dear Sir/Madam,

REF: INVITATION TO PARTICIPATE IN RESEARCH

I am a post-graduate pupil in the school of Education, Department of Educational Administration and Planning of the University of Nairobi.

As part of my Master of Education course, I am required to collect data and write a project. My project will be on *Influence of teachers practices on the performance of Kenya Certificate of Primary Education (K.C.P.E.) in Makadara District, Nairobi County, Kenya*. In this regard, I request your cooperation to enable me to collect the requisite data by giving honest response to the items.

I wish to assure you that the information obtained in this exercise is purely for research purposes and your identity will be treated with utmost confidentiality.

Yours sincerely,

Fridah Kendi.

HEADTEACHERS' QUESTIONNAIRE

This questionnaire is designed to gather information on *Influence of teachers practices on the performance of KCPE in Makadara District, Nairobi County, Kenya*. You are requested to tick (√) the appropriate response or as is relevant. The information will only be used for the purpose of this study while your identity will be confidential.

Part 1: Background Information

1. What is your gender?   Male [ ]   Female   [ ]
2. What is your level of education?

   P1   [ ]   Diploma in Ed.   [ ]

   B.Ed   [ ]   M.Ed   [ ]

   Others (specify)   ....

3. How long have you been in a headteacher?

   a) Less than 5 years   [ ]   c) 10 to 14 years   [ ]

   b) 5 to 9 years   [ ]   d) 10 yrs and above   [ ]

4. What is the type of your school?

   Boys Boarding   [ ]   Boys Day   [ ]   Girls Boarding   [ ]

   Girls Day [ ]   Mixed Boarding   [ ]   Mixed Boarding/Day [ ]

   Mixed Day [ ]

Part 2: General Information

The table below presents some aspects that may be sources of teachers practices to public primary school teachers. Please rate each factor on a scale of "1" to "5", with a "1" given to those factors that are never experienced and a "5" to factors that are experienced most often by your teachers

1 = Never   2 = Rarely   3=Sometimes 4= Often   5 = Very Often

Influence of teachers practices	1	2	3	4	5

5. Teachers punctuality					
i. Teachers are punctual in reporting to school everyday					
ii. Teachers are punctual in classes for their lessons					
iii. Teachers punctuality affects KCPE performance					
iv. Teachers are punctual in co-curricular activities					
6. Teachers commitment					
i. Teachers when allocated duties they perform at their best					
ii. Teachers are rewarded based on their commitment					
iii. Commitment of teachers affects K.C.P.E. performance					
iv. Teachers teach extra lessons					
v. Teachers assist learners with learning challenge					
vi. Teachers make references for learners					
vii. Teachers assist class teachers in identifying learners with social challenges that can affect performance					
viii. Each teachers has a group of pupils whom they mentor					
ix. Teachers participate in co-curricular activities					
7. Teachers preparedness					
i. Teachers are well prepared for their lessons					
ii. Teachers are rewarded based on their preparedness					
iii. Teachers preparedness influence KCPE performance					
8. Administrative intervention					
i. Well performing teachers are recommended to the SMS/TSC					
ii. Teachers are adequately considered for their					

	personal needs like duty offs, tea and lunch as well as trips among others					
iii.	Headteachers play a significant role in motivating teachers and thus influencing K.C.P.E. performance					

9. Which challenges do you face when enhancing teachers practices among the teachers? _____

10. What suggestions would you give to enhance teachers practice among teachers in public primary schools? _____

Thanks for your cooperation

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to gather information on *influence of teachers practices on the performance of Kenya Certificate of Primary Education (K.C.P.E.) in Makadara District, Nairobi County, Kenya.* The researcher assures you that the information gathered, will be only for the purpose of this study while your identity will be confidential. Please tick where appropriate (√) or fill in the required information.

Part 1: Background Information

1. What is your gender? Male [ ] Female [ ]
2. What is your level of education?

   P1   [ ] Diploma in Ed.   [ ]

   B.Ed   [ ] M.Ed   [ ]

   Others (specify) ....

3. How long have you been a teacher? _____

Part 2: General Information

The table below presents some aspects that may be sources of teachers practices to public primary school teachers. Please rate each factor on a scale of "1" to "5", with a "1" given to those factors that you have never experience and a "5" to factors you experience most often as a teacher

1 = Never   2 = Rarely   3=Sometimes 4= Often   5 = Very Often

Influence of teachers practices	1	2	3	4	5
4. Teachers punctuality					
i. Teachers are punctual in reporting to school every day					
ii. Teachers are punctual in classes for their lessons					
iii. Teachers punctuality affects KCPE performance					

iv.	Teachers are punctual in attending co-curricular activities					
5. Teachers' classroom commitments						
i.	Teachers when allocated duties perform them to their best					
ii.	Teachers are rewarded based on their commitment					
iii.	Commitment of teachers affects K.C.P.E. performance					
iv.	Teachers teach extra lessons					
v.	Teachers assists learners with learning challenge					
vi.	Teachers make references for learners					
vii.	Teachers assist class teachers in identifying learners with social challenges that can affect performance					
viii.	Each teacher has a group of pupils whom we mentor					
ix.	Teachers participate in co-curricular activities					
6. Teachers preparedness						
i.	Teachers are well prepared for their lessons					
ii.	Teachers are rewarded based on their preparedness					
iii.	Preparedness of teachers influence K.C.P.E. performance					
7. Role of headteachers						
i.	Well-performing teachers are recommended to the BOG/TSC					
ii.	Teachers are adequately considered for their personal needs like duty offs, tea and lunch as well as trips among others					
iii.	Headteachers play a significant role in motivating teachers and thus influencing K.C.P.E. performance					

8. What suggestions would you give to enhance teachers practices among teachers in public primary schools

_____

THANKS FOR YOUR COOPERATION

APPENDIX IV

LIST OF PUBLIC PRIMARY SCHOOLS AND THE NUMBER OF

TEACHERS IN MAKADARA DISTRICT

Name of school	Male	Female	Total
1) Baraka	3	9	12
2) Bidii	2	30	32
3) Canon Apolo	1	7	8
4) Dr. Kapf	3	11	14
5) Harambee	6	27	33
6) Jogoo Road	1	11	12
7) Joseph Apudo	1	7	8
8) Kaloleni	3	18	21
9) Makongeni	2	7	9
10) Mariakani	1	13	14
11) Martn L.	3	16	19
12) Mukuru	9	16	25
13) Nairobi South	1	21	22
14) O. Jerico	2	13	15
15) OLM South	2	25	27
16) Plainsview	3	20	23
17) Rabai road	4	11	15
18) St. Anne's	2	15	17
19) St. Bhakita	5	11	16
20) St. Catherine	5	20	25
21) St. Elizabeth	4	13	17
22) St. John	3	11	14
23) St. Michael	2	21	23
24) St. Patricks	3	8	11
25) St. Pauls	1	14	15
26) Star of hope	6	5	11
Total	78	380	458

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

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

NCST/RCD/14/012/909

Our Ref:

6th July 2012

Date:

Fridah Kendi Marete
University of Nairobi
P.O. Box 30197
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of teachers practices on pupils performance in Kenya Cetifiicate of Primary Education in Makadara District, Nairobi County, Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Nairobi Province** for a period ending **31st August, 2012.**

You are advised to report to **the Provincial Commissioner and the Provincial Director of Education, Nairobi Province** before embarking on the research project.

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

DR. M. K. RUGUTT, PhD, HSC
DEPUTY COUNCIL SECRETARY

Copy to:
Provincial Commissioner
Provincial Director of Education
Nairobi Province.

APPENDIX VI

RESEARCH PERMIT

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

Research Permit No. *NCST/RCD/14/012/909*
Date of issue   *6th July, 2012*
Fee received   *KSH. 1,000*

Location	District	Province
Nairobi		

on the topic: Influence of teachers practices
on pupils performance in Kenya Certificate of
Primary Education in Makadara District, Nairobi
County, Kenya.

Applicant's
Signature

Secretary
National Council for
Science &Technology

for a period ending: 31st August, 2012.