

**INFLUENCE OF TEACHERS' CHARACTERISTICS ON
PERFORMANCE OF ENGLISH LANGUAGE IN PRIMARY SCHOOLS
IN EMBU WEST SUB- COUNTY KENYA**

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULLFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF NAIROBI**

2014

DECLARATION

This project is my original work and has not been presented for award of any degree in any other University for examination

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DEDICATION

This work is dedicated to my beloved wife Dorothy and my children Mutugi, Munene, Ngatha and Mwendwa. I also dedicate this work to my mother and siblings for unending support during my studies.

ACKNOWLEDGEMENT

I wish to acknowledge my supervisor Dr. Stephen Luketero and Dr. Chandi John Rugendo for the commitment and guidance throughout stages of this study. I also extend my gratitude to my lectures at Embu sub-centre for the unending support they offered in writing this project.

Further on, I thank non-teaching staff for the moral support and hold in high regards the master's class colleagues for their encouragement and inspirations.

I sincerely acknowledge my work colleagues for patience and encouragement during hard times.

To all, may God bless you.

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LIST OF ACRONYMS AND ABBREVIATIONS

B.O.G	Board of Governors
CFSI	Child Friendly School Initiative
D.E.O	District Education Officer
EFA	Education for All
FAWEK	Forum for African Women Educationists Kenya Chapter
F.P.E	Free Primary Education
HTQ	Head teachers Questionnaire
MDG	Millennium Development Goals
MOEST	Ministry of Education , Science and Technology
K.C.P.E	Kenya certificate of Primary Education
S.P.S.S	Statistical Package for the social science
TQ	Teachers' Questionnaire
UK	United Kingdom
UNICEF	United Nations Children Education Fund
UPE	Universal Primary Education
U.S.A	United State of America

ABSTRACT

The purpose of this study was to establish the influence of teachers of English language on performance of English Language in primary schools in Embu West District. The objectives of this study were to find out how academic qualification of the English teacher influences performance, how the teaching methodology influence the performance of English language and how gender of English teacher influence the performance of the English in primary schools in Embu West Districts. The target population was 60 primary schools, both private and public, in Central and Nembure divisions in Embu West District. The schools were to be separated into two strata-private and public. The study population was simple random sampling selected to make 10 head teachers, 20 teachers of English and 650 pupils. Constructed questionnaires were the sole research instruments. Reliability of instruments was established through a pilot study. Quantitative data was analyzed by use of tables, means, percentages, charts whereas qualitative data was transcribed in categories and themes based on the objectives. In the recent studies cross-national studies conducted to identify flaws in the quality of education offered in many countries, English language has featured as important subject. In Kenya, English language is a medium of instructions for all subjects except Kiswahili. Proper skills, attitudes and knowledge ought to be impacted to learner's right from early childhood education classes. The English variety used in Kenya is derived from British though American English is acceptable mainly in information Technology circles. The performance of English in National Examinations level often reflects the teacher's role in instructing, socializing, communicating and exposing pupils to language. Reading far and wide on environmental, economic and social issues makes pupils better in handling the language. Fair and firm administrations lead to enhanced results. The study recommended teaching of English language by well educated teachers using a variety of instructional methods. Further research should be carried out on other parts of the country on characteristics on the teachers of English language.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Language teaching in most of the schools in the world has become one of the primary focus of the linguistics. Generally, formal instructions of learning linguistics do not actually work in vacuum in the learning process. It is obvious to assert that the performance of pupils in English language really depend on the kind of the teacher the pupils have been assigned. Therefore, there should be a thorough research on the classroom to determine whether pupils are receiving quality education. According to Andrews et al (2006), the quality of education which the pupils receive actually must be first considered to determine the kind of results the pupils would produce. Furthermore, Bettinger & Long (2008) posts that classroom assessment is vital in the understanding of assessment and instructions are inter related by new concepts. Betting & Long (2005) also asserts that teachers can validate their classroom achievement by assessing their classroom performance. Therefore, we can conclude that relationship which occurs between the characteristics of the teacher and the performance of English language in primary schools is very important in determining the teaching methodologies of teachers. More so, Burgess et al (2008) asserts that best English teachers are judged by their achievement scores. Kiplinger (2008) asserts that the characteristics of the teachers are strongly related to the performance of English.

In another research, Macoby, (2004) concludes that the teachers' content of the subject is very vital in the performance of English in schools. The quantitative studies of the school effect have generally supported the notion that the problems of the Kenyan education lie outside the school. Yet these kinds of studies neglect to find the primary venue by which the pupils learn. Thus, this study explores the link between characteristics of the teachers and the academic performance of primary pupils in English language. Thus, this study is important in the outlining the context of role teacher in the global scenario as well as in entire Africa in analyzing the relationship between learner's performance and teacher's characteristics. Kenyan Vision 2030 can be focused by way of good performance in an

international language enhancing global cohesion of people. Still in Kenya, teachers of English language would benefit in comparative aspects of study, whereas in Embu County, outcomes would indicate a neighborhood phenomena. Specifically, the captured Embu West District would be reflection of influence of teachers of English characteristics in relationship to performance as an eye opener to them.

1.2 Statement of the problem

The National policy on education has spelt out responsibilities of the ministry of education for efficient management of education in the country. It is the duty of the ministry of education to carry its responsibilities effectively to equip the teacher to perform roles and duties more effectively. The primary duty of a teacher is to impart knowledge, attitudes and skills to pupils through learning and teaching process. However, teachers can perform perfectly in a well equipped environment. The training of the teachers forms the backbone in the success of the educational system. The sole purpose of teaching practice is to equip the teacher students with a field of experience to enable them to put theory into practice and familiarize themselves with the conditions under which they would work as trained professionals. This forms a basis of identifying some of the characteristics the teacher gained during training. This has been linked with the performance of pupils in English as it is the key subject in the Kenyan primary curriculum.

Teachers vary in terms of delivery due to differences in characteristics. The study analyzes characteristics of the teachers such as the gender of the teacher, experience of the teacher, the teaching methods and the education level of the teacher. Over the last three years, performance of English language in Embu West district has shown a difference as some schools such as Keruri have recorded a mean score of 6.3 while others like St. Mark Karue Primary have as low as 4.6. These results have been conducted in day schools with similar facilities and equal number of teachers with other similar factors. Thus, this study intends to investigate the influence of teachers' characteristics on the performance of English in primary schools in Embu West District. Table 1.1 shows stratified random sampled KCPE 3 year's results of 10 schools

Table 1.1 K.C.P.E Mean scores for 3 years

K.C.P.E ENGLISH RESULTS MEAN SCORES

	2011	2012	2013
1. Lions Primary	9.4	8.5	9.0
2. Embu County	6.5	6.6	6.6
3. Njukiri Primary	6.8	5.2	5.8
4. Keruri Primary	6.1	6.2	6.7
5. Kiandundu Primary	5.8	5.8	6.4
6. St. Joseph Kevote	4.8	4.0	5.5
7. Gatunduri Primary	6.3	6.3	6.1
8. St. Marks Karue	5.1	4.3	4.6
9. Kangaru DEB Primary	6.4	6.2	5.8
10. Kiangima primary	6.6	6.4	6.1
Average score	6.4	5.9	6.2

Source: DEO Embu West

1.3 Purpose of the study

The purpose of the study is to find out how characteristics of the teachers of English influence performance of English language in primary schools in Embu West District, Embu County.

1.4 Objectives of the study

The study was guided by the following objectives;

- i. To examine how the academic qualification of the teacher influences learner's performance in English language in primary school in Embu West District
- ii. To establish how the teaching methodology influence the learner's performance in English language in primary schools in Embu West District.
- iii. The find out how the teachers' experience influence the learner's performance in English language in primary schools in Embu West District
- iv. To establish how gender of the English teacher influences the learner's performance in English language in primary schools in Embu West District

1.5 Research Questions

The following research questions guided the study to find out how characteristics of the English teachers influence performance of English language in primary schools in Embu West Sub-County.

- i. How does the academic qualification of the teacher influence the learner's performance in English language in Embu West Sub-County?
- ii. How does the teaching method of the English teacher influence the learner's performance in English Language in Embu West Sub-County?
- iii. How does the teachers' experience influence the learner's performance in English Language in Embu West Sub-County?
- iv. How does gender of the English teacher influence the learner's performance in English language in Embu West Sub-County?

1.6 Significance of the study

The findings of study are significant to the English teachers in primary schools in that they would understand better their roles in the performance of the subject. The education stakeholders would benefit from the study through its findings which can be included in English teachers workshops and seminars. The findings may also open wider channels of learning and facilitate further research. The study is very vital as it is based on one Sub-County and analyzes the comparisons between the characteristics of the teacher and the performance of the pupils in English language in primary schools. As in previous studies, most researches have been conducted in high schools therefore; this study provided useful information on primary schools in learning of English language on the relationship between the characteristics of the teacher and the performance of pupils in English in a specific setting taking into consideration the reality in Embu West Sub-County and Kenya as a whole. The study is also vital as it would assist curriculum development specialists and national policy makers who design teacher training policy for English teachers for primary schools. Thus, the study provides a model of competency that could be used as a basis for development of teacher training policy and the design and implementation of a teacher training curriculum. The study also provides an integrated

approach model for developing teacher competence in teaching training institutions. It is hoped that the development of this model would be a contribution to the contribution to the literature on how to develop teacher competency in teacher training institutions.

1.7 Delimitations of the study

The study was delimited to investigate influence of teachers in Embu West District and primary pupils in upper classes, who could respond to questionnaires with ease. The study did not cover educational officers and also pupils outside Embu West sub-county.

1.8 Limitations of the study

Lack of enough time resource and adequate finances were main limitations of the study. Fear of victimization could lead to inaccurate findings. Many primary school pupils required presence of their teachers to aid co-operation

1.9 Assumptions of the study.

The assumption was that all the respondents' would co-operate and respond to questionnaire. The sample size is also assumed to be representative enough. Prior achievements of primary schools had strong relationship with academic achievement standards anticipated.

1.10 Definition of terms

Characteristics: Distinguishing features or qualities that make a person different from others

Teacher-student relationship: Are defined as caring and authentic relationships between the teachers and the students.

Performance : The accomplishment of a given task measured Against present known standards of accuracy, Completeness cost and speed.

Gender : The fact of being male or female with reference to social and cultural differences

Teacher's characteristics : Indicates characteristics of a population such that quantifiable statistics are achievable about culture.

Age : The number of years that a person has lived.

Leadership : It is process of influencing others to bring about agreement and on vital issues to be done and the way to be done to achieve common goal.

Teacher training : Process of teaching or learning the skills needed to be a teacher in a school.

Teaching practice : It is part of course for people who are training to become teachers which involve teaching classes of students.

1.11 Organization of the study

The study was organized into five chapters. Chapter One is comprised of the background of study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study and definition of terms.

Chapter Two is literature review, theoretical review and conceptual framework

Chapter Three has research design, target population, study area, sample and sampling procedure, methods of data collection, validity, reliability, operationalisation of variables, data analysis.

Chapter Four consists of data analysis and presentation of findings, while chapter five contains a summary of the findings, discussion, conclusions, recommendations based on the study findings and areas of further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed scholarly materials related to the teachers' character traits. The objectives of this study were the guidelines in selection of scholarly materials by different scholars. The chapter reviewed materials which are related to educational level of the teacher, teaching experience, gender and personal traits.

2.2 Theoretical Literature review

There are several theories on second language learning two of which dominated the field today. The monitor model and the cognitive theory (MC Laughlin, 2006) Third theory, inter-language theory is most favored by second language researchers.

The monitor model, most widely cited theory, of second language learning is Krashen's monitor model (Krashen, 2006). The theory is popular among United states second language teachers (Johnson, 2007), although it has been heavily criticized by some second language researchers and theorists, because supporting data are said to be limited. The theory is made up of five central hypotheses. Acquisition –learning, monitoring, natural order, input and affective filter. The acquisition-learning hypothesis asserts that second language learning occurs through two independent means.

This study focuses on acquisition learning as a base to check on teacher oriental challenges.

2.2.1 Academic qualification of the English Teacher

According to Goe (2007), qualification of the teacher is vital as it used as an indicator in the assessing the quality of teachers. Furthermore, Aaronson & Barrow (2003) asserts that there are two key teacher academic qualification variables which produce positive results in the teaching of English language. Learning of English in primary school level appears that those teachers having stronger English knowledge produce better student achievement as compared to those teachers with less knowledge (Goe, 2007)

In addition, Wenglinsky, (2003) identifies that the subject matter knowledge is vital in production of better results in English language. The assertion on the association of the specific teachers' qualification in relation to the performance of the pupils in English varies in the grade level. There is a very strong connection between the primary school expertise in English and the performance of the pupils. The completion of a teacher training at undergraduate level with the performance of the pupils is associated with high academic performance in English language (Aaronson & Barrow, 2003).

Clotfelter et al (2006) asserts that the advance degrees acquisition by English teachers is counter intuitive due to presence of outer forces such as salary incentives which can be a source of morale. However, most of the studies carried out in this field indicate that English teachers with masters' degree may influence their English pupils' in a negative manner. Rowan et al (2002), outlines that English teachers with middle schools achievement have a marginal benefit on the students as compared to the Master Degree holders. There is no empirical attachment between Master degree English teaches and the performance of pupils in English.

Cavalluzo et al (2004) posits that in teaching, test scores are the best indicators that are used to gauge the validity of the teacher. Based on this subject, there are mixed results on this issue for instance, Hanushek et al, concludes that there is no relationship between elementary and the middle schools teachers' certification exam scores versus performance of the pupils in English (2005). On the other hand Cavalluzo reiterates that records by the Kenya National Examinations Council and the Teachers' Service Commission proofs that teachers with high tests scores at college level tend to have positive impact on primary school performance in English language. In another study, Goe (2007) ascertains that the recruitment of teachers on the basis of merit has a positive marginal relationship in the performance of English in primary schools.

Gavalluzo et al, (2004) reiterates that many schools are now using the measure of selectivity of undergraduate institutions which have proved to produce better teachers.

However, this theory is not supported by the teacher qualifications. Wayne (2003) believes that this study is true as there is a direct link between the selectivity of the teachers at the undergraduate level with the performance of pupils in the primary school. Gatlin et al (2005) believes that certificates assess the teacher quality. Teachers' Service Commissioner believes that emergency certificated may be lethal as there is no relationship between performance of the students and issue of such certificates. Teachers with emergency certificates influence negatively the performance of English language in primary schools. Therefore, there is no difference between certificates and academic performance of the pupils which proves the fact that certificates are insignificant. It implies that we have to learn more on certification to improve English standards in our primary schools. The teacher authorization is one key factor in determining qualification of the teacher linked with improved performance of English in primary schools. In addition, Carr confirms that highly qualified English teachers are associated with increased primary schools English performance (2006).

Kiplinger posits that the characteristics of English teacher are more related to the performance of English language as opposed to the other school effects. For one to account for exemplary learning, one should be able to understand the knowledge of the English teacher. According to Lafayette, there is a strong relationship between the subject knowledge versus the performance of English language in primary schools (2009). Lafayette (2009) argues that if the English teacher has a strong command of the language it is automatic to deliver well in class. This gives the teacher confidence in the mastery of English language leading to improved grades of the learners. Poor command of English language puts the teacher in a weird situation due to the nature of the changing classroom situation. Thus, in communicative language teaching, it is very important to understand that the knowledge of the target language should be taken more cautiously.

Furthermore, Al-Mutawa & Kailani (2009) agree that if a teacher does not have a great command of English language, poor knowledge of English sound system, vocabulary, grammar and communications skills would fail the English teacher administering maximum performance. Cullen (2009) posits that teaching methodology and

communicative language requires the respective teachers to have higher level of proficiency in English language and parts of speech. Thus, English teachers should be able to acclimatize to the changing trends in teaching of English languages in primary schools.

Goldhaber & Brewer (2000) used data from the Teachers Service Commission to determine the effects of different teacher certification levels on student achievement. The type (permanent, pensionable or probationary) of certification that a teacher holds is related to student outcomes. Additionally, the students of teachers certified “out of field” doles well than the students of teachers certified in the subject matter being taught (Kiplinger, 2009). The strongest finding is that students of teachers with standard certification or private school certification in English, but their findings are relatively weak. Although one might expect the effects of certification status to relate to those of tenure status, since it is often based on years of experience, this is not the case (Kiplinger, 2009). Probationary certification lasts for one year in which a teacher holds his or her position, similar to the probationary status that a teacher has until obtaining tenure, but unlike obtaining certification, acquiring tenure provides teachers with benefits- mainly increased job security- that may affect a teacher’s quality and alter incentives to perform at high levels.

2.2.2 Experience of the English teacher

According to Cavalluzo et al (2004) asserts that the effect of an additional year of teaching experience on student achievement levels off after the first few years of teaching and this effect eventually recedes. Wayne & Youngs (2003) asserts that a review of literature shows generally positive effects of experience on teacher quality. Nonetheless, these findings are “difficult to interpret” due to factors not accounted for in most models such as changes in motivation, personal life situation (children, divorce, etc), and labor market changes over time, as well as the recognition that teachers who stay in the profession and have many years of experience may be very different from teachers that leave after only a few years.

In addition, Carr (2006) asserts that a ceiling effect whereby teachers would ultimately reach some maximum level of effectiveness after gaining experience and confidence in the classroom should be expected, but it is unclear why this tends to happen at the same time that most states grant tenure (two to four years). This leads to an important question of whether this connection is merely coincidence or if there is a more complex relationship at play in which tenure status prompts the estimated effects of experience to taper off prematurely. In terms of experience, one may look at experience in terms of the teacher is positively linked to the English performance in primary schools.

Ferguson (2006) measured the experience of the primary English teachers using two variables; the percentage of the teachers with 5-9 years of experience and percentage with more than 9 years of experience. The results were that the experience accounts for 10% of the variation in the test scores across the districts in almost 900 Texas schools. For the elementary teachers, a conclusion was that five years added a lot of value, additional years do not add to the effectiveness. At high school level, though the results suggested that teachers with nine years or more produced better results than those with five or nine years. In the analysis of the fifth grade students, it was found out that controlling of other teacher characteristics, the presence of highly qualified teachers increases achievements in English to a title of a standard deviation relative to a novice teacher regardless of how effective may eventually become during first year of teaching the novice is clearly less effective than the experienced teachers.

In Colorado, policies around licensure recognize the importance of experience of the teacher (Carr, 2006). According to Ferguson (2006) the teacher candidates at the institute of higher education must complete 800 hours of supervised field experiences prior to their first paid teaching assignment. Those in alternative preparation programs develop this experience while they are in their first paid teaching assignment. These cases indicate minimum standards that do not address the fact that schools serving high needs are more likely to have inexperienced teachers. The experience gap policy has great on whether teachers stay in a particular institution or not.

Vladex et al (2008) reiterates that the role of language in learning and the measure of good performance depends on responsive teachers. This involves understanding regional and class variation in language use in students' homes and how it differs from the school-based language and literacy. Bridging home English language and language used in school to expand their linguistic register acquire varied ways of speaking and writing expected format in schools calls for teacher experience.

According to Holling & Guzman (2010) a new teacher has many weaknesses in preparation of achieving and prompting learning. A fundamental assumption in many teachers' preparation program has been that candidates' attitude, beliefs, predispositions and prior experience with diversity operate as filters through which they perceive, interpret and interact with diverse students. The population of the teacher candidates holds negative views about those who are difference from themselves. Effort to teach prejudice reduction in universities and continuing professional development – includes efforts to change beliefs and attitudes and linkages need to be furthered to classroom practices and learning outcome (Ferguson, 2006).

2.2.3 Methods of teaching

Bonner (2007) reiterates that the performance of languages is gauged by the effectiveness with which the teachers apply their teaching methods. Thus, specifying learning objectives should be the first step in the process of choosing appropriate teaching methods. In general, three types of learning objectives are distinguished: verbal information, intellectual skills and cognitive strategies.

2.2.3.1 Grammar procedures

Anderson (2008), reiterates that abstract, a model-oriented academic course, deviate from other types of courses to the extent that the courses' participants have to rely on abstract models for reproductive knowledge. In terms of the taxonomy, such courses place a high emphasis on the ability of students to acquire meta-knowledge and procedural knowledge, instead of declarative knowledge. Intermediate book keeping courses are examples of such abstract courses, where students are required to obtain insight in the

(high order) rules of pronunciation problems (Carr, 2006). In many cases, courses on fundamental grammar procedures are treated as skill training, where student are required to reproduce procedures in a familiar setting. As a result of this approach, students acquire little insight into the general structure of English procedures and they lack the ability to apply the skills they have been taught, in unfamiliar settings, which they encounter in practice. Therefore, courses on English procedures should aim at providing students with strategies to apply existing knowledge on English procedures and concepts (acquired in first level courses) in settings that they have not been faced with before. In this respect, English educators face problems that are also documented in other educational fields such as Science and Social Studies (Bonner & Walker, 2007).

According to Carr (2006) verbal information is at the lower end of the scale and refers to the factual content of a particular area of knowledge. Given this type of objective, students are expected to reproduce factual knowledge presented to them, for example in the form of a definition. In this setting, students should be presented with factual information in an organized way, where the instructor facilitates the reproduction of knowledge by relating the teaching material to examples, explanations or related topics so that students can develop various ways to recall information.

Ferguson (2006) acknowledges that intellectual skills involve various skills that all relate to the application of knowledge to novel situations. Such skills can vary from classification skills, where students are able to recognize particular instances to more general concepts (recognize a transaction as being a revenue or expense), to more advanced skills, where students are required to generate new rules by combining old rules (for example generate a journal entry for an accelerated depreciation method from existing knowledge on linear depreciation). In this context, instructors should present and facilitate the recollection of factual knowledge and rules. They should also facilitate the application of these rules to novel situations, by providing multiple examples from which students can generalize their knowledge and develop framework from which they can apply their knowledge in a new but not entirely unfamiliar-context (Bonner, 2007).

According to Anderson (2008) the highest level of learning objectives involves the development of cognitive strategies by students. Given this objective, students are required to develop an effective as well as efficient strategy to solve an unfamiliar problem situation. For example, students may be familiarized with adjectival clauses and how they are identified from a sentence and differentiate it with a phrase. The learning goal would then be that students are confronted with a setting in which there is no reference to a compound sentence, but in which a complex sentence may be an impediment. As a consequence, they should be able to recognize this problem as one that can be effectively and efficiently solved by applying the nine parts of speech which may have to be adapted slightly to fit the particular situation presented in the example. In order to achieve this type of learning objective instructors should add to their teaching a description, demonstration and examples of appropriate strategies to deal with unfamiliar settings. A new element here is that the answer a student when faced with an unfamiliar setting should not only be evaluated based on its effectiveness (i.e. characterized as correct or incorrect) but must also be evaluated in terms of efficiency (i.e. quality of the problem solving process).

2.2.3.2 Instructional quality

Wayne (2003) acknowledges that the teacher practices variable represents a process view of the teacher quality which can also be termed as the instructional quality which can also be termed as the instructional quality. There is a direct relationship between the performance of pupils and the teaching methods a specific teacher applies in learning. This implies the way the teacher applies most of his or her teaching techniques and the interaction with the students. The teachers' practices are measured into good and actual practices. Kiplinger (2009) confirms that the alignment of instructions and assessments is one of the components of the best practices. Therefore, the alignment of instructions content is closely related to the performance of pupils in English language. More so, aligning of the instructions with the assessment of the students leads to a big difference between high and low performing schools. In addition, the use of practices by the teachers such as the National Council of Teachers of English standards is proved to have improved the performance of the pupils (Rown et al, 2002). In addition, teachers who

have set out a clear performance expectation and objectives indicate that it is associated with high performance of the pupils in that subject (Matsumura et al 2006). Thus, clear objectives and performance expectation indicates that it would yield high performance of students in classroom. This means that we can easily identify the extent to which clear learning objectives and the performance expectation has influenced the academic performance of English pupils in primary schools. The cognitive engagement or challenging of instructions is positively linked to primary school performance of English in primary schools (Frome et al,2005)

2.2.4 Gender of the English teacher

Rown et al (2002) outlines that gender differences in educational outcomes involve the possible role played by biological differences between males and females. Tests of general intelligence suggest that there are no overall differences between males and females. However, there is a large gender difference with respect to average scores on specific cognitive tasks. For example, males outperform females at visual-spatial tasks, which are thought to complement mathematical problem-solving, while females excel at certain verbal tasks in English language. A task-force report sponsored by the American Psychological Association in response to the publication of “The Bell Curve” suggested that biological factors contribute to the gender differences in skills (Neisser et al., 2008). In particular, there are differences in male and female brain structures and in exposure to sex hormones that appear to influence the gender specific skill advantages (Cahill, 2005).

However, Neisser et al (2008) note that these biological differences interact with environmental factors that appear soon after birth. Furthermore, discussions of the evidence on gender differences frequently emphasize that there is “substantial overlap in the distribution of male and female scores” (Coley, 2001). The gender dynamics in classrooms are also frequently portrayed as an important environmental source of the gender differences in educational outcomes (Sommers, 2006). There are a number of structural explanations for why assignment to a same-gender teacher, in particular, might influence the educational experiences of boys and girls. And understanding the distinctions among the theoretical explanations is an important antecedent to designing

well-targeted policy interventions. One broad hypothesis is that male and female teachers have unique biases with respect to how they engage boys and girls in the classroom. For example, there is controversial evidence based on classroom observations that teachers are more likely to offer praise and remediation in response to comments by boys but mere acknowledgement in response to comments by girls (Sommers, 2006).

Similarly, cognitive process theories suggest that teachers may subtly communicate that they have different academic expectations of boys and girls. The biased expectations of teachers may then become self-fulfilling when students respond to them (that is a Pygmalion effect). The available evidence on the extent to which male and female teachers share any particular bias in how they interact with girls or boys is more limited and contradictory. For example, in a recent literature review, Jones & Dindia (2004) cite several small-scale studies that examine teacher biases and conclude that a teacher's gender is "the most obvious factor that seems to shape sex equity in the classroom." However, those studies focused exclusively on post-secondary settings. In an earlier review of research spanning different grade levels, Brophy (2004) concludes that "teachers do not systematically discriminate against students of the opposite sex.

According to Spencer et al (2006), a second class of explanation for the educational relevance of a teacher's gender involves how students respond to a teacher's gender and not how the teacher actually behaves. For example, the potential existence of a role-model effect implies that a student improved intellectual engagement, conduct, and academic performance when assigned to a same-gender teacher. The recent literature on the phenomenon known as stereotype threat provides another perspective on how students might react to a teacher's gender. Stereotype threat refers to a situation where student performance suffers when they fear being viewed through the lens of a negative stereotype threat. Male subjects underperformed on a Linguistic test when told that the test produces gender differences but did not when told the opposite. This study does not attempt to distinguish among the structural explanations of student-teacher interactions but instead provides reduced-form evidence on the educational consequences of assignment to a same-gender has focused on primary school settings (Long, 2005).

The conclusions from these studies are quite mixed as the ones from the fewer studies that have examined the effect of a teacher's gender in primary-school settings. For example, Nixon & Robinson (2006), using data from the National Longitudinal Survey of Youth (NLSY), found that females attending high schools with a higher proportion of female faculty had higher levels of educational attainment. They also found no association between the presence of female faculty and the educational attainment of male students. In contrast, using cross-sectional data on tenth graders participating in the National Educational Longitudinal Study of 1988, Ehrenber et al (2007) found that a teachers' gender was not associated with the achievement gains of girls (or boys). However, they did find that white female students were more favorably evaluated by white female teachers in math and science. A recent study by Lavy (2004), based on blind and non-blind test score data from Israeli schools, found evidence that public primary school teachers discriminated against male students and that these effects varied by the teachers' gender and subject. As noted earlier, this study contributes to the literature on the gender interactions between students and teachers in three ways. First, this study focuses on younger students who are closer to the age when gender gaps in achievement grow rapidly. Second, unlike most studies, this research focuses on several different student outcomes (that is, test scores, teacher perceptions of student performance, and student performance, and student perception of a particular academic subject), which are described in the next section.

Third, this study also adopts a simple panel- based identification strategy that eliminates some (but not all) of the potential biases that compromise the conventional cross-sectional evidence. Specifically, a possible problem with cross sectional evaluations in the context of student-teacher interactions is that they may be biased by the non random assignment of students to teachers. For example, the prior evidence that females have better outcomes when with female teachers could occur if females with an unobserved propensity for achievement are more likely to be matched with female teachers. Similarly, if boys with a lower propensity for achievement are more likely to be assigned to male teachers, the estimated benefits of a male teacher would be biased downward

(Lavy, 2004). Ehrenberg et al. (2007) use the National Educational Longitudinal Study (NELS) of 1988 in the US to study the relationship between gender and ethnicity pupil teacher interactions of pupils' performance and teacher evaluations of the pupils. Essentially they found no evidence to support the hypothesis that same sex or same race teachers improve the test scores of their pupils.

Their analysis was in terms of the difference in 8th grade performance by gender or ethnicity in English. Their analysis was in terms of 'gain scores', where this was measured in terms of the difference in performance at the 8th grade and the 10th grade in each subject. They then compared this to the teachers' subjective evaluation of the pupil at the 10th grade in each subject. In these evaluations there is evidence that the gender and race of the teacher do have significant interaction effects with the gender and race of the pupil. They found that test scores of white female students in English did not increase more rapidly when the teacher was a white woman than when the teacher was a white man. However, they did not find out that white female teachers evaluated their pupils more highly (Ehrenberg et al, 2007).

While a large body of research focuses on the gender of students, less research explores the impacts of a teacher's gender on student (Hopf & Hatzichristou, 2007). Evidence suggests that male teachers tend to be more supportive and expressive (Meece, 2006). A survey of 20 teachers indicates that male teachers are likely to select a more aggressive disciplinary approach towards boys while teachers of either gender tended to ignore boys' disruptive behavior than that of girls when the behavior was not aggressive (Rodriguez, 2002).

Previous research by Meece (2007) also suggests that differences in teachers' perceptions of student abilities and characteristics are related to teacher gender. Parker-Price and Claxton (2006) surveyed teachers regarding their perceptions of student abilities. They learned that male teachers are more likely to believe that boys are superior visual learners while girls are more helpful in the classroom. On the other hand, female teachers do not demonstrate these differences in belief but do tend to think that boys are better with

quantitative skills. While it is clear that teachers treat and perceive boys and girls differently, it is less clear how this differential treatment impacts students' performance on standardized exams. Of course, a large literature establishes differences on standardized exams by gender of student, but no research connects test results to teacher gender and its interaction with student gender (Lavy, 2004).

2.3 Conceptual Framework

This is a conceptual framework showing independent variable, moderating variables intervening variable and the dependent variables.

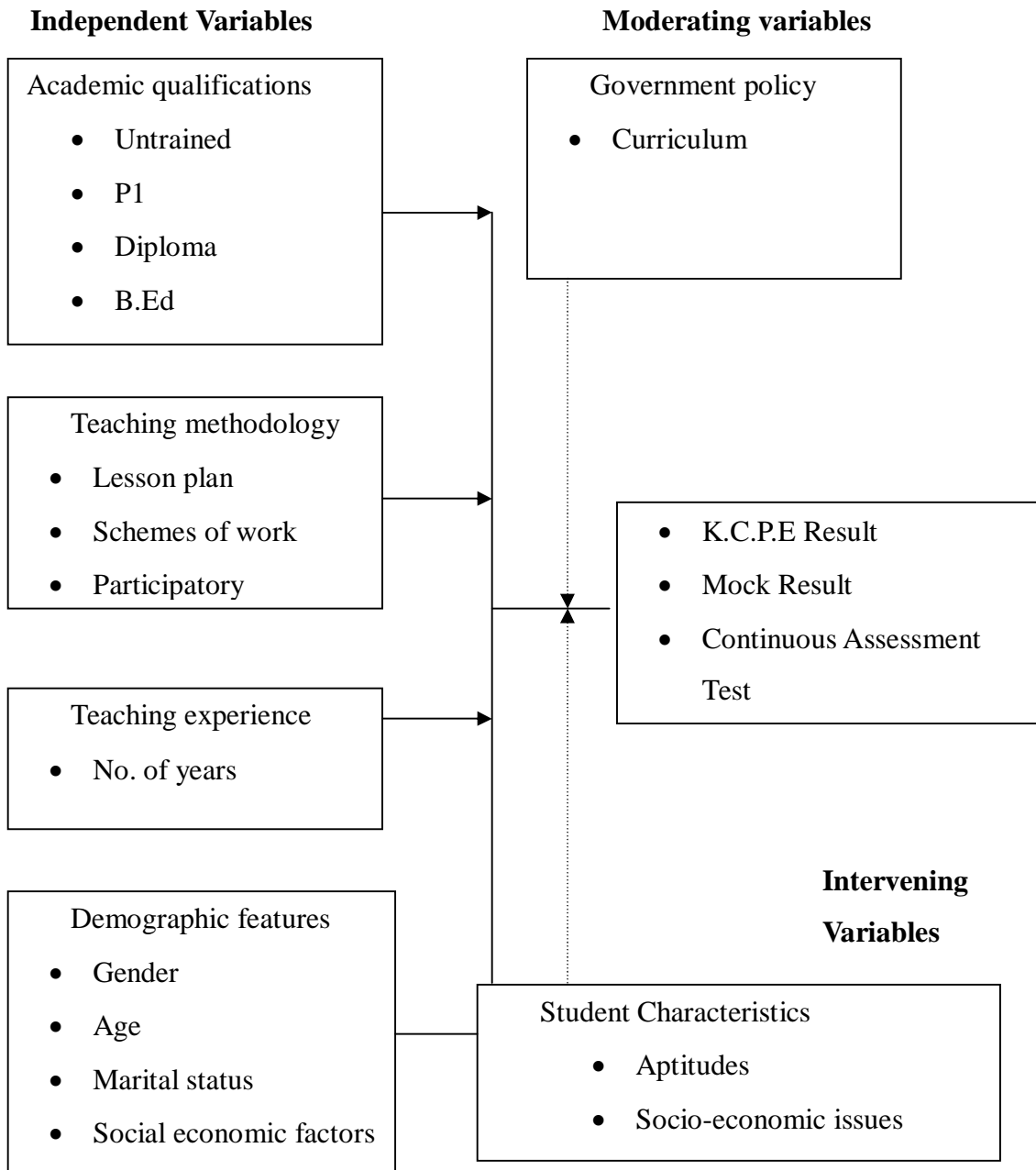


Figure 1: Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives description of the research design, area of study, sample of the study, research design and sampling procedures. The chapter concludes with data collection, data analysis and the interpretation of the data.

3.2 Research Design

The study used descriptive survey design. This ensured accurate representation of teacher characteristics influencing pupils' performance of English language. Questionnaires were used to establish the course and effects.

According to Kothari(2004), steps in descriptive survey method commences by stating objectives, then designing method to be used, then collection of data, processing, analyzing and reporting. Kerlinger (2007) implies that the research objectives would be reached and how the problem encountered in the research was to be tackled. This design was been chosen for this study for its appropriateness in educational fact findings which yields accurate information. The research aimed at accurate information on the influence of characteristics of English teaching on performance of English language in primary schools in Embu West District, Kenya.

3.3 Target population

The population of the study was all primary schools of Embu West District. The study was narrowed by random sampling to 680 that is, 10 head teachers, 20 teachers of English and 650 pupils in both private and public schools. Saturated sampling was used to select two head teachers, 4 teachers and 65 pupils for pilot study

3.4 Study area

The study was carried out in Embu West District, Embu County. The district has a total population of 120,000 according to the population and housing census of 2009. The area experiences good climatic condition with good rainfall. Population is evenly distributed in the region it is on the windward side of Mt. Kenya and a lot of agricultural practices are carried out in the area. The area is one of the tourist destinations in Mt. Kenya. It has modern hotels and the infrastructure is good.

3.5 Sample and sampling procedures

The different groups of the study population primarily ensured that the study population was adequately represented in the sample. The schools were divided into three categories in the basis of national examination K.C.P.E. The categories were above average, average and below average schools. The mean score 5.5 and above are above average schools while those with mean below 4.5 are below average. On this study, 10 head teachers and 20 English teachers were selected by random sampling. Two head teachers and 4 teachers exclusive in the sample were used to pilot the study. This represented 20% of the study population.

According to Oladele (2003), in descriptive studies, 10% of the accessible target population was enough. The 10% of the total school population was picked through stratified random technique to ensure the heterogeneity of public and private primary schools was well presented. Simple random sampling was used to select a sample of pupils from Embu West District. This provided an equal opportunity for each group to express their views about the impact influence of characteristics of teaching on performance of English language in primary schools in Embu West District, Kenya. Saturated sampling was used to select 10 head teachers and 20 teachers and 650 pupils. Two head teachers 4 teachers and 20 students was used to pilot the study.

Out of 60 schools, 10 schools were selected which was 16% representation.

Table 3.2 Showing Sample population

Category	Frequency	Percentage
Head teacher	10	1%
English teachers	20	3%
Pupils	650	96%
Totals	680	100%

3.6 Methods of data collection

Qualitative data collection methods played an important role in impact evaluation by providing information useful to understand the processes behind observed results and assess changes in people's perceptions of their well-being. Furthermore, qualitative methods was used to improve the quality if survey-based quantitative evaluations by helping generate evaluation hypothesis; strengthen the design of survey questionnaires and expand or clarify quantitative evaluation findings.

The questionnaires in the study made use of checklist and rating scales. These devices helped simplify and quantify people's behavior and attitudes. The researcher checked whether each item on the list was observed, present or true or vice versa. In addition, the study used a rating scale which will measure and evaluate behavior on continuum.

The data collection methods observed the ethical principles of research. This study used interview and questionnaire as the main methods of collecting data.

The questionnaire were administered as the main instrument that were in primary data collection. The questionnaires were preferred for their suitability to this study because they allowed the researcher to reach out to a large sample within a short period and with no extra personnel (Lavy, 2004). The researcher administered the questionnaire to the head teachers, teachers and the pupils from each school.

The questionnaires had two sections A and B with both closed ended and open ended questions. Section A comprised short answer questions relating to the school and its management system and the performance of the school in languages while part B comprised questions relating on the impact of the characteristics of the teacher of English on the performance of the learners.

3.6.1 Questionnaire

Questionnaires were used as the main instrument in data collection. They were preferred for the study because they allowed the researcher to reach out to a large population within a short period and do not require extra personnel (Koul, 2004). They were administered to the head teachers and the English teachers in the selected schools. There were two sections A and B, Part A that required short answers while part B required brief explanations. The questions were formulated from the objectives of this study.

3.6.2 Head Teachers' Questionnaire

It had two sections A and B which were filled by the heads of the selected schools only. It contained sections A which had short answer questions on personal information of the head teachers and section B which contained questions about the school performance in

English and reasons for the performance. The head teachers' questionnaire is attached as appendix 1.

3.6.3 Teachers Questionnaires

The teachers' questionnaires had two sections; that is section A with short answer questions and section B. The teachers' questionnaires were distributed to the English teachers in the selected schools and collected data about the objectives of this study. The teachers' questionnaire is attached as appendix 2.

3.6.4 Learners' Questionnaire

The learners' questionnaire assessed the learners on the credibility of their teachers of English and their views and feelings about English language in their schools. The questionnaire also contained sections A and B.

3.7. Validity

The instruments of data collection had to be valid for accurate data collections and interpretation. They were to be real and applicable for the study chosen. Validity is of utmost importance when examining the inferences in a quantitative study. The study ascertained that the scores are stable and meaningful which derived useful inferences from the results to the population. Ultimately, the evidence in an endeavor such as this came from both the empirical findings of a study and consistency with other knowledge sources, including but not limited to past findings and theories (Koul, 2004).

Collecting data from the field study was a crucial process which required valid and reliable instruments. It was essential for the researcher to have a clear picture of the data

collection process and chose appropriate instruments which were used to collect the data. Accurate data collection from the field enhanced good data analysis and interpretation. Face validity is the accuracy and meaningfulness of inferences which are based on the research results. For face validity to be ensured research instrument was presented to two experts at University of Nairobi in the department of Education for scrutiny and examination to face content validity. Suggestions made by the supervisors were used in redrafting the instruments.

Criterion-related validity was used to determine the degree to which the scores from an instrument predict the outcome they were designed to predict. Validity strategies also included correlation of the instrument with a well respected outside instrument. Predictive validity was used to determine the degree to which scores from an instrument predicted outcome variables. Validation strategies included correlation of scores with the predicted outcome variables and construct validity was used to determine the significance, meaning, purpose, and use of scores from an instrument.

3.8 Reliability

In scientific research, accuracy in measurement is of great importance. Scientific research normally measures physical attributes which can easily be assigned a precise value. The research determined the reliability of empirical measurements by the retest method in which the same test will be given to the same people after a period of time. The reliability of the test (instrument) was estimated by examining the consistency of the responses between the two tests. If the researcher obtained the same results on the two administrations of the instrument, then the reliability coefficient was to be 1.00.

Normally, the correlation of measurements across time was less than perfect due to different experiences and attitudes that respondents had encountered from the time of the first test. Reliability of the instruments was established by pilot administering then in 2 public primary schools in Embu North District which 10% of the schools from which the study population was drawn. This helped the researcher to adjust the instruments so as to reduce the inconsistencies and ambiguities in the instruments basing on reaction of the respondents.

The researcher also used the split-halves method where the total number of items were divided into halves, and a correlation taken between the two halves. This correlation estimated the reliability of each half of the test. The study used a statistical correction to estimate the reliability of the whole test. Therefore, this helped the researcher to adjust the instruments so as to reduce the inconsistencies and ambiguities in the instruments basing on reaction of the respondents.

Furthermore, in a subsequent analysis of pupils' performance, we compared the pupils that belong to the same selection channel, arguing that schools to which they had been assigned were random within each channel. The validity of that analysis required verification that children randomly selected in or out of a school within a channel were similar. We performed tests on all the variables that which could not possibly be influenced by the outcome of randomization. These included the four characteristics of English teachers. Therefore, an overall randomization was performed by pooling the channels together.

3.9 Operationalization of variables

Objectives	Types of variables	Indicators	Measurement scale	Tools analysis	Types of analysis
a) To find out the effect of academic qualification of the teacher on performance	Academic qualification	Academic transcripts Academic certificates Highest level of professional qualification	Nominal Ordinal	Mean	Descriptive
To find the influence of experience of the teacher on students performance	Experience of the teacher Duration in the institution	Number of years in the school. Appointment letter	Nominal Ordinal	Ratio	Descriptive
To find out the effect teaching methodology on performance	Teaching method Collaborative method Lecture method Question and answer method	Groups performance	Nominal	Average	Descriptive
To find out the effect gender of the teacher on performance	Gender of the teacher	Sex/ male or female	Nominal Ordinal	Ratio/interval	Descriptive

3.10 Methods of data analysis

Data was analyzed by use of descriptive statistics. Quantitative data collected from closed –ended questionnaire items was tallied and presented using descriptive statistics in form of tables, percentages and frequencies. Qualitative data was transcribed and organized into themes categories and sub categories as they emerged during the study. The data was also analyzed by use of SPSS and the use of frequency counts.

The research used Statistical Package for Social Sciences (SPSS) in accordance to the demands of the study. This study required an in-depth understanding and consideration over the methods as it was the base to provide findings of the research. Each method of data analysis presented the data in different way, which could raise the different interpretation for same data. It reduced the ability of researcher to explore the research problem significantly. The use of SPSS tools helped the researcher to present the findings in quantitative manner, which increases understanding about the research results.

The text analysis was the simplest form of data analysis, which was beneficial for the quantitative statistics. It presented the data in the form of tables, which were significant to improve the research effectiveness and reliability.

3.11. Conclusion

This chapter has discussed research design, target population, area of study and sampling procedures. The methods of data collection and issues of questionnaire have been explained, finally validity and reliability has been handled concluding with data analysis methods.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter contains data analysis, presentation and interpretation of findings. The study intended to find out how characteristics of the teachers of English influence performance of English language in primary schools in Embu West District, Embu County. The chapter discusses results of the study under the following headings: questionnaire return rate, description of the study subjects, how characteristics of the teachers of English influence performance of English language in primary schools namely the academic qualification of the teacher, teaching methodology, teachers' experience and gender of the English teacher.

4.2 Questionnaire Return Rate

The questionnaire return rate was 96%, as 680 questionnaires were used. This was possible since the questionnaires were administered by trained research assistants who administered questionnaires, waited for the respondent to complete and collect immediately.

4.3 Demographic Characteristics of the respondents

This section discusses the respondent's gender, category of the school, type of the school, school sponsors and class. These study attributes were relevant to the study since they enabled the respondent to provide information that is valid, reliable and relevant to the study.

4.3.1 Study responses by gender

The respondents from Embu West District were asked to indicate their gender. Their responses are shown in Table 4.1.

Table 4.1 Gender of the respondents

Gender of respondent	Frequency	Percentage
Male	285	43.6
Female	369	56.4
Total	654	100.0

The study findings indicated that from the respondents interviewed, 369 respondents (56.4%) were females who were slightly more than 285 respondents (43.6%) who were males.

4.2 Respondents by category of the school

The respondents were asked to indicate their category of the school. The respondents responses are shown in Table 4.2

School category	Frequency	Percentage
Public	523	80.0
Private	131	20.0
Total	654	100.0

The study findings indicated that from the respondents interviewed, 523 respondents (80.0%) were from public schools while 131 respondents (20%) who were from private schools. The respondents were asked to indicate the type of school attended. The responses were as shown in Table 4.3

Table 4.3 Type of the school attended.

Type of school	Frequency	Percentage
boys day	65	9.9
girls day	2	.3
mixed day	53	8.1
boys boarding	64	9.8
girls boarding	144	22.0
mixed boarding	210	32.1

Type of school	Frequency	Percentage
boys day	65	9.9
girls day	2	.3
mixed day and boarding	116	17.7
Total	654	100.0

The findings show that 144 respondents (32.1%) were in mixed boarding school while 144 respondents (22%) were in girls boarding and 116 respondents (17.7%) were mixed day and boarding.

4.3.3 Sponsors of the school

The respondents were asked to indicate the sponsors of their school and Table 4.4 shows the results.

Table 4.4 school sponsor

School sponsor	Frequency	Percentage
Catholic	595	91.0
Muslim	7	1.1
Protestant	46	7.0
Community Sponsored	6	1
Total	654	100.0

The findings show that 595 respondents (91.0%) indicated that catholic is the sponsor, 46 respondents (7%) indicated that the schools were sponsored by the community while 7 respondents indicated that they were sponsored by Muslim.

4.3.5 Class of the respondent

The respondents were asked to indicate their class in the school. Table 4.5 shows their responses

Table 4.5 Class of the respondent

Class	Frequency	Percentage
4	55	8.4
5	182	27.8
6	125	19.1
7	84	12.8
8	178	27.2
9	30	4.6
Total	654	100.0

The results indicate that 182 respondents (27.8%) were in standard five, 178 respondents (27.2%) in standard eight and 125 respondents in standard six.

4.4 Influence of academic qualification of the teacher on learner's performance in English language

Academic qualification of the teacher influence learners' performance in English language. This is indicated by highest academic qualification on Table 4.9

4.4.1 Class mean mark

The respondents were requested to indicate their class means mark. Table 4.6 shows the class mean mark

Table 4.6 Class mean mark

Number of marks	Frequency	Percentage
0-30	55	8.4
31-50%	373	57.0
51-70	226	34.6
Total	654	100.0

The study showed that of 373 respondents (57%) indicated that the class mean marks was 31-50% , 226 respondents (34.6%%) indicated that the class mean marks was 51-70% while 55 respondents(8.4%) indicated that it was 0-30 marks.

4.4.2 Likes studying English

The respondents were asked to indicate whether they like studying English. Table 4.7 shows the responses

Table 4.7 Likes studying English

Like studying English	Frequency	Percentage
yes	529	80.9
no	125	19.1
Total	654	100.0

The study showed that of 529 respondents (80.9 %) like studying English while 125(19.1) do not like studying English.

4.4.3 Reasons why they like studying English

The respondents were asked to indicate the reasons why they like to study English

Table 4.8 Why they like studying English

Reason	Frequency	Percentage
yes	529	80.9
no	125	19.1
Total	654	100.0

From the study, 529 respondents (80.9 %) indicated that they like studying English while 125 respondents(19.1%) indicated they do not like studying English.

4.4.3 Highest academic qualifications

The respondents were asked to indicate their highest academic qualification and their responses put in table 4.8

Table 4.9 Highest academic qualification

Reason	Frequency	Percentage
Masters	9	1.4
Bachelors	86	13.1
Diploma	367	56.1
P1	189	28.9
Untrained	3	.5
Total	654	100.0

From the study, majority of the respondents 367respondents (56.1 %) have diploma as their highest qualification while 189 respondents (28.9%) have P1.

4.4.3 Level of agreement on academic qualifications statements

The respondents were asked to indicate their level of agreement to various statements related to academic qualifications .Table 4.9 show the responses

Table 4.10 Level of agreement on academic qualifications statements

Aspect	Strongly agree		Agree		Disagree		Strongly disagree		Not sure		Do not know	
	Freq	%	Freq.	%	Freq	%	Fre q.	%	Freq	%	Freq	%
Highly educated teachers of English do not make follow up on performance	9	1.4	10	1.5	225	34.4	307	46.9	103	15.7	0	0
High qualified teachers are always absent off duty	0	0	7	1.1	156	23.9	333	50.9	158	24.2	0	0
Highly qualified teachers of English motivate their pupils hence high	0	0	264	40.4	284	43.4	100	15.3	6	0.9	0	0
Mean	3	0.46	96	14.3	221	32.9	246	38.1	89	13.6		

The study showed that of 307(46.9) strongly disagree highly educated teachers of English do not make follow up on performance, 333 respondents (50.9%) strongly disagree that High qualified teachers are always absent off duty and 284 (43.4%) disagree that highly qualified teachers of English motivate their pupils hence high performance.

4.5 Influence of teaching methodology on learner’s performance in English language

The teaching method is important in the dissemination of knowledge to runners

4.5.1 Level of agreement to various statements related to academic qualifications

The respondents were asked to indicate their level of agreement to various statements related to academic qualifications .Table 4.10 Show their responses

Table 4.11 Level of agreement to various statements related to academic qualifications

Aspect	Strongly agree		Agree		Disagree		Strongly disagree		Not sure		Do not know	
	Freq	%	Freq	%	Freq	%	Fre q.	%	Freq	%	Freq	%
Teachers of English who employ only one study method post poor results	7	1.1	333	50.9	156	23.9	158	24.2	0	0	0	0
Methods of teaching highly influence performance in English	0	0	326	49.8	156	23.9	158	24.2	14	2.2	0	0
Teaching method of a teacher affects performance	284	43.4	264	40.4	100	15.4	6	0.9	0	0	0	0
Mean	97	23	307	47	137	0.2	322	49.3	14	2.2	0	

The study showed that of 333(50.9%) agree that Teachers of English who employ only one study method post poor results Highly educated teachers of English do not make follow up on performance, 333 respondents (50.9%) strongly disagree that High qualified teachers are always absent off duty and 284 (43.4%) disagree that Highly qualified teachers of English motivate their pupils hence high performance.

4.6 Influence of teachers' experience on learner's performance in English language

Teachers experience influences the learners' performance.

4.6.1 Highly qualified teachers do not make follow up

The respondents were asked to indicate their level of agreement on the statement that highly qualified teachers of English do not make follow up. Their responses are in table 4.11

Table 4.12 Level of agreement on highly qualified teachers not making follow up

Level	Frequency	Percentage
Strongly agree	9	1.4
Agree	10	1.5
Disagree	225	34.4
Strongly Disagree	307	46.9
Not sure	103	15.7
Total	654	100.0

The study has shown that 307 respondents (46.9%) strongly disagreed with the statement that highly qualified teachers make no follow up.

4.6.2 Highly qualified teachers always absent from duty

The respondents were asked to indicate their level of agreement on the statement highly qualified teachers always absent from duty. Their responses are in table 4.12

Table 4.13 Level of agreement on highly qualified teachers always absent from duty

Level	Frequency	Percentage
Agree	7	1.1
Disagree	156	23.9
Strongly disagree	333	50.9
Not sure	158	24.2
Total	654	100.0

The study has shown that 333 respondents (50.9%) strongly disagreed with the statement that highly qualified teachers highly qualified teachers always absent from duty.

4.6.3 Very old teachers of English do not bother

The respondents were asked to indicate their level of agreement on the statement that very old teachers of English do not bother. Their responses are in table 13

Table 4.14 Very old teachers of English do not bother

Level	Frequency	Percentage
Agree	21	3.3
Disagree	149	22.8
Strongly disagree	326	49.8
Not sure	158	24.2
Total	654	100.0

The study has shown that 326 respondents (49.8%) strongly disagreed with the statement that very old teachers of English do not show a lot of concern.

4.7 Influence of gender of the English teacher on learner’s performance in English language.

Table 4.15 Influence of gender of the English teacher influences the learner’s performance

Gender aspect	Strongly agree		Agree		Disagree		Strongly disagree		Not sure		Don’t Know	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Male teachers of English always revise every work they give pupils	83	12.7	70	10.7	255	39	189	28.9	57	8.7	0	0
Male teachers always appraises well performing pupils which boosts English performance	70	10.7	83	12.7	255	39.0	189	28.9	57	8.7	0	0
Male teachers always make follow up	61	9.3	66	10.1	189	28.9	257	39	106	16	0	0
Mean	71.3		73		19		211		73		0	

The study has shown that 255 respondents (39%) disagreed with the statement that Male teachers of English always revise every work they give pupils, 255 respondents (39%) disagreed with the statement that Male teachers always appraises well performing pupils which boosts English performance and 255 respondents (39%) strongly disagreed that Male teachers always make follow up.

4.7.2 Welcoming learners for consultation

The respondents were asked to indicate their level of agreement on the statement that female teachers Welcome learners for consultation. Their responses are shown on table 4.15

Table 4.16 Welcome learners for consultation

Level	Frequency	Percentage
strongly agree	210	32.1
agree	284	43.4
neutral	141	21.6
strongly disagree	19	2.9
Total	654	100.0

The study has shown that 284 respondents (43.4) strongly agree that female teacher s welcome learners for consultation. The study further indicated that 210 respondents (32.1%) agree that female teachers welcome learners for consultation.

4.8 Conclusion of the Chapter.

The data collected was analyzed using Statistical Package for Social Sciences and tables were used to present data in APA table format. The response rate was 96 %, (654 questionnaires) it involved headmasters, teachers and pupils. The data interpretation focused on the characteristics of the teachers of English influence performance of English language in primary schools in Embu West District, Embu County.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary of findings of the study which formed the foundation for discussions. The discussions provided a firm basis upon which conclusions and recommendations were advanced to address the characteristics of the teachers of English influence on performance of English language in primary schools in Embu West District, Embu County. It also includes suggested areas for further research and contributions made to the body of knowledge.

5.2 Summary of Findings

The summary of findings is presented based on the four objectives of the study.

The summary of the findings based on objective one which was to investigate the Influence of academic qualification of the teacher on learner's performance in English language.

The study showed that of 373 respondents (57%) indicated that the class mean marks was 31-50% , 226 respondents (34.6%) indicated that the class mean marks was 51-70% while 55 respondents(8.4%) indicated that it was 0-30 marks. The study also showed that 529 respondents (80.9 %) like studying English while 125respondents (19.1%) doesn't. From the study, majority of the respondents 367 respondents (56.1 %) have diploma as their highest qualification while 189 respondents (28.9%) have P1.

The study showed that of 307(46.9%) strongly disagree highly educated teachers of English do not make follow up on performance, 333 respondents (50.9%) strongly disagree that High qualified teachers are always absent off duty and 284 (43.4%) disagree that highly qualified teachers of English motivate their pupils hence high performance.

The summary of the findings based on objective two which was establish the influence of teaching methodology on learner's performance in English language

The study showed that of 333(50.9 %) agree that Teachers of English who employ only one study method post poor results. Highly educated teachers of English do not make follow up on performance, 333 respondents (50.9%) strongly disagree that High qualified teachers are always absent off duty and 284 (43.4%) disagree that Highly qualified teachers of English motivate their pupils hence high performance.

The summary of the findings based on objective three which was to investigate the influence of teachers' experience on learner's performance in English language. Teachers experience influence the learners performance. The study has shown that 307 respondents (46.9%) strongly disagreed with the statement that highly qualified teachers make no follow up.

The study has shown that 333 respondents (50.9%) strongly disagreed with the statement that highly qualified teachers highly qualified teachers always absent from duty.

The study has shown that 326 respondents (49.8%) strongly disagreed with the statement that very old teachers of English do not bother.

The summary of the findings based on objective four which was to investigate the influence of gender of the English teacher on the learner's performance in English. The study has shown that 284 respondents (43.4%) strongly agree that female teacher's welcome learners for consultation. The study further indicated that 210 respondents (32.1%) agree that female teachers welcome learners for consultation.

5.3 Discussion of Findings

A discussion of findings of the study is presented based on the four objectives of the study.

5.3.1 Influence of academic qualification of the teacher on learner's performance in English language.

Academic qualification of a teacher influences the learner's performance in English language. This is supported by Goe (2007) who reported that qualification of the teacher is vital as it used as an indicator in the assessing the quality of teachers. Goe (2007) also

who asserted that Learning of English in primary school level appears that those teachers having stronger English knowledge produce better student achievement as compared to those teachers with less knowledge. Aaronson and Barrow (2003) also reported that there is a very strong connection between the primary school expertise in English and the performance of the pupils. The completion of a teacher training at undergraduate level with the performance of the pupils is associated with high academic performance in English language. The study, indicated that majority of the respondents 367 respondents (56.1 %) had diploma as their highest qualification while 189 respondents (28.9%) have P1. This is supported by Rowan et al (2002) who outlined that English teachers with middle schools achievement have a marginal benefit on the students as compared to the Master Degree holders. There is no empirical attachment between Master degree English teachers' and the performance of pupils in English.

The study showed that of 373 respondents (57%) had a class mean marks of 31-50% , 226 respondents (34.6%) indicated that the class mean marks was 51-70% while 55 respondents(8.4%) indicated that it was 0-30 marks. The study also showed that of 529 respondents (80.9 %) like studying English. The measuring of pupils using scores is supported by Cavalluzo (2004) who reported that in teaching, test scores are the best indicators that are used to gauge the validity of the teacher. Cavalluzo et al (2004), reiterated that records by the Kenya National Examinations Council and the Teachers' Service Commission proofs that teachers with high tests scores at college level tend to have positive impact on primary school performance in English language. In another study, Goe (2007) ascertains that the recruitment of teachers on the basis of merit has a positive marginal relationship in the performance of English in primary schools.

The study showed that of 307(46.9 %) strongly disagree highly educated teachers of English do not make follow up on performance, 333 respondents (50.9%) strongly disagree that High qualified teachers are always absent off duty and 284 (43.4%) disagree that highly qualified teachers of English motivate their pupils hence high performance. This implies that English teachers should be well educated. This collaborates study by Lafayette (2009), who argued that if the English teacher has a strong command of the

language it is automatic to deliver well in class. This gives the teacher confidence in the mastery of English language leading to improved grades of the learners. Poor command of English language puts the teacher in a weird situation due to the nature of the changing classroom situation. Thus, in communicative language teaching, it is very important to understand that the knowledge of the target language should be taken more cautiously. Carr, (2006) confirmed that highly qualified English teachers are associated with increased primary schools English performance. Furthermore, Al-Mutawa and Kailani (2009) agreed that if a teacher does not have a great command of English language, poor knowledge of English sound system, vocabulary, grammar and communications skills will fail the English teacher administering maximum performance.

5.3. 2 Influence of teaching methodology on learner's performance in English language

The teachers teaching English should apply several instructional methods. The study showed that of 333(50.9%) agree that Teachers of English who employ only one study method post poor results. This supported by Cullen (2009) who reported that teaching methodology and communicative language requires the respective teachers to have higher level of proficiency in English language and parts of speech. Thus, English teachers should be able to acclimatize to the changing trends in teaching of English languages in primary schools. Highly educated teachers of English do not make follow up on performance, 333 respondents (50.9%) strongly disagree that high qualified teachers are always absent off duty and 284 (43.4%) disagree that highly qualified teachers of English motivate their pupils hence high performance. This agrees with Bonner (2007), who reiterates that the performance of languages is gauged by the effectiveness with which the teachers apply their teaching methods. Thus, specifying learning objectives should be the first step in the process of choosing appropriate teaching methods. In general, three types of learning objectives are distinguished: verbal information, intellectual skills and cognitive strategies.

5.3.3 Influence of teachers' experience on learner's performance in English language.

The study has shown that 307 respondents (46.9%) strongly disagreed with the statement that highly qualified teachers make no follow up. Teachers experience influence the learners performance. This is supported by Ferguson (2006) who measured the experience of the primary English teachers using two variables; the percentage of the teachers with 5-9 years of experience and percentage with more than 9 years of experience. The results were that the experience accounts for 10% of the variation in the test scores across the districts in almost 900 Texas schools. The study has shown that 333 respondents (50.9%) strongly disagreed with the statement that highly qualified teachers. The study has shown that 326 respondents (49.8%) strongly disagreed with the statement that very old teachers of English do not bother. This study shows that experience in teaching English is vital. This is supported by Wayne & Youngs (2003) who asserted that a review of literature shows generally positive effects of experience on teacher quality. The study is further supported by Holling & Guzman (2010) who stated that a new teacher has many weaknesses in preparation of achieving and prompting learning.

5.3.4 Influence of gender of the English teacher influences the learner's performance in English teachers' experience on learner's performance in English language.

The study has shown that 284 respondents (43.4%) strongly agree those female teachers' welcome learners for consultation. The study further indicated that 210 respondents (32.1%) agree that female teachers welcome learners for consultation. This is supported by Rown et al (2002) pointed out that tests of general intelligence suggest that there are no overall differences between males and females. However, there is a large gender difference with respect to average scores on specific cognitive tasks. For example, males outperform females at visual-spatial tasks, which are thought to complement mathematical problem-solving, while females excel at certain verbal tasks in English language.

5.4 Conclusions of the study

The followings conclusions were made from the study:

It is concluded that academic qualification of a teacher influences the learner's performance in English language because teachers having stronger English knowledge produce better student achievement as compared to those teachers with less knowledge. The English teachers should be well educated since highly qualified teachers of English motivate their pupils hence high performance.

It is concluded that teachers teaching English should apply several instructional methods. The study 333 respondents (50.9%) showed that Teachers of English who employ only one study method post poor results.

It is concluded that teachers with experience influence the learners' performance since a new teacher has many weaknesses in preparation of achieving and prompting learning. The teachers should be well educated.

It is concluded that gender influence performance of English language. The study has shown that 284 respondents (43.4) strongly agree that female teachers welcome learners for consultation.

5.5 Recommendations

The following policy recommendations were made from the findings of this study

- i) The teaching personnel of English language should be well educated preferably to undergraduate level. This will give the teacher good command of English and build confidence. The Teachers service commission (TSC) and Ministry of Education Science and Technology (MOEST) should liaise and take action when employing.
- ii) The English teacher should use more than one instructional method to enhance performance in examinations. In service training should be organized by quality assurance officers on interactive methods.

- iii) The English teacher should be well experienced. The teachers on probation period should be attached with experienced tutors to learn more.

5.6 Suggested areas for further Research

The following areas are suggested for further studies from the results of this study

- i) Carry out research on how characteristics of the teachers of English influence performance of English language in primary schools in other parts of the county.
- ii) Carry out a study to establish the factors influencing retention of English teachers in primary schools.
- iii) Carry out a Study to find out social economic factors influence the performance of English language in primary schools.

5.7 Contribution to the body of knowledge

Objective	Contribution to knowledge
To establish how academic qualification of the teacher influence the learner's performance in the English language	The academic qualification of the teacher improves learner's performance in English language. The study also showed that 529 respondents (80.9 %) like studying English. Highly qualified teachers of English motivate their pupil's hence high performance.
To determine how does the teaching method of the English teacher influence the learner's performance in the English Language	The study has found that teachers teaching English should apply several instructional methods to enhance learners understanding. The study 333 respondents (50.9%) showed that Teachers of English who employ only one study method post poor results.
To investigate how teachers' experience influence the learner's performance in English Language	Teachers experience influences the learner's performance. The study has shown that 307 respondents (46.9%) strongly disagreed with the statement that highly qualified teacher's make no follow up. The study has shown that 326 respondents (49.8%) strongly disagreed with the statement that very old teachers of English do not bother.
To determine how gender of the English teacher influence the learner's performance in English language	The study has shown that 284 respondents (43.4%) strongly agree that female teacher's welcome learners for consultation. The study further indicated that 210 respondents (32.1%) agree that female teachers welcome learners for consultation.

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APPENDICES

APPENDIX I: LETTER OF TRANSMITTAL

University of Nairobi
School of continuing and distance education
P.O Box 30197
Nairobi

The head teacher

P.O Box _____
Embu.

Dear Sir/ Madam

**RE: RESEARCH ON PERFORMANCE OF ENGLISH LANGUAGES IN EMBU
WEST
PRIMARY SCHOOLS**

As a Master of Arts student, in project planning and management focusing on teacher influence on performance of English, I would request your permission to engage teachers and pupils to provide information through a questionnaire.

The respondents will be treated with confidentiality for research purpose only. Your assistance will be highly appreciated.

Yours faithfully ,

David Njogu

APPENDIX II

Head teacher's Questionnaire

The purpose of the study for which this questionnaire was designed is to determine the influence of characteristics of teacher of English on performance of English language in primary schools of Embu West District in Kenya. All your responses and information will be treated with utmost confidentiality and only be used for analytical purpose of the study. Please, give your view by filling in the blank space by putting a tick in the appropriate spaces that corresponds with your response. **(NB: Do not write your name or any identification)**

SECTION A: GENERAL INFORMATION

1. Gender: Male [] Female []
2. Category of the school Public [] Private []
3. Type of the school Boys day [] Boys Boarding []
- Girls day [] Girls Boarding []
- Mixed day [] Mixed Boarding []
- Mixed day and boarding []
- Sponsors: Catholic [] Protestant []
- Muslim [] Community sponsored []
4. Total number of teachers

Male totals	Female totals	Grand total

5. Total number of teachers of English

Male totals	Female Totals	Grand total

6. What is the number of teachers of English with the following qualifications.

- i. Masters degree.....
- ii. Bachelors/undergraduate degree.....
- iii. Diploma in Education.....
- iv. SI.....
- v. Untrained teachers.....

7. Are you an English teacher?

Yes [] No []

8. If yes, for how long have you been teaching English? Years.

9. How has English as a subject performed in the last five years in national exam?

Year	Mean score	Mean Grade
2013		
2012		
2011		
2010		
2009		

10. What are some of the major challenges that affect English performance in this school?.....

.....

SECTION B: INFORMATION ON CHARACTERISTICS OF ENGLISH TEACHERS ON PERFORMANCE OF ENGLISH

This section seeks to get information on the influence of characteristics of English teachers on performance of English as a language in primary schools in Embu West District, Kenya. Please, give your view by filling in the blank space or by putting a tick in the appropriate box in the table that corresponds with your response. The responses are arranged on a scale of 1-6 specified as Strongly Agree [1], Agree [2], Disagree [3], Strongly Disagree [4], Not sure [5] and Don't Know [6]

Statement	1	2	3	4	5	6
Female teachers of English teach better than male teachers						
Male teachers of English produce better results than female						
Male English teachers use different methods in teaching of English language unlike female						
Teaching methods of a teacher affects performance						
Female teachers do not finish English syllabus in time						
Teachers of English with 10 or more years of teaching produce better results						
Experience of an English teacher does not influence performance						
Teachers of English who employ a variety of teaching methods produce better results						

Teachers of English with high academic qualification compromise performance in English						
Highly educated teachers of English do not make follow up on performance						
Less qualified teachers of English attend all their lessons						
Very old teachers of English do not deliver well in class						
Young and youthful teachers have passion in their learners success						
High qualified teachers are always absent off duty						
English is poorly performed irrespective of teacher's gender						
Less experienced teachers of English are more industrious hence influence results positively						

English Teachers' Questionnaire

The purpose of the study for which this questionnaire was designed is to determine influence of characteristics of English teachers on performance of English language in Primary Schools of Embu West District Kenya. All your responses and information will be treated with utmost confidentiality and only be used for analytical purpose of the study. Please, give your view by filling in the blank space or by putting a tick in the

appropriate spaces that corresponds with your response. (NB: Do not write your name or any identification)

SECTION A: GENERAL INFORMATION

1. Gender: Male [] Female []
2. Category of the school Public [] Private []
3. Type of the school Boys day [] BoysBoarding[]
 Girls day [] Girls Boarding []
 Mixed day [] MixedBoarding[]
 Mixeddayandboarding[]
- Sponsors: Catholic [] Protestant []
 Muslim []Community sponsored []

4. How long have you been teaching English?

- i. Less than 1 year []
- ii. 1-5 years []
- iii. 5-10 years []
- iv. 10-15 years []
- v. Above 15 years []

5. What was your subject combination during training?

.....

.....

6. Have you ever attended any workshop or seminar related to English and performance?

Yes [] No []

7. If yes, please fill the below table in accordance

Course	What covered	Date & Duration

--	--	--

8. How many examination classes have you handled from the time you joined this school?

.....

9. What was your best mean score?.....

10. What is your highest level of professional qualification?

- i. M.ed []
- ii. Bachelors / undergraduate []
- iii. Diploma in education []
- iv. P1 []
- v. S1 []
- vi. Still training []
- vii. Untrained []

SECTION B: INFORMATION ON CHARACTERISTICS OF ENGLISH TEACHERS ON PERFORMANCE OF ENGLISH

This section seeks to get information on the influence of characteristics of English teachers on performance of English as a language in primary schools in Embu West District, Kenya. Please give your view by filling in the blank space or by putting a tick in the appropriate box in the table that corresponds with your response. The responses are

arranged on a scale of 1-6 specified as Strongly Agree [1], Agree [2], Disagree [3], Strongly Disagree [4], Not Sure [5] and Don't Know [6]

STATEMENT						
Performance in English is directly proportional to the teacher's experience						
Teachers of English with more experience have passion in their job hence produce good results						
Male teachers of English are more strict with academic work hence produce better results						
Female teachers do not make follow up on pupil's assignments						
Male teachers take time with pupils guiding them on their performance						
Female teachers always welcome pupils for consultations						
Male teachers always appraises well performing pupils which boosts English performance						
More experienced teachers test their pupils continuously boosting results						
Less experienced teachers mostly take more of their time with pupils						
Less qualified teachers of English are more concerned with students performance than highly qualified.						
Teachers of English who are less than 5 years in their station post better results than those who have been there for long.						
Remedial lessons are mostly attended by English teachers who are less qualified and less experienced.						
Teachers of English who employ only one study method post poor results						
Aged teachers of English do not complete syllabus in time hence poor results						

Young teachers of English do not complete syllabus in time hence poor results.						
Teachers of English with more experience can maintain good performance over long time.						
Highly qualified teachers of English motivate their pupils hence high performance.						
Academic qualification of an English teacher does not influence performance in English						
Methods of teaching highly influence performance in English						
Young less experience teachers of English always strive for better performance unlike aged ones.						
Gender of the teacher of English does not determine performance						

Learner’s Questionnaire

The purpose of the study for which this questionnaire was designed is to determine influence of characteristics of English teachers on performance of English language in Primary Schools of Embu West District Kenya. All your responses and information will be treated with utmost confidentiality and only be used for analytical purpose of the study. Please, give your view by filling in the blank space or by putting a tick in the appropriate spaces that corresponds with your response. (NB: Do not write your name or any identification)

SECTION A: GENERAL INFORMATION

1. Gender: Male [] Female []
2. Category of the school Public [] Private []
3. Type of the school Boys day [] Boys Boarding []
Girls day [] Girls Boarding []
Mixed day [] Mixed Boarding []
Mixed day and boarding []
- Sponsors: Catholic [] Protestant []
 Muslim [] Communitysponsored[]
4. In which class are you in?.....
5. How many English lessons do you have in a week?.....
6. What was the class mean score in English in the previous exam?.....

7. Do you sometimes learn English from outside or engage in certain activities during English lessons?
Yes [] No []
8. If yes, list some of the activities
.....
.....

.....

9. Do you like studying English?
 why.....

SECTION B: INFORMATION ON CHARACTERISTICS OF ENGLISH TEACHERS ON PERFORMANCE OF ENGLISH

This section seeks to get information on the influence of characteristics of English teachers on performance of English as a language in primary schools in Embu West District, Kenya. Please give your view by filling in the blank space or by putting a tick in the appropriate box in the table that corresponds with your response. The responses are arranged on a scale of 1-6 specified as Strongly Agree [1], Agree [2], Disagree [3], Strongly Disagree [4], Not Sure [5] and Don't Know [6]

STATEMENT	1	2	3	4	5	6
Female teachers of English teach better than male						
Male teachers of English are very strict with assignments						
Male teachers of English always revise every work they give pupils						
Very old teachers of English do not bother about pupils' performance						
Old teachers of English rarely attend their lessons						
Most female teachers come to class late for the lesson and leave early						
Most female teachers in many occasions give the class						

representative assignments during their lessons						
Most male teachers of English are always not within the school for consultations						
Most young teachers of English come to class at any time they are free						
Less qualified teachers of English rarely miss their lessons						
Less qualified teachers always encourage pupils to perform well						
Young teachers of English are very industrious which make pupils perform well.						
Experienced teachers always employ different methods during their lessons						
Only a few teachers of English use one method of teaching						
Most male teachers encourage questions from learners						
Most young teachers of English finish syllabus in time						
Male teachers of English use more than one book to teach English						
Learners perform better when English is taught by a female teacher						
Mostly young teachers of English get presents for good performance in the language.						