

**INFLUENCE OF TEACHER CHARACTERISTICS ON PUPILS' ACADEMIC
PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN KENYA:
A CASE OF AKITHI DIVISION, MERU COUNTY, KENYA**

BY

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DECLARATION

This research project report is my own original work and has not been presented for award in any other university.

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DEDICATION

This work is dedicated to my wife Ruth Kaario and my children Purity Gaki, Mutwiri Patrosio, Irene Mwendwa and Derick Mutethia for their moral encouragement and financial support that they gave me throughout. Special tribute goes to my son Mutwiri Patrosio whose contribution on typing and editing enabled success of this project work.

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ABBREVIATION AND ACRONYMS

ATS	Approved Teacher Status
E.F.A	Education for all
E.P.E	Education Production Function
E.S.R.C	Economic and Social Research Council
D.E.O	District Education Officer
K.C.P.E	Kenya Certificate of Primary Education
K.N.E.C	Kenya National Examination Council
M.G.Ds	Millennium Development Goals
N.G.O	Non Government Organization
P1	Primary Teacher One
S.M.C	School Management Committee
SPSS	Statistical Package for Social Scientists
U.N.E.S.C.O	United Nations Education, Scientific and Cultural Organization
UT	Untrained Teacher

ABSTRACT

The purpose of this study was to establish the relationship between teachers' characteristics and pupils' academic achievement. The study was guided by education production function which connects pupils' academic performance to teachers' characteristics. The study objectives were to: establish how the teachers' attitude on teaching influences the pupils' academic performance, examine how demographic characteristics of teachers influence the pupils' academic performance, assess how teachers' qualification influence pupils' academic performance and establish how teaching experience of a classroom teacher influence pupils' academic performance. The study was conducted in Akithi Education Division, Meru County in Kenya. The target population was comprised of the head teachers of the 29 primary schools in the division, the teachers and pupils of classes seven and eight. The study applied a descriptive research design. A questionnaire and an interview guide techniques were used for data collection. Data was analyzed using descriptive and inferential statistical techniques. The study revealed that teacher characteristics have enormous influence on pupils' academic performance in public primary schools. The teachers' attitude on pupils, the demographic characteristics of teachers and their qualification had a significant influence on pupils' academic achievements. The researcher therefore recommends immediate measures taken on reducing teacher - pupil ratio so as to enable individual education programmes taken on learners, device away of monitoring and evaluating the curriculum implementation in schools to ensure complete syllabus coverage is done. Further research can be done so as to establish the extent of influence of other education factors such as gender, social-economical effects, environmental and peer pressure.

CHAPTER ONE

INTRODUCTION

1.1 Back ground to the Study

Identification and influence of stake holders is critical to determine pupils academic performance because of the role they play (Mwika 2010) Globally, education has remained a vehicle to spring up social –economic development over the world (Aikaman and Unterhelter, 2005). Mugenda and Mugenda, (2006) further explain education as a critical instrument to industrial and technological development. Their views explain the importance of education and uphold the key role it plays towards attaining the millennium development goals which are in line with Kenya vision 2030.

The Kenya vision 2030 envisages a globally competitive and a prosperous nation with a high quality of life by year 2030 (Kenya, 2008). The vision 2030 is founded on the economical, social and political pillars focusing on adding value to products and services. The social pillar of vision 2030 touches on education whose aim is to produce globally competitive quality education, training and research for sustainable development (Kenya 2012).

This emphasis why education policy is concerned with the right to universal education; *Education for All* (EFA), and the need to enhance rapidly the development of skilled human resource (Kenya 2005) This provision aspect is imperative towards attainment of millennium development goals (MDGs).It is in view of this that concerted effort to access, equality, quality and relevance education is a concern to all stakeholders of education in Kenya (GOK 2012). The grip to these important characteristics of education is unfortunately missing at Akithi Division of Meru County. This is so because of the repeated low academic results got in the division at the end of every year KNEC, KCPE (2013) results.

Bangbade (2004) and Elochuru (2001) study revealed that schools, parents and teachers as being responsible of poor performance of learners. They further cited good performance as being dependant of how efficient and effective the teachers are. This why teachers have always remained in the centre of being responsible of teaching and implementing educational policies designed to achieve the educational goals Okoro(2013). The teachers' qualification and their dedication is therefore important aspects to consider if pupils have to perform well (Oshod 1998, Duyilemi and Duyilemi 2002).

Sanders (1998) suggestion of the effectiveness of individual classroom teacher influence on pupils' academic achievement is therefore wanting. The idea is supported by fact that no pupil would perform behold the quality of their teacher teacher (Duyilemi and Duyilemi 2002). Wright, Hom and Sanders (1997) believed that more can be done to improve education standards by improving effectiveness of the classroom teacher. This explains why Alexander (2005) argued that high qualified teachers produce much competent learners than less qualified teachers. Unfortunately, this pedagogy has received less attention as it deserves (Freeman and Johnson 1998)

Adeyemo (2005) observes that teacher characteristics influence teaching and learning of pupils in classrooms. Oleleye (2011) further suggested that there is a relationship between teacher characteristics that included of teachers knowledge of the subject, there communication abilities, the teacher interest in the job, emotion and stability of the teacher were cited in the studying in a Pakistan journal of social science vol.7 issue 5 (2010) by the Futext, HTML PP. 388-392 as affected pupils academic performance.

In India, a research done on influence on student's performance by economic and social research council (E.S.R.C), of the global poverty research group. <http://www.gprg.org/> suggested that characteristics of subject teachers are related to students' marks across the subject. A similar case in Nigeria on teacher's effectiveness and student academic performance in public secondary schools suggesting the teacher as the main determinacy of the end of test results as not true.

Gregory- Greenleaf (2008) for good or poor student's academic performance has been quite exhaustive yet controversial exists as to what contribute singly or jointly to poor student performance. This has left the gap for further research on what influence is the teacher characteristics on pupil's academic performance.

The Gap in academic performance of Akithi division has continued to exist despite the relatively high academic performance attained by the other surrounding zones with similar prevailing conditions except that of teachers' characteristics. It is for this reason that the study is meant find out the influence of teachers' characteristics on pupils' academic performance in Akithi division. The findings can be used to improve access, equity, quality and relevance education in the area (Kenya 2012) as these will quench the thirst of education of many stakeholders in the area.

1.2 Statement of the Problem

Even though government has expressed concern on pupils' academic performance in National examinations, it is evidence that the situation has not changed much. Kenya being a developing country must strategize on ways aimed at achieving goals of education from the grassroots in order to foster developments. This is because education will act as a vehicle towards realizing the dream of achieving Kenya vision 2030 (ENESCO, 2000). This will be done by raising the standards of education in all parts of our country equality. To achieve this, the teacher characteristics influencing on teaching and learning has to be looked at (Adeyomo, 2005), in order to ascertain if there is a relationship between characteristics of teachers and pupils performance as is suggested by Oleleyo, (2011). To explain the phenomenon, this paper seeks to assess the influence of teacher characteristics on pupil's academic performance in primary schools in Akithi division, Meru-county.

The study would help in upholding the teacher professional dynamic approach so as to help in raising the pupils' academic performance in the area. Akithi division would also dream of rekindling its hope in attaining the knowledge and skills to catch up with the foreseeable development in order to realize better academic performance.

KCPE Mean Score Result ranking of the Divisions in Tigania West District for the year 2008 to 2012 is as shown in table 1.1.

Table 1.1 Ranking of the Divisions based on KCPE performance in Tigania West District

Zone	2008	2009	2010	2011	2012
Akithi	208	212	223	222	240
Uringu	225	222	232	238	247
Kianjai	260.8	258	267.97	262.01	272

Source: DEO's office Tigania West District 2013

In that foresaid number of years, Akithi division is seen to have the lowest mean score in KCPE performance than any other of two divisions. This occurred although the three divisions existed in same environmental conditions other than that of teachers. It is on this base therefore, that this study do not only examine teacher characteristics influence on pupils' academic performance, but also wishes to unearth and recommend possible measures to be undertaken in order to improve academic performance in the area in the area.

1.3 The Purpose of the Study

The purpose of this study was to assess the influence of teacher characteristics on pupils' academic performance in public primary schools in Akithi division, Meru County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:-

1. To establish how the teacher attitudes on teaching influences the pupils academic performance of classes seven and eight in Akithi Division.
2. To examine how demographic characteristics of teachers influences the pupils' academic performance of classes seven and eight in Akithi Division.
3. To assess how teacher qualification influence pupils' academic performance of classes seven and eight in Akithi Division.
4. To establish how teaching experience of the classroom teacher influence pupils academic performance of classes seven and eight in Akithi Division.

1.5 Research Questions

The questions for this study includes;

1. How does the teachers' attitude in teaching influence pupils academic performance?
2. How does the demographic characteristics of teachers influence pupils academic performance?
3. How does the teacher's qualification influence pupils' academic performance?
4. How does the teaching experience of the classroom teacher influence pupils' academic performance?

1.6 Significance of the Study

The study is useful to the government and public in general in understanding the significant of the characteristics of the teachers and its influence on the pupils' academic performance in primary schools in Kenya. The stakeholders would also assess the impact of education as a determining factor towards improving their social-economical welfare and the general outlook of Akithi area and the Country at large.

The study would broaden the insight of education to stakeholders and enable them decide on pertinent issues affecting them and their children education progress. The ideas so got could help in resolving problems that hinders academic performance in the area. It would also assist the schools administration and in policy making where vital decisions of acquiring and distributing of relevant education resources is got. The ideas could be used by the school organization to train and hire quality teachers who can improve the education standards of pupils to make them life –long learners (Kenya 2012) which is needed in order to achieve the millennium development goals and the vision 2030.

1.7 Delimitations of the Study

The study is only confined to Akithi division of Meru-County. This will make it easy to collect data by reducing the cost of the research. The data is to be collected by research assistants.

1.8 Limitations of the Study

The study population was confined to a few primary school teachers and pupils while leaving other stakeholders in the zone. This limits the generalization ability of the study findings of teachers and pupils outside the ward. The study did not also take into account those other stakeholders who could have an influence in education in Akithi division.

1.9 Assumptions of the Study

It was assumed that all respondents would co-operate and provide complete, reliable and true responses. It was also assumed that the school environment of learning in Akithi division does not vary greatly from those other divisions of the surrounding zones. The respondents were also assumed to be the representative of total targeted population.

1.10 Definition of Significant Terms Used In the Study

1. **Attitude:** - Refers to the state of mind or the way of thinking about something especially as it is shown by the behavior. It is a judgment that can be changed as a function of experience.
2. **Characteristic:** - A particular quality of a feature that is typical of someone or something.
3. **Demographic characteristics:** - This is the particular qualities or features in relation

to the number of teachers handling the given classes.

4. **Demographic:** - A description of numbers of people. It can refer to the population.
5. **Experience:** - Refers to the knowledge or skills gained through time spent on a job or an activity.
6. **Gender:-** The term gender refers to socially determined role or relationship between males and females
7. **Influence:** - The power or capacity to cause effect in an indirect way (Bdhon, 1986).
8. **Performance:-**This refers to the manner or the way in which an activity is carried out.
9. **Pupils:** - A young learning person who is at close supervision of a teacher at school.

1.11 Organization of the Study

The research study is organized in five chapters. The first chapter starts with the background to the problem followed by the statement of the problem. The purpose of study is outlined followed by highlights of the research questions, delimitations and limitations of the study, the significance, assumptions and the organization of the study. Chapter two is concerned with the literature review that is related with the influence of the characteristics of teacher on pupils' academic performance. The chapter is sub-divided into sub-topics which are based on the research objectives.

Chapter three covers the research procedures which include: - research design, the target population, sample size selection and sampling procedures. It outlines on the instruments to be used in data collection and further explain on their validity and reliability.

Data analysis, presentation and interpretation are done in chapter four. It comprises the findings of the whole research collected by use of questionnaires administered to teachers and pupils respectively while interview guide was used on all the head teachers or their deputies incase head teachers were absent. This was done to confirm the stability and consistency with which data measured. Chapter five summarizes of data on the research findings, discussions, conclusions and its recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers the literature review which relates to the subject of the study. It discusses on the themes formulated from research objectives which includes: teachers attitude and pupils academic performance, demographic characteristics of teachers and pupils academic performance, teacher qualification and pupils academic performance and the teaching experience of the classroom teacher and pupils academic performance. It has also the conceptual framework which highlight on the variables under consideration.

2.2 Empirical review on teacher characteristics and pupils academic performance

Education has an immense impact on the human society. It trains the human mind to think and take the right decision. Man becomes a rational animal when he is educated .It is through education that knowledge and information is received and spread throughout the world. If a person cannot read mediums and write then he is closed to all the knowledge and wisdom he can gain through books and other mediums. In other words, he is shut off from the outside. In contrast, an educated man lives in a room with all its windows open towards outside world.

The quality of human resource of a nation is easily judged by the number of literate population living in it. This is to say that education is a must if a nation aspires to achieve growth and development and more importantly sustain it. This may well explain the fact that rich and developed nations of the world have very high literacy rate and productive human resource. In fact these nations have started imparting selective training and education programs so as to meet the new technical and business demands of the 21st century <http://www.globalcitezenscorps.org/node/11259>.

2.3 Teacher characteristics and pupils academic performance in Kenya

In this section the study examines teacher characteristics that influence pupils' performance based on the research objectives.

Education has been defined as the process through which knowledge; skills, attitudes and values are imparted for the purpose of integrating the individual in a given society, or changing the values and norms of a society. For individuals, this process is life-long. It begins at birth and ends with death. The UNESCO International standard classification of education defines

education as comprising organized and sustained communication designed to bring about learning (UNESCO, 1975).

Education is therefore the potential instrument of a person's mental and moral make-up. The history of civilization bears testimony to the facts that man unlike a wild animal, has built a glorious heritage of culture, art, science, philosophy and religion. Heredity and environment are the two most important factors of growth and development. Heredity endows each individual with capacities, attitudes, and interests and it is for education to provide scope for their expansion and expression through favorable environment.

A recent article...”looked up pagead2.google syndication.com,(2012),” on the role of education in growth and development of child, ”said that education is responsible of promoting the right use of the bodily and intellectual inborn tools which are present to all children being a result of the teacher himself being a vital part of environment determining the destiny of individual characters.

Examination of education systems from ancient times to to-day reveals elaborate and deliberate Practices of education. There existed an elaborate education system which might have not been formal like it was the case of Western European education system, but it produced competent individual who sustained the African indigenous/traditional education systems (Sifuna and Indire, 1974). Formal education was introduced in Kenya in the mid-nineteenth century by European Christian Missionaries (Karanja, 1995).

The urge to establish education at that time was necessitated by the unplanned, rapid expansion of the “mission” and “bush” schools (Sifuna and Indire, 1974). This development called for an equally sharp increase in the supply of teachers to work in the newly established schools. In addition, there was need to produce school teachers to relieve missionaries who were required to concentrate on missionary/evangelization work.

The established mission and “bush” schools were Primary (Classes B and A, and Standards I – IV) schools and intermediate (Standards V – VIII) schools. These institutions needed Primary school teachers. Therefore, the designed teacher education program catered mainly for Primary School leavers from the level of Standard Three to Eight (Standard III – VIII). This means that most of the teacher-trainees were of low academic qualifications although for that period in time, they were the most well educated individuals.

However, after the First World War (1914–1919), there was increased demand for African education especially for those with higher education (the secondary school education). This demand led to establishment of secondary schools which needed teachers of higher calibre. Consequently, Makerere College in Uganda was established to train teachers of Diploma in Education qualification in the early 1940's (Beecher Education Commission, 1943; Karanja, 1995).

This was followed by the introduction of Kenyatta College in 1965 and Kenya Science Teachers College in 1966 to train S1 teachers, and then Kenya Technical Teachers College in 1977 to train teachers in technical subjects at Diploma level (Otiende, 1992). However, much earlier and to augment the effort of Makerere University College, University of Nairobi College had started training graduate secondary teachers with B.A./B.Sc. (Education option) qualification in 1966. But this was later to be transformed into the Bachelor of Education (B.Ed.) professional degree qualification in 1970. This was expanded with the establishment of Kenyatta University College in 1972. Today there are many public and private universities in the country conducting teacher education programs. However, there are two disturbing features that have characterized the development and administration of education in Kenya since 1847. It has always been managed by non-professionals in teacher education and it has remained too academic in nature. It was an education program one would be proud of and reserved for the selected few! This was reflected in the administration of the program. Only the privileged individuals in terms of qualifications, experience and competence were associated with this program of education. The society saw and felt that the future of Kenya lay in this program of education. The society expected the program and its products (the school teachers) to develop and provide leadership in its development. But with time, this high esteem has steadily waned. The society no longer regards teacher education highly when compared to other sectors of education. This attitude is seen in the manner the government is managing this program of education in comparison to Primary School education and Secondary School education sectors. The program has been marginalized. This treatment of teacher education has promoted the observed poor image of this program, teaching profession and school teachers respectively in the society. This is why the emerging issues of teacher education presented herein below are of great interest not only to educationists in Kenya but also to the Kenyan society.

2.3.1 Teachers attitude and pupils' academic performance

Teachers are regarded as the basic tools in education and curriculum implementations. The quality of any nation's education is determined by the qualities of the teachers and their attitude to the profession. Attitude as a factor influences on the academic performance of the primary schools pupils in so many other ways.

Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor (Eagly & Chaiken, 1993). It is a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation or an attitude object. Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards (Business Dictionary).

Arul (1995) quotes Allport's definition of attitude as a mental and neural state of readiness organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. Implicit in the various definitions is that attitude is a psychological orientation developed as a result of one's experiences, which influences how a person views situations, objects or people, and how she appropriately responds to them. The response may be positive or negative; favorable or unfavorable; neutral or ambivalent.

Research suggests that there are three different components of attitude. These are the cognitive component, the affective component, and the behavioral component (Eagly & Chaiken, 1993; Maio & Haddock, 2010). The cognitive component of attitude is what the individual thinks or believes about the attitude object. An example is that a person might think that a snake is a dangerous reptile. The affective aspect of attitude is the feelings or emotions of the individual associated with the attitude object. For example, the sight of a snake may evoke the feeling of fear in the individual. The behavioral component is the tendency to respond in a certain way to the attitude object. An example is a person choosing to run away or scream upon seeing a snake. Hence the cognitive, affective and behavioral components of attitude are interrelated and interconnected.

Research has shown that formation of attitude is experiential. People form attitudes through their experiences in life. Social psychology explains how attitudes are formed using three major learning theories which are classical conditioning, operant conditioning and observational learning. Propounded by Ivan Pavlov, classical conditioning is a procedure for modifying behavior in which repeated pairing of conditioned stimulus with an unconditioned

stimulus leads to the development of a conditioned response (Ntim, 2010, Linero & Hinojosa, 2012). Classical conditioning entails neutral stimuli that naturally elicit a response. Children, for instance, become fans of football clubs of their fathers. They grow up believing that those particular football clubs are the best and develop the same passion for the clubs. Hence, we form attitudes according to how we are conditioned or how our experiences condition us.

B.F. Skinner's Operant Conditioning theory is a form of learning in which a response is made in anticipation of a stimulus. In operant conditioning, reinforcement increases the likelihood that behavior will be repeated (Ntim,2010). Behaviors that are followed by positive consequences are reinforced and are more likely to be repeated than are behaviors and attitudes that are followed by negative consequences (Moris & Maisto, 2001). Operant conditioning requires the use of reinforcement and punishment. A case in point is if a child's mother smiles at her anytime she picks something up for her, the child begins to realize that it is good to be helpful and she is likely to repeat the behavior. Conversely, if a mother screams at a child for picking up a puff of a piece of cigarette, the child will grow up having an unfavorable attitude towards smoking and probably those who smoke. This is due to the negative consequence of her action.

Finally, people also learn attitude through observation of people around them, especially if they are people they admire, respect or hold in high esteem. Children therefore invariably observe the attitude of parents and teachers and learn a lot from them. Observational learning theory propounded by Albert Bandura posits that a behavior is acquired by watching another or the model that performs the behavior (Yara, 2009). The model displays the behavior and the learner observes and tries to imitate it. Teachers are, invariably, role models whose behaviors are easily copied by students. Furthermore many researchers like (Frank, 1990; Fulton, 1989; Goodlad, 1990; Handler, 1993) state the axiom that teachers usually teach in the way they were taught. This compelling statement highlights the importance of reviewing and analyzing students' prior educational experiences for insight into the effective and ineffective attitudes and actions of teachers. Teachers, have the opportunity to leave an indelible impression on their students' lives. School experiences mold, shape, and, can influence how children view themselves inside and outside their own world. This explains why teachers have to take their time to ensure that learners have understood themselves in relation to their environment.

These school memories have the potential to last a lifetime in students' mind and can play a consequential role with present and future decisions. It does not take long for students to realize that teachers make the difference between a long and boring school year and an exciting and challenging year. The effective attitudes and actions employed by teachers ultimately can make a positive difference on the lives of their students. By examining past educational experiences, preservice teachers can discuss what they should or should not do with a class of students. What is frequently discussed on attitudes of teachers and their actions include: a genuine caring and kindness of the teacher, a willingness to share the responsibility involved in a classroom, a sincere sensitivity to the students' diversity, a motivation to provide meaningful learning experiences for all students, and an enthusiasm for stimulating the students' creativity. Findings by Larson and Silverman (2000) and Noddings (1984) has emphasized the importance of developing a caring and respectful relationship between teachers and students. They support students' needs for both communication and care in order to achieve a personal relationship with their teachers. Noddings (1984) believes the entire school curriculum should be built around the ethic of care. She contends that with this construction, caring will become an integral part of a committed, reciprocal relationship between the teacher and student.

Carlson and Hastie (1997) believe teachers' and students' agendas need to overlap and be in support of each other, and the end result would be a positive learning environment. This way of learning is a challenging way of constructing freedom in the classroom. The strength in a constructivist based classroom is in the lessons and activities of the students. Zimmerman, (1990) and Claxton (1996) believe that the learning process should be organized in such a way that students take responsibility for their own learning. Students should be independent and able to make decisions about their learning ability and then plan accordingly. Richardson, (1999) states student-directed learning and curricula have become focal points for all constructivist-based teaching and learning practices.

It is critical for students to feel positive about themselves as individuals in order to gain the self-confidence to try new things. Verbally praising a shy or friendless child can be a turning point for their self-esteem and confidence level. A child may be born with a talent but someone, such as a teacher, needs to realize and believe in it or it may not ever be nurtured. A teacher has the ability to reinforce, support, and appreciate the work and play of her students.

Teacher training programs need to provide teacher candidates with knowledge and experiences with diversity, including cultural diversity. Nel (1992) stated that it would seem the trend toward more pluralistic attitudes in teachers needs to be translated into a strong and clear commitment to multicultural education, which ultimately could result in positive effects on specific classroom behaviors and attitudes. Teachers need to take the initiative to fully understand the meaning and future implications of effectively working in culturally heterogeneous classrooms.

An appropriate start in teacher training programs would be to have teacher candidates research their own ethnic and racial identity. Helms (1994) expressed that personal experiences may facilitate the development and adoption of a tolerant and pluralistic orientation.

When provided with motivating activities and lessons, students become active and independent agents of their own learning. Learning should become an open adventure that does not lead down one straight and narrow path, but instead many roads should be provided that lead to a variety of destinations. Teachers may resist the extra work required with individualizing, but research supports its importance. This is especially an issue for students with special needs.

Research results revealed effective teachers, and especially those who teach children with special needs, should pay attention to students' progress and actively involve them in learning activities, while offering guidance and praise for effort and accomplishments. When given the opportunity to be creative, students will take their learning to higher levels and become actively engaged in lessons by contributing ideas and insights. Teachers' role on students' should centre on intrinsic motivation, cognitive learning styles, and skill levels. This type of environment will be most conducive to fostering learning. Howard Gardner's intellectual strengths, or multiple intelligences, can be incorporated into daily lesson planning can provide direction for teachers to offer students diverse opportunities for creative ways of learning or knowing in the classroom. The eight intelligences identified by Gardner (1997), are verbal-linguistic, logical-mathematical, visual-spatial, bodily kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. Gardner's notion supports the continued argument that education needs to accommodate students' unique ways of learning and creativity needs to be a partner in the learning process.

In conclusion, there is potential in every student, and a teacher's attitude and actions can leave lasting impressions. Teachers need to be risk takers by being themselves and by trusting their students. They also need to create independent individuals so learning is more likely to take place. Effective teachers genuinely care, like, accept, and value their students. These teachers will demonstrate kindness, share responsibility, accept diversity, foster individual instruction, and encourage creativity. With the knowledge of attitudes and actions, they will have the potential to be an effective teacher who will be remembered fondly by former students. For the teacher training learners who continue and get education in teaching, it will be important for them to always remember how it felt to be the learners and to share with their pupils that there is no greater wisdom than kindness.

2.3.2 Demographic Characteristics of Teachers and pupils academic performance

The demographic characteristics of teachers refers to personal or collective background various which comprises age, gender, social-economical status, attitude, effectiveness, the number of teachers at school and the number of learners handled by a teacher in a class at a ago, Bahago, (2011). This explains why teaching and learning depends on teachers; no wonder why an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher (Uchefuna2001).

Researchers have examined the influences of characteristics on student academic performance. In class, the perception is determined by pupils' behavioral problems, teacher beliefs, teacher instructional practices, and interaction between teachers and students (Koth et al., 2008; Pianta et al., 2002; Mashburn, Pianta, Hamre, Downer, Barbarin, Bryant, Burchinal, Early, & Howes, 2008).

Other researchers used teacher beliefs and practices to predict student academic performance (Caprara et al., 2006; Pianta et al., 2002). The provision of widely spread education and training opportunities which has been a long-standing objective of the Government of Kenya (GOK) is further an evidence .This is why Government has sought to address the challenges facing the education sector through a range of policy initiatives, often with mixed results but with a major focus of attaining Universal Primary Education (UPE) and the key concerns of achieving greater access, participation, equity, quality and relevance and the need to enhance rapidly the development of skilled human resources (Kenya, 2005). This has stretched the Government budget, because of increased enrolment in schools which is a direct result of the government's introduction of free primary education program. The volume of pupils in most of

the schools is enormous as compared to the number of teachers managing them. This has compromised the quality of education especially when the burden of providing for the educational basic needs of instruction materials is added. Apart from achievement motivation, Lar, (1997) and Saad (2002) discovered that academic performance is influenced by various demographic factors such as age and school distance. Harter (1981) found that there is a progressive and significant age change in interest across the elementary and middle school years which affect performance. Harter states that lower primary school children are interested to learn in order to get tokens like sweets, a clap, and a pat on the back or a smile from the teacher. As they progress in school, they tend to be more intrinsic. According to Lar (1997), distance between schools and the learners homestead requires them to trek long distances to and from school, which makes them tired and unable to concentrate during teaching.

2.3.3 Teachers qualification and pupils academic performance

Teachers have been shown to have an important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe, 2001). Both teaching and learning depends on teachers: no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher (Uchefuna, 2001).

Kafu, P.A, (2011) asserts that there is confusion over what teacher education means and what it does. The confusion can be traced from colonial period when emphasis was on pedagogy rather training and development of school teachers and how the programs were conducted. Therefore, there is need to broaden the teacher education curriculum to include areas that are being demanded by the modern, technologically-oriented society. This will ensure teachers are equipped with relevant competencies to manage emerging challenges in education and the society.

2.3.4 Teaching Experience of the Classroom Teacher and pupils academic performance

Teacher experience has a significant effect on pupil performance in primary schools. Experienced teachers have a richer background of experience to draw from and can contribute insight and ideas to the course of teaching and learning, are open to correction and are less dictatorial in classroom. Learners taught by more experienced teachers achieve at a higher level, because their teachers have mastered the content and acquired classroom management skills to deal with different types of classroom problems (Gibbons et al., 1997). Furthermore,

more experienced teachers are considered to be more able to concentrate on the most appropriate way to teach particular topics to students who differ in their abilities, prior knowledge and backgrounds (Stringfield & Teddlie, 1991).

Teachers get experience by attending in-service courses and seminars. Teachers' motives to attend in-service training and be manifold e.g. increase in salary, career planning, keeping up with developments, removing insecurity and meeting colleagues. It is on later stages of their in-service training course that they have a better idea of the possible content and methods, do formulation of objectives of their own lessons become part of their program (Fullan, 1992).

Therefore, the more the teachers know about students, the better the teachers can connect with them and the more likely they will be able to benefit from the teachers' experience in reconstructing their world. The knowledge that teachers need about students in order to connect with them is gained through interaction. For many reasons, measuring the real impact of experience on a teacher's effectiveness is complex, more so than measuring any other teacher attribute. Consequently, many well-constructed research attempts to interpret the relationship between experience and effectiveness have reduced varying results that reveal no particular pattern. Murnane (1996) found that teacher effectiveness improves rapidly over the first three years of teaching and reaches its highest point between the third and fifth year but found no substantial improvement after year five.

In contrast, a small number of studies suggest that teacher experience effects may be evident for a longer period of time. Murnane & Phillips (1981) state that experience had a significant positive effect on elementary student achievement among teachers during their first seven years of teaching. Rivers & Sanders (2002) suggest that "Teacher effectiveness increases dramatically each year during the first ten years of teaching". www.iiste.org

2.4 Theoretical Framework

The study is hinged on two theories. These are the Piaget's (1964) theory of cognitive development and the functionalism theory of learning. The two theories complement each other in investigating the influence of characteristics of teachers on pupils' academic performance.

2.4.1 Piaget's (1964) Cognitive Development Theory

Piaget's theory focus on reasoning and the mental processes of information (Huffman, et al (2000)).The theory holds that children's mental constructs are developed through their experiences in their environment (Atherton, 2005). The theory states that the cognitive structure develops valiantly or sequentially and interactively from the concrete to the more abstract.

This explains why the teacher's characteristic is responsible of influencing pupils' learning processes:-*academic performance*. Piaget's (1964) theory of cognitive development emphasized that cognitive and intellectual changes are the results of developmental and coherent processes of successive qualitative changes of cognitive structure: the *schema*. Each structure and its non-commitment changes derive logically and inevitably from the proceeding one. Thus cognitive is conceptualized as continuum. This explains why experience is a subject of mental processes and that the teacher is responsible of writing onto this 'empty slate': the schema of the child (Arresteto) hence the need to investigate the influence of teacher's characteristics on pupils' academic performance.

2.4.2 The Functionalism of Theory of Learning

Functionalism theory of learning investigates the function of mental processes in adapting individual to the environment. William James (1890) in Huffman, et al (2000), noted that the teaching force in functionalism, felt that mental activities forms a unit of experience which continuously changes while remaining interrelated.

This led to psychological testing movement which has changed the course of modern education and is used as the determinant of the learner's achievement. Piaget's theory of cognitive development and functionalism theory of learning is therefore, a complement to one another in investigating the influence of characteristics of teachers on pupils' academic performance.

2.5 Conceptual Framework

In this section, the study will discuss the relationship of the variables in the conceptual framework. Figure 1, shows the conceptual framework that guides the relationship between independent and dependent variables. It also shows any other factor that would have any effect of the two variables.

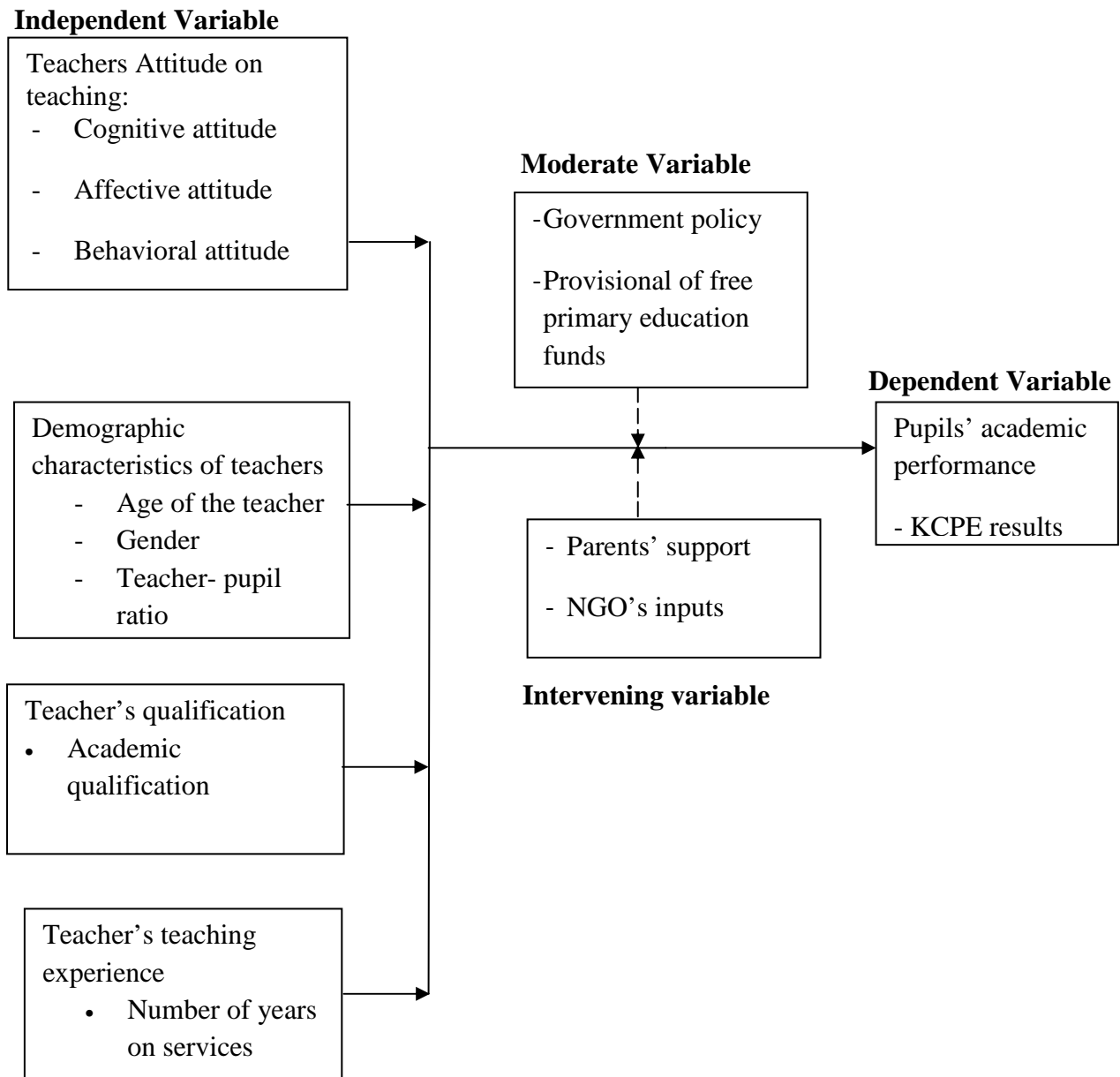


Figure 1: Conceptual framework

In particular, the study conceptual framework shows the influence of teachers' characteristics on pupils' academic performance in public primary schools in Akithi Division, Meru County, Kenya. The teachers' characteristics were the independent variables while academic performance was the dependent variable. Government policies and the provision of free primary education funds were the moderating variables. The study had the intervening variables that include the school environment and the parents' support among others.

2.6 Summary of Literature Review

This is a brief description of the main issues in the chapter. The literature review is started with introduction of the all about. Historical background is outlined followed by detailed discussion on influence of characteristics of teachers on pupils' academic performance. The teachers' characteristics discussed includes: influence of teachers attitude on teaching, demographic characteristic of teacher, highest level of training attained by teachers, level of teachers' education background and the teacher's teaching experience. A diverse view from other writers in this area of study is examined with a view of establishing the gap for the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter states the type of research design to be used, describes the methods, techniques and tools to be used in collecting and analyzing of data. It alights on the description of the population of the study from which sample is selected.

3.2 Research Design

The study adopts descriptive study design; the researcher describes the phenomenon under investigation as it occurs in real teaching life situations. The researcher is involved in measuring of the variables responses to questions about teaching with the aim of understanding the respondent's perception from which truism is constructed (Kothari, C.R., 1985). The intention was to check on the influence of the teachers characteristics on pupils' academic performance in primary school in Kenya: A case of Akithi Education Zone.

3.3 Target Population

The study area has 29 primary schools with a total of 13360 pupils, 29 head teachers and 116 classroom teachers who teach classes seven and eight. This gives a total target population of 13495. Class seven ends of term three results and class eight ends of year results have been targeted because KCPE results are assumed to be a reflection of those classes' results.

Table 3.2 Sampling frame showing total distribution of target of respondents

Item	Population	Sample size
Head teachers (Schools)	29	29 purposive sampling
Pupils	13360	80 purposive sampling
Teachers	116	54 random sampling
Totals	13534	163 total sample size

Source: AEO's office Akithi division, 2013

3.4 Sample Size determination and Sampling Procedure

This section discusses the sample size determination and sampling procedure adopted.

3.4.1 Sample Size determination

According to Kombo and Tromp (2006), sampling is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. Mugenda and Mugenda (2006) suggest that for descriptive studies 10% or above of the population is enough for the study. Fisher (1999) recommends 50% of the target population in social research. In the study the target of 50% of teachers was used. The number of pupils was randomly selected.

3.4.2 Sampling Procedures

The study adopted purposive sampling technique where all the 29 head teachers' or their deputy head teachers in case the head teacher was absent were selected. The 54 classroom teachers teaching classes seven and eight pupils were also selected from the sampled schools. The study further selected purposively two class prefects in each class. Both males and females were considered making a total of 80 since four schools are double streamed.

3.5 Research Instructions

To design the research instructions, the researcher considered the objectives of the study and the research questions. The data was collected using questionnaire and interview guide schedules. The questionnaire, interview guides and observation methods were used in data collection. The secondary data was collected through review of minutes, reports and other reviews.

3.5.1 Pilot Testing

The instruments used in the study were designed using simple English language to make them easy for respondents to understand. The drafted instruments were administered randomly to five selected schools, results collected, analyzed and interpretation was done. A re test was done to other three schools and results was compared to ascertain its validity and validity.

3.5.2 Questionnaires

According to Mugenda and Mugenda, (2003), a questionnaire is a set of related questions designed to collect information from respondents. The questionnaire was the most appropriate instrument due to its ability to collect large amount of data in a reasonable quick span of time. It also ensured confidentiality of source of information through anonymity while ensuring standards. Structured questionnaire was used and developed to address the specific objectives

of the study. There were two categories of questionnaires that addressed to teachers and pupils as respondents. The questionnaires addressed to pupils were meant to check the teacher's attitude on learners.

The second category was the teacher's questionnaire which was designed to get information on influence of characteristics of teachers on pupils' and their performance. These characteristics of teachers include: teacher's attitude on teaching, demographic characteristics of teachers, highest level of training attained by a teacher, the levels of education of a classroom teacher, and the teaching experience of the classroom teacher.

3.5.3 Interview guide

A face to face interview guide was used on head teachers or deputies to confirm the information obtained through questionnaires and further information was got for future plans of the project in the school.

3.5.4 Document Analysis

Documents information was collected from KCPE results, from Kenya national examination council (KNEC) and the school records.

3.6 Validity of Research Instrument

The validity is concerned with the measure of the extent to which the research instrument measures what it is designed for. The instrument must be relevant with the respect to the content as is expressed by the research objectives. Mugenda and Mugenda, (1999) explains validity as the degree as which the result obtained from analysis actually represents the phenomenon under study. This research study validity was done using content validity which is concerned with the extent to which the research instrument measures, what it appears to measure according to the researcher's subjective assessment. The validity of the instrument was assured through experts' advice of the supervisor.

3.7 Reliability of Research Instrument

Reliability is the measure to which a research instrument yields consistent results after repeated trials (Mugenda and Mugenda, 2003). The research will use split have technique of accessing reliability scores from one part are correlated with scores from the second part thus eliminating chance of error due to differing test conditions. The instruments were then revised.

3.8 Data Collection Procedure

The researcher had produced an introductory letter to the respondent to ensure that confidence was built for respondents to freely participate in the study. The information so collected treated with confidentiality and that information such as names was not disclosed. That eliminated biasness.

The researcher visited the sampled schools to administer questionnaires and carried out interviews. Classification on the items of the questionnaire was made in case there was need. The researcher administered the questionnaires to the respondents, waited for them to fill in information and then collected them for analysis. Patience was practiced to give the respondents enough time to fill in the questionnaire.

Finally, the researcher used the document analysis form to uplift information related to research objectives. This was done in primary school offices. Data collected was presented in form of frequency tables, percentages and graphs for easier understanding and interpretation.

3.9 Data Analysis Techniques

Documents analysis is the systematic examination of instructional documents, lecture notes, assignments, and course evaluation results for comparison purposes Muugenda and Mugenda(2006). Qualitative data was collected using questionnaires and interview guides and was analyzed using descriptive methods. Data presentation was done on tables, analysis and interpretation was then done.

3.10 Ethical consideration

An official letter was written to various schools requesting heads of schools to allow the researcher data collect in their institutions. The respondents were guaranteed of keeping the information so got in confidential.

3.11 Definition of Operation Variables

Table 3.2 Operationalization Table

Research objectives	Variables	Indicator	Measure	Data collection	Level	Type of analysis	Level of analysis
To establish how teachers attitude on teaching influence pupils' academic performance	Independent Teachers` attitude on teaching	Cognitive attitude Affective attitude Behavior attitude	Teachers preparedness to teach (lesson plans ,schemes of work) Tendency of teachers to get involved with pupils while teaching(marking and correcting of pupil`s work) Allowing pupils a chance to participate in the lesson	Secondary data source, Questionnaire, Interview, Observation.	Nominal Interval	Qualitative Quantitative	Descriptive
To examine how demographic characteristics of teachers influence pupils academic performance	Independent Demographic characteristics of teachers	Age of the teacher Gender Teacher/pupil ratio	Age in years Male or female Pupils number of enrolment	Secondary data sources, Questionnaire, Interviews guide	Nominal Interval	Qualitative Quantitative	Descriptive
To assess how teachers	Independent	Academic qualification	The highest qualification attained by a teacher; master	Secondary data source,	Nominal	Qualitative	Descriptive

qualification influence pupils academic performance	Teachers qualification		degree, Degree, Diploma, Others; ATS1, ATS 2,ATS3,P1,UT.	Questionnaire , Interviews	Interval	Quantitative	
To establish how teaching experience influence on pupils academic performance	independent Teachers teaching experience	Number of teachers on service	Number of years a teacher is on service	Secondary data source, Questionnaires, Interviews.	Nominal Interviews	Qualitative Quantitative	Descriptive
To determine the relationship between the teachers characteristics and the pupils academic performance	Dependent Pupils and their performance	KCPE results End of year terminal results from for classes 7and 8	KCPE mean score Classes 7and 8 end of the year terminal results	Secondary data source, Questionnaires, Interviews.	Nominal Interval	Qualitative Quantitative	Descriptive

3.12 Chapter summary

This chapter has explained in details the study design and rationale for selection of the instruments used. The target population, sample and the sampling procedures, data collection methods and instruments identified. The chapter conclude by outlying various methods of data analysis, Operationalization table showing variables indicators and measurement scales.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter deals with data analysis, presentation and interpretation of findings. It comprises of the findings of the whole research based on primary as well as the secondary data which was gathered from the field. Descriptive statistics was used to analyze the data.

4.2 Questionnaire Response Rate

The sampled 29 head teachers or their deputies in case they were absent, eighty pupils and fifty four teachers from the sixteen stratified school samples was selected as respondents. The data was collected using questionnaires to pupils and teachers of classes seven and eight. Interview guide was administered to the head teachers or their deputies of the sixteen sampled schools. The data so collected were analyzed using descriptive statistics, frequency distribution and percentages. The information was represented using tables and then interpretation was done.

Out of 163 respondents, 154 were accepted for analysis representing a response rate of 95.5% which is statistically acceptable.

4.3 Teacher attitude and pupils' academic performance

This section presents general information on teachers' attitude and pupils' academic performance.

4.3.1 Teachers class attendance

Table 4.1 shows that majority of the teachers, 89.80%, attend classes frequently or most a times. Less number of teachers, 8.16.20%, seldom attends classes and just a few, 2.04% failed to attend any lessons at all.

Table 4.1 Teachers class attendance

Response	frequency	percentage
Teachers always attend classes	18	36.74
Teachers often attend classes	26	53.06
Teachers seldom attend classes	4	8.16
Teachers never attend classes	1	2.04
Total	49	100

The data shows that most of the class teachers were committed in attending their lessons. It is on rare occasions that a less number, 2.04% of teachers failed to attend classes. This implies that majority of teachers in the zone are honest and hard working. This is an evidence of teachers' positive attitude on pupils' academic performance.

4.3.2 Syllabus coverage by teachers at school

Table 4.2 Syllabus coverage by teachers at school

Response	Frequency	Percentage
Teachers cover syllabus in time	4	8.16
Teachers often cover syllabus in time	6	12.24
Teachers seldom cover syllabus in time	24	48.98
Teachers do not cover syllabus in time	5	30.62
Total	49	100

The data depicts that few, 8.16% of teachers cover syllabus and 61.22% of them strive to cover it in partial. Quite a number, 30.62% of teachers do not cover the syllabus in time. This implies that learners have always proceeded to their next academic levels having not been well prepared. This could lead to low academic performance. It could also be a possible explanation to the effect of having low academic standards in Akithi zone.

4.3.3 Frequency of lesson preparation

Table 4.3.1 shows that 65.31% of teachers always prepare written lesson plan, 22.45% of teachers often prepare written lesson plan, 12.24% rarely prepare written lesson plan. No teacher ever failed to prepare written lesson plan all times.

Table 4.3 frequency of lesson preparation

Response	frequency	percentage
Teachers always prepare written lesson plan	32	65.31
Teachers often prepare written lesson plan	11	22.45
Teachers rarely prepare written lesson plan	6	12.24
Teachers do not at all prepare written lesson plan	0	0
Total	49	100

The finding suggest that majority of teacher,65.31% have several concern of their pupils as they always prepare written lesson plan as they go to teach, while 22.45% of teachers have often prepared themselves.few,12.24% of teachers rarely prepared themselves and no teacher failed to prepare for his lesson as he went to teach. This demonstrates a positive behavioral attitude on pupils by the majority of teachers in Akithi division.

4.3.4 Involvement of pupils in carrying out activities during the lesson

Table4.4 shows that 85.75% of the respondent activities during the lesson preparation. Only 14.25% of the respondent had rarely or not involved pupils in malpulative skills.

Table 4.4 Frequency of lesson preparation

Response	response	percentage
Always involve pupils in activities during the lesson	35	71.45
Often involve pupils in activities during the lesson	7	14.30
Rarely involve pupils in activities during the lesson	6	12.25
Do not involve pupils in activities during the lesson	1	2
Total	49	100

The findings from data above depicts that 85.75% of the respondents involved learners in carrying out activities during the lesson. This suggests that pupils' manipulation skills are appropriately developed. However, 14.25% of the respondents rarely or even do not involve pupils in any activity in their lessons. This could be one of the major drawbacks of academic performers to pupils.

4.3.5 Encouraging pupils to ask questions during the lesson

Table 4.5 shows that 44.9% of the respondents encouraged pupils to ask and use questions during the lesson. Whereas 32.65% of the respondents often encourage pupils to ask question, 20.41% of them rarely encourage learners to ask question and 2.04% of respondents did not encourage them at all.

Table 4.5 Encourage pupils to ask questions during the lesson

Response	frequency	percentage
Always encourage pupils to ask question	22	44.90
Often encourage pupils to ask question	16	32.65
Rarely encourage pupils to ask question	10	20.41
Do not encourage pupils to ask question	1	2.04
Total	49	100

The data on table 4.5 suggest that most, 77.55% of the teachers had mutually encouraged pupils to ask questions when lesson was in progress. This implies that majority of the teachers were able create rapport with their learners. The good relationship between pupils and teachers could enhance good academic performance. However, slightly less than a quarter, 22.45% of respondent either rarely or never encouraged pupils to ask questions as the lesson progressed.

4.3.6 Encourage pupils to take lesson notes

Table 4.6 shows that 77.35% of the respondents encouraged pupils to take lesson notes, whereas 32.65% of respondents rarely encouraged or did not at all encourage learners take notes as the lesson was on progress.

Table 4.6 Encourage pupils to take lesson notes

Response	frequency	percentage
always encourage pupils to take note	20	40.82
often encourage pupils take note	13	26.53
rarely encourage pupils to take notes	10	20.41
do not encourage pupils to take notes	6	12.24
Total	49	100

The above data suggests that most, 77.35% of teachers have encouraged learners to take notes as the lesson progressed. This habit would enhance development of cognitive abilities of learners hence raising their performance. Nevertheless, quite a number, 32.65% of teachers had rarely or even did not encourage learners to ask question during their lesson.

4.3.7 Learners' participation in the lesson when given a chance to give suggestions

Table 4.7 shows that, 79.59% of teachers had encouraged and used pupil's ideas and suggestions in their lesson. A few, 12.24% of teachers rarely care using pupils' ideas and suggestion, while 8.16% of the teachers were found not to use pupils ideas and suggestions.

Table 4.7 learners' participation in the lesson when given a chance to give suggestions

Response	frequency	percentage
Pupils participate always in lesson by giving of ideas and suggestion	27	55.10
pupils often participate by giving of ideas and suggestion	12	24.49
pupils rarely participate by giving ideas and suggestion	6	12.24
pupils do not participate by giving ideas and suggestion	4	8.16
Total	49	100

The finding in table 4.7 show that majority, 79.59% of teachers in the zone use pupils' ideas and suggestion in their lesson. This means that teachers have always encouraged pupils to participate in learning. It is also is a clear prove of the teachers caring attendance and boosting of pupils academic performance. Nevertheless, slightly, less than a quarter of the respondents rarely or hardly involve pupils.

4.3.8 Use of learning and Teaching Aids

Table4.8 shows that 46.94% of teachers' always make use of teaching and learning aids, 20.4% of them often use it. A less number, 16.33% of teachers rarely use teaching and learning aids and an equal number never use it at all.

Table 4.8 Use of learning and Teaching Aids

Response	Frequency	Percentage
Teachers always teaching and learning aids	23	46.94
Teachers often use teaching and learning aids	10	20.40
Teachers rarely use teaching and learning aids	8	16.33
Teachers never use teaching and learning aids	8	16.33
Total	49	100

Table 4.8 shows that 46.94% of teachers always make use of teaching and learning aids while 20.40% of them often use it. A less number, 16.33% of teachers rarely make use of teaching and learning aids whereas an equal number of them do not use it. This could suggest that almost half, 46.94% of teachers had interest in using teaching and learning aids which enhances pupils' academic performance. This is an indicator of positive attitude by teachers on their learners. An almost bigger number, 53.06% of teachers had a negative behavioral attitude of using teaching and learning aids on rare or not at all.

4.3.9 Suggestion on how to improve academic performance

Table 4.9 summarizes some of the suggestions given to improve academic performance in Akithi division.

Table 4.9 Suggestion on how to improve academic performance

Response	Frequency	Percentage
Ensure syllabus is covered in time	6	42.86
Unite stakeholders to provide school resources	4	28.57
Improve school discipline	3	21.43
Teachers encourage raptor with pupils	1	7.14
Total	N=14	100

According to the data on table 4.9, 42.85% of the respondents suggested that the way forward to improve academic performance in Akithi division was by covering the school syllabus in time. The other 28.57% of the respondents believed in uniting all stakeholders together to provide the necessary school resources meant to facilitate academic standards. The two findings discussed above, implies that the various stakeholders in the school should change their cognitive and behavioral attitudes was to cause affective positive attitude required to raise the academic performance in the area. A few others, 21.48% of respondents thought of improving the school discipline as a better way of improving academic standards. Further observation by 7.14% of people suggested of creating good raptor between pupils and learners as the answer to increasing academic performance in a school.

4.4 Questionnaire on demographic characteristics of teachers

4.4.1 Teacher's gender

Table4.10 shows that 55.10% of the respondents were males while 44.90% of them were females.

Table4. 10 Teachers gender

Response	Frequency	percentage
Male	27	55.10
Female	22	44.90
Total	49	100

This depicts the gender based biasness in employment of teachers in primary schools where males dominate.

4.4.2 Age tracked of teachers

Table.4.11 shows 40.81% of the responses were aged between 31-40 years, 24.49% were between 41-50years, 20.41% were aged between 51-60 years while 14.29% were aged 21-30 years.

Table4.11 Age tracked of teachers

Response	frequency	percentage
Under 20 years	0	0
21-30 years	7	14.29
31-40 years	20	40.81
41-50 years	12	24.49
51-60 years	10	20.49
Total	49	100

The findings from the study demonstrates that majority, 40.81% of the teachers were aged between 31 and 40 years. This age group is made up of mature people with full of experience, enthusiasm and full of knowledge in teaching skills. This means that age set has the potential of delivering well to learners and could produce high academic standards.14.29% of the respondents aged between 21 and 30 years. This consists of young peoples who have the

potential of producing good results but could be lacking experience. 24.49% of the teachers were of aged forty one and fifty one years while 20.41% of respondents were above fifty one years. The latter two age groups of teachers had the experience but could be preoccupied by very many family affairs or else they are old and slow hence low in performing.

4.4.3 Numbers of lesson per day

Table 4.12 shows that, 61.23% of respondents either had very many lessons to teach, 20.41% just enough while almost an equal number, 22.45% had few lessons.

Table 4.12 Number of lessons per day

Response	frequency	percentage
Too many	8	16.33
Very many	20	40.82
Just enough	10	20.41
Very few	11	22.45
Total	49	100

The findings from the table 4.12 shows that majority, 61.23% of teachers had either very many or too many number of lessons to teach. This implies that teachers in most schools are generally overworked .this means that they are likely not able to prepare well for their lessons. This could lead to dismal performance. This implies that only 20.41% of teachers who had just enough load of lessons that they were able to carry and slightly almost an equal number of respondents had very few lessons. The reasons to this were not established.

4.4.4 Numbers of pupils in class

Table4.13shows that most, 69.39% of the respondents had over 41 learners in class, 28.57% of the respondents had between thirty one to forty learners in a class. Only 2.04% had thirty learners or less than.

Table 4.13 Numbers of pupils in class

Response	frequency	percentage
21-30	1	2.04
31-40	14	28.57
41-50	20	40.82
51 and above	14	28.57
Total	49	100

The finding from table 4.13 shows that majority, 69.39% of the respondents had more than forty learners in class. This suggests that teachers handle very large classes. The upsurge number of pupils in schools is as a result of high enrolment numbers since the introduction of free primary education in public primary schools in Kenya. This means that teachers were not able to cater for the individual learners differences. Such a factor could lead to low academic performance. Only 29.61% of the respondents had below forty learners in their class.

4.5 Questionnaire on teachers' qualification

4.5.1 Teachers highest academic qualification

The 14 shows that 57.14% of the respondents were form four leavers, 28.57% had attained diplomas, 10.20% had bachelor's degree while 4.09% had acquired master's degree.

Table 14. teachers highest academic qualification

Response	Frequency	Percentage
Certificate Level	28	57.14
Diploma level	14	28.57
Degree	5	10.20
Masters degree	2	4.09
Total	49	100

The data depicts that majority, 57.14% of the respondents were form four leavers, 28 57% of the teachers were diploma holders, 10.20% were degree holders while 4.09% were masters degree holders.

4.5.2 Highest profession qualifications

Table 4.15 shows that most, 48.98% of the respondents are P1 certificate and diploma holders respectively. 8.16% are degrees holders while 2.04% are of the respondents are asters' degree holders.22.45% of teachers are undergoing various further training in the colleges.

Table 4.15 Highest profession qualification

Response	frequency	percentage
P1 certificate holders	24	48.98
Diploma certificate holders	10	20.41
Degree holders	4	8.16
Masters degree holders	1	2.04
Teachers undergoing training	11	22.45
Total	49	100

The data from table 4.15 shows that majority of the respondents, 48.98% and 20.41% of the respondents little certificate and diploma certificate holder's respectively. Few, 8.16% are degree holders and 2.04% are master's degree holders.

4.6 Teaching experience

4.6.1 Professional Seminars attended

Table 16 shows that 36.73% of the respondents attended professional seminars once, 14.49% attended twice and 48.98% of teachers did not attended any seminar at all.

Table 4.16 Professional Seminars attended

Response	frequency	percentage
Seminars attended once	18	36.73
Seminars attended twice	7	14.29
Did not attend any seminars	24	48.98
Total	49	100

Findings on the table above show that majority, 48.98% of the teachers did not attend any seminar at all. 36.73% of teachers attended seminars once and 14.29% attended it twice. This implies that teachers lacked career development strategies that would enable them acquire new skills which are relevant today. This implies that teachers would use old and outdated methods of teaching instead of using the new pedagogy approach.

4.6.2 Numbers of year's teachers has taught

Table 17 shows 14.29% of respondents had taught a period of one to five years, 18.37% had taught between 6 to 10 years, 24.44% had taught between 11 to 15 years, 24.49% had taught in between sixteen and twenty, while 20.41% of respondents taught for twenty one years and above.

Table 4.17 Number of year's teacher has taught

Response	frequency	percentage
1-5 years	7	14.29
6-10 years	9	18.37
11-15 years	11	22.44
16-20 years	12	24.49
21 years and above	10	20.42
Total	49	100

Findings from table 17 shows that a diverse occurrence of profession and experience in our school. This implies that teachers have diverse ability in teaching which would result in varied academic performance in their zone.

4.7 Pupils Questionnaire

4.7.1 Introduction

This tool was administered to the pupil's to check and confirm the teacher attitudes on pupils' academic performance

4.7.2 Gender distribution amongst pupils of classes seven and eight

Table 18 shows 48.61% of the respondents are boys while 51.39% are girls.

Table 4.18 gender distribution amongst pupils of classes seven and eight

Response	frequency	percentage
Boys	35	48.61
girls	37	51.39
Total	49	100

The finding from table above shows that almost 48.61% of respondents are boys while the remaining 51.39% are girls. The gender distribution was almost equal in number. This implies that the gender biasness amongst the respondents was dismal.

4.7.3 Pupil involvement in the lesson progression

The table shows that 54.17% of the respondents accepted that pupils are always involved during the lesson progress. 43.06% are sometimes involved and a few learners, 2.77% are never involved.

Table 4.19 Pupils involvement in lesson progression

Response	Frequency	Percentage
Pupils always get involved in progression	39	54.17
Pupils are sometimes involved in the lesson progression	31	43.06
Pupils are never involved	2	2.77
Total	72	100

Table shows that 54.5% respondent accepted that learners are always involved in learning during the lesson development. Almost a similar number of responder 43.06%, think take learners are sometimes involved in the lesson progression, while very few learners 2.77 % of learners are never involved.

4.8 Participation of teacher in evaluation by giving pupil tests

The table shows 63.88% of 7 years always evaluate pupils at the end of the lesson, 30.50% of teachers then evaluate them while 5.56% of teachers do not ever evaluate learners.

Table 4.20 shows the participation of teachers in evaluation by giving pupils tests

Response	frequency	percentage
Teachers always evaluate pupils at the end of the lesson	46	63.88
Teachers often evaluate pupils at the end of lesson	22	30.56
Teachers do not evaluate learners	4	5.56
Total	72	100

The above table shows that high number of respondents, 63.88% always evaluate pupils at the end of the lesson. This is an evidence of teachers caring attitude. It encourages on checking of what the learners have learnt. A less number, 30.56% of the teachers often evaluate learners while a few others 5.56% of the teacher's do not evaluate learners.

4.8.1 Teacher's relationship with pupils

The table shows that 69.44% of the respondents had always created good relationship with pupils, 25% suggested that teachers sometimes created good raptor with learners while 5.5% did not ever create god relationship with learners.

Table 4.21 showing Teacher relationship with pupils

Response	frequency	percentage
Teachers always create good relationship with pupils	50	69.44
Teachers sometimes create good relationship	18	25.0
Teachers do not create good relationship	4	5.56
Total	72	100

It clear from the data shown above that 69.44% of respondents had always created good relationship with their pupils. This implies that majority of the teachers had concern of their learners. This is a positive attitude portrayed by teachers as it demonstrates the genuine caring and kindness to pupils. A less number, 25% of respondents think that teachers sometimes create good relationship with the pupils while 5.56% teachers do not create any relationship with the learners.

4.8.2 Response on syllabus coverage by teachers

Respondents were requested to comment on syllabus coverage by the teachers in schools.

Table 4.22 shows pupils response on syllabus coverage by their teachers

Response	frequency	percentage	Cumulative frequency
Teachers always cover syllabus in good time	10	13.88	13.88
Teachers sometimes cover syllabus in good time	40	55.56	69.44
Teachers do cover syllabus in good time	22	30.56	100
Total	72	100	100

The Table shows that 69.44% of teachers always cover syllabus in time, while 30.56% of the respondents did not cover content in the syllabus at all. It further indicates that only 13.9% of teachers cover the syllabus in good time. This is an evidence of general behavioral attitude

4.9 Data Analysis

The data was collected, presented, and analyzed through descriptive statistics such as averages, percentages and inferential statistics. The objective of data analysis was to prepare raw data for statistical presentation and interpretation.

4.10 Summary

In the research methodology, descriptive research design was used. The questionnaire and interviews were used as methods of data collection. The stratified target sample size of the 29 primary school head teachers, standard seven and eight pupils and their teachers was used.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of findings, Discussions, conclusions and recommendations for practice and further research on the problem.

5.2 Summary of findings

This section presents the key findings of the study based on the independent and dependent variables.

5.2.1 Teachers attitude on teaching influence on pupils' academic performance

The study established that teacher's attitude on teaching had influence on pupils academic performance in public primary schools in Kenya.

This is true because the study revealed that 61.22% of teachers in Akithi zone do not fail to cover syllabuses in time but that 30.62% never covered it all. However it was encouraging to note that majority 65.32% of teachers had concern of their pupils as they always prepared themselves for class by use of written lesson plans and that 85.75% of them involved their pupils in doing activities. Many others, 77.55% encourage their pupils ask questions when lessons were in progress.

5.2.2 Demographic characteristics of teachers influence on pupils academic performance

The study developed that demographic characteristics of teachers had influence of academic performance. The teachers in the zone have diverse drawbacks that could hinder good delivery to their pupils. The shortage of teachers was observed as most teachers were found to teach very many pupils in a class and had many lessons to teach in a day. This would lead to low production of pupils' results.

5.2.3 Teachers qualification influence on learner's academic performance

It was found true that teacher's qualification had influence on pupil's academic performance. This was so because most, 48.98% of teachers were P1 certificate holders a fact that could limit their delivery.

5.2.4 Teacher teaching experience influence on pupil's academic performance

The findings revealed that teachers were not subjected to regular in serving as 36.73% of teachers attended seminars only once and that of 48.98% of teachers did not attend any seminar in a period of two years. This implies that teacher lack regular refresher courses to introduce them to new skills, knowledge needed in teaching due to diverse way which like to effect performance in a diverse way.

5.3 Discussions of the Study

5.3.1 Teacher's attitude influence on pupil's academic performance

The study shows that majority, 89.80% of the teachers attended class most frequently. This is an evidence of commitment hence an indicator of positive effective behavior. This had a likelihood of raising positive academic performance in the zone. Nevertheless many, 65.31% of the teachers did not cover syllabus in time. This behavioral attitude could imply the advance production of low academic performance. Most, 71.45% of teachers had concern of their pupil's This could influence pupils academic performance.

5.3.2 Teachers demographic characteristics influence on pupils academic performance.

The study shows that majority 40.81% of the teachers are middle aged. They are aged between 31 years and 40 years. This demonstrates that teachers in the zone are quite potential and that they could produce results. Nevertheless many others, 20.49% are quite aged 51 years and above.

An addition, many teachers handle very large class where majority 69.39% of teachers handle more than forty pupils in a class.

Study also shows that most, 61.23% of teachers handle too many lessons which could diminish the teachers from producing high academic performance. This is because teachers have no time for individualized education programmes to their learners.

5.3.3 Teachers qualification influence on pupil's academic performance

Majority 48.98% are p1 teachers and 20.415% are diploma holders. This means that most of the teachers are of form four holders. This means that more than half of teachers are of the same academic levels. This implies that majority of the teachers in the zone could be of same academic abilities and that they are likely produce pupils of same academic levels. This confirms it true that no pupil can perform behold the quality of his teacher Duyulemi and Duyilemi (2002).

5.3.4 Teachers experience influence on pupil's academic performance

The study views that majority, 48.98% of the teachers do not attend seminars. This means that teachers do not have new knowledge and skills to impact to their learners. Relevant stake holder should therefore induct teachers in order to equip them with new and relevant necessary teaching skills and knowledge. The diverse experiences observed amongst teachers as is seen in the study could also lead diverse production of results on pupils.

5.4 Conclusions

Education is the best legacy that a nation can give to her citizens. This is so because education impacts knowledge, skills, attitudes and values to an individual learner. These values would make an individual more useful to the society. It is also a common believe that education determines the society social economical development.

The role of teachers is to educate learners. This implies that the development of any nation is on the hand of teachers because they are the dispersers of education to the learners. The influence of teacher's characteristics on pupil's academic performance is therefore a key determinant to any development in the society and the nation at large. The study revealed that teachers attitude on teaching played a big role in determining the pupils academic performance. The failure to cover syllabus is a behavioral attitude and could to low academic performance. The large numbers of pupils handled by teachers could also prevent individual education programme being implemented to all learners.

Nevertheless, the teachers qualifications and experiences and no clear prove on it influence on pupils academic performance.

5.5 Recommendations

It is important to note that school is an important social institution that determines the destiny of learners. This cannot be so without teachers. The following recommendations were therefore arrived at:-

- (i) Government should increase the number of teachers to reduce the teacher pupil ratio thus enabling individual education programmes being taken to all learners.
- (ii) The relevant bodies of education stake holder should device the correct way of monitoring and evaluating curriculum implementation in all schools to ensure complete syllabus coverage
- (iii) Forum of stakeholders should be created to check provision of education resources and care for the same.
- (iv) The government should review its free primary fund allocation to allow regular in servicing of teachers. This would equip teachers with new knowledge and skills required in teaching.

5.6 The researcher proposes areas of further research

(i) The study revealed that there is teacher's characteristics influence on pupils' academic performance. However further research should be done to ascertain the extent in which other education factors such as education resources would influence education performance.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

CHOKERA K JULIUS

P.O.BOX 217

KIANJAI

Dear respondent,

RE: ALETTER OF REQUEST ON QUESTIONNAIRE RESPONSES.

I am a student in the University of Nairobi, doing masters of Arts degree in Project Planning and Management at Meru Extra Mural Centre. I am required to do a research and write a report on the “influence of teachers’ characteristics on pupils’ academic performance in primary schools in Kenya: A case of Akithi Division, Meru County.”

I chose your reputable institution to be part of my sample of population under study. The information so collected will be kept confidential and used for academic work only. A copy of final report could be availed on request.

Thanking you in advance

Yours faithfully,

CHOKERA K. JULIUS

L50/65885/2013

APPENDIX II

(A) Questionnaire for teachers attitude on teaching

1. What would you say about attendance of teachers in classes?

- a. Teachers always attend classes
- b. Teachers often attend classes
- c. Teachers seldom attend classes
- d. Teachers never attend classes

2. What would you say about syllabus coverage by teachers in a school?

- a. Teachers cover syllabus in time
- b. Teachers often cover syllabus in time
- c. Teacher seldom cover syllabus in time
- d. Teachers never cover syllabus in time

3. . Response was made to the following statements in the table below by ticking in the appropriate column according to the following key: Not at all (a) Rarely (b) Often (c) and always (d) How often do you?

Number		A	B	C	D
1.	Prepare a written plan for every lesson taught				
2	Involve pupils in carrying out activities during the lesson				
3	Encourage pupils to ask questions during lessons				
4.	Encourage pupils to participate in the lesson while teaching				
5.	Encourage pupils to answer questions during the lesson				
6.	Use pupils ideas and suggestions when teaching				
7.	Improve teaching /teaching materials				

8.	Involve pupils in giving feedback on my lesson				
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(B) Questionnaire on demographic characteristics of teachers

1. Indicate sex Male Female

2. Age bracket

a. Under 20 years

b. 20 – 30 years

c. 41 – 50 years

d. 50 years and above

3. How many lessons do you have per day

4. What would you say about the number of lessons?

a. Too many

b. Very many

c. Just enough

d. Very few

4. How many pupils do you teach per class?

a. 0 – 20

b. 21 – 30

c. 31 -40

d. 41 – 50

e. 51 and above

(C) Questionnaire on teacher`s qualification

(1) The highest level of academic qualification

- a. Secondary education
- b. Certificate Level
- c. Diploma level
- d. Degree
- e. masters level

(2) State your highest professional qualification

- a. Diploma
- b. Bachelor degree
- c. Masters level
- c. PhD

Specify others

(D) Questionnaire on teacher`s teaching experience

(1)How many seminars have you attended in the last 2 years?

- e. 1
- f. 2
- g. 3
- h. 4

2. Experience f the teachers in years

- (a) Above 20 years
- (b) 15-19 years
- (c) Above 10-14 years
- (d) 5-9 years
- (e) Below 5

APPENDIX III: PUPILS QUESTIONNAIRE

The purpose of this questionnaire was to obtain information on teachers' attitude on teaching. Information obtained was treated with confidentiality

Answer all questions in spaces provided

SECTION A

1. School _____

2. Class Eight Class Seven Sex Boy Girl

SECTION B

Pupils questionnaire on teacher's attitude on pupils

Read each of the statement below and select your choice by ticking (✓) in the table

No	Statement	Always	Sometimes	Never
1.	The teachers give me homework everyday			
2.	The teacher gives a test after every topic			
3.	I bring materials to use in learning			
4.	I am given a chance during the lesson to say what I know			
5.	We do activities in groups during the lesson			
6.	I work out questions during the lesson			
7.	I am given at the end of lesson to say what I have learnt			

APPENDIX IV: HEAD TEACHER'S INTERVIEW GUIDE

Purpose to gather information from primary school head-teacher on the status of teaching and learning .The information obtained will be treated with utmost confidentiality

Instructions

1. Do not write your name anywhere on this paper
2. Please read and respond as honestly as possible
3. Answer all questions in all sections

SECTION A:

1. General information
2. Involve pupils in carrying out activities during the lesson
3. . District
4. Division
5. School

(a) The head teacher's guide to confirm on dependent variables on the pupils academic performance.(KCPE results),and class seven third term end of year results

Year	2008	2009	2010	2011	2012
Subject mean score					
Class seven					
Class eight					

(1)Head teacher's interview guide on teachers' attitude

Please express your opinion by ticking (√) the appropriate response

Key: 5-Strongly agree, 4- Agree, 3-Not sure, 2- Disagree, and 1-Strongly

Number	Statement	5	4	3	2	1
1.	Pupils in schools like learning					
2.	Teachers in my school like teaching					
3.	Class management affects teaching and learning					
4.	Teachers create raptor					
5.	Teachers assess and evaluate their lessons after teaching					

List the challenges that affect the teaching and learning in your school

- 1.....
.....
- 2.....
.....
- 3.....
.....

What is your recommendation?

- 1.....
.....
- 2.....
.....
- 3.....
.....

Thank you for your time and cooperation

(B) Head teachers interview guide on demographic characteristics of teachers

1. Sex Male Female
2. Age brackets (years)
 >50 41-50 31-40 26-30 <25

(C) Head teacher's interview guide on teacher's qualification.

3. Teacher Highest academic qualification.....
4. Highest professional qualification

B.ED and above Diploma/ATS P1 UT

(D) Head teacher's interview guide on teachers teaching experience

4. Experience as a teacher (years)

>24 15-24 10-14 5-9 <5

5. Experience as a head teacher (years)

>16 11-15 7-10 3-6 <2