

**SCHOOL-BASED FACTORS INFLUENCING PUPILS' PERFORMANCE IN  
ENGLISH AT KENYA CERTIFICATE OF PRIMARY EDUCATION IN  
PUBLIC PRIMARY SCHOOLS IN GILGIL SUB-COUNTY, KENYA**

**AGNES WAIRIMU NDUNGU**

**A Research Project Submitted to the Department of Education Administration  
and Planning in Partial Fulfilment of the Requirements for the Award of the  
Degree of Master of Education in Education Administration and Planning  
(Curriculum Studies)**

**University of Nairobi**

**2016**

## **DECLARATION**

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

---

Agnes Wairimu Ndungu  
E55/75212/2014

This research project is submitted for examination with our approval as the university supervisors

---

Dr. Rosemary Imonje  
Lecturer  
Department of Educational Administration and Planning  
University of Nairobi

---

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

## **DEDICATION**

To the Almighty God who is our creator and giver of wisdom and strength I give thanks. Secondly I dedicate this work to my son Isaac Ndungu and his family for their moral support and encouragement throughout the entire period of my study.

Thank you for standing by me.

## **ACKNOWLEDGEMENT**

I wish to most sincerely thank my supervisors Dr. Mercy Mugambi and Dr. Rosemary Imonje in the School of Education Department of Education Administration and Planning University of Nairobi for their support and encouragement throughout the period of the study. The supervisors thoroughly scrutinized my work to ensure that I did my best.

My gratitude to the Head Teachers, Teachers of English and Upper Primary Learners in Gilgil Sub-County for their co-operation and provision of the necessary information required for the study.

May the almighty God bless them all.

## TABLE OF CONTENT

Declaration .....	ii
Dedication.....	iii
Acknowledgement .....	iv
List of tables .....	x
List of figures .....	xi
Abbreviations and acronyms .....	xii
Abstract.....	xiii

### CHAPTER ONE

#### INTRODUCTION

1.1 Background to the study .....	1
1.2 Statement of the problem.....	8
1.3 Purpose of the study .....	9
1.4 Objectives of the study .....	9
1.5 Research questions .....	10
1.6 Significance of the study .....	11
1.7 Limitations of the study .....	11
1.8 Delimitations of the study .....	12
1.9 Assumptions of the study .....	12
1.10 Definition of significant terms.....	13
1.11 Organization of the study .....	14

## **CHAPTER TWO**

### **LITERATURE REVIEW**

2.1 Introduction .....	15
2.2 Importance of English language curriculum and performance .....	15
2.3 Teaching and learning resources and performance in English .....	16
2.4 Teachers' qualifications and performance in English .....	20
2.5 Teachers' attitude and performance in English .....	23
2.6 Head teachers' support in training and supervision of teachers of English .....	25
2.7 Summary on literature review .....	27
2.8 Theoretical framework .....	28
2.9 Conceptual framework .....	29

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

3.1 Introduction .....	31
3.2 Research design .....	31
3.3 Target population.....	32
3.4 Sample size and sampling technique .....	32
3.5 Research instruments .....	33
3.5.1 Validity of instruments .....	34
3.5.2 Reliability of the instrument .....	34
3.6 Data collection procedures .....	36
3.7 Data analysis techniques.....	36
3.8 Ethical considerations.....	37

## CHAPTER FOUR

### DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction .....	38
4.2 Response rate.....	38
4.3 Demographic data for respondents .....	40
4.3.1 General information.....	40
4.3.2 Demographic information .....	40
4.3.3 Respondents age bracket .....	41
4.3.4 Teachers and Head teachers’ academic and professional qualifications.....	42
4.3.5 Pupils average scores in English .....	46
4.3.6 Pupils’ English Mean scores in the previous class exam .....	48
4.4 Teaching and learning resources and performance in English.....	49
4.4.1 Rating on availability of teaching and learning materials in English by teachers .....	52
4.4.2 English lessons taught per week as indicated by the pupils .....	53
4.4.3 Availability of teaching and learning resources as indicated by the learners...53	
4.4.4 Adequacy of English learning and teaching resources as indicated by the head teachers .....	55
4.5 Teachers’ qualifications and pupils’ performance in English .....	56
4.5.1 Academic and professional qualifications of teachers and pupils’ performance in English.....	57
4.5.2 Relationship between teachers’ academic and professional qualifications and pupils’ performance.....	58

4.5.3 Frequency of organization of In-Service Courses as indicated the head teachers .....	59
4.6 Teachers’ attitudes and pupils’ performance in English .....	59
4.6.1 English panel meeting attendance by teachers of English.....	60
4.6.2 Teachers’ attitude towards English classroom practices .....	60
4.6.3 Pupils’ attitude towards English subject.....	62
4.7 Head Teachers’ support in training and supervision of English teachers .....	63
4.7.1 Organization of INSET for teachers of English by Head teachers.....	63
4.7.2 Frequency of INSET organization in schools .....	64
4.7.3 Head teachers’ supervision of teachers .....	64
4.7.4 Head teachers’ support in training and supervision of teachers as per the learner’s responses.....	66
4.7.5 Frequency of visits to the class as per the learners’ responses.....	66
4.7.6 Checking of exercise books by the Head teachers as per the learners’ responses.....	67
4.7.7 Frequency of checks of exercise book as per the learners.....	68

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1 Introduction .....	70
5.2 Summary of the study.....	70
5.2.1 Teaching and learning resources and performance in English.....	71
5.2.2 Teachers’ qualifications and performance in English .....	72
5.2.3 Teacher’ attitudes and performance in English .....	73



5.2.4 Head teachers’ support in training and supervision of English teachers and performance in English.....	74
5.3 Conclusions of the Study.....	74
5.4 Recommendations .....	75
5.5 Suggestions for further studies .....	77
<b>REFERENCES .....</b>	<b>78</b>
<b>APPENDICES.....</b>	<b>84</b>
Appendix A: Introductory letter .....	84
Appendix B: Interview schedule for head teacher .....	85
Appendix C: Questionnaires for teachers of English .....	86
Appendix D: Questionnaire for learners.....	89
Appendix E: Research Authorisation .....	91
Appendix F: Research Permit.....	92

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
Table 1.1 Gilgil Sub- County K.C.P.E performance from 2011-2015.....	7
Table 1.2 Nakuru County KCPE Performance from 2011-2015 .....	7
Table 4.1 Response rate.....	39
Table 4.2: Respondents gender.....	40
Table 4.3: Respondents age .....	41
Table 4.4: Teachers and Head teachers’ academic and professional qualifications.	43
Table 4.5 Class of the respondents .....	46
Table 4.6 KCPE English mean score distribution in among sampled schools for the last five years .....	47
Table 4.8 Teaching and learning resources and pupil’ performance in English .....	50
Table 4.9 Rating on availability of teaching and learning resources in schools .....	52
Table 4.11 Availability of teaching and learning resources for English subject.....	54
Table 4.13 Professional qualifications of teachers of English .....	56
Table 4.14 Academic and professional qualifications of teachers and pupils’ performance .....	57
Table 4.18 Teachers’ attitude towards English classroom practices. ....	61
Table 4.20 Organization of INSET for teachers of English .....	63
Table 4.22 Frequency of supervision by the Head teachers .....	65
Table 4.24 Frequency of class visits by the Head teachers .....	67

## LIST OF FIGURES

<b>Table</b>	<b>Page</b>
Figure 2.1: School-based factors influencing performance in English in KCPE in public primary schools .....	<b>30</b>

## **ABBREVIATIONS AND ACRONYMS**

<b>CEFR</b>	Common European Framework of Reference
<b>EFL</b>	English as a Foreign Language
<b>INSET</b>	In service Education and Training
<b>KCPE</b>	Kenya Certificate of Primary Examination
<b>KESSP</b>	Kenya Education Support Programme
<b>KICD</b>	Kenya Institute of Curriculum Studies
<b>KIE</b>	Kenya Institute of Education
<b>KNEC</b>	Kenya National Examination Council
<b>MNE</b>	Ministry of National Education
<b>MOEST</b>	Ministry of Education Science and Technology
<b>NCTB</b>	National Curriculum and Textbook Board
<b>OBE</b>	Outcome Based Education
<b>SBTD</b>	School Based Teacher Development
<b>USAID</b>	United States Agency for International Development
<b>UNESCO</b>	United Nations Education and Scientific Organization

## **ABSTRACT**

The purpose of this study was to investigate school-based factors influencing pupils' performance in English at KCPE in public primary schools in Gilgil sub-county. The objectives of the study were to determine the extent to which availability of teaching and learning resources, academic and professional qualifications of teachers, teachers' attitudes and head-teachers' support in training and supervision of teachers influenced pupil's performance in English in KCPE at public primary schools in Gilgil sub-county. This study adopted descriptive survey design. The target population of this study was 68 public primary schools, 68 head teachers, 136 class seven and eight teachers of English and 3400 pupils in Gilgil sub-county. The subjects were sampled through simple random sampling and comprised of 21 public primary schools, 21 head teachers, 42 class seven and eight teachers and 680 pupils. Data was collected by use of questionnaires and interview schedule. On teaching and learning resources the study revealed that English teachers always used text books during teaching. The majority of the teachers never used radio or video tapes as teaching resources. The study further revealed that there are inadequate teaching and learning resources for English subject in public primary schools. The study also revealed that majority of the teachers were professionally qualified to teach at primary school level. This study therefore concludes that the school environment influences teaching and learning of English language thus influencing pupils' performance. English teachers are role models to their pupils in terms of spoken and written language and this has made a majority of the pupils enjoy learning. This study also concludes that the school factors and especially lack of facilities impact on the performance of the pupils. Therefore, school administration should prioritize the provision of facilities and resources needed for the implementation of English Language as soon as possible. The government should revitalize teacher's pre-service training by embracing modern technology and providing more in-service courses for teachers of English to keep them updated on changes in curricula and methods of teaching. The head teachers should also ensure that they create a programme in their respective schools that favors the English teachers to enable them cope with the unconducive conditions that may prevail against them.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

English language is used for communication between people of the world with different cultures. It is also the language of computers that help to communicate with the people around the world through internet technology and email (Zeen, 2012). This makes English widespread in many spheres in our societies. Baker and Westrup, (2000) observe that English is one of the most important international languages as it gives access to information in the areas of business, finance, medicine and technology. In the acts of teaching and learning, English language plays an important role hence it is compulsory in many primary school systems all over the world (Nikolov and Curtain, 2000).

According to Oller (1979), being able to use a language or even a particular variety of a language seems to be a prerequisite for anything that education attempts to accomplish and without language there can be no curriculum. In Europe, primary school is considered to be the keystone of language learning in the education system (Council of Europe, 2008). This interest in early language learning reflects international trends toward teaching languages at younger ages, especially evident in Europe. The Council of Europe's views are reflected in the document A Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR: Council of

Europe, 2001). Commitment to language learning in primary schools is evident across mainland Europe and elsewhere (Blondin, Candelier, Edelenbos, Johnstone , and Taeschner, (1998).

In Turkey, English is seen as a world language and many people struggle to learn it effectively because knowing English means to be distinct from other people. This role of people being distinct due to possessing the knowledge of English is also emphasized by the Ministry of National Education (MNE) stating that “teaching and learning of English is highly encouraged as English has become the lingua franca, namely the means of communication among people with different native languages” (Talim Terbiye Kurulu, 2006:16).A study conducted by Linnakyla, Malin, Taube, (2004) in Sweden and Finland, indicated that there were many factors that contributed to poor performance by learners in English language, among them were poor availability of books, learner’s personal interest and teachers’ attitudes. Drever, (1991) in his study concluded that in Scotland, effective schools emphasized on high intellectual expectation of teachers, a professional attitude towards school and staff development. Meenakshi (2008) argues that learning is affected by the attitude and motivation of the teacher. If a teacher has positive attitude toward his or her subject learning occurs easily.

In the United States of America (USA) and in many commonwealth countries, the principal or head teacher is recognized as an instructional supervisor (Haris (1985) (as cited in Kithuka, 2009). Thus head teachers have a direct responsibility for the quality

of learning and teaching and for pupils' achievement in their respective schools. Heynemann and Loxley (1993) stated that the presence of a school library related significantly to English language performance in Brazil, China, Botswana and Uganda. This was concluded after carrying a study on effects of availability of physical facilities on learning. The availability and the use of teaching and learning materials affect the effectiveness of a teacher's lesson. Textbooks enable the pupils to follow the teachers' sequence of presentation and aids in understanding of lesson (Obogu2004).The educational department of Western Australia (2001) holds that, establishing an environment for effective English speaking and listening requires learners to be exposed to purposeful, real-life situations and facilities that place increasingly complex demand on the way language is used.

The main objectives of teaching English at the primary level education in Bangladesh are to enable learners to understand simple commands, instructions and requests in English and carry them out. For the development of the communicative ability the Government of Bangladesh, in cooperation with the National Curriculum and Textbook Board (NCTB), has implemented a language policy to foster a communicative approach to English language teaching at the primary level schools under Bangladesh educational system (Ahmmed, 2001). Regarding availability of resources, (Dixion, Place, Kholowa, 2008) assert that children in South Africa who have greater access to books and other literacy materials learn to read more easily than children who come with paucity of literacy experiences.



According to a study carried out by Ogwu in Nigeria, learners' lack of English language skills inhibits both their understanding and expression (Ogwu, 2000). This result to poor academic performance in English and learners not meeting national standards from grade one throughout all the important academic transitional phases (Ogwu, 2000). Also, poor mastery of the subject by the teacher causes students' loss of interest in learning the subject. An intelligent and sound teacher with good mastery of his subject matter always commands respect and gains students' attention during teaching learning process (Aggarwal, 2001).

According to Agnes (2013) teachers with good professional competent and interpersonal skills are more effective in their classrooms in terms of students' behavior, better understanding of concept by pupils and disposition of positive and mental alertness by learners. Teaching and learning can only be effective when the correspondent teachers are happy and professionally fulfilled (Sprinthal, 2007). Additionally teachers with good attitudes create a good learning environment for pupils (Vermunt and Verschaffel, 2000). Thus the quality of any teaching programme cannot rise above the quality of its teachers (Bhalla A., Jajoo & Kalantri S.P. (2002), Omoniyi, 2008).

In Kenya, the central role played by English both as a language as well as a subject at all levels of education cannot be over-emphasized. Kariuki, (2007) states that English is a major world language which Kenyans use to disseminate information to other parts of the world. It is a means of international communication. One of the goals of education in Kenya is to promote international awareness and cooperation hence English plays this role. Consequently, being the first choice of foreign language in most countries of the world, it has been given the position of a global 'lingua franca' (Crystal, 2012). Language development has had a bearing on performance in all subjects in Kenya, and as such it has been a matter of concern in order to ensure that anything that is likely to affect language development negatively does not spill over to the other areas of curriculum.

The Koech Report (Republic of Kenya, 1999), asserts that the primary school curriculum is viewed as the foundation upon which the mastery of formal learning skills must be based. In this regard, the skills of reading, writing and communication skills of listening and self-expression must be taught to satisfactory levels to provide smooth transition to secondary education. Poor performance in English subject in KCPE prompted the M.o.E in 2003 to start a distant learning course for primary school teachers known as School Based Teacher Development (SbTD) where in-service training in English, Mathematics and Science subjects that were performing poorly were addressed in the entire country. The teaching methodologies and materials were addressed and the course took six months (Kiptoon, 2003). The course was in form of

distance learning in-service where teachers were in-serviced and were teaching their classes at the same time.

The course explored collaborative learning and proper organization and utilization of resources. Teachers were in-serviced on English, Mathematics and Science due to their poor performance in KCPE over the years. Unfortunately, poor performance in English language was still evident in the 2015 KCPE results whereby English composition which is part of English subject had the lowest percentage of 41 percent (Daily Nation January 1<sup>st</sup> 2016). While releasing the results in Mitihani House, Nairobi, on Wednesday 30th December 2015, Education Cabinet Secretary Fred Matiang'i said that the poor performance of candidates in English composition was worrying because it meant that learners lacked the ability to creatively and coherently express themselves in prose. It is therefore important to look into school-based factors that influence pupils' performance in English language in KCPE.

The table 1.1 shows the performance trend of English subject in KCPE in comparison to Kiswahili and Social studies for the last five years in Gilgil sub-county.

**Table 1.1 Gilgil Sub- County K.C.P.E performance from 2011-2015**

<b>Subject</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>Average</b>
Kiswahili	47.95	54.79	53.49	53.14	44.95	50.86
<b>English</b>	<b>44.79</b>	<b>46.61</b>	<b>47.01</b>	<b>47.93</b>	<b>44.35</b>	<b>46.13</b>
Social /studies	44.65	51.34	51.07	50.10	43.29	48.09

**(Source) Gilgil Sub- County Director of Education Office (2015)**

Table 1.1 is an indicator that there is a problem limiting good performance in English subject compared to Kiswahili and Social/studies in public primary schools in Gilgil sub-county. Further data obtained from the Kenya National Examination Council (KNEC) through Nakuru County Educational office revealed poor performance of English subject in Gilgil sub-county compared with some other sub-counties as shown in Table 1.2.

**Table 1.2 Nakuru County KCPE Performance from 2011-2015**

<b>Sub County</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>Average</b>
Nakuru North	54.82	55.63	54.41	56.21	59.68	56.15
Nakuru Municipality	53.45	55.93	57.47	56.31	57.9	56.21
<b>Gilgil</b>	<b>44.79</b>	<b>46.61</b>	<b>47.01</b>	<b>47.93</b>	<b>48.23</b>	<b>46.91</b>
Naivasha	51.34	52.39	50.01	51.55	50.78	51.21
Molo	48.25	49.86	49.51	49.65	47.55	48.96

**(Source) Nakuru County Director of Education Office (2015)**

There is therefore a need to establish the underlying factors for the poor performance in the subject. This study will therefore look into school-based factors influencing pupils' performance in English in KCPE such as the availability of learning/teaching resources, teachers' qualification, teachers' attitudes and head teachers' support in training and supervision of English teachers.

## **1.2 Statement of the problem**

According to the Government of Kenya (GoK, 2002), at the end of primary education course, all pupils are expected to have acquired a sufficient command of English in spoken and written forms to enable them to communicate fluently, follow subject courses and textbook, and read for pleasure and for information. The declining standard of pupils' performance in English at primary level as evidenced in the KCPE 2015 results should worry many teachers and stakeholders in education sector, because when primary children join secondary schools with poor English language, they will continue with poor knowledge of the language (Owino, 1991).

For the last five years, KCPE English mean score has been below 50% in public primary schools in Gilgil sub-county. The average KCPE mean score in English between 2011-2015 was 46.13 compared to Kiswahili language and Social studies which had 50.86 and 48.09 respectively according to statistics from Gilgil sub-county educational office. It has also been established that Gilgil sub-county has been performing poorly in English subject when compared with some other sub-counties in Nakuru County. The average KCPE mean score in English subject in Gilgil sub-county form 2011-2015 was 46.13 compared to Nakuru North, Nakuru Municipality, Naivasha and Molo sub-counties which had 56.15, 56.21, 51.21 and 48.96 respectively.

As a result, there has been an outcry by parents, stakeholders and community on pupils' poor performance at KCPE in English subject in Gilgil Sub-County (TAC Tutors' report, 2014). To address the problem of pupils' poor performance in English subject, Gilgil Sub

County educational office have been organizing workshops and seminars for teachers of English. English has been chosen in this study because it is the medium of instruction in Kenya from primary four, through secondary education, colleges and universities (KNEC, 2006). This study therefore seeks to determine the influence of school based factors on pupils' performance in English in public primary schools in Kenya in general and in Gilgil Sub County in particular and help determine methods of intervention towards better performance.

### **1.3 Purpose of the study**

The purpose of this study was to investigate school-based factors influencing pupil's performance in English at KCPE in public primary schools in Gilgil sub-county.

### **1.4 Objectives of the study**

This study was guided by the following specific objectives;

- i. To determine the extent to which availability of teaching and learning resources influence pupil's performance in English in KCPE in public primary schools in Gilgil sub-county.
- ii. To examine extent to which academic and professional qualifications of teachers influence pupil's performance in English in KCPE in public primary schools in Gilgil sub county.

- iii. To establish extent to which teachers' attitudes influence pupil's performance in English in KCPE in public primary schools in Gilgil sub county.
- iv. To establish the extent to which head-teachers' support in training and supervision of teachers influence pupil's performance in English in KCPE in public primary schools in Gilgil sub-county.

### **1.5 Research questions**

The study was guided by the following questions:

- i. To what extent does availability of teaching and learning resources influence pupil's performance in English in KCPE in public primary schools in Gilgil sub-county?
- ii. In what ways do academic and professional qualifications of teachers influence pupil's performance in English in KCPE in public primary schools in Gilgil sub-county?
- iii. To what extent do teachers' attitudes influence pupil's performance in English in KCPE in public primary schools in Gilgil sub-county?
- iv. How do head-teachers' support in training and supervision of teachers influence pupil's performance in English in KCPE in public primary schools in Gilgil sub-county?

### **1.6 Significance of the study**

The findings of the study might be useful to curriculum planners, developers and policy-makers in resource allocation to public primary schools.

Data collected from this study could assist teachers of English at primary schools in Kenya to effectively teach using appropriate teaching resources resulting to improvement in pupil' performance in English at KCPE.

The findings of the study might help pupils to improve their performance in English at primary school tier and create love for English and assist in the performance of English at higher tiers of education. Finally, the findings may provide information to future researchers.

### **1.7 Limitations of the study**

The respondents who participated in the study were aware of the falling standards in English and some might have chosen not to give responses sincerely due to fear of victimization from their superiors. To increase the degree of sincerity, the respondents were requested not to disclose their names or those of their schools. The researcher strived to be courteous with the respondents and ensured confidentiality of their responses. Finally, the researcher assured them that the data they provided was used only for academic purpose.



### **1.8 Delimitations of the study**

The study was delimited to 68 public primary schools in Gilgil sub-county.

The variables investigated were teaching and learning resources, teachers' qualification, attitudes of teachers and head-teachers' support in training and supervision of teachers.

Study respondents were the head-teachers, class seven and class eight English language teachers and class seven and eight pupils from the sampled public primary schools in Gilgil sub-county.

### **1.9 Assumptions of the study**

In this study it was assumed that:

- The respondents would co-operate and respond to questionnaires.
- The sample size would be a representative of the target population.
- All the public primary schools used the same syllabus designed by KIE in the teaching learning process.

### **1.10 Definition of significant terms**

**Academic qualification:** This refers to the educational standard achieved by the teacher

**Attitude-** Refers to the way one feels or thinks about something or someone.

**Head-teachers' support-** Refers to the help provided by the head of the institution to the teachers such as training and supervision of teachers which is geared towards improvement of performance in the respective schools.

**In-service Training-** Refers to any planned programme of learning opportunities afforded to staff members of schools, colleges, or other educational agencies for the purpose of improving performance of individual in already assigned positions

**Performance**–Refers to the pupils' level of achievement/attainment of knowledge and skills compared to others

**Teaching and Learning resources-** Refers to apparatus or materials teachers use in order to assist learners understand concepts taught.

**Quality of Teachers:** Refers to the teacher's academic and professional qualifications.

### **1.11 Organization of the study**

The study is organized into five chapters. The first chapter is introduction highlighting the background to the study, statement of the problem, purpose of the study, research objectives, research questions, and significance of the study, limitations and delimitations, basic assumptions of the study and definitions of significant terms in the study.

Chapter two dwells on the review of related literature. The review is under different sub-topics which were guided by the research objectives. The chapter presents theoretical and conceptual framework of the study. The third chapter is on research methodology which covers research design, target population, sample size and sampling procedures, research instruments, validity of instruments and reliability of instruments, data collection procedure, and data analysis techniques. Chapter four presents the data analysis, interpretation and discussions. Chapter five which is the last chapter focuses on the summary, conclusions, recommendations and suggestions for further studies have also been presented.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents a review of the selected literature which provided a basis for data analysis. The literature review is presented under the following headings: introduction, Importance of English language and performance, teaching and learning resources and performance in English, teacher's qualifications and performance in English, teachers' attitudes and performance in English and role of school head teachers' support in training and supervision of teachers of English and performance, summary of literature and research gaps, theoretical framework and conceptual framework.

#### **2.2 Importance of English language curriculum and performance**

According to the language policy for Kenya schools, the medium of instruction in lower primary is the learner's native language. English is the official language of communication as well as the medium of instruction in upper primary, secondary school and tertiary institutions. Mastery of English is of academic, social and professional benefits. Proficiency in English cannot be underscored in the school setting since it makes the learning of other subjects easier (MoE, 2002). It is through English language that learners gather information from printed and visual sources both for academic purpose and information that is important in everyday life.

English language is an important tool for learning and its inadequacy can be an impediment to effective teaching and learning of other subjects across the curriculum. In addition school and national examinations are taken in English. The national examinations are the sole determinants of a learner's progression in education (Nabea, 2009) and this makes understanding of English a 'life-line' for all pupils regardless of their age or learning level.

### **2.3 Teaching and learning resources and performance in English**

A resource is the same as a teaching aid used to make learning interesting and effective (Macharia, 2009). The influence of teaching and learning resources in promoting pupils performance in educational development is indisputable. These resources serve as supplement to the normal process of instruction (Wales, 1975). Kinyanjui, (1982) advances the view that schools with adequate resources and well trained dedicated teachers perform better. Teaching resources/materials play an important role in promoting literacy and communicative language use. There are three kinds of teaching materials: text-based, task-based, and realia. These can be textbooks, games, role plays, simulations, and task-based communication activities designed to support communicative language teaching.

Different kinds of authentic objects can be used in a communicative language teaching class to support communicative activities, from language-based realia such as signs, magazines, and newspapers to graphic and visual sources such as maps, pictures,

symbols, graphs, and charts (Richards, 2001). Reading textbooks and other teaching-learning materials are critical components for learning to read. In particular, textbooks with adequate and appropriately graded reading texts for pupils to practice reading have been shown to be critical in teaching and learning how to read in the early grades. In addition to textbooks, children need supplementary readers to practice reading at school and at home. In a study in the Gambia, Sprenger Charolles (2008, as cited in Gove & Cvelich, 2011) found that 90% of pupils with higher reading competencies had reading books at home. Importantly, children need to have access to textbooks, supplementary readers and other reading materials.

In a study in South Africa on primary teachers' use of learning materials in Outcome-Based approach to education and training, it was argued that a key feature of any education and training system is that adequate learning material is essential to the effective running of the system (Generic guidelines for the development of learning support materials for Outcomes Based Education (OBE) and Training, 1998:1). Research evidence by the World Bank supports the view that "considerable contributions are made by textbooks and other instructional materials to effective teaching and improve the quality of education" (Verspoor in Farrel & Heyneman, 1989:52). The view in current national education documentation in South Africa is that learning materials are an integral part of curriculum development and a means of promoting both good teaching and learning (Generic guidelines for the development of learning support materials for OBE, 1998).

The use of teaching materials has a major impact on the English language teaching. Abebe and Davidson (2012) point out those pupils are eager to learn vocabulary with the assistance of visual materials, and that the use of visual materials enhances the students' ability and opportunity to use language to express their ideas and feelings. However, Abebe and Davidson (2012) also found that teachers rarely use visual materials such as cards, charts, and real objects in teaching, despite the majority of teachers and students admitting that visual materials help students learn language effectively.

Mathew and Alidmat (2013) agree that teacher's use of audio-visual aids helps students to understand lessons more and improves their English language skills, such as pronunciation skills or conversational skills, through listening to native speakers. In addition, the use of audio-visual materials also helps to make classroom activities more interesting and helps the pupils to remember the lessons longer. A study conducted in Nigeria by Aduwa-Ogiegbaen and Iyamu (2006) found that textbooks, workbooks, dictionaries, chalkboards, and posters are dominant in English classrooms, whereas modern media such as audio and video, programmed texts, language laboratories, flashcards, computers, magazines, and newspapers are rarely used.

Ngaroga (2007) talks of teaching and learning materials as those that are accessed in the school environment, collected and brought. These materials can be three dimensions, real objects, two dimensions and others being electronic. Teaching and learning

resources have many advantages as they form a focal point of attention, arouse interest; stimulate the learners' imagination save time and promote-retention and memory. J.S, Farrant (1980) agrees that teaching and learning resources are important in enabling learners to achieve high marks.

Ubogu (2004) noted that textbooks enable pupils' to follow the teacher's presentation and in understanding of lessons. Rogan & Grayson (2003) claim that lack of teaching and learning resources have often been identified as undermining the effort of even the best teachers and hinder the implementation of the new ideas. Ayot, (1987) maintains that when they are well used, teaching and learning materials help the learners to perform concrete physical actions or utilize symbolization skills. Teaching resources may also shift teaching to be centered on specific individual differences, make learning interactive, interesting and appealing to all senses of the learners. Teaching and learning materials make the teacher to be an active facilitator of knowledge while the learners become active participants. Ayot (1987) advises that resources should complement teaching and learning but not replace the teacher.

In Kenya most of the resources are not evenly distributed as schools are located in different environment all over the country. Schools in marginalized areas have few environmental resources as compared to those in wet places. A survey conducted by Education Insight (2005) in Kenya revealed that inadequate learning facilities and especially textbooks are a common feature in many schools. Yeya (2002) concurred with the above studies that schools with adequate facilities perform better in National



Examination especially in core subjects such as English and Mathematics. A study by Katana (2010) in Magarini on school based factors contributing to pupil' poor performance in KCPE found out one of the causes was lack of teaching and learning resources while Thurania (2000) in his study in Meru Central District cited inadequate supervision of teachers as a cause of poor performance among many. Bitamazire (2005) in a study in Uganda noted that apart from provision of teaching/learning materials, they should be coordinated and used properly for effective teaching /learning to take place. The Kenyan government since 2003 has come up with measures to reduce variation of teaching and learning materials through the Kenya Education Support Programme (KESSP) and school infrastructure and material programme. Each pupil in primary school is allocated with some amount of money each year for purchase of these materials.

#### **2.4 Teachers' qualifications and performance in English**

Quality teachers are considered to be those who bring about pupils' learning (Harris and Sass, 2006). In America, the report by the National Commission on teaching and America's future (1996) made teaching the core of its three simple promises in its blueprint for reforming the nation's schools. They were: what teachers knew and could do (academic and professional qualification) was the most important influence on what pupils learnt. Recruiting, preparing and retaining good teachers were the central strategy for improving schools. School reform could not succeed unless it focused on creating

the conditions under which teachers could teach well. Teacher qualifications show an important but complex relationship to pupils' outcome (Wellington, 2006).

Highly qualified teachers can have very marked impacts on the outcomes for diverse pupils. Pupils learn more from teachers with high academic skills than teachers with weak academic skills. Moseti (2007) noted that, the effectiveness on any curriculum depends on the quality of teachers that are there to translate the syllabus into practical instructional material in class. According to Perrot (1982), "Effective teaching is a mode that produces inquiring, considering and seeking out at the correct or incorrect results and ability in teaching. In Ireland, primary school teachers must be qualified to teach the range of primary school subjects to children aged 4 to 12 years. To qualify as a primary school teacher, you must have completed one of the following: A recognized full-time degree programme, leading to the Bachelor of Education (B.Ed.) degree. A recognized Professional Masters in Education (Primary). Teachers play a key role in assisting learners to acquire and use language skills. It is the teacher who introduces English language to the child in class. Chondhury (2014) agrees it is the responsibility of all teachers of English to assist all pupils in the development of their ability to speak and write better language. A teacher, therefore, is a key person in assisting and developing children's proficiency in language. Sereti (1993) contends that the task of molding students so that they express themselves effectively both orally and in written work lies on the shoulders of the teacher. Through language, teachers are able to provide learners with experiences that stimulate the acquisition and use of English language skills.

Teachers with competencies (knowledge and skills), good academic and professional qualifications in the English language make children acquire language. Gumo (2003) in her research conducted in Kilifi District asserts that low academic levels are hindrance to the teachers understanding and grasping content taught in college, she further asserts that illiteracy is overcome through education and that every person should aspire to get good scores in education to solve the arising problems of illiteracy in Kenya. Irumbi, (1990) and Kabiru, (2000) found out that competence of the teacher is primarily based on her/his academic background and affects a child's learning in class. This means that the higher academic achievements on the performance of the teacher is advantage also to the Ministry of Education since such teachers have an adequate knowledge base that can be utilized in teaching of English in primary schools. Gumo (2003) regards teachers' academic qualifications as playing a very important role on the children achievements. Okumbe (1998) points out that academic qualifications and professional qualifications of a teacher are among the pre-determination factors during the recruitment and selection process of those who are inducted in the teaching profession.

Based upon an examination of thirty-two different studies, Husen (1978) concluded that the qualification, experience, knowledge and the level of education of teachers have positive effects upon pupils' performance in developing countries. A study by Carnay as reported in Simmon's (1980) revealed similar results that teacher's academic qualification and certification at primary and secondary level had a positive influence on pupil's performance. Eshiwani (2003) in his study in Western Province in Kenya is relevant to this study because a teacher's professional qualifications affect students'

performance, however, the study differs with the current one in that it looks at school performance in general while the present study aims out establishing school-based factors influencing pupil's performance in English language at KCPE in Gilgil Sub-county, Kenya. This study intends to fill the gap by establishing the influence of qualifications of teachers of English in pupil's performance in English in public primary schools in Gilgil sub- County.

### **2.5 Teachers' attitude and performance in English**

The term attitude is defined by Callahan and Clark (1983) as tendency to act in some manner towards a person, structure or idea. Callahan and Clark (1983) point out that attitude exist within all persons in regard to every topic, object, concept or human being that a person evaluates. This means that at any one time an individual is able to selectively respond to an object within the environment either positively or negatively. Many factors can encourage or inhibit teaching. One is attitude; Education scholar (Garcia, 2003) believed that a teachers' attitude has the largest impact on a pupil's success in school. Many researchers (Annita, 2006, Kisilu & Rinny, 2008,) have noticed that one of the factors related to great achievement in the language classroom is the attitude of those who participate in the process, that is, both the teacher and the learners.

Teacher attitudes toward their learners have been considered to be one of the most important teacher competencies that influence pupils in school (Ukpokodu, 2003). Villegas and Lucas (2002) pointed out that "Teacher attitudes toward pupils

significantly shape what pupils learn”. Teachers impact pupils’ achievement and as a result must address their own beliefs and perceived understandings in order to recognize that “All pupils can learn, regardless of home life, socioeconomic status, race, culture, language, gender, ability or any other characteristic” (Kenkel, Hoelscher, & West, 2006). Teacher attitudes toward their pupils are relevant in education as attitudes impact a teacher’s motivation to connect with his or her pupils. In a study conducted by Wentzel (1994), a correlation was found between the motivation of learners to attend school, how much effort they exert when it came to academic performance, and their different perceptions of their teachers as caring individuals. Alvidrez (1999), documented the relationship between teacher’s attitude towards English and pupils achievement in English, found out that pupils taught by teachers with negative attitude towards English were low achievers in English. Thus teachers’ attitudes have a significant role in children achievement in the subject.

According to Odera & Ogott (2012) the teacher is very key during the teaching/learning process and should be a helper who challenges the child to discover things for himself/herself. Yang & Huang (2008) carried out a survey in Malawi on secondary school learners’ attitude towards learning English and their effect on performance. The students complained that the teachers embarrassed them continuously during lessons and this was associated to negative attitude that the teachers of English had towards the subject. This study intends to establish the attitudes teachers of English have and how these influence the performance of pupils in KCPE.

## **2.6 Head teachers' support in training and supervision of teachers of English**

According to Basic Education Act (2013), a head teacher is responsible for overall management, control and maintenance of standards in the school and is accountable for all that happens in a school. The head teacher is seen as the first supervisor because he has to play the leader in checking the teachers' classroom work and assessing their overall performance based on students' achievements (Republic of Kenya, 2013). Haris (1985) (as cited in Kithuka, 2009), reports that in the United States of America (USA) and in many commonwealth countries, the principal or head teacher is recognized as an instructional supervisor. The place of the head teacher as an instructional leader is well documented in Republic of Kenya (1988) commonly known as the Kamunge Report. The international literature on the role of principals (National Assembly for Wales, 2005,) stresses that one of their major functions is 'leading learning and teaching'.

Heads have a direct responsibility for the quality of learning and teaching and for pupils' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. In other words, in schools where performance is good the head teachers do a lot of supervision (Musungu & Nasongo, 2008). This means the quality of leadership in a school determines the way pupils perform. The success of any organization or institution depends largely on active administration procedures Mbiti (1984). Leadership is concerned with the execution of those policies and decisions which help to direct the activities of an organization towards achieving a particular objective. Ngaroga (2007) concurs with Mbiti that educational administration is a social process which is involved in the arrangement of

the human and material resources in programme for education and using these resources carefully to achieve educational objectives, which are: -To provide in-service training for teachers so that they may develop professionally and be worthy of tasks entrusted to them. It should also enable them to keep pace with advances in knowledge in their respective fields.

To develop abilities and skills in teachers by providing links between ideas and tested scientific knowledge on one hand and practical problems existing and to gear up all school programmes and activities to achieve the purpose of the school. According to UNESCO (2004) teacher training is generally considered as a major element in implementation of a curriculum. In-servicing of teachers is continuously updating teachers with skills to promote efficiency in performances. Okumbe (1999) considers supervision as an administrative strategy aimed at stimulating teachers towards greater pedagogic effectiveness and productivity.

The stimulation function of the supervision enhances teachers to play important roles aimed at excellence in examinations, which reduces risks of teacher burn out. Further Mbiti (2007) observes that the greatest strength of any school is its human resource. Teachers combine their relevant skills, experiences and positive attitude towards the profession, in order to raise the quality of the school academic performance to high and reputable standards. This combination is achieved through instructional supervision. Ineffective supervision may thus influence the pupils' performance. The school head's

leadership efforts are the cause of increased academic performance outcomes punctuated by the strongest regard for the schools' goals.

It is apparent that effective school performance cannot be realized without authentic contributions from the school's heads because they are the backbone of the school system. They have the powers to influence the outcome of events through internal supervision of curriculum implementation in their schools. This involves physical observation of teachers' lessons in progress. Provision of instructional resources and materials is also a role of the head teachers. Shipman (1992) in his study contends that resource management and allocation is one of the most challenging tasks of a manager and as such a head teacher needs to identify special and core school needs and evolve, develop and make financial projections and plans that meet them. The findings of Ngaroga (2006), states that a school head has a responsibility of availing the necessary equipment and teaching materials required by teachers and learners.

## **2.7 Summary on literature review**

The review has dealt with the various factors that influence of pupil's performance in English language in KCPE. Four factors have been examined namely; availability of teaching and learning resources, teacher's qualifications, teachers' attitudes and the role of head-teachers' support in training and supervision of teachers. A study by Adebé and Davidson (2012) found that teachers rarely use visual materials despite the majority of



them admitting that visual materials help children learn language effectively. The current study will therefore concur or deny with Adebbe and Davidson's (2012) findings. Eshiwani (2003) in his study in Western Province in Kenya is relevant to this study because a teacher's professional qualifications affect students' performance, however, the study differs with the current one in that it looks at school performance in general while the present study aims out establishing school-based factors influencing pupil's performance in English language at KCPE in Gilgil Sub-county, Kenya. Mbiti (1984) and Ngaroga (2007) assert that the role of head teachers is to provide in-service training for teachers. From the literature review, there exist knowledge gap on availability of teaching and learning resources, teachers' qualification, teachers' attitudes and head teachers' support on training of teachers all of which may influence pupils' performance in English language in KCPE.

## **2.8 Theoretical framework**

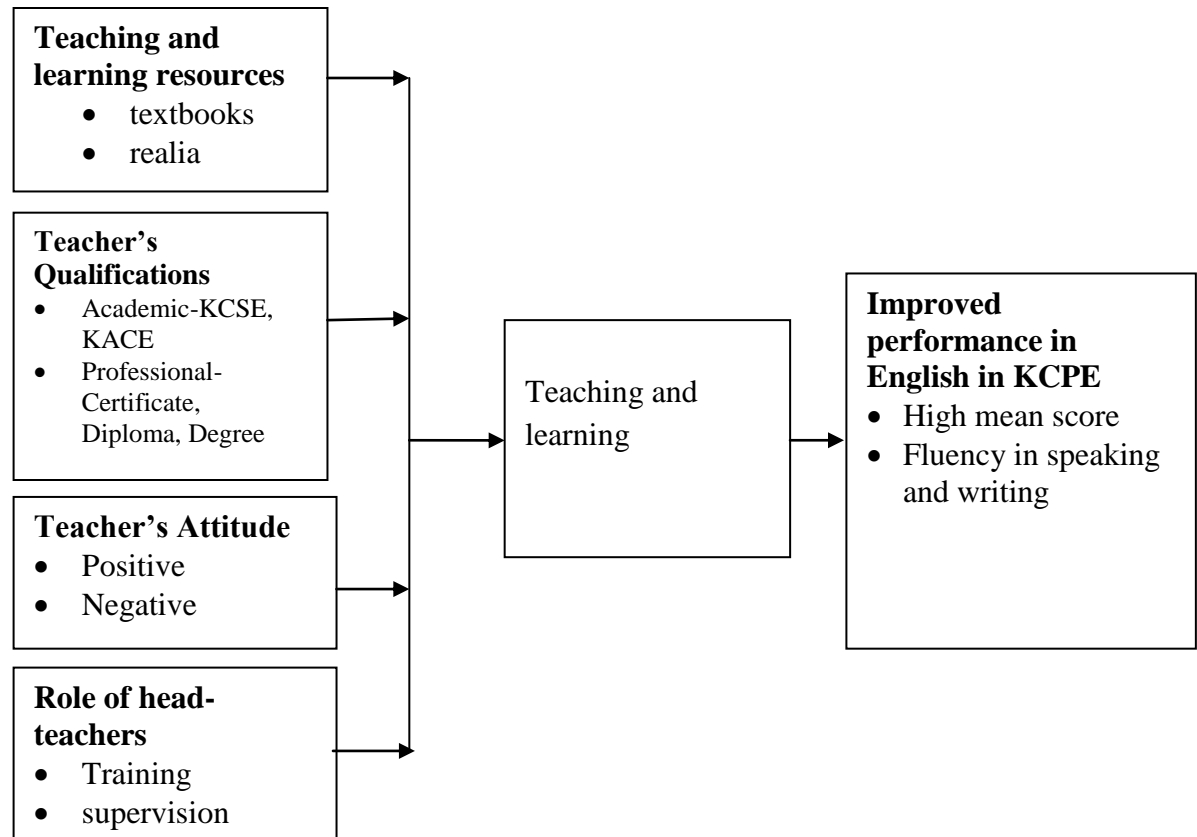
A theory is a set of properly argued ideas intended to explain the phenomenon. A theoretical framework is an examination of the existing theories in relation to research objectives. The study adopted sociological theory by Neil Gross (1971) which advocates that there are five major elements, four of which are applicable to this study that influence curriculum implementation namely; capabilities of the implementers, availability of resources, management and support of teachers and teachers attitude towards the implementation of the curriculum.

Teachers will facilitate learning effectively if they are clear on the subject and this is gained through effective planning and training which translates into good performance. Availability of resources such as reference books, charts, teachers' guides and computers can assist teachers to teach the content effectively. Teachers need to have a positive attitude toward the teaching which will enable them to promote its implementation. Adopting the model for effective pupils' English performance in KCPE, teachers will require teaching and learning resources, quality teaching, positive attitudes toward English teaching and support from the school head-teacher in terms of training and supervision.

## **2.9 Conceptual framework**

A conceptual framework is a scheme of concepts (or variables) which the researcher operationalizes in order to achieve the set objectives. It is a diagrammatic presentation of the theory. Conceptual framework shows the relationship between independent and dependent variables. Punch (2001) defines a conceptual framework as a representation, either graphically or in narrative form, of the main concepts or variables, and their presumed relationship with each other.

**Figure 2.1: School-based factors influencing performance in English in KCPE in public primary schools**



The variables are inter-related and each plays a distinctive role during teaching and learning of English subject. The availability of these input variables (teaching and learning resources, teachers' qualifications, teachers' attitude and the head teachers' role) enhances the implementation of English curriculum which involves listening, speaking, reading and writing skills. Implementation of all these will influence pupils' performance in English at KCPE.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the procedures that were used in this study to collect and analyze the data. It is discussed under the following headings: Research design, target population, sample size and sampling procedure, research instruments, validity and reliability of the instruments, data collection procedures and data analysis procedures.

#### **3.2 Research design**

Research design is the overall strategy for conducting the research. This research adopted descriptive survey design. A descriptive survey is a method of collecting information by interviewing or administering a questionnaire to sample of individuals (Orodho, 2009). It can be used when collecting information about people's attitudes, opinions habits or any of the variety of education or social issues. Survey research is therefore a self- report study which requires collection of quantifiable information from the sample Mugenda (2003). This research design was appropriate for the study because by identifying school based factors which influence the performance of pupils in English language, it will enable the schools and the pupils to understand the factors that have either led to their improvement or decline in their performance in English language in recent years.

### **3.3 Target population**

Population refers to an entire group of individuals, events or objects having common observable characteristics Mugenda and Mugenda (2003). A population entails all the cases or individuals that fit specifically for being sources of the data required in addressing the research. The target population of this study was 68 public primary schools, 68 head teachers, 136 class seven and eight teachers of English and 3400 pupils in Gilgil sub-county. The total target population was 3672 respondents.

### **3.4 Sample size and sampling technique**

A sample is part of the target population that has been procedurally selected to represent it (Oso & Onen, 2009). Sampling techniques are method used to arrive at the desired size (Kumar, 2005). The researcher employed simple random technique. The technique ensured choosing schools in such a way that each unit in the population has an equal chance of being selected (Kombo, 2006). This is because all schools had the same characteristics by virtue of being located in the same environment. Teachers likewise have the same characteristics by virtue of training regardless of their working station. According to Mugenda and Mugenda (2003), a sample of 30 percent of the respondents represented target population. In this regard the researcher sampled 30 percent of public primary schools, head teachers and Class seven and eight teachers of English. According to Mugenda and Mugenda, (1999) a sample of between 20 percent of the pupils represent the target population. The sample size therefore comprised of 21 public primary schools, 21 head teachers, 42 class seven and eight teachers and 680 pupils.

### **3.5 Research instruments**

The research instruments for the study were an interview schedule and questionnaires. Kombo and Tromp, (2006) in proposal and thesis writing define interviews as questions asked orally. Interview schedule is among the best method in that it involves direct verbal interaction between individuals. It provides in-depth data which is not possible to get using a questionnaire (Mugenda & Mugenda, 1999). The interview schedule was used to obtain data from the head teachers. A questionnaire is a collection of items to which a respondent is expected to react, usually in writing (Oso & Onen,2009). Questionnaires are used to collect a lot of information over a short period of time.

Kombo and Tromp (2006), states that a questionnaire is an instrument that gathers data over a large sample. The researcher used open-ended and closed-ended questions. These enabled the researcher to balance between quantity and quality of data collected and on the other hand, provide more information. This balance between the quality and quantity of information is useful for a fuller explanation of the phenomena under investigation. Questionnaires were used since the study was concerned also with some variables that cannot be directly observed such as views, opinions and attitudes of the respondents. Such information is best collected through questionnaires (Touliatos & Compton, 1988). The questionnaires were used to obtain data from teachers and learners.

### **3.5.1 Validity of instruments**

Best (1998) defines validity of instruments as, ‘that quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure. The research instruments will be pretested in order to assess their validity. A pilot study was conducted in two schools to determine the suitability of the instruments. The two pilot schools were selected through simple random sampling. These two schools were not part of the main study. According to Mugenda and Mugenda (2003), a pilot study refers to a mini version of the study. It involved testing of research instruments to enhance their validity and reliability. Two public schools, two head teachers and four teachers of English were involved in the pilot study. This represented 10 percent of the sample size as recommended by Mugenda and Mugenda (2003) that the pretest sample can be between 1 percent and 10 percent depending on the sample size. Respondents were issued with questionnaires for them to fill. After the pilot study the instruments were adjusted and fine-tuned before the main study. To ensure content validity, the supervisors who are experts in the area scrutinized the instruments; gave suggestions which helped revise the questionnaires. According to Borg and Gall (1989), content validity of an instrument is improved through expert judgment.

### **3.5.2 Reliability of the instrument**

Best (1998) defines reliability as the ‘degree of consistency that the instrument or procedure demonstrates, whatever it is measuring, it does so consistently.’ According to Mugenda and Mugenda 2003, reliability is a measure of the degree to which a research

instrument yields consistent results after repeated trials. The test retest technique was used to assess reliability after the pilot study. The researcher used two pilot schools which included two head teachers, two class seven and two class eight English teachers. The test–retest method was used because the instruments contained both closed and open ended items. The research instruments were administered first to the pilot group and then the same instrument administered again to the same group after two weeks. The Pearson Product Moment Correlation formula was used to determine how the scores of questionnaire correlate.

$$R = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where

R- Degree of Reliability

N-number of respondents

X-scores from the first test

Y-scores from the second test

The argument for the above formula is that the closer the correlation co-efficient value is to +1.00, the stronger the correlation (Mugenda & Mugenda, 2003). After the pilot study the scores of the first test and the second test were correlated, a correlation co-efficient of 0.88 was obtained for teachers and a correlation 0.82 was obtained for the learners and therefore considered high to judge the instruments as reliable for the study. This implied that the research instruments were reliable. According to Mugenda and Mugenda (2003), a coefficient of 0.80 or more will imply a high degree of reliability.



The findings are in line with those of Orodho (2008) who stated that a correlation coefficient of about 0.8 shall be considered high enough to judge the instruments as reliable for the study

### **3.6 Data collection procedures**

Data collection procedures refer to the protocol followed to ensure that data collection tools are applied correctly and efficiently (Mugenda & Mugenda, 2003). A research permit was sought from the National Commission for Science, Technology and Innovation (NACOSTI) through the school of Post-Graduate Studies of University of Nairobi to be allowed to collect the data required. Consent of County Director of Education, Nakuru was also sought. The researcher then visited Gilgil sub-county to meet with the head teachers and class seven and eight teachers where she personally informs the respondents about the impending study. Thereafter, the instruments were self-administered to the respondents.

### **3.7 Data analysis techniques**

Data analysis is the process of examining data with the purpose of drawing conclusion about the information. After the field work, the questionnaires were cross examined to ascertain their accuracy, completeness and uniformity. The data was edited, coded and organized into different categories. Data collected was analyzed both qualitatively and quantitatively. Quantitative data collected through closed ended questions was analyzed

using Statistical Package for Social Sciences (SPSS) version 22 this generated the percentages and frequencies which were used to discuss the findings. Qualitative data was analyzed by organizing the responses based on the research objectives and questions. Finally, inferences, conclusions and recommendations were made in narrative form.

### **3.8 Ethical considerations**

The researcher explained the objectives of the study to the head teachers and class seven and eight teachers. The participants were informed that there were no physical, psychological risks or financial gain involved and their participation in the study was purely voluntary. The researcher concealed confidential information and assured the participants that their identity would remain anonymous. The participants' responses as gathered through the questionnaires and observation schedule were used purely for academic purposes and not for any other purpose. Lastly, the researcher did not refer to any other person's work without acknowledging the author.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents analysis and interpretations of the research findings in line with the study objectives. The general objective of this study was to investigate school-based factors influencing pupil's performance in English in KCPE in public primary schools in Gilgil Sub-County. Further the study sought to; determine the extent to which availability of teaching and learning resources, extent to which academic and professional qualifications of teachers, extent to which teachers' attitudes influence pupil's performance and to establish the extent to which head-teachers' support in training and supervision of teachers influence pupil's performance in English in KCPE in public primary schools in Gilgil Sub-County. The research findings are presented in form of tables and charts as follows.

#### **4.2 Response rate**

The sample size of this study was made up of teachers and learners (pupils) selected from various targeted schools.

**Table 4.1 Response rate**

<b>Respondents</b>	<b>Questionnaires</b>		<b>Response Rate</b>
	<b>Given</b>	<b>Received</b>	
Head teachers	21	16	76.19
Teachers	42	37	88.10
Pupils	680	189	27.79
<b>Total</b>	<b>743</b>	<b>242</b>	<b>32.57</b>

The researcher distributed the questionnaires to all the anticipated respondents of the study out of which 37 responses 88.1% were acquired from the teachers, 16 responses were obtained from the head teachers 76.2% and 189 responses 27.9% were obtained from the pupils. From the questionnaires dully filled and returned from each of the respondents, the response rate from each category formed an adequate basis for drawing conclusions. The respective response rate for head teachers and teachers were good representative and conform to the recommendation by Mugenda and Mugenda (2003) who stipulated that a response rate of 50% is adequate for analysis and reporting; whereas a rate of 60% is good and a rate of 70% is excellent. Therefore, the response rate was excellent for analysis for the head teachers and the teachers. The data obtained all the study respondents also met the 30% fulfillment for the study as postulated by Mugenda and Mugenda (2003). The overall response rate was 32.57%.

The commendable response rate was achievable after the researcher administered the questionnaires personally and made personal visits and phone calls to remind the respondents to fill-in and return the questionnaires. In the descriptive statistics, relative

frequencies and percentages were used in some questions and others were analyzed using mean scores with the help of Likert scale ratings in the analysis.

### 4.3 Demographic data for respondents

#### 4.3.1 General information

The general information of this study comprised of gender of the respondents, their age bracket, their work designation, their highest level of education and their position in the teachers' service commission.

#### 4.3.2 Demographic information

The respondents were asked to indicate their gender. The results are presented in Table 4.4;

**Table 4.2: Respondents gender**

<b>Respondents gender</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>
Head Teachers	12	4	75	25
Teachers of English	22	15	40.5	59.5
Learners	112	77	59.3	40.7

From the findings in Table 4.4, 75% of the head teachers indicated that they were male while 25% indicated that they were female. This shows that majority of the head teachers who were involved in the study being head teachers were males though also female were represented.

The study further revealed that 59.5% of the teachers indicated that they were female while 40.5% indicated that they were male. This shows that most of the teachers in this study were female although the difference was not very large and thus the study was not gender biased. This suggests that majority of English teacher in public primary Schools in Gilgil Sub-County were females. In the learners' category, majority of the respondents indicated that they were male as indicated by a 59.3 response rate while 40.7 % indicated that they were female. This shows that both genders were well represented in the study.

#### 4.3.3 Respondents age bracket

The respondents were also asked to indicate their age bracket. The results are presented in Table 4.5;

**Table 4.3: Respondents age**

<b>Respondents Age</b>		<b>Frequency</b>	<b>Percentage</b>
<b>Teachers</b>	21-30	9	24.3
	31-40	10	27.0
	Over 40	16	43.2
	<b>Total</b>	<b>35</b>	<b>94.6</b>
<b>Total</b>		<b>37</b>	<b>100.0</b>
<b>Respondents Age</b>		<b>Frequency</b>	<b>Percentage</b>
<b>Head teachers</b>	31-40 years	1	6.2
	Over 40 years	15	93.8
	<b>Total</b>	<b>16</b>	<b>100.0</b>

Table 4.5 shows that 43.2 % of the teachers indicated that they were aged over 40 years, also the study revealed that 28.6% of the respondents indicated that they were aged 31-40 years. 27 % of the respondents indicated that they were in the age gap of 21- 30 years. This is an indication that the study included respondents from all the age categories with most of them being in the age gap of above 40 years. It also shows that they had been in the teaching career for a while and had adequate knowledge in regard English subject performance in their respective schools.

From the findings, on the head teachers' responses, it established that majority of the respondents were aged over 40 years as shown by 93.8% whereas 6.2% of the respondents were aged 31-40 years. This indicates that majority of the respondents involved in the study research were in the age bracket above 40 years.

#### **4.3.4 Teachers and Head teachers' academic and professional qualifications**

The researcher requested the respondents to indicate their academic and professional qualifications. The results were represented in the Table 4.6.

**Table 4.4: Teachers and Head teachers' academic and professional qualifications**

<b>Teachers academic qualifications</b>	<b>Frequency</b>	<b>Percentage</b>
Graduate (degree)	8	22
O-Level	23	62
A-Level	6	16
Total	37	100

<b>Teachers professional qualifications</b>	<b>Frequency</b>	<b>Percentage</b>
Degree	5	14
Diploma	8	22
P1	16	43
ATS IV	8	22
Total	37	100

<b>Head teacher's academic qualifications</b>	<b>Frequency</b>	<b>Percentage</b>
O level	6	37.4
A- level	3	18.8
Degree	7	43.8
Total	16	100

<b>Head teacher's professional qualifications</b>	<b>Frequency</b>	<b>Percentage</b>
Degree	4	25
Diploma	7	43.8
SI	4	25
PI	1	6.3
<b>Total</b>	<b>16</b>	<b>100</b>

From Table 4.6, the study found out that 62% of the teachers were having O-level as their highest academic qualification, 22% of the respondents were graduates while 16% of the respondents were having A levels as their highest levels of education. This is an



indicator that most of the respondents who were involved in the study had attained O-level as their highest levels of education. This also indicates that teachers were qualified enough to be able to identify the major factors influencing performance in English. This is in agreement with Kabiru, (2000) who found out that competence of the teacher is primarily based on her/his academic background and affects a child's learning in class. This means that the higher academic achievements on the performance of the teacher is advantage also to the Ministry of Education since such teachers have an adequate knowledge base that can be utilized in teaching of English in primary schools.

The researcher further asked the teachers to indicate their highest professional qualification. The study found out that 43% of the respondents indicated that they had P1, 22. % of the respondents had diplomas and ATS IV respectively. Also the study found out that 14% of the respondents had a degree as the professional qualification. This is an indicator that most of the teachers who were involved in the study were having P1 as professional qualifications thus were credible to give relevant information for the study. This is in agreement with Kabiru (2000) and Gumo (2003) who regarded training as necessary since it helps teachers to understand what and how to teach in terms of children varied levels of development and growth. In addition teacher's personality and character is based on the type of training they receive.

On the head teacher's academic qualifications, the study revealed that 43.8% of the respondents had a degree, 37.4% of the respondents had reached the O levels whereas 18.8% of the respondents had reached the A levels. Thus this indicates that the

respondents who were involved in the study were well positioned to give credible information regarding the study.

Further 43.8% of the head teachers had a diploma, 25% had a degree or S1 respectively as was indicated by each of them percentage. Also 6.3% of the respondents had PI as their present highest professional qualification. The study thus indicates that most of the head teachers had their present highest professional qualification as diplomas. The results in the academic level are different from the professional qualifications especially in the degree category because some of the head teachers were still ongoing with their first degree studies.

From the above findings, it is clear teachers at all levels are advancing in their professions. Majority are currently undertaking their diploma and degrees to enhance their academic skills. Mbithi (2007) stated that well-trained personnel are important for the success of the child. A trained teacher has the skill and knowledge on how to take the pupil into new experiences using his/ her previous experiences. Professional training equips the teacher with techniques and skills which he/ she employs in imparting knowledge to the learner. It is the teacher who has the role of preparing the learner for a successful transition from one level of learning to the next.

#### **Table 4.5 Class of the respondents**

The learners were requested to state the classes they are currently in. The findings are as follows in table 4.7;

<b>Class</b>	<b>Frequency</b>	<b>Percentage</b>
5	11	6.4
6	23	12.6
7	77	40.5
8	77	40.5
<b>Total</b>	<b>189</b>	<b>100.0</b>

From the study findings as represented in Table 4.7 revealed that 40.5% of the pupils were from class 8 and class 7 respectively, 12.6% of the respondents were in class six, 6.4% of the respondents were in class 5. This is an indicator that the pupils involved in the study were from the upper classes and they were well positioned to give credible information pertaining to the study.

#### **4.3.5 Pupils average scores in English**

Table 4.8 and 4.9 gives the English average scores as indicated by both the head teachers and the pupils.

**Table 4.6 KCPE English mean score distribution in among sampled schools for the last five years**

<b>Average score in English</b>	<b>Frequency</b>	<b>Percentage</b>
40.0	2	12.5
43.5	1	6.3
44.6	2	12.5
45.0	1	6.3
45.5	1	6.3
45.7	1	6.3
47.3	2	12.5
48.4	1	6.3
51.9	1	6.3
52.0	1	6.3
52.1	1	6.3
54.6	1	6.3
58.8	1	6.3
<b>Total</b>	<b>16</b>	<b>100</b>

From the findings 12.5% of the head teachers indicated that their schools had a mean of 40, 44.6 and 47.28 in each case. Further the study found out that 6.3% of the respondents indicated that the following were their respective means respectively; 43.48, 45, 45.473, 45.7, 48.42, 51.89, 52, 52.08, 54.63 and 58.78. On the pupils who had a mean above 50% the respondents indicated that they had hard working teachers who have a passion for teaching. From the above findings, it's clear that majority of pupils in public primary schools fail to surpass the 50% pass mark in the English subject.

#### 4.3.6 Pupils' English Mean scores in the previous class exam

The researcher requested the learners to indicate their mean score in English in the last exam. The research findings were presented in the table 4.9;

**Table 4.7 Distribution of pupils' English Mean score in the previous exam**

<b>Mean score</b>	<b>Frequency</b>	<b>Percentage</b>
39.7	22	11.6
40.0	9	4.8
41.6	29	15.3
45.6	4	2.1
46.0	4	2.1
47.0	5	2.6
47.5	12	6.3
48.8	17	9
50.3	6	3.2
57.0	5	2.6
57.5	22	11.6
58.0	4	2.1
59.0	3	1.6
59.9	14	7.4
60.0	4	2.1
61.0	7	3.7
68.0	4	2.1
69.0	3	1.6
71.0	8	4.2
72.0	7	3.7
<b>Total</b>	<b>189</b>	<b>100</b>

From the study findings as shown in Table, 4.9, the research found out that 15.3% of the pupils had a mean score of 41.61. 11.6% of the pupils had a mean score of 57.48 and 39.73 as was indicated in each case. 8.9% of the respondents had a mean score of 48.76, 7.4% of the respondents had a mean score of 59.91, 6.3% of the respondents had an average score of 47.51, 4.7% of the respondents had an average of 40.00. The study also found that 3.7% of the respondents were having a mean of 72.00, 2.6% of the respondents indicated that they had a mean score of 57.00, 47.00 in each case. The study also indicated that 2.1% of the respondents had a mean score of 68.00, 60.00, 58.00, 46.00 and 45.56 in addition the study found out that 1.6% of the respondents had a mean score of 59.00.

This finding indicates performance in the English language is relatively poor and this could be attributed to the fact that majority of pupils in the public primary schools usually use their mother tongue in their social interactions. This happens to be a huge challenge for young pupils to master the English subject and hence affect their performance negatively.

#### **4.4 Teaching and learning resources and performance in English**

Teachers were requested to indicate how often they used the listed teachings/ learning resources in English teaching. The findings were represented in table 4.10.

**Table 4.8 Teaching and learning resources and pupil' performance in English**

<b>Charts</b>	<b>Frequency</b>	<b>Percentage</b>
Sometimes	29	78.4
Always	8	21.6
<b>Text Book</b>	<b>Frequency</b>	<b>Percentage</b>
Never	1	2.7
Sometimes	1	2.7
Always	34	91.9
<b>Radio</b>	<b>Frequency</b>	<b>Percentage</b>
Never	33	88.9
Sometimes	4	11.1
<b>Video tapes</b>	<b>Frequency</b>	<b>Percentage</b>
Never	35	94.4
Sometimes	2	5.6
<b>Following Syllabus</b>	<b>Frequency</b>	<b>Percentage</b>
Sometimes	5.4	5.6
Always	91.9	94.4
<b>Real Object</b>	<b>Frequency</b>	<b>Percentage</b>
Never	2	5.4
Sometimes	28	75.7
Always	7	18.9

According to the findings as indicated in Table 4.10, 78.4% of the teachers sometimes were using charts as a teaching/ learning resources in English teachings whereas 21.6% of the respondents were always using charts for teaching English. This is an indicator that charts are sometimes used for teaching English. Teachers always used text books for the purposes of teaching English as was indicated by 91.9%. It was further revealed

that 2.7% of the respondents never used text books or used them on rare occasions. With regards to the radio the study found out that 88.9% of the respondents never used radio teachings/ learning resources in English teaching while 11.1% of the respondents indicated that they sometimes used radio to teach English. This is an indicator that majority of the teachers never use radio as a teaching resource.

On video tapes the study found out that 94.4% of the teachers never used the video tapes for the purposes of teaching and learning English even for the pupils while 5.6% of the respondents sometimes used video tapes as teaching and as a learning resource. This is an indicator that majority of the respondents never use the video tapes for teaching and also to learn English. On syllabus, the study found out that 94.4% of the respondents indicated that they always follow the syllabus in order to teach and also as a learning resource for the pupils whereas 5.4% of the respondents indicated that they sometimes use syllabus to teach English. This is an indicator that majority of the teachers use syllabus as a learning and as a teaching resource to the pupils.

Further 18.9% of teachers indicated that they always used real objects to teach English while 5.4% of the respondents indicated that they never used real object as a learning resource for English. Thus the study indicates that majority of teachers did use real objects sometimes to teach English. The findings are in line with Abebe and Davidson (2012) who found out that teachers rarely use visual materials such as cards, charts, and real objects in teaching, despite the majority of teachers and students admitting that visual materials help students learn language effectively.



#### 4.4.1 Rating on availability of teaching and learning materials in English by teachers

Teachers of English were requested to rate their school in terms of availability of teaching and learning materials in English. The study findings were represented in the table 4.11;

**Table 4.9 Rating on availability of teaching and learning resources in schools**

<b>Ratings</b>	<b>Frequency</b>	<b>Percentage</b>
Poorly equipped	4	10.8
well equipped	5	13.5
averagely equipped	28	75.7
<b>Total</b>	<b>37</b>	<b>100.0</b>

From Table 4.11, the study found out that 75.7% of the respondents indicated that their schools would be rated to be averagely equipped, 13.5% of the respondents indicated that they would rate their schools to be well equipped whereas 10.8% of the respondents indicated that they would rate their schools as being poorly equipped. This shows that majority of the respondents rated their schools as averagely equipped.

The study findings agree with those of Wales (2010) and Kinyanjui, (2002) who asserted that the resources serve as supplement to the normal process of instruction and majority of public schools had inadequate teaching and learning materials. Teaching resources/materials play an important role in promoting literacy and communicative language use. There are three kinds of teaching materials: text-based, task-based, and realia.

#### 4.4.2 English lessons taught per week as indicated by the pupils

The researcher requested the learners to indicate the number of English lessons they learnt in a week. The findings were tabulated in the table 4.12;

**Table 4.3 Number of lessons taught per week**

Lessons	Frequency	Percentage
5	17	8.9
7	164	87.4
8	7	3.7
<b>Total</b>	<b>189</b>	<b>100.0</b>

From the findings in Table 4.12, the study found out that 87.4% of the learners indicated that they had seven lessons per week, 8.9% of the respondents indicated that they had five English lessons whereas 3.7% of the respondents indicated that they had eight lessons per week. This indicates that majority of classes have seven English lessons per week. The variance in the number of lessons can be attributed to the different school settings. In some school, there are few English lessons as compared to others. Those schools with more English lessons have understood the importance of English subject performance which forms one of the major components of the overall school performance. Ndiritu (1999), observed that within limits, the more the hours allowed in instruction in a subject, the higher the achievement.

#### 4.4.3 Availability of teaching and learning resources as indicated by the learners

The learners were asked to select a choice that corresponds to their view on the availability of resources in their school for learning English. A scale where SA=

Strongly Agree, A= Agree, U= Undecided, D= Disagree, SD= Strongly Disagree was used. Table 4.13 presents the results

**Table 4.11 Availability of teaching and learning resources for English subject**

Availability of resources	Std	
	Mean	Deviation
There are adequate teaching and learning resources for English in the school	4.3545	.74108
There is a library in the school	2.9312	0.25923
The library has adequate English books	3.0212	0.57087
Teachers use teaching and learning resources when teaching English	4.2910	0.95926
Pupils often use the library during English lessons	2.8995	0.17846
There is a school radio for English language teaching	2.5661	0.13086

The study found out that learners agreed that; there are adequate teaching and learning resources for English in the school as was indicated by a mean of 4.3545, teachers use teaching and learning resources when teaching English as was indicated by a mean of 4.2910. Respondents also were undecided on whether the library had adequate English books as was indicated by a mean of 3.0212 and whether there was a library in the school as was indicated by a mean of 2.9312. In addition, the respondents were also undecided as to whether pupils often used the library during English lessons as was indicated by a mean of 2.8995 and that there is a school radio for English language teaching as was indicated by a mean of 2.5661.

The above findings concur with Rogan and Grayson (2003) who claimed that lack of teaching and learning resources have often been identified as undermining the effort of even the best teachers and hinder the implementation of the new ideas in English class.

#### **4.4.4 Adequacy of English learning and teaching resources as indicated by the head teachers**

The researcher requested the head teachers to indicate whether there are adequate teaching and learning resources to support English teaching and learning. The findings were tabulated in the table 4.14.

**Table 4.12 Adequacy of English learning and teaching resources as indicated by the head teachers**

<b>Resource support</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	5	31.3
No	11	68.8
<b>Total</b>	<b>16</b>	<b>100.0</b>

As from the findings in table 4.14 the study found out that 68.8% of the head teachers indicated that there were no adequate teaching and learning resources to support English teaching and learning whereas 31.3% of the respondents were of the contrary opinion. This is an indicator that there are no adequate teaching and learning resources to support English teaching and learning. The respondents who indicated no stated that they were providing their own resources to teach the pupils. The findings are in line with those of Katana (2010) who found out that poor performance in KCPE and especially in English language was as a result of lack of teaching and learning resources

#### 4.5 Teachers' qualifications and pupils' performance in English

The researcher requested Teachers of English to indicate whether they were professionally qualified teachers in primary teacher education. The research findings were represented in the table 4.15

**Table 4.13 Professional qualifications of teachers of English**

<b>Professional Qualifications</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	35	94.6
No	2	5.4
<b>Total</b>	<b>37</b>	<b>100.0</b>

From the research findings as shown in Table 4.15, the study found out that 94.6% of the respondents agreed that they were professionally qualified teachers in primary teacher education whereas 5.4% of the respondents were not professionally qualified teachers in primary teacher education. This indicated that majority of the primary school teachers were professionally qualified teachers in primary teacher education. The research findings agree with those of Wellington (2006) who stated that school cannot succeed unless it focused on creating the conditions under which teachers could teach well. For them to teach well, they need to have professional qualifications gained from the colleges they attended or through trainings organized by the education stakeholders.

#### **4.5.1 Academic and professional qualifications of teachers and pupils'**

##### **performance in English**

The researcher asked the teachers of English to indicate whether in their opinions academic and professional qualifications of a teacher influenced pupils' performance in English language. The findings were presented in the table 4.16;

**Table 4.14 Academic and professional qualifications of teachers and pupils' performance**

<b>Academic Professional</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	32	86.5
No	5	13.5
<b>Total</b>	<b>37</b>	<b>100.0</b>

From the findings in Table 4.16, the study found out that 86.5% of the respondents agreed that academic and professional qualifications of a teacher influence pupils' performance in English language whereas 13.5% of the respondents were of the contrary opinion. The research further revealed that pupils taught by qualified teachers tend to have a higher mean score. This can be associated to the teachings techniques used in class and the kind of motivation given to all the pupils which promotes excellent performance. According to Hess (1999), teachers' effectiveness and commitment is measured in terms of frequency of assessment tests and homework, remedial teaching, extra help in revision, quality of lesson notes, professional documents, use of teaching aids and school attendance.

#### **4.5.2 Relationship between teachers' academic and professional qualifications and pupils' performance**

Head teachers were asked to indicate whether there is any relationship between teacher's qualification and pupil's performance in English language. The study findings were represented in the table 4.17;

**Table 4.15 Teacher's qualification and pupil's performance in English language**

<b>Teachers qualification</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	11	68.8
No	5	31.3
<b>Total</b>	<b>16</b>	<b>100.0</b>

According to the findings as shown in table 4.17, the study found out that 68.8% of the head teachers indicated that there was a relationship between teacher's qualification and pupil's performance in English language whereas 31.3% of the respondents were of the contrary opinion. This indicates that there is a strong relationship between teacher's qualification and pupil's performance in English language. The findings are in line with those of Gumo (2003) who found out that those teachers with competencies (knowledge and skills), good academic and professional qualifications in the English language make children acquire language.

### 4.5.3 Frequency of organization of In-Service Courses as indicated the head teachers

The head teachers were asked to indicate how often they organized in-service courses in the school for Teachers of English. The findings were represented in the table 4.18.

**Table 4.16 Frequency of In-service courses in schools**

<b>In-Service Courses</b>	<b>Frequency</b>	<b>Percentage</b>
Termly	12	75.0
Monthly	4	25.0
<b>Total</b>	<b>16</b>	<b>100.0</b>

From the findings in table 4.18, the study found out that 75% of the head teachers indicated that they organized in-service courses in the school for Teachers of English on termly bases. UNESCO (1998), noted that in some countries the term continuing education is used to stress that teaching is “learning” occupation in which practitioners should have opportunities for periodically updating and renewing their knowledge, skills and capabilities throughout their careers. Further the in-service training workshop gives teachers a personal and professional boost, allows them to use new materials and injects more life and participation in the classroom (Cuttman in UNESCO, 2002).

### 4.6 Teachers’ attitudes and pupils’ performance in English

The third variable was teacher’s attitude and performance in English. The responses from teachers, head teachers and learners are illustrated as follows;



#### **4.6.1 English panel meeting attendance by teachers of English**

The teachers of English were requested to indicate whether they do attend English panel meeting regularly. The responses were represented in the Table 4.19.

**Table 4.17 English panel meeting attendance**

<b>Panel Meeting</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	27	73.0
No	10	27.0
<b>Total</b>	<b>37</b>	<b>100.0</b>

From the findings in Table 4.19, the study found out that 73% of the teachers agreed that they do attend English panel meeting regularly whereas 27% of the respondents were of the contrary opinion. This shows that majority of the teachers do attend English panel meeting regularly. The meetings equip teachers with more knowledge on teaching skills, curriculum implementation, performance monitoring among other teaching skills.

#### **4.6.2 Teachers' attitude towards English classroom practices**

The researcher requested teachers of English to indicate their attitude towards English classroom practices. A rating scale whereby 1 represented strongly disagree, 2 represented disagree, 3 represented undecided, 4 represented agree and 5 represented strongly agree. The study findings were represented in the table 4.20.

**Table 4.18 Teachers' attitude towards English classroom practices.**

<b>Statements</b>	<b>Mean</b>	<b>Std Deviation</b>
English is an interesting subject to teach	4.5135	0.50
Teaching of English need dedicated teachers	4.75	0.60
Teachers of English should be role models to their pupils in terms of spoken and written English language.	4.8108	0.39
Teachers of English should always prepare lesson plans for effective teaching.	4.5135	0.55
English syllabus cannot be covered in the allocated time	2.973	0.27
Teachers of English often face challenges when teaching than in other subjects	4.1351	0.97
School environment influences teaching and learning of English language thus influencing pupils' performance	4.5405	0.50

From Table 4.20, study found out that majority of the respondents strongly agreed that; teachers of English should be role models to their pupils in terms of spoken and written English language as was indicated by a mean of 4.8108, teaching of English need dedicated teachers as was indicated by a mean of 4.7500. Also the study revealed that School environment influences teaching and learning of English language thus influencing pupils' performance as was indicated by a mean of 4.5405.

Furthermore, the study found out that teachers of English agreed that; English is an interesting subject to teach and also that teachers of English should always prepare

lesson plans for effective teaching this was indicated by a mean of 4.5135 in each case. Teachers of English often faced challenges when teaching than in other subjects this was indicated by a mean of 4.1351. Respondents were undecided as was shown by a mean of 2.9730 that English syllabus cannot be covered in the allocated time. The study findings agree with those of Alvidrez (2009) who documented the relationship between teacher's attitude towards English and pupils' achievement in English, found out that pupils taught by teachers with negative attitude towards English were low achievers in English. Thus teachers' attitudes have a significant role in children achievement in the subject.

#### **4.6.3 Pupils' attitude towards English subject**

The researcher requested learners to indicate whether English subject was interesting and enjoyable to learn. Their responses are presented in table 4.19.

**Table 4.19 Pupils' attitude towards English subject**

<b>English Subject</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	181	95.5
No	8	4.5
<b>Total</b>	<b>189</b>	<b>100</b>

From the study findings as shown in table 4.21, the study found out that 95.8% of the learners agreed that they find the English subject interesting and enjoyable to learn whereas 4.5% of the respondents were of the contrary opinion. This is an indicator that pupils find the English subject interesting and enjoyable to learn.

#### **4.7 Head Teachers' support in training and supervision of English teachers**

The fourth variable in this study was head teachers' support in training and supervision of English teachers. The findings are represented in the tables as follows;

##### **4.7.1 Organization of INSET for teachers of English by Head teachers**

The researcher requested the teachers of English to indicate whether the head teacher organized INSET for teachers of English in the school. The study findings were represented in the table 4.22;

**Table 4.20 Organization of INSET for teachers of English**

<b>INSET</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	25	68.6
No	12	31.4
<b>Total</b>	<b>37</b>	<b>100.0</b>

From the study findings in Table 4.22, the study found out that 68.6% of the teachers agreed that the head teacher organize INSET for teachers of English in the school whereas 31.4% of the respondents were of the contrary opinion. Olembo, Wanga and Karagu (1992) stated that the importance of in-service education programmes for qualified teachers is supported by the fact that, they offer the quickest way of introducing changes and improvements in primary schools. This is due to the fact that demands on the teacher change considerably during their career due to demands of new curricula and methods of teaching. Consequently, in-service teacher education is necessary to enable teachers to face challenges of these changing needs.

#### 4.7.2 Frequency of INSET organization in schools

The researcher requested the teachers of English to indicate how often INSETs were organized in their schools. The findings were represented in the table 4.23;

**Table 4.4 Frequency of INSET organization in schools**

<b>INSET organization</b>	<b>Frequency</b>	<b>Percentage</b>
Once a term	31	77.8
Twice a term	6	22.2
<b>Total</b>	<b>37</b>	<b>100</b>

From the findings as shown in table 4.23, the study found out that 77.8% of the teachers of English indicated that the INSETs were organized once per term and on the other hand 22.2% of the respondents indicated that the INSETs were organized twice a term. This is an indicator that in most cases the INSETs were organized once in a term. Shiundu and Omulando (1992) add that constant teacher in-service is necessary as it fills the gaps which were not filled during the times of teacher training.

#### 4.7.3 Head teachers' supervision of teachers

The researcher asked the teachers of English to indicate whether the head teacher supervised their work. All the teachers of English complied that the head teachers supervised the teachers' work as was shown by 100% of the respondents. This is an indication that the head teachers play a fundamental role in ensuring that teachers are undertaking their teaching obligations in the school effectively and efficiently. Olembo, Wanga and Karagu (1992), said that supervision in primary schools can be assumed to

be a professional service involving the relevant educational administrators for the purpose of interacting with teachers, in such a way as to maintain change and improve the provision and actualization of learning opportunities for pupils.

The researcher requested the teachers of English to indicate how often the head teacher supervised their work. The findings are presented in the table 4.25;

**Table 4.22 Frequency of supervision by the Head teachers**

<b>Supervision Frequency</b>	<b>Frequency</b>	<b>Percentage</b>
Weekly	7	20.0
Monthly	15	42.9
Termly	13	37.1
<b>Total</b>	<b>35</b>	<b>100.0</b>

From the study findings in Table 4.25, the study revealed that 42.9% of the respondents indicated that the head teacher supervised the teachers' work monthly, 37.1% of the respondents indicated that the head teacher supervised the teachers' work termly and 20% of the respondents indicated that the head teacher supervised the teachers' work weekly.

The study findings agree with Basic Education Act (2013). The acts states that a head teacher is responsible for overall management, control and maintenance of standards in the school and is accountable for all that happens in a school. Also the study finding agrees with those of (Republic of Kenya, 2013). The head teacher is seen as the first supervisor because he has to play the leader in checking the teachers' classroom work and assessing their overall performance based on students' achievements.

#### **4.7.4 Head teachers' support in training and supervision of teachers as per the learner's responses**

The learners were requested to indicate whether the head teacher ever visited their class during English lesson. The research findings were tabulated in table 4.26;

**Table 4.23 Head teacher visits to class as per the learners' responses**

<b>Head teacher visits</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	159	84.1
No	30	15.9
<b>Total</b>	<b>189</b>	<b>100.0</b>

From the research findings as shown in table 4.26, the study revealed that 84.1% of the learners agreed that the head teacher ever visited their class during English lesson whereas 15.9% of the respondents declined that the head teacher ever visited their class during English lesson. This indicates that the head teacher visits classes during English lesson.

#### **4.7.5 Frequency of visits to the class as per the learners' responses**

The learners who indicated that the head teacher has ever visited their class during English lesson were asked to indicate how often he\she did this.

**Table 4.24 Frequency of class visits by the Head teachers**

<b>Frequency of the visits</b>	<b>Frequency</b>	<b>Percentage</b>
Weekly	86	48.9
Monthly	57	32.4
Termly	33	18.8
<b>Total</b>	<b>176</b>	<b>100</b>

From the study findings the study found out that 48.9% of the learners indicated that head teacher visited their class during English lesson on weekly basis, 32.4% of the respondents agreed that head teacher visited their class during English lesson on a monthly basis whereas 18.8% of the respondents indicated that the head teacher visited their class during English lesson on a termly basis. These findings concur with those of Musungu and Nasongo (2008) who stated that head teachers have a direct responsibility for the quality of learning and teaching and for pupils' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. In other words, in schools where performance is good the head teachers do a lot of supervision

#### **4.7.6 Checking of exercise books by the Head teachers as per the learners'**

##### **responses**

The researcher requested the learners to indicate whether the head teachers have ever checked their English exercise books. The results are represented in the table 4.28;



**Table 4.25 Checking of exercise books by Head teachers**

<b>Checking of Exercise books</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	135	73.8
No	48	26.2
<b>Total</b>	<b>183</b>	<b>100.0</b>

From the study findings as shown in table 4.28, the study found out that 73.8% of the respondents agreed that head teacher have checked their English exercise books whereas 26.2% of the respondents were of the contrary opinion. This is an indicator that the head teachers checked learner's English exercise books.

#### **4.7.7 Frequency of checks of exercise book as per the learners**

The researcher asked learners whose books had been checked to indicate the frequency of the checks by the head teacher. The results are represented in the table 4.29.

**Table 4.26 Frequency of checks of exercise book by Head teachers**

<b>Frequency of Checks</b>	<b>Frequency</b>	<b>Percentage</b>
Weekly	84	52.8
Monthly	35	22.0
Termly	40	25.2
<b>Total</b>	<b>189</b>	<b>100.0</b>

From the findings in table 4.29, the study found out that 52.8% of the respondents indicated that head teacher had checked respondents English exercise books on a weekly basis, 22% of the respondents indicated that head teacher had checked their English exercise books on a monthly basis, 25.2% of the respondents indicated that head teacher had checked their English exercise books on a termly basis.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

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

#### **5.2 Summary of the study**

This study aimed at investigating the school-based factors influencing pupil's performance in English in KCPE in public primary schools in Gilgil sub-county. Also the study focused to; determine the extent to which availability of teaching and learning resources, examine extent to which academic and professional qualifications of teachers, establish extent to which teachers' attitudes influence pupil's performance and to establish the extent to which head-teachers' support in training and supervision of teachers influence pupil's performance in English in KCPE in public primary schools in Gilgil sub-county.

This study adopted descriptive survey design. The target population of this study was 68 public primary schools, 68 head teachers, 136 class seven and eight teachers of English and 3400 pupils in Gilgil sub-county. The subjects were sampled through simple random sampling and comprised of 21 public primary schools, 21 head teachers, 42 class seven and eight teachers and 680 pupils. Data were collected by use of

questionnaires and interview schedule. The developed questionnaires were first administered to two public primary school for piloting. Content validity of instruments was determined through expert judgment. Data analysis was done using the statistical package for social sciences (SPSS) Version 22.0. Descriptive statistics including frequency counts, means and percentages were used to summarize the quantitative data collected.

### **5.2.1 Teaching and learning resources and performance in English**

On teaching and learning resources the study revealed that English teachers mainly used text books during class teachings as revealed by 78.4% response rate. Also the study revealed that a majority of the teachers never use radio or video tapes as a teaching resource. They instead just follow the syllabus as given by the Ministry of Education with less creativity on improvisation of resources. The studies also revealed that majority of the schools are rated average in terms equipment's for learning and teaching.

The study further revealed that there are inadequate teaching and learning resources for English in public primary schools. Even though the schools have libraries, in most cases they are under stocked or filled with very old books that are not of great help to the young kids. The study finding concurs with those of Mananua (2008) who revealed that there have been serious complaints that the new English curriculum was implemented without support materials and resources especially textbooks and teaching aids in the

new areas introduced in the curriculum and that even the few available were delivered late.

These findings concur with those of Nzomo (2011) and Kaimuri (2008) who indicated that in Kenya, most schools had a shortage of the required materials. Teachers felt that other than textbooks, they required film facilities, video tapes and resource persons to facilitate learning. This report therefore revealed that lack of relevant materials was among the factors hindering effective teaching in the Country.

### **5.2.2 Teachers' qualifications and performance in English**

The studies revealed that majority of the teachers were professionally qualified teachers in primary teacher education. In addition, the study revealed that academic and professional qualifications of a teacher do influence pupils' performance in English language. The research further revealed that pupils taught by qualified teachers tend to have a higher mean score. This can be associated to the teachings techniques used in class and the kind of motivation given to all the pupils which promotes excellent performance. Teachers play a key role in assisting learners to acquire and use language skills. It is the teacher who introduces English language to the child in class.

The study further revealed that teachers do attend English panel meeting regularly. These meetings help the teachers in teaching English in their classes. The findings concur to those of Chondhury (2014) who revealed that it's the responsibility of all teachers of English to assist all pupils in the development of their ability to speak and write better language. A teacher, therefore, is a key person in assisting and developing

children's proficiency in language. Through language, teachers are able to provide learners with experiences that stimulate the acquisition and use of English language skills.

### **5.2.3 Teacher' attitudes and performance in English**

On teacher's attitude the study revealed that; teachers of English are role models to their pupils in terms of spoken and written English language. It was further revealed that English teachers attend English lessons promptly and are friendly to pupils. These findings are in line with those of Annita, (2006) who noticed that one of the factors related to great achievement in the language classroom is the attitude of those who participate in the process, that is, both the teacher and the learners. Further the study found out that English teachers motivate pupils to learn. Also the study revealed that teacher's attitude influence pupils' performance in English. The findings also concur with those of (Garcia, 2003) who believed that a teachers' attitude had the largest impact on a pupil's success in school. Pupils taught by teachers with negative attitude towards English were low achievers in English.

Further the study revealed that school environment influences teaching and learning of English language thus influencing pupils' performance. The study revealed; English as an interesting subject to teach and also that teacher of English should always prepare lesson plans for effective teaching. English teachers often faced challenges when teaching more than one subjects. Also the study unveiled that in a moderate way the English syllabus cannot be covered in the allocated time.

#### **5.2.4 Head teachers' support in training and supervision of English teachers and performance in English**

The study research revealed that the head teacher in most of the primary schools organizes INSET for teachers of English which is organized once in a term. On the same the study revealed that the head teachers supervise the teachers' work termly. Regarding the head teachers support the study revealed that; the head teacher visits classes during English lesson mostly once in a term. The findings concur with those of Musungu and Nasongo (2008) who stated that Head teachers have a direct responsibility for the quality of learning and teaching and for pupils' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. In other words, in schools where performance is good the head teachers do a lot of supervision. This means the quality of leadership in a school determines the way pupils perform. The success of any organization or institution depends largely on active administration procedures (Mbiti, 1984).

#### **5.3 Conclusions of the Study**

The study therefore concludes that the teachers acknowledge the importance of textbooks and hence use them while they teach. It also concludes that the reading of textbooks and other teaching-learning materials are critical components for learning. In particular, textbooks with adequate and appropriately graded reading texts for pupils to practice reading have been shown to be critical in teaching and learning how to read in the early grades.

The study further concludes that majority of the teachers have professional training and have acquired the relevant education to be in their position. Lastly there is a strong relationship between pupils' English performance and teachers' qualification. Well qualified teachers will lead to a better performance among their pupils as compared to the untrained teachers.

Regarding teachers' attitudes towards English, the study concludes that the school environment influences teaching and learning of English language thus influencing pupils' performance. English teachers are role models to their pupils in terms of spoken and written English language and this has made majority of the pupils enjoy learning English.

The study also concludes that head teachers have been very supportive to English teachers in terms of organising trainings and internal supervising. Thus the head teachers are considered responsible for running of curriculum in the schools.

#### **5.4 Recommendations**

- i. The study revealed that the school factors and especially lack of facilities impact on the performance of the pupils. Therefore, school administration should prioritize the provision of facilities and resources needed for the implementation of English Language as soon as possible. This will motivate the pupils and teachers to engage in learning this subject leading to improved performance in this subject. The board of management in schools should ensure that schools are stuffed with adequate and modern instructional materials. Parents and the



community should provide enough physical facilities in public primary schools while the government needs to provide enough learning resources.

- ii. The government should revitalize teacher's pre-service training by embracing modern technology and providing more in-service courses for teachers of English to keep them updated on changes in curricula and methods of teaching. The Ministry of Education and Teachers Service Commissions should come hand in hand to ensure the employment of well-trained and qualified teachers in order to give more positive output reflected in the pupil's results.
- iii. With regards to the teachers' attitudes towards English, the study recommends that the head teachers should ensure that they create a programme in their respective schools that favors the English teachers to enable them cope with the harsh conditions that may prevail against them. Further Higher Education Institutions such as universities should come up with training program for teachers of English which will equip them with skills for implementing the curriculum. This will enable teachers to handle learners struggling with English.
- iv. The study revealed that the head teachers play a fundamental role in overseeing smooth learning in their respective schools thus the study recommends that the government through the ministry of education should create a channel in form of extra budget to cater for the needs that may be approved by the office of the head teachers. Also the study recommends that the head teachers should communicate with the other staff members to come up with the best ways to run

the schools and to manage other teachers. The head teacher should further create an English environment in the school to increase pupil's opportunities to practice English. Pupils should be grouped by proficiency levels in English classes.

### **5.5 Suggestions for further studies**

In view of the delimitation of the study, the researcher suggests further research in the following area:

The study targeted public primary schools leaving out private primary schools which are also implementing the same syllabus thus similar study should therefore be carried out in incorporating these schools.

## REFERENCES

- Abebe, T. & Davidson, L. (2012). *Assessing the role of visual teaching materials in teaching English vocabulary* (Report). *Language in India*, 12(3), 524.
- Adunola, O. (2011). "The Impact of Teachers' Teaching Methods on the Academic Performance of primary school pupils in Ijebu-Ode Local cut Area of Ogun State," Ego Booster Books, Ogun state, Nigeria.
- Aduwa-Ogiegbaen, S. & Iyamu, E. (2006). *Factors affecting quality of English language teaching and learning in secondary schools in Nigeria*. *College Student Journal*, 40, 495.
- Aggarwal, J. (2001). *Teaching Social Studies: A Practical Approach*. New Delhi: Vikas Publishing House, PVT Ltd
- Agnes. E. (2013). Attitudes of teachers in Yenogoa Local Government Area Bayelsa state Nigeria. Towards the teaching profession: Counselling implications. *International Journal of Research in Social sciences*. Vol 2(2).61-67.
- Ahmed, S. (2001). *English Language Teaching in Bangladesh Primary School*. *Journal of Distance Education*. Directorate of Distance Education, University of Jammu. Retrieved January 10, 2012, from <http://cemca.org/disted>.
- Alvidrez, J., Weinstein, R. (1999). Early Teacher Perceptions and Later Student Academic Achievement. *Journal of Educational Psychology*, 91(4), 731-746.
- Annita, E. (2006). *Education Psychology*, (6th edition). Engman International, Coral Gables.
- Ayeni, A. (2011) "Teachers professional development and quality assurance in Nigerian Secondary Schools" *World Journal of Education*, 1 (2): 143-149
- Ayot, H. (1984). *Language Learning Methodology: A Book for English Language in Secondary Schools*. Nairobi: Macmillan
- Best, J. (1989). *Research in education*. New Jersey: Prentice-Hall, Inc
- Bhalla, A., Jah, A. & Kalantri, S. (2002): Attitude of Teachers towards Teaching: PMID: 12383472 (pubmed) indexed for MEDLINE
- Bishop, G. (1985). *Curriculum Development*. Macmillan education Ltd Hong Kong.

- Bitamazire, N. (2005). Status of Education for Rural People in Uganda. Paper Presented at the Ministerial seminar on education for rural people in Africa., Addis Ababa, Ethiopia.
- Blondin C., Candelier M., Edelenbos P., Johnstone R., Kubanek-German A., and Taeschner T. (1998). *Foreign Languages in Primary and Pre-School Education: A Review of recent research within the European Union*. London: CILT.
- Borg, R., Borg, J. & Gall, M. (1989). *Educational Research: An Introduction*. New York: London: Longman
- Bosire, E. (1996). "Proposals for the improvement of Training teachers of English for primary schools in Kenya". Unpublished. M Phil Thesis. Moi University.
- Callahan, F. Clark, H. (1983). *Foundations of Education*. New York: Macmillan Publishers.
- Carl, A. (1995) *Teacher empowerment through curriculum development: Theory into practice*. Kenwin: Juta and Co.
- Chondhury, A. (2014) *Classroom Role of English Teachers*. The Innovative: online
- Council of Europe, (2008). *Language Education Policy Profile Ireland*. Strasbourg: Language Policy Division/ Ireland: Department of Education and Science Accessed 24.07.09 [http://www.coe.int/t/dg4/linguistic/Profils1\\_EN.asp#TopofPage](http://www.coe.int/t/dg4/linguistic/Profils1_EN.asp#TopofPage).
- Council of Europe/Council for Cultural Cooperation, (2001). *Common European Framework of Reference for Languages: learning, teaching, assessment*. Cambridge: Cambridge University Press.
- Crystal, D. (2012). *English as a Global Language*, Cambridge University Press.
- Daily Nation, Nation Media group (January 1<sup>st</sup> 2016). KCPE Candidate score better in religious education, poorly in English. Nairobi, Kenya
- Dixon, K, Place J, Kholowa, F.(2008). In(sites): Examining early literacy practices at home and school in rural Malawi and South Africa. *Southern African Review of Education*, 14(3): 5-21
- Eshiwani, G. (1983). Why some schools do poorly. Factors influencing performance among primary and secondary schools in Western Province in Kenya (Unpublished Phd Thesis). Stanford University, California. February, 2013 from <http://www.questia.com>>Academic Journals.

- Eshiwani, G. (1993). *Education in Kenya since Independence*. Nairobi: east African Educational Publishers.
- Farrant, J. (1980). *Principles and Practices in Education*. Singapore: Longman Publishers Limited.
- Generic guidelines for the development of learning support materials for Outcomes Based Education (OBE) and Training, 1998.
- Haris, B. (1998). *In-service Education for Staff Development*. Boston: Allyn and Bacon.
- Hess, J. (1999). *Education and social change; empirical studies for the improvement of education in East Africa*. Berlin: Max Planck for Human Development.
- Indanaasi, L. (2008). *Literature and the teaching of English*. Nairobi: British council.
- Kaimuru, J. (2008) Participatory Needs Assessment Report of Namasale Sub-County, *teacher performance: Equity and access implications for quality education*. Jackson, MS: Jackson State University.
- Kariuki, J. (2007) *Improving the Teaching and Learning of 'O'- Level Mathematics: Design and Trial of CBL – Supported Learning Materials for Trigonometry*. Unpublished M. Ed thesis, University of Dar-es-salaam.
- Kenya Institute of Education.(2002). *Primary Education Syllabus (Vol. 1)*. Nairobi:Kenya
- Kinyanjui, J. (1982), *Education inequality in Kenya. Some research experience and issues in Kenya*.
- Kiptoon C. (2003). *Teaching and learning in primary classroom*. Nairobi. MOEST.
- KNEC (2006).Candidates overall performance report for 2005.Nairobi:K.N.E.C.
- Kothari, C. (2004). *Research Methodology: Methods and Techniques* (2<sup>nd</sup> Ed) New Delhi: New Age International Publishers.
- Lambert, W. (1974).Culture and languages as factors in learning and education. In F.E. Abound & R.D. Meade (Eds), *Cultural factors in language and education*. Proceedings of the Fifth Western Washington Symposium on Learning (pp. 91-122). Bellingham, Western Washington State College.

- Linnakyla, P., Malin A, & Taube, K. (2004). Factors behind low reading literacy achievement. *Scandinavian Journal of Educational Research*, 48: 231-249
- MacDonald, M. & Rogan, J. (1988). Innovation in South African Science Education (Part I): Science Teaching Observed. *Science Education*, 72(2): 225-36.
- Macharia, P. (2009). *Methods of instruction*, Ongata Rongai .Cogno Publisher
- Mananua, J. (2008). Factors Affecting the Implementation of 8-4-4 Curriculum in Primary Schools in Egoji Division, Meru District. Unpublished M.ED Thesis, Kenyatta University.
- Mathew, N. & Alidmat, A. (2013). *A study on the Usefulness of Audio-Visual Aids in EFL Classrooms: Implications for Effective Instruction*. International Journal of Higher Education, 2(2).<http://dx.doi.org/10.5430/ijhe.v2n2p86>
- Mbithi, D. (2007). Foundations of solid administration. Nairobi: Oxford Press.
- Mbiti, M. (1984). *Foundations of School Administration*. Nairobi: Oxford Press.
- Moseti , P. (2007) Teaching/Learning strategies in Integrated English Course and their effect on performance in Manga Division , Nyamira District Unpublished MED Thesis, Nairobi University
- Mugenda, O. & Mugenda, A. (1999). Research methods, quantitative and qualitative approaches. Nairobi, Kenya: Acts Press.
- Muindi, K. (2004). Instructional Methods in Education (Unpublished Module).Kenyatta University, Nairobi.
- Mworia, R. (1993). Performance in Kenya Certificate of Primary Examination. A case study of Central Imenti division of Meru District Unpublished Master of Education. Thesis, Kenyatta University.
- Nabea, W. (2009). Language policy in Kenya: Negotiation with Hegemony. Retrieved January 17, 2013, from <http://www.jpanafrican.com/docs/vol3no1/3.1%20Kenya%20Language%20Policy.pdf>
- Nath, S. & Hossain, M. (2005). *Quality with Equity: The Primary Education Agenda*. Dhaka: Campaign for Popular Education.
- National Assembly of Wales, (2005). *Revised National Standards for Head teachers in Wales*. Welsh Assembly, Cardiff.

- National Commission on Teaching and America's Future (NCTAF) (1996). What matters most: Teaching for America's Future. New York: Author.
- Ndiritu, A. (1999). A study of the factors which influence performance in Kenya Certificate Secondary Education in selected Public Schools in Nairobi and Central Provinces Kenya. Unpublished Master of Education Thesis: University of Nairobi.
- Ngaroga, M. (2007). *Education for Primary Teacher Education*; Nairobi: East African Educational Publisher's Limited.
- Nikolov, M. & Curtain, H. (2000). *An Early Start: Young learners and Modern Languages in Europe and beyond*. Graz: European Centre for Modern Languages.
- Nzomo, L. (2011). *The History and Status of Life Skills Education in Kenya*. KIE Seminar Paper.
- Ogwu, L. (2000) *Teachers perception of the extent of utilization of children's literature to teach English in Kenya Schools* (Unpublished M.A, Thesis). Dalhousie University, Nova Scotia.
- Olembo, J., Wanga, P.& Karagu, N. (1992). *Management in Education*, Nairobi: Education Research and Publication (ERAP).
- Oller, J. (1979). *Language Tests at School*. London: Longman Group.
- Owino, R. (1991). The falling standard of English language in Kenya schools: Myth or reality. Paper presented to Conference on the Role of Language and Literature in the Curriculum. Nairobi: British Council.
- Peters, R. (1976). *The role of head teachers London*: Rutledge and Kenyan Paul Ltd
- Republic of Kenya (1988). Report of the Presidential Working Party on Education and Manpower Training for the Decade and Beyond, Nairobi Government Printer
- Republic of Kenya (1999). Totally integrated quality education systems in Kenya.(Davy Koech Report). Nairobi; Government Printer.
- Richards, J. (2001). *Approaches and methods in language teaching*. (2nd ed.). Cambridge, U.K.

- Rogan, J. Grayson, D. (2003). *International Journal of Science Education*. Pretoria, Rutledge Taylor & Francis Group. Retrieved from <http://dx.doi.org>. 10.30 am.
- RoK (MoE, 2002). Primary School Syllabus, Volume One, Nairobi: Kenya Institute of Education.
- Shiundu, J. & Omulando. P. (1992). *Curriculum: Theory and Practice*. Nairobi: Oxford University Press.
- Shiundu, J.& Omulando, S. (1992). Curriculum Theory and practice in Kenya. Nairobi: Oxford University Press.
- Sprinthall , N. (2007).Educational psychology: A developmental Approach.(2nd Ed.) Addison: Wesley publishing company Inc.
- Talim, T. (2006). *English Language Curriculum for Primary Education*. Ankara, MEB.
- UNESCO (2008). *Global Literacy Challenge: A Profile of Youth and Adult Literacy at the Mid-Point of the United Nations Literacy Decade 2003-2013*. Paris, UNESCO.
- UNESCO, (1998). Training and Management in Education. New York: UNESCO Publications
- Vermunt, J. & Verschaffei, L. (2000).Process-oriented teaching in R. Simons,J. Jos vander Linder and (Eds). New learning. Netherlands: Kulwer Academic publishers.
- Yang, S. & Huang, Y. (2008). A study of High School English teachers' behaviour, concerns and believes in Integrating Information Technology into English instruction. *Journal of computers in Human behaviours*. Vol 24 No.3, 1085 1103



## APPENDICES

### Appendix A: Introductory letter

Agnes Wairimu Ndungu,  
University of Nairobi,  
Dept. of Ed. Admin & Planning,  
P. O. Box 92,  
Kikuyu.

The Respondent,  
Dear Sir/Madam,

#### **REF: PARTICIPATION IN RESEARCH**

I am a post graduate student at The University of Nairobi pursuing a Degree of Master of Education in Curriculum Studies. I am conducting a research on **school-based factors influencing Pupils' Performance in English in Kenya Certificate of Primary Education in Public Primary Schools in Gilgil Sub-County Kenya.**

I am kindly asking you to assist me collect data through this questionnaire. Please give your responses as per the questionnaire items and comment in the given spaces where applicable. **No name shall be required from any respondent or institution.** Thank you in advance,

Yours Faithfully,

AGNES W. NDUNGU.

**Appendix B: Interview schedule for head teacher**

This questionnaire is for the purpose of the research only as explained in the introductory letter. Please put a tick in the appropriate bracket ( ) or fill the response in the spaces provided. DO NOT WRITE YOUR NAME.

1. What is your gender? Male ( ) Female ( )
2. What is your age bracket? 21-30 ( ) 31-40 ( ) Over 40 ( )
3. Your present highest academic qualification? O-Level ( )  
A-Level ( ) Degree ( )  
Other Specify -----
4. Indicate your present highest professional qualification Degree ( ) Diploma ( )  
S 1 ( ) ATS IV ( ) P1 ( )
5. What is the average mean score of the school in English in KCPE for the last five years? \_\_\_\_\_
6. If the performance has been below average (50%), outline the factors that may have contributed to the performance. -----
- 7 Are there adequate teaching and learning resources to support English teaching and learning? Yes ( ) No ( )  
(b) If No how are you addressing the problem? -----
8. In your view is there any relationship between teacher’s qualification and pupil’s performance in English language? Yes ( ) No ( ) (b) Explain your answer -----
9. How often do you organize in-service courses in the school for Teachers of English?  
Fortnightly ( ) Monthly ( ) Termly ( )

**Thank you for your cooperation and participation**

### Appendix C: Questionnaires for teachers of English

This questionnaire is for the purpose of the research only as explained in the introductory letter. Please put a tick in the appropriate bracket ( ) or fill in the responses in the spaces provided. DO NOT WRITE YOUR NAME.

#### Part 1. Demographic information

1. What is your gender? Male ( ) Female ( )
2. What is your age bracket? 21-30 ( ) 31-40 ( ) Over 40 ( )
3. Your present highest academic qualification? Graduate (degree) ( ) O-Level ( ) A-Level ( ) Other Specify -----
4. Indicate your present highest professional qualification Degree ( ) Diploma ( ) S 1 ( ) P1 ( ) ATS IV ( )

#### Part 2. Teaching and Learning Resources

5. How often do you use the following teaching/learning resources in English teaching? (put a tick ( ) in the appropriate box

T/L Resources	Always	Sometimes	Never
Charts			
Textbooks			
Radio			
Video tapes			
Syllabus			
Real objects			

6. How would you rate your school in terms of availability of teaching and learning materials in English? Poorly equipped ( ) well equipped ( ) averagely equipped ( )

**Part 3. Teachers' Qualifications**

7. Are you a professionally qualified teacher in primary teacher education?

Yes ( ) No ( )

8. In your opinion, do academic and professional qualifications of a teacher influence pupils' performance in English language? Yes ( ) No ( )

(b) Explain-----

**Part 4. Teacher' attitudes towards English**

9. Do you attend English panel meeting regularly? Yes ( ) No ( )

(b) If yes, how do these meetings assist you in teaching English in your class? -----

10. Please use the following rating scale to indicate your attitude towards English classroom practices and tick the appropriate box. Use the key below when responding.

**Key: SA= Strongly agree, A=Agree, UD=Undecided, D=Disagree, SD=Strongly Disagree**

Statement	SA	A	UD	D	SD
English is an interesting subject to teach					
Teaching of English need dedicated teachers					
Teachers of English should be role models to their pupils in terms of spoken and written English language.					
Teachers of English should always prepare lesson plans for effective teaching.					
English syllabus cannot be covered in the allocated time					
Teachers of English often face challenges when teaching than in other subjects					
School environment influences teaching and learning of English language thus influencing pupils' performance					

**Part 5. Head teachers' support in training and supervision of English teachers**

11. Does the head teacher organize INSET for teachers of English in the school?

Yes ( ) No ( )

(b) How often are the INSETs organized? Once a term ( ) Twice a term ( )

Thrice a term ( )

12. Does the head teacher supervise the teachers' work? Yes ( ) No ( )

(b) If Yes, how often? Weekly ( ) Monthly ( ) Termly ( )

**Thank you for your cooperation and participation**

**Appendix D: Questionnaire for learners**

This questionnaire is for the purpose of the research only as explained in the introductory letter. Please put a tick in the appropriate bracket ( ) or fill in the responses in the spaces provided.( DO NOT WRITE YOUR NAME.)

- 1. Gender: Male ( ) Female ( )
- 2. In which class are you? -----
- 3. How many English lessons do you learn in a week? -----
- 4. What was your mean score in English in the last exam? -----
- 5. Do you find English subject interesting and enjoyable to learn? -----

**Availability of Teaching and Learning Resources**

6. For each of the following statement please tick a choice that corresponds to your view on the availability of resources in your school for learning English. KEY: SA= Strongly Agree, A= Agree, U= Undecided, D= Disagree, SD= Strongly Disagree

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
There are adequate teaching and learning resources for English in the school					
There is a library in the school					
The library has adequate English books					
Teachers use teaching and learning resources when teaching English					
Pupils often use the library during English lessons					
There is a school radio for English language teaching					

### Teachers' Attitude

Statement	SA	A	UD	D	SD
Teachers of English attend English lessons promptly					
Teachers of English motivate pupils to learn					
Teachers of English are role models to their pupils in terms of spoken and written English language.					
Teachers of English are friendly to pupils					
Teachers attitude influence pupils' performance in English					

### Head teachers' support in training and supervision of teachers

10. Has the head teacher ever visited your class during English lesson?

Yes ( ) No ( )

(b) If yes indicate how often. Weekly ( ) Monthly ( ) Termly ( )

11. Has the head teacher ever checked your English exercise books?

Yes ( ) No ( )

(b) If yes indicate how often. Weekly ( ) Monthly ( ) Termly ( )

**Thank you for your cooperation and participation**

## Appendix E: Research Authorization



UNIVERSITY OF NAIROBI  
COLLEGE OF EDUCATION AND EXTERNAL STUDIES  
SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Telegram: "CEES"  
Telephone: 020-2701902  
dept-edadmin@uonbi.ac.ke

P.O. BOX 30197 NAIROBI  
OR P.O. BOX 92  
KIKUYU

18/5/2016

**Our Ref:** UON/CEES/SOE/A&P/1/4

### TO WHOM IT MAY CONCERN

Dear Sir/Madam

**SUBJECT:** AGNES WAIRIMU NDUNGU - REG NO. E55/75212/2014

This is to certify that **Agnes Wairimu Ndungu** is a Master of Education student in the Department of Educational Administration and Planning at the University of Nairobi. She has successfully completed her course work and is summarizing her research on "**School-Based Factors Influencing Pupils' Performance in English at Kenya Certificate of Primary Education in Public Primary Schools in Gilgil Sub-County, Kenya**". She is specializing in Curriculum Studies.

Yours faithfully,

**DR. JEREMIAH M. KALAI**  
**CHAIRMAN**  
**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING**

JMK/nd



