

**FACTORS INFLUENCING TEACHER PERFORMANCE IN
PUBLIC DAY PRIMARY SCHOOLS IN TRANS-NZOIA WEST
SUB-COUNTY, TRANS-NZOIA COUNTY, KENYA**

BOKOSE RODGERS WILSON

**A Research Project submitted in partial fulfilment of the requirement for the award of
the Degree of Master of Arts in Project Planning and Management of the University of
Nairobi**

2017

DECLARATION

I declare that this research project is my original work and has not been presented for a degree in any other university.

.....

.....

Date

RODGERS WILSON BOKOSE

L50/84074/2015

This research project has been submitted for examination with my approval as a university supervisor.

.....

.....

Date

DR. RAPHAEL NYONJE

LECTURER

DEPARTMENT OF EXTRA MURAL STUDIES, UNIVERSITY OF NAIROBI

UNIVERSITY OF NAIROBI

DEDICATION

I would like to extend my sincere gratitude to my wife, Esther, and children, Nigel and Ivyne who always believed and encouraged me in life, they are the pillar of my being, and I am forever grateful to them.

ACKNOWLEDGEMENT

I would like to acknowledge my family for their encouragement all through my course. I am greatly indebted to my supervisor Dr. Raphael Nyonje for the great insights, encouragement, and guidance throughout the research process. Notably, I would like to recognize the great contribution of lecturers from the department of Extra Mural Studies in the School of continuing and distant learning. I also appreciate the University of Nairobi for allowing me to pursue a Bachelor of Arts Degree in Project Planning and Management.

Finally, I would like to acknowledge my colleagues and all people of good will who tirelessly contributed to this study in terms of time, insights, and moral support. Lastly yet importantly, I wish to thank the Almighty God for enabling me to reach this far in all my academic endeavors. God bless you abundantly.

LIST OF FIGURES

Conceptual Framework.....15

ABSTRACT

The purpose of this study was to determine the factors influencing teacher performance in public day primary school in Trans-Nzoia West Sub-County, Kenya. The rationale behind the researcher delving on this study was that learners in public day primary schools were recording low academic results and the move was related to teachers' role performance. Specifically, the study delved on the following to establish influence of learners' characteristics, teachers' characteristics, curriculum characteristics, and teaching/learning resources and its influence on teacher performance in Trans-Nzoia West Sub-County. The study revisited McGregory Theory X and Y, and the walberg's theory of education productivity. Apart from that, other literal works related to the topic of study will be highlighted. The Study adopted a survey research design, which emphasized on the use of questionnaires for data collection. In order to identify sampling units, the study used stratified sampling and later random sampling to ensure that all characteristics of the study population were considered. The study considered 398 sampling units, which included teachers, learners, and officials from relevant government institutions. Data was collected by administering questionnaires of interviewing key informants based on questions in the questionnaire. Secondary data was collected from government publications, books and other credible sources to enhance the study findings. After data was collected, it was analyzed using SPSS and presented in tables. Findings of the study indicated that learners,' teachers,' curriculum characteristics and teaching/learning resources all influence teachers performance. Notably, the low academic capability of learners, indiscipline case among learners, inexperienced teachers, increased workload, low salaries and allowances, and poor curriculum platform all contributed to low teacher performance in Trans-Nzoia County. As a recommendation, it was suggested that, there was the need to establish other ways of instilling discipline in learners, teachers should be paid accordingly, more teachers should be employed, and that the teaching curriculum should be reviewed.

LIST OF ABBREVIATIONS

TSC:	Teachers Service Commission
C.S.	Cabinet Secretary- Ministry of Education Science and Technology
UNESCO:	United Nations Educational, Scientific, and Cultural Organization
EACC:	Ethics and Anti-Corruption Commission
CID:	Criminal Investigation Department
KNUT	Kenya National Union of Teachers
KCPE	Kenya Certificate of Primary Education
KNEC	Kenya National Examination Council
CEO	Chief Executive Officer

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF FIGURES	v
ABSTRACT	vi
LIST OF ABBREVIATIONS	vii
CHAPTER ONE	1
INTRODUCTION	1
1.1. Background of the Study.....	1
1.2. Statement of the problem	6
1.3. Purpose of the study	7
1.4. Research objectives	7
1.5. Research questions	7
1.6. Significance of the study	8
1.7. Limitations of the study.....	9
1.8. Delimitation of the study.....	9
1.9. Assumptions of the study	10
1.10. Organization of the study	10
CHAPTER TWO	11
REVIEW OF RELATED LITERATURE	11
2.1. Introduction	11
2.2. Dependent Variable Concept	11
2.2.1. The Concept of Teacher performance.....	11
2.3. Independent Variable Concept	12
2.3.1. Learners' characteristics	12
2.3.2. Teachers' characteristics	14
2.3.3. Curriculum characteristics	15
2.3.4. Teaching/Learning resources	17

2.4.	Conceptual framework	18
2.5.	Theoretical Review	19
2.5.1.	McGregor's theory X and Y	19
2.5.2.	Walberg's theory of educational productivity	20
2.6.	Research and Knowledge gap	20
CHAPTER THREE		22
RESEARCH DESIGN AND METHODOLOGY		22
3.1.	Introduction	22
3.2.	Research Design.....	22
3.3.	Target population	22
3.4.	Sampling procedure and Sample size.....	23
3.4.1.	Sampling procedure	23
3.4.2.	Sample size	23
3.5.	Research Instruments	24
3.6.	Pilot study.....	24
3.6.1.	Validity of instruments	25
3.6.2.	Reliability of instruments.....	25
3.7.	Data Collection.....	25
3.8.	Data Analysis Techniques.....	26
3.9.	Ethical Considerations.....	26
CHAPTER FOUR.....		27
DATA PRESENTATION, ANALYSIS AND DISCUSSION		27
4.1.	Introduction	27
4.2.	Demographic and Characteristics of the Respondents.....	27
4.3.	Main research findings	30
4.3.1.	Learners characteristics.....	30
4.3.2.	Teachers' characteristics.....	35
4.3.3.	Curriculum characteristics	39
4.3.4.	Teaching and learning resources.....	42
4.4.	Discussion of main research findings	44
4.4.1.	Learners' characteristics and performance of teachers	44

4.4.2. Teachers' characteristics and performance of teachers	44
4.4.3. Curriculum characteristics and performance of teachers	46
4.4.4. Teaching/learning resources and performance of teachers	47
4.5. Inferential statistical results.....	Error! Bookmark not defined.
4.5.1. Multivariate regression results	Error! Bookmark not defined.
4.5.2. Multivariate correlation results	Error! Bookmark not defined.
CHAPTER FIVE	48
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	48
5.1. Introduction	48
5.2. Summary of major findings.....	48
5.3. Conclusions	49
5.4. Recommendations	50
5.4.1. Recommendations for policy and practice.....	50
5.4.2. Recommendations for further research	51
REFERENCES	52
APPENDICES	60
APPENDIX I: RESEARCH INTRODUCTORY LETTER	60
APPENDIX II: QUESTIONNAIRE	61
APPENDIX III: RESEARCH LICENSE	70

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Education is considered as the largest investment for only for an individual, but also to the society. The future of every country relies on how well its population acquires knowledge and transforms the knowledge and skills acquired into meaningful activities. Major drivers of change in key sector are teachers tasked with dissemination of knowledge to learners. According to the World Bank reports released in 2014 on System Approach for Better Education Results, the quality of a teacher in terms of performance is the major predictor of students' academic performance. However, according to the same World Bank reports, there has been a challenge of achieving a situation where teachers play their roles effective. Performance roles of a teacher across the globe remain almost the same and most of the government institutions managing the welfare, and issues of teachers require that teachers have a role of disseminating knowledge, managing the classroom environment, Role modelling, mentoring, and instilling disciplining in learners.

A study conducted in Dallas, Texas and Tennessee by Tucker and Stronge (2005) with an aim of linking teacher evaluation to student learning revealed that if high performing students were linked for some time with low role performing teachers, the performance of students declined drastically. In this case, low performing teachers were those who experienced high rates of absenteeism, classroom misconduct, and lateness in reporting to duty. The researchers, Tucker and Stronge (2005) add that the effective of teachers to perform their

roles largely influence the performance of students. In another scenario, when 1st grade students were placed with high role performing teachers, their performance increased from an average of 63% to 87%.

Souza Barros and Elia (1998) conducted a Survey in Rio de Janeiro, Brazil and the purpose of the researchers was to establish the influence of teachers' attitudes on classroom reality. In their findings, Souza Barros and Elia (1998) established that teachers bestowed with the role of disseminating knowledge do not use effective methods of teaching and most of them lack confidence in executing their roles. Although the researchers observed that the curriculum also influenced the roles performance of teachers, they go ahead stating that teachers ought to be innovative and use the existing curriculum to execute their roles as required by the law in ensuring that learners get quality education for a sustainable future.

Sammons, Sylva, Melhuish, Siraj-Batchford, Taggart, Barreau and Grabbe (2008) as lead researchers of working for the department for children, schools and families released a research report in London, which delved on the influence of school and teaching quality on children's progress in primary schools. In their report, they stated that the overall teaching quality determined education performance of learners, and even cognitive and social behavior of learners. Further, the Sammons et. Al, (2008) postulates that disorganization in teachers and specifically failure to keep track and/or have legal documents of teaching such as lesson plans and other teaching materials influence their performance and hence academic achievement of learners.

Alcazar, Rogers, Chaudhury, Hammer, Kremer, Muralidharan (2006) conducted a survey in primary schools in Peru with a paramount objective of establish why teachers are usually

absent in Peruvian primary schools. The researcher performed their survey, which covered 834 primary schools teachers sampled from the entire country and in their findings, they established that on average teachers were absent for 26% of the total time they were expected to be at their respective places of duty. According to Alcazar et al. (2006), the rationale of teachers' high rates of absenteeism was because of remoteness of the school, low level of poverty of the teachers and the surrounding communities, failure of the community to identify the significance of education in the modern society, and lack of strict policies regulating the affairs of teachers.

In his study, Alam (2015) delved in a study that sought to analyze the effects of community factor on primary school learners' achievement in rural Bangladesh. The researcher sampled 11 primary schools in rural Bangladesh and in his findings; he established that learners' characteristics and indeed the behavior of students determine their performance and thus that of teachers. Notably, the Government of Bangladesh devoted itself to offer free primary education and that at the age of six, every child ought to secure admission in a public learning institution, even as this is so, according to Alam (2015) only 47% of learners enrolled complete grade five. This was majorly attributed to juvenile delinquency, early exposure to drug and substance abuse, lack of parental guidance and lack of respect, which influences the performance of their teachers and thus their own academic achievements.

Buabeng-Andoh, (2012) conducted a survey in Ghana specifically focusing on primary school teachers' adoption and integration of communication technology into teaching. As one of the factors influencing the performance of teachers, characteristics of the curriculum greatly influence how teachers execute their roles. Based on the study by Buabeng-Andoh, (2012), curriculum change with respect to the realization of sustainable development goals

required that teachers be key players in equipping learners with integrated computer skills, which are aimed at enhancing the level of knowledge. However, lack of computer skills among teachers, lack of teaching resources such as computers and others hamper teachers in their quest to execute their roles as required by law.

In Uganda, Buregeya (2009) focused on conducting a study in Entebbe Municipality with a principle aim of establishing the influence of Headteacher general and instructional supervisory practices on Teachers work performance. The researcher sampled 10 secondary schools in the region and in his findings; he established that most head teachers were unaware of their job descriptions and that of the teachers they lead. This was an indication that most teachers were also not aware of their job descriptions and for that reasons some of the roles bestowed on them. Buregeya (2009) added that the teachers level of education, teaching experience and characteristics of learners all influenced the way head teachers executed their roles.

Ombako (2015) observed that employing teachers on permanent basis has been the reason why performance of teachers in public primary schools has deteriorated. According to the author, the government should consider employing teachers on contract basis. He adds that teachers employed on contract basis are rarely absent; they respect the code of ethics in teaching because “they don’t own the profession” most of them either did not train as teachers or they are teachers not absorbed by the government. The author cites an example of the University of California’s Centre for Effective Global Action based in India, which employed teachers on a two-year program. After the end of the contract, the learning institution in India recorded a more than 50% improvement in the academic achievement of

learners (Ombaka, 2015). This was attributed to the fact that teachers employed on contract in most cases did not engage in alcoholism, absenteeism, or any misconduct.

Oduor (2016) observed that the ministry of education has been receiving high budgetary allocations, but teachers continue to perform poorly in terms of roles delivery. The author goes ahead stating that the ministry of education has been conducting reforms to review the current curriculum, formulate, and implement policies aimed at improving the education sector. For instance, the Teachers Service Commission in 2016 vowed to demote all school heads who recorded three-year consistent poor results of national examinations. This move aimed at enhancing effective management as well as reduces the level of misconduct among teachers, which contribute immensely on teacher performance (Oduor, 2016).

Bartilol and Ng'eno (2016) conducted a survey in Keiyo South Sub-County, Kenya with an aim of establishing the influence of selected teacher factor on pupils' academic performance in public primary schools. In their findings, they found out that the level of commitment of teachers, and the experience in teaching, which were key issues when analyzing the role performance of teachers, largely influenced the performance of learners.

Cheben (2016) delved on a study that sought to establish the influence of teachers' attitude, students-teachers ratio, teaching experience, and learners' attitude towards learning. the researcher targeted learners, and teachers in West Pokot and Trans-Nzoia Counties. In his finding, the researcher found out that learners had a favorable attitude towards learning in day school. Considering the positive attitude among learners, teachers on the other hand were motivated to execute their roles diligently because most of them stated that the entry behavior

was raised to a bar that would allow admission of high-academic caliber students. According to Cheben (2016), entry behavior of learners to subsequent levels should be strengthened to improve learners' characteristics and hence would enhance the tenets set in the education curriculum.

1.2. Statement of the problem

According to the KCPE results released in 2014 and in 2015, learners in private primary schools have showed some level of improvement as opposed to their counterparts in public day primary schools. Notably, students in private primary schools had a mean 229.94 in 2014 and improved to a mean of 230.14 in 2015. On the contrary, students in public primary schools had a mean score 187.58 in 2014 and 180.87 in 2015. Declining academic performance in public day primary schools has been attributed to indiscipline among teachers; however, there is no adequate evidence that supports the claims. The researcher deemed that teachers' performance is influenced by many but probably known to the researched factors that need to be unearthed.

According to the researcher, learners' characteristics, curriculum characteristics, and teachers' characteristics all influence performance of teachers. Although teachers are expected to have adequate teaching and learning resources, it is not clear whether such advantages have translated to improved teacher performance. This study seeks to address information gap in line with the following variables: Learners' characteristics, teachers' characteristics, curriculum characteristics, and teaching/learning resources. Previous studies have indicated that such characteristics have an influence on learners' academic achievement, but limited study indicates the role of teacher characteristics as critical in enhancing teacher performance.

1.3. Purpose of the study

This study seeks to establish factors influencing teacher performance in public day primary schools in Trans-Nzoia West Sub-County, Kenya

1.4. Research objectives

1. To establish influence of learners' characteristics on performance of teachers in Trans-Nzoia West Sub-County
2. To find out the influence of teachers' characteristics on performance of teachers in Trans-Nzoia West Sub-County
3. To determine the influence of curriculum characteristics on performance of teachers in Trans-Nzoia West Sub-County
4. To ascertain the influence of teaching/learning resources on performance of teachers in Trans-Nzoia Wes Sub-County

1.5. Research questions

1. How do learners' characteristics influence performance of teachers in Trans-Nzoia West Sub-County?
2. In which way do teachers' characteristics influence performance of teachers in Trans-Nzoia West Sub-County?
3. How do curriculum characteristics influence performance of teachers in Trans-Nzoia West Sub-County?
4. In which way do teaching/learning resources influence performance of teachers in Trans-Nzoia Wes Sub-County?

1.6. Significance of the study

The successful completion of this study will inform the ministry of education science and technology through the TSC to formulate policies that will enhance the level of commitment among teachers, change the attitude of learners, review the curriculum, and ensure that every public primary school has enough teaching and learning resources. For instance, after a report that the education sector in Kenya is deteriorating because of examination irregularities and failure of school heads to manage school resources, the ministry of education unveiled policies that sought to curb examination cheating and enhance professionalism in school heads. In the same light, findings of this study might be used by the ministry of education to form a commission of inquiry to delve into issues aimed at establishing whether the curriculum should be reviewed or recommend a list of measures aimed to reform the education sector.

Further, institutions such as UNESCO might use the findings of the study to give their financial and technical contribution towards providing solutions to some of the factors influencing the performance of teachers. KNUT might use the findings of this study to advise its members to adhere to the laid down code of ethics and professionalism of teaching in order to avoid conflicting with the employer and regulator of the teaching industry. It is true that parents are key stakeholders who contribute to the performance of teachers. Notably, parents determine the attitude and performance of learners and teachers. Parents can use results of this study to establish how they can influence the characteristics of learners and teachers in a way that will improve performance of teachers. Additionally, parents can identify the roles they play in equipping the school with teaching and learning resources and how the resources influence performance; in so doing, they can amongst themselves

contribute through prompt payment of school fees, and/or offering material resources needed to enhance teaching and learning in public day primary schools

1.7. Limitations of the study

Indisputably, this study only focused in Trans-Nzoia West Sub-County, and the findings from such a small region might not be used to generalize about the situation in the whole county. For instance, learners' characteristics in one region might not be the same in another region because of religious, political, socio-economic, and geographical statuses. Apart from that, the study will focus on selected public day primary schools and specifically selected teachers and learners and for that reason, the research findings might not be valid and reliable. The idea of using random sampling to identify sampling units is a probabilistic method, which has its flaws such as failure to consider specific characteristics of sampling units such as gender, level of experience of teachers, academic level, and position held among other characteristics.

1.8. Delimitation of the study

This study will focus on teachers and learners as key contributors towards influencing teachers performance; however, parents are important players who should not be left behind because of their contributions in the education sector. The school communities that include social workers are vital in providing information about teaching and learning resources of the school because some of them are involved in providing them; the move to isolate such a group in this study will delimit this study greatly. Furthermore, the purpose of this study could have incorporated secondary schools because teachers in secondary schools because

they also suffer the almost the same problem of teacher role performance; such information could have been used to ensure the reliability and validity of the information collected hence arrive at credible findings and conclusion.

1.9. Assumptions of the study

1. The study will be conducted regardless of the topography and location of the target population
2. Weather conditions will not affect effective data collection while in the field
3. All respondents will be available and will give accurate and honest responses that will be used in arrive at conclusions and recommendations

1.10. Organization of the study

Chapter one starts by highlighting the global, regional and local perspective of the factors influencing teacher performance. On the global perspective, the study revisits the situation in America, United Kingdom, China, Peru, Bangladesh, and South Asia. In the regional perspective, the study focused on Ghana, Uganda, and Tanzania. On the other hand, Keiyo South Sub-County, Trans-Nzoia, and West Pokot will feature region that the study revisited. Following this will be the statement of the problem, which highlight the situation where academic performance in public primary schools is declining as reported by the Ministry of Education Science and Technology. In the same section, the study highlighted some of the factors influencing teachers' performance as key issues that the study will delve. The purpose of the study, research objectives, and research question followed this section. After that, it followed the limitation, delimitations, and assumption of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

In this chapter, the study shall present other scholarly works that were reviewed for purposes of this study. The concept of teacher performance, which is the dependent variable concept, curriculum characteristics, learners' characteristics, teacher characteristics and teaching/learning resources will represent the independent variable concept. This section will be followed by a theoretical framework, which will revisit some of the previous works and related theories that relate to the topic of study. The chapter also includes a section on the conceptual framework, critical review of the study.

2.2. Dependent Variable Concept

2.2.1. The Concept of Teacher performance

As stated by Sawchuck (2015), the practice of evaluating teacher performance started in 1990's in most developed countries and quickly spread to developing economies. The key parameter that has been used to establish role performance of teachers has been students' academic achievement; however, as a way of ensuring effectiveness in the practice, evaluators introduced teachers conduct, teachers' record, lesson plans, and schemes of work in the rubric used to determine their performance.

In Kenya, the Teachers Service Commission is tasked with the mandate of regulating the conduct and enhancing the performance of teachers. The institution has code of regulations and the code of conduct and ethics all of which outlines some of the roles and code of professionalism expected of a teacher (Teachers Service Commission, 2017). In 2016, Nancy Macharia, the CEO of TSC released new guidelines that were aimed at addressing teachers

issues; according to her, teacher management issues with regard to violation of roles, code of ethics and professionalism will take a shorter time than before. It is within the same year that the CEO unveiled policies that were aimed at demoting teachers and school principals who record poor performance three consistent years (Oduor, 2016).

2.3. Independent Variable Concept

2.3.1. Learners' characteristics

Simiyu (2002) observed that the extents to which learners characteristics influence learners' achievement have not been established; however, in order to establish it, it is important to review the learners' characteristics and how it influence low academic performance in Trans-Nzoia County. According to the reports from the KNEC released in 2016, it was evident that performance of learners in private primary schools surpassed that of their counterparts in public day primary schools. Notably, students in public primary schools had a mean score 187.58 in 2014 and 180.87 in 2015, while their counterparts in private primary schools recorded an improvement in performance; they had a mean of 229.94 in 2014 and improved to a mean of 230.14 in 2015 (Kenya National Examination Council, 2016).

According to Galabawa (2004), learners' attitude towards day schooling affects the learning proves and indeed the performance of the teacher. The author observes that most learners in public day primary school are used to reporting to school late, a move that affect the motivation of teachers to execute their roles as expected. The rationale of reporting late to school was mostly attributed to long distance of walking, bad roads, and bad weather conditions. In situations where learners are expected to report early for their morning classes, the teachers sometimes fail to teach because of low class attendants, which lowers the teaching attitude and hence performance of teachers.

Eshiwani (1983) postulates that, previous schooling experiences largely affected learners; learners who transfer from low performing schools to high performing schools find it difficult to cope with the education standards of the new learning environment. Such a slow learning student demotivates the teacher who might not devise special ways of dealing with the new student. Parent's level of education largely determines the attitudes and motivation of learners towards knowledge acquisition. Eshiwani (1983) adds that illiterate parents have a high possibility of demoralizing their children against enhancing learning activities; for instance, such parents might engage their children with many domestic chores, which deny learners an opportunity to do their homework or conduct their preps. Further, parents with low level of education background do not set precedents to their children to achieve high levels of knowledge because most of them did not recognize its value. Relatively, whenever children from such family engage with the teacher, they will always have negative attitude towards knowledge acquisition.

Simiyu (2002) in his study that sought to establish the influence institutional and learners characteristics on students achievement in public day secondary schools noted that children from high-income family had their remedial study paid in time, and other educations expenditure covered; hence providing a conducive learning environment to the learner. Contrary to Simiyu (2002) observation, children from low income family will always lag behind education matters especially with regard to covering education expenditure in time. Such students from low-income family will show lack of interest in learning and such an attitude will stress the teachers thereby hindering such a teacher from executing his roles effectively. Family income influences learners' attitude and self-motivation towards knowledge

Krull and Leijen (2015) noted with concern that teachers' traits largely influence learners' characteristics in such a way that most learners will tend to mimic or emulate the behavior of their teachers. Lazy and irresponsible teachers will always influence behavior and academic achievement of their learners because pupils in primary school are in the learning stage and would emulate any behavior for the purpose of entertainment, protection, and seeking fame. In the traditional African society, the child should not scale high heights of education; instead, should take care of the family as boys seek education because they are perceived to be breadwinners. In such a society, girls will always have a low motivation towards competing with boys or teachers might adopt a culture of favoring learning of the opposite gender a move that hinders learners' achievement and hence teachers role performance.

2.3.2. Teachers' characteristics

Yucel (2007) conducted a study in Turkey with an aim of establishing the effects of teachers' attitudes and behavior on students' attitudes, behavior, and academic success. In his findings, the author noted that a group of teachers has their conception of discipline; accordingly, they perceive caning of students and subjecting learners to corporal punishment. On the other hand, The Basic Education Act of 2003 banned corporal punishment in schools; thereby, robbing teachers' ways of instilling discipline in learners. Based on this legal provision, most teachers will opt not to instill discipline in learners especially students who fail to complete assignments, students who engage in misconducts. Teachers according to Eshiwani (2003) teachers will instead focus on learners who are self-disciplined, co-operative, and respect their teachers. It should be noted that the majority of learners in public day primary schools are not self-driven.

Teachers' way of communication especially to their students in a school or class setting determines the teachers' role performance. Teachers who are charming and full of engaging their students will always attract the attention of learners and instill a motivation of wanting to learn in students. On the other hand, abusive teachers, teachers experiencing mother tongue interference, and teachers who like using languages unknown to learners will demotivate their learners by changing their attitude towards knowledge acquisition (Yucel, 2007).

Every teacher prefers identifying with learners who excel in their academic. Whenever a teacher who extra hard to disseminate knowledge in learners and learners do not reciprocate by performing well in national examination, then it demotivates the teacher making him/her to relent in executing their roles as teachers. According to Kurgat and Tanui (2014), there are school with consistent years of posting poor performance, whenever a teacher is deployed in such a school, such a teacher will adopt the inherent culture of poor performance. Over the years, public primary school teachers in Kenya have been downing their tools and protesting for salary increment and other allowances. The move by the government to fail to increase the salaries and allowances of teachers lowers teachers' productivity towards performance. Rubie (2010) reports that teachers like other employees ought to be motivated and encouraged to improve their productivity.

2.3.3. Curriculum characteristics

According to Wanjala & Onyango (2010), curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to learners. The education system in Kenya is one where

learners spend eight years in primary school, four years in secondary school and four years in the university. In the newly proposed education system, as observed by (Manyasa, 2016), the current education system, curriculum is examination based; there are no matching skills of the labor market and what knowledge acquired while at school. From the onset of school admission in elementary level, learners are socialized to believe that high grades determine admission in national secondary schools or good schools in the region. In such cases, learners in collaboration with their teachers and parents use any necessary means to ensure that they score highly. However, even if learners score highly and complete their studies, most graduates have failed to perform in their respective places of work or have ended up not securing an employment position because of lack of skills. Unemployment rates according to Manyasa (2016) are skyrocketing because most of the graduates do not possess entrepreneurial skills.

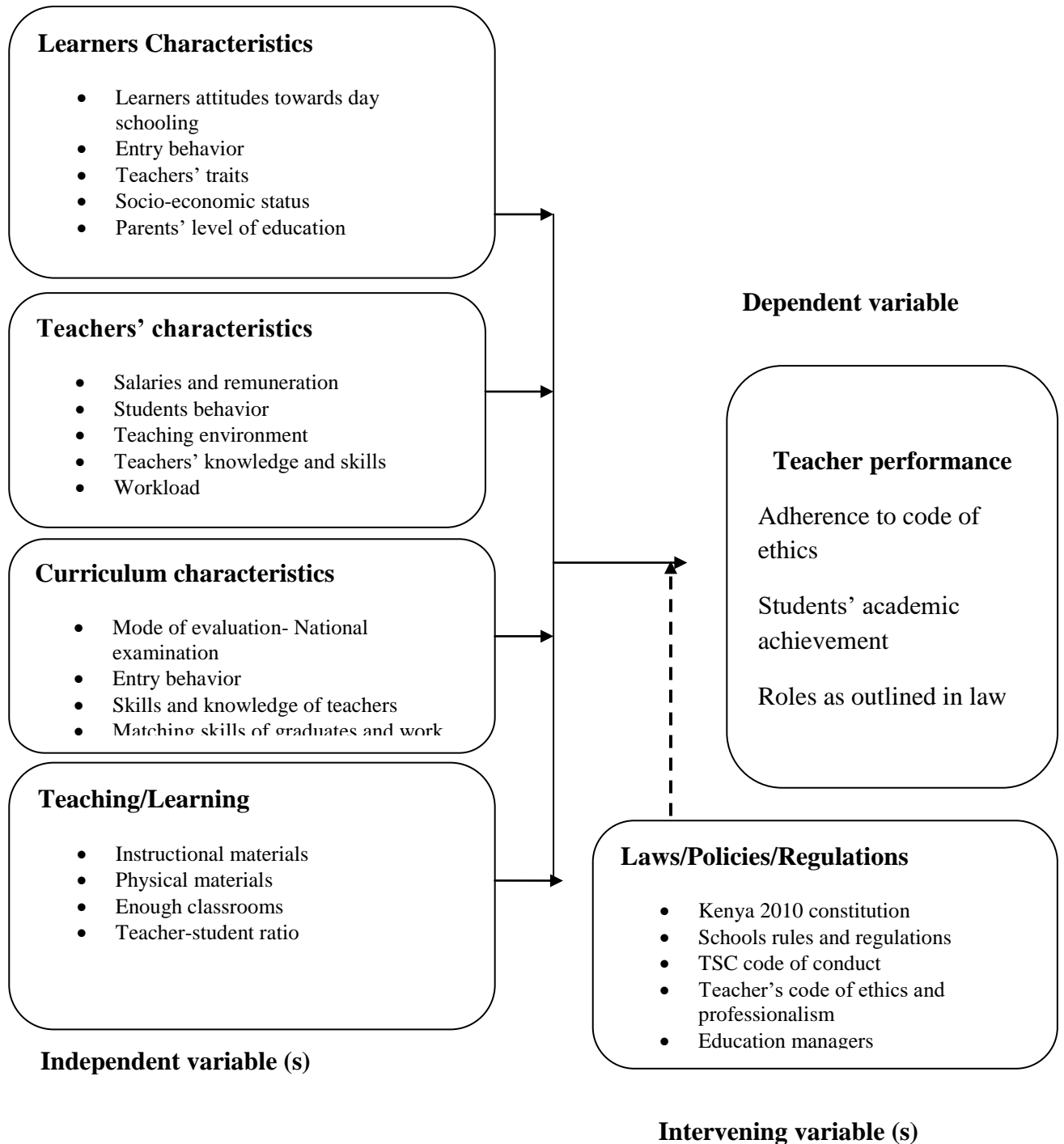
According to the reports released by the Kenya Institute of Education in conjunction with the Kenya Institute of Curriculum Development, the Kenya Education Curriculum is overloaded, examination oriented and that most teachers are not well skilled in implementing it (Kenya Institute of Curriculum Development, 2017). According to the report, each primary school depending on its academic performance standards usually sets cut-off marks for promotion of students from one class to the other; an indication that those who fail to attain the marks are usually forced to get admission to other schools. Whenever such students transfer, their performance deteriorate hence affecting the attitude of the teacher (Amino, Role and Bosire, 2015).

2.3.4. Teaching/Learning resources

According to a research conducted by Atieno (2014) aimed at establishing the influence of teaching and learning resources on students' academic achievement. In her findings, the researcher found out that classroom instructional facilities such as chalks, dusters, and charts were available, but failure to have enough physical facilities and lack of enough teaching staff largely influenced learners academic achievement. Lack of enough teachers in public primary schools and the influx of learners courtesy of free primary education has been one of the major causes of failure of school managements to provide enough teaching/learning. Atieno (2014) goes ahead stating the adequacy of instructional materials such as textbooks is vital instructional materials that are cost effective and influence teachers and learners attitudes. Ideally, the minimum requirement for learners to share textbook should be one textbook for three learners; however, as DFID (2007) elucidates, increased number of students per class in public primary day school might mean that more than three learners share one textbook. Although most parents have tried contributing towards equipping schools with desks, food items, and/or instructions; however, the plight of teachers and learners have not been solved conclusively.

Since the introduction of free primary education in 2003, Constitution Development Funds, currently known as National Government Constituency Development Funds has been involved in improving infrastructure in schools, but the students and teachers education needs still have not been met as the average number of learners per class is 70. A high number of students per class increase teacher's workload, which does not match with teachers' salaries and allowances, a move that largely influence teachers' attitudes.

2.4. Conceptual framework



2.5. Theoretical Review

2.5.1. McGregor's theory X and Y

This study was informed by McGregor's theory X and Y, which is an alternative to the classical organizational theory. In his study, which was influenced by Maslow and Hawthorne studies McGregor, posits that managers ought to ensure that workers get social and self-actualizing needs; however, workers were grouped in such a way that, there were those who disliked working and there were those who were motivated to work (Schermerhorn, 2010). According to McGregor in his theory X, workers who dislike working are irresponsible and should be disciplined for the organization to realize its objectives. On the other hand, in theory Y, workers are guided by self-control and encourage a participatory mode of operations as opposed to theory X where authoritarian style of leaderships is preferred.

Theory X viewed schools as organizations that comprise of irresponsible teachers, students and others whose misconduct ought to be regulated for the school and the entire sector to be successful. In theory Y, the community around a workplace or a school is a group that abides to the rules and regulations as outlined by schools and the Teachers Service Commission (Okumbe, 1998). The underlying principle in McGregor's theory X and Y are rules and regulations, disciplinary actions mainly punishments and time management especially when regulating behavior in schools. From the pragmatic point of view, McGregor's theory X is relevant to this study in such a way that teachers characteristics, and learners characteristics all influence teachers' performance and largely are determined by outlined rules of TSC, Kenyan Constitution, school rules and regulation and other government policies. Categorically, irresponsible teachers (who dislike delivering based on their mandate) have to

be punished with regard to the rules and regulations to ensure that they perform according to their mandate.

2.5.2. Walberg's theory of educational productivity

This is one of the literal worked developed by Walberg's (1981), which passed the empirical test including extensive and integration of over 3000 studies. Accordingly, the theorist posits that socio-emotional influences, parental support, classroom management, student-teacher interaction, peer group, school culture, motivational-effective attribute, socio-behavioral attributes, and classroom climate all influence teachers' attitude towards being productive. However, according to tenets of this theory, distance background influences do not largely influence teachers attitude and hence performance. As that was not enough, classroom learning according to the theorist is a multiplicative and had diminishing return function involving motivation, students' ability, quality, and quantity of instructions. According to the principles of this theory, the factors aforementioned are necessary but not sufficient for enhancing students' academic performance and hence teachers performance. The theorist postulates some of the learners from low-income family might experience a number of challenges, but they end up succeeding in the discriminative systems of education especially in developing countries

2.6. Research and Knowledge gap

Some of the studies highlighted in the empirical review have been conducted in many counties within and outside Africa, but there is the need to narrow down the same on a local perspective. Even though some of the solutions or mitigation strategies have been proposed by such studies, there is the need to evaluate and review them so that they can be applicable in the Kenyan perspective. This study has focused on establishing the factors influencing teachers performance; categorically, leaners' characteristics, teachers characteristics,

curriculum characteristics, and teaching/learning resources; however, there are other factors such as geopolitical factors, social factors, religious and political profiling to mention a few.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This section delineates the research design, methods of data collection, and methods of data analysis and presentation. The chapter presents procedures utilized in data acquisition, nature, and types of data collected and both mathematical and conceptual analysis of the data. This study employed descriptive survey, which emphasis on the use of questionnaire, interviews, and record analysis of previous research in order to generalize and arrive at conclusions.

3.2. Research Design

This research study adopted a descriptive survey research design because it describes the state of affairs, as it exists. As Kerlinger (1996) points out, descriptive studies were not only restricted to facts findings, but also result in the formulation of important principles of knowledge and solution to significant problems. Descriptive survey was a method of collecting information where the researcher use interviews and administer structured questionnaire to the sampling units. In most cases, the adoption of a descriptive research design provided answers to questions such as who, what, where, and sometimes how. Notably, it attempted to describe and analyze possible behavior, attitudes, values, and characters (Mugenda and Mugenda, 2003).

3.3. Target population

This study targeted public day primary schools in Trans-Nzoia West sub-county. According to statistics from the Ministry of Education Trans-nzoia County, there are 124 public day

primary schools in the region. In these schools, the number of learners and teachers were 93046 and 1925 respectively.

3.4. Sampling procedure and Sample size

3.4.1. Sampling procedure

Orotho and Kombo (2002) state that sampling is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire population. For the sample to be representative, it should include many units from the target population to ensure validity and reliability of findings. In order to obtain samples from the target population, the researcher used stratified sampling technique to categorize population according to their characteristics. Such a method of sampling was good because it ensured that all sampling units were given equal opportunity of taking part in the study. After categorizing the population in strata, the researcher obtained samples using random sampling technique, which gave sampling units equal opportunity to take part in the study (Kothari, 2004). This method was advantageous in such a way that it was not bias and for that reason, it ensured accuracy, validity and reliability of the results obtained.

3.4.2. Sample size

The sample size was determined using Yamane (1967:886) formula for population sample giving a sample size of 398 sampling units to be drawn from across Trans-Nzoia West Sub-County and will respond to structured questionnaires.

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

Where: N = Population (95,095)

n = sample size

e=Tolerance at desired level of confidence, (0.05)

$$n = \frac{95095}{1+95095(0.05^2)}$$

$$n= 398.39$$

3.5. Research Instruments

Due to the geographical spread of the target population, data was collected using structured, self-administered questionnaires to the respondents and the content documented for analysis. Follow up was done to enhance response rate. The administered questionnaires were used to gather information, opinions, views and perceptions about the topic of study. In order to capture qualitative information from respondents regarding the topic of study, there was the need to conduct interviews to clarify some of the information not captured in the questionnaire. However, the researcher interviewed respondents based on questions outlined in the questionnaire

3.6. Pilot study

This refers to the trial study conducted by the researcher to establish whether the research instruments give the expected results, the researcher was finding out, or evaluated the presence of any potential mistake that compromised the success of the study. Reconnaissance

was also used to establish the expected time taken to complete the study; it helped in the planning of the study.

3.6.1. Validity of instruments

To ensure validity of research instruments, the study used a panel of experts to evaluate and pre-test the instruments. Internal validity was relevant in explanatory or casual studies, and not descriptive study, which was concerned with the generalizability of results and establishment of causal relationship between variables. On the other hand, external validity means establishing the domain to which a study can be generalized; it refers to the extent to which inferences can be made from the data about the populations.

3.6.2. Reliability of instruments

Another quality control measure is the reliability of data and its instruments, that is, the extent to which the operations of a study can be repeated and ensure same results are realized (Borg, Gall and Gall, 2003).

3.7. Data Collection

After data was collected, it was organized and edited for accuracy, uniformity, consistency, and completeness. Data editing in this case involved examining the collected new data to detect errors and omissions for correction to ensure accuracy and consistency. This was followed by the process of coding where symbols to answer and classify responses. Data classification reduces data into homogeneous attributes that enables the researcher to get meaningful relationships between independent and independent variables (Cresswell, 2012).

3.8. Data Analysis Techniques

After that, data was entered into a Statistical Package for Social Science, SPSS Verson 17 for analysis. Descriptive analysis using percentages measures of central tendency, and measures of dispersion to interpret variables. Qualitative data was consolidated, content analyzed and narrative report was used to depict respondents' views about the subject matter. Analyzed data was presented using frequency tables and percentages.

3.9. Ethical Considerations

In order to ensure adherence to the code of professionalism in the research field, information provided by the respondents were handled with utmost confidentiality. The researcher did not share information collected with other researchers, the researcher did not victimize respondents based on their respondents and further, the researcher used the information provide for academic purposes only. Before data collection, the researcher sought approval from local leaders, and government institutions and state the motive of data collection.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1. Introduction

This chapter presents findings of the study; distribution of respondents based on gender, age bracket, level of income, and level of education. Further, this section will also highlight results related to research questions and thereafter undertake a discussion based on the same.

4.2. Demographic and Characteristics of the Respondents

Table 1: Distribution of respondents by gender

Characteristics	Frequency	Percentage
Gender		
Male	247	65.2
Female	132	34.8
TOTAL	379	100

As indicated in table 1 above, it is shown that 247 and 132 respondents who took part in the study were male and female respectively. On average, more male than female took part in the study; 65.2% and 34.8% respectively.

Table 2: Distribution of respondents by level of education

Level of education	Frequency	Percentage
Primary	96	25.3
College	255	67.3

Tertiary institutions	28	7.4
TOTAL	379	100

In table 2 above, the majority of respondents who took part in the study were teachers, followed by students and then Headteacher; notably, 256, 96 and 27 in that order. Students featured more compared to other respondents because their population surpassed that of another group.

Table 3: Distribution of respondents by age bracket

Age Bracket		
Below 25 years	96	25.3
25-35 years	94	24.8
36-45 years	129	34.0
Above 45 years	60	15.8
TOTAL	379	100

In the table 3 above, respondents belonged to the following age brackets, below 25 years, 25-35 years, 36-45 years and above 45 years were 96, 94, 129 and 60 respectively. This is an indication that the majority who took part in the study were aged between 36-45 years, an age bracket where everyone fends for his/her dependents.

Table 4: Distribution of respondents by occupation

Occupation		
Teacher	256	67.5
Head teacher	27	7.7
	28	

Student	96	24.8
TOTAL	379	100

From table 4 above, it is clear that the majority were teachers, followed by students and then head teachers; 256, 96 and 27 respectively.

Table 5: Distribution of respondents by level of income

Level of income		
Dependents	96	25.3
Less than ksh. 3,000	5	1.3
Ksh. 3,000-9,000	76	20.1
Ksh. 10,000-29,000	146	38.5
Ksh 30,000-49,000	54	14.2
Above 50,000	2	0.5
TOTAL	379	100

From table 5, It is evident that 96 respondents who took part in the study were dependents, those with an income of less than Ksh. 3,000 were 5, those with an income of ranging from Ksh. 3,000 to Ksh. 9,000 were 76, those that had an income ranging from Ksh. 10,000 to Ksh. 29,000 were 146 (the majority), respondents earning between Ksh. 30,000 to Ksh. 49,000 were 54 while the remaining 2 respondents confirmed that they had an income of over Ksh. 50,000.

4.3. Main research findings

4.3.1. Learners characteristics

Table 6: A table showing the distribution of students by class bracket

	Frequency	Percent	
class 1-3	3	.8	
class 4-6	2	.5	
class 7-8	91	24.0	
Total	96	25.3	
Missing	System	283	74.7
Total	379	100.0	

In table 6 above, it is vividly clear that the majority of learners (91, representing 25.3% of the total number of respondents) were in in class 7 or 8. Learners who were either in class 4, 5 or 6 were 2, while learners in class 1, 2 and 3 were 3. Out of 379 respondents who took part in the study, 283 were not learners and therefore did not respond to questions in this section.

Table 7: Distribution of students by performance of end term examinations

	Frequency	Percent	
less than 250 marks	21	5.5	
250-299 marks	49	12.9	
300-349 marks	16	4.2	
over 349	10	2.6	
Total	96	25.3	
Missing	System	283	74.7
Total	379	100.0	

In table 7 above, out of 96 learners that took part in the study, who had less than 250 marks were 21, learners whose end term performance in examinations ranged between 250 and 299 marks were 49, while learners who scored between 300 to 349 marks in end term

examinations were 16. In the same group of learners who part in the study, those that scored over 349 marks were 10 representing 2.6%. The remaining 283 respondents whose entry or responses were not captured in this section meant that they were not learners and therefore they did not highlight any learners' characteristics.

Table 8: A table showing students who transferred from one school to another

	Frequency	Percent
	284	74.9
yes	24	6.3
no	71	18.7
Total	379	100.0

Among the learners who took part in the study, 24 confirmed that they recently transferred from one school to the other as shown in table 4. The remaining 71 learners stated that did not transfer recently from one school to the other. Out of 379 respondents who took part in the study, 284 were not learners and therefore did not respond to questions in this section.

Table 9: A table showing marks scored by students in end term exams before transfer

	Frequency	Percent	Valid Percent
less than 250 marks	46	12.1	48.9
250-299 marks	25	7.1	28.7
300-349 marks	14	3.7	14.9
over 349 marks	7	1.8	7.4
Total	96	24.8	100.0
Missing System	283	75.2	
Total	379	100.0	

In table 9 above, 46 learners scored less than 250 marks before they transferred, 25 scored between 250 to 299 marks, 14 scored between 300 to 349 marks before they transferred, and 7 learners scored over 349 marks. The remaining 283 out of 379 were either teachers or head teachers and they did not respond to this section.

Table 10: A table showing students' views towards day schooling

	Frequency	Percent
	283	74.7
I like it	33	8.7
I do not have another choice	22	5.8
I do not like it	22	5.8
no comment	19	5.0
Total	379	100.0

In table 6 above, the majority of learners (33) confirmed that they liked day schooling, 22 learners stated that they did not have another choice, 22 learners again confirmed that they did not like it, while 19 learners did not comment on it. The remaining 283 out of 379 were either teachers or head teachers and they did not respond to this section.

Table 11: A table showing how teacher behavior influence academics

	Frequency	Percent
very great extent	15	4.0
great extent	6	1.6
moderate extent	15	4.0
low extent	8	2.1
no extent at all	52	13.7
Total	96	25.3
Missing System	283	74.7
Total	379	100.0

In table 11 above, respondents expressed their views regarding the extent to which they agreed or disagreed about teachers' behaviors and its influence on academics. Out of 96 learners, 52 stated that there was no extent at all by which teachers' behavior influenced learners' academics. Out of 96 learners, 6, 15, and 8 indicated that there was a great extent, moderate extent and low extent respectively at which teachers behavior influenced learners academics.

Table 12: A table showing extent to which parents education influence learners' academics

		Frequency	Percent
	very great extent	17	4.5
	great extent	2	.5
	moderate extent	7	1.8
	low extent	5	1.3
	no extent at all	65	17.2
	Total	96	25.3
Missing	System	283	74.7
Total		379	100.0

In table 12 above, 17 learners stated that there was a very great extent by which parents' education influence learners' academic performance. Out of 96 learners, 2 indicated that there was great extent by which the level of education of parents influenced learners' academic performance. In the same case, 7, 5, and 65 learners indicated that there was a moderate extent, low extent and no extent at all by which parents' level of education influenced their academic performance.

Table 13: A table showing how socio-economic background influence academics of learners

	Frequency	Percent
very great extent	14	3.7
great extent	10	2.6
moderate extent	10	2.6
low extent	13	3.4
no extent at all	49	12.9
Total	96	25.3
Missing System	283	74.7
Total	379	100.0

In table 13 above, it is indicated from the response of the majority (49 respondents) that there was no extent at all by which socio-economic background influenced academics of learners. Out of 96 respondents who were learners, 10, 10, and 13 stated that there was a great extent, moderate extent and low extent respectively by which socio-economic background of learners influenced their academics. The remaining 283 respondents were not learners; there was no entry on them regarding this section.

Table 14: A table showing how conduct of other students affected academics of learners

	Frequency	Percent
very great extent	20	5.3
great extent	13	3.4
moderate extent	9	2.4
low extent	19	5.0
no extent at all	35	9.2
Total	96	25.3
Missing System	283	74.7
Total	379	100.0

In table 14 above, the majority of respondents (35 out of 96) indicated that there was no extent at all that the conduct of others affected their academics. However, 20 respondents confirmed that, there was a very great extent by which the conduct of others affected their academic performance. Out of 96 respondents who were learners, 13, 9, and 19 indicated that there was a great extent, moderate extent and low extent respectively by which the conduct of other students affected their performance.

4.3.2. Teachers' characteristics

Table 15: A table showing how long a teacher had taught

		Frequency	Percent
	less than 4years	18	4.7
	5-9 years	50	13.2
	10-15 years	166	43.8
	over 16years	56	14.8
	Total	290	76.5
Missing	System	89	23.5
Total		379	100.0

From the results presented in table 15 above, it is indicated that the majority of teachers (166 out of 290) had taught for between 10-16 years. While that was so, 56 respondents confirmed that they had a teaching experience of over 16 years, 50, and 18 teachers stated that they had taught for between 5-9years and less than 4 years respectively.

Table 16: A table showing whether a teacher had been deployed to a new station or not

	Frequency	Percent
	91	24.0
yes	66	17.4
no	222	58.6
Total	379	100.0

In table 16 above, it is clear that 222 respondents (teachers) out of 283 who took part in the study indicated that they had not been deployed in other stations. On contrary, 66 respondents indicated that they had been deployed to new station in the recent days.

Table 17: A table showing the attitude of a teacher towards students in the new station

	Frequency	Percent
	315	83.1
Great	29	7.7
somehow managing them	19	5.0
below standards	9	2.4
Pathetic	7	1.8
Total	379	100.0

Among the teachers who had been deployed in new stations, 29 stated that they attitude they had with learners in the new station was great. 19 respondents stated that they managed learners in the new station, while 9 and 7 teachers who had been newly deployed in new stations confirmed that they attitude towards learners was below standards and pathetic respectively.

Table 18: The extent to which teachers agreed or disagreed about punishing failing learners

	Frequency	Percent
strongly agree	24	6.3
agree	122	32.2
neutral	27	7.1
strongly disagree	99	26.1
disagree	15	4.0
Total	283	75.7
Missing System	96	24.3
Total	379	100.0

From table 18 above, 122 teachers out of 283 who took part in the study confirmed that they agreed about punishing learners who fail to enhance their performance. On the contrary, 99 respondents strongly disagreed that punishing learners who fail in examination was not the best way of enhancing learners' performance. Other respondents, 24, 27 and 15 strongly agreed, had neutral response, and disagreed respectively about punishing learners to enhance their knowledge.

Table 19: The extent to which increased allowances and salaries enhance teacher performance

		Frequency	Percent
	strongly agree	82	22.7
	agree	193	50.9
	neutral	4	1.1
	strongly disagree	3	.8
	disagree	2	.5
	Total	283	76.0
Missing	System	96	24.0
Total		379	100.0

In table 19 above, 193 teachers indicated that increased salaries and allowances enhanced teacher allowances. Out of 283 teachers, 82 strongly agreed that increased salaries and allowances enhanced the teacher performance. The remaining respondents, 4, 3 and 2 had neutral responses, strongly disagreed and disagreed respectively that increasing teachers' salaries and allowances would enhance teachers performance.

Table 20: A table showing how increased workload influence efficiency to perform as a teacher

	Frequency	Percent
strongly agree	132	34.8
agree	132	34.8
neutral	10	3.2
strongly disagree	8	2.1
disagree	2	1.1
Total	283	76.0
Missing System	96	24.0
Total	379	100.0

From table 20 above, it is vividly clear that 132 from each category strongly agreed and agreed respectively that increased workload influenced the efficiency of teachers to perform. In another case, 10, 8 and 2 respondents had neutral responses, strongly agreed and disagreed respectively that increased workload influenced teachers efficiency and hence performance.

Table 21: A table showing how teaching environment determines the attitude and motivation of teachers

	Frequency	Percent
strongly agree	164	43.3
agree	100	27.7
neutral	3	.8
strongly disagree	16	4.2
Total	283	76.0
Missing System	96	24.0
Total	379	100.0

In table 21 above, on average, the teaching environment determines the attitude and motivation of teachers. Notably, 164 and 105 teachers indicated that they strongly agreed and agreed respectively that the teaching environment determines the attitude and motivation of teachers. Other respondents, 3 and 16 had neutral responses and strongly disagreed respectively on the same.

4.3.3. Curriculum characteristics

Table 22: A table showing the view of teachers towards the current system of education 8-4-4

		Frequency	Percent
	best	58	16.4
	better	40	10.6
	no comment	9	2.4
	poor	174	45.9
	worst	2	.5
	Total	283	75.7
Missing	System	96	24.3
Total		379	100.0

From table 22, 174 respondents stated that the current system of education, 8-4-4 was poor influenced teachers performance greatly. Out of 283 teachers, 58, 40, and 2 stated that the current system of education was best, better and worst respectively. The remaining 9 respondents had no comments about the current system of education.

Table 23: A table showing how entry behavior by the government in form 1 selection is unfair

		Frequency	Percent
	strongly agree	54	14.2
	agree	179	47.2
	neutral	11	2.9
	strongly disagree	26	7.4
	disagree	13	3.4
	Total	283	75.2
Missing	System	96	24.8
Total		379	100.0

From table 23 above, 54 and 179 respondents strongly agreed and agreed respectively that the entry behavior used by the government in form selection was unfair. On the contrary, 26 respondents strongly disagreed, 13 disagreed while 11 had neutral responses respectively

regarding the entry behavior of the government its unfairness. The remaining 96 whose entry missed in the system were learners who were not supposed to respond to this section.

Table 24: Education is examination-based

		Frequency	Percent
	strongly agree	79	21.1
	agree	182	48.0
	neutral	1	.5
	strongly disagree	10	2.9
	disagree	11	2.9
	Total	283	75.5
Missing	System	96	24.5
Total		379	100.0

Out of 283 respondents in table 24 above, 79 respondents strongly agreed that the education was examination based and would not be used to test the capabilities and skills of a student. In addition, 182 respondents agreed that education system (curriculum) was examination-based while 11, 10, and 1 stated that they strongly disagreed, disagreed, and had neutral responses respectively in believing that education system in the country was examination-based.

Table 25: Students should be evaluated progressively

		Frequency	Percent
	strongly agree	163	44.1
	Agree	104	27.4
	strongly disagree	6	1.6
	Disagree	10	2.6
	Total	283	75.7
Missing	System	96	24.3
Total		379	100.0

In table 25 above, 163 respondents strongly agreed that learners ought to be evaluated progressively and not as it is in the 8-4-4 curriculum. In another case, 104 respondents agreed that learners should be evaluated progressively and not at the end of the level of education. Out of 283 respondents, 6 strongly disagreed while 10 disagreed that students should be evaluated progressively.

Table 26: Teachers do not have relevant skills to implement the 8.4.4 curriculum

		Frequency	Percent
	strongly agree	147	38.8
	agree	99	26.1
	neutral	4	1.1
	strongly disagree	23	6.1
	disagree	13	3.4
	Total	286	75.5
Missing	System	93	24.5
Total		379	100.0

From table 26 above, it is vividly clear that 147 respondents strongly agreed that teachers did not have relevant skills to implement the 8-4-4 curriculum. As that was so, 99 respondents agreed that teachers did not have relevant skills and competences to implement the current system of education. Contrary to that, 23 respondents strongly disagreed while 13 disagreed on the same. Unusually, 4 respondents gave neutral responses; they did not agree or disagree that teachers lacked relevant skills and competences to implement the current system of education.

Table 27: High rates of unemployment relates to lack of entrepreneurial skills

		Frequency	Percent
	strongly agree	163	44.1
	agree	102	26.9
	neutral	2	.5
	strongly disagree	5	1.3
	disagree	11	2.9
	Total	283	75.7
Missing	System	96	24.3
Total		379	100.0

From table 27 above, 163 respondents strongly agreed that high rates of unemployment related to lack of entrepreneurial skills among graduates from learning institutions. In another case, 102 respondents also agreed like the former regarding the issue of rates of unemployment and lack of entrepreneurial skills. The remaining respondents, 5, 11, and 2 strongly disagreed, disagreed, and gave neutral responses respectively about increased rates of unemployment and the lack of entrepreneurial skills among graduates.

4.3.4. Teaching and learning resources

Table 28: Does your school has enough instructional resources

		Frequency	Percent
	Yes	65	17.2
	No	210	56.5
	I don't know	8	2.1
	Total	283	75.7
Missing	System	96	24.3
Total		379	100.0

From table 28 above, 210 respondents denied that their schools had enough instructional resources. This number was the majority of respondents who represented 56.5% out of the total 75.7% of teachers who responded to questions from this section. Out of 283 respondents who took part in the study, 65 respondents agreed that their learning institutions had enough

instructional resources. Respondents who stated that they did not know whether their schools had enough instructional resources were 8.

Table 29: Does your school has enough physical resources

		Frequency	Percent
	Yes	76	21.1
	No	205	54.1
	I don't know	2	.5
	Total	283	75.7
Missing	System	96	24.3
Total		379	100.0

In table 29 above, 205 respondents denied that their learning institution had enough physical resources. This frequency was the highest and it represented 54.1% out of 75.7%, the total number of respondents who took part in the study and responded to this section. In the same line of response, 76 teachers agreed that their learning institutions had enough physical resources. Different from other responses, 2 respondents stated that they did not know whether their schools had enough physical resources.

Table 30: Free primary education funds delayed

		Frequency	Percent
	yes	68	17.9
	no	204	55.1
	I do not know	11	2.9
	Total	283	76.0
Missing	System	96	24.0
Total		379	100.0

In table 30 above, 204 respondents denied that free primary education funds were delayed; on the other hand, 68 respondents agreed that funds set for free primary education was

delayed. Out of 283 respondents, 11 indicated that they did not know whether free primary education funds were delayed.

4.4. Discussion of main research findings

4.4.1. Learners' characteristics and performance of teachers

From table 3, it is clearly indicated that 72.9% of the learners scored less than 299 marks; this meant that averagely 27% were able to score more than 300 marks in their end term examinations. It was also true that, 21 out of 96 learners scored less than 250 marks meaning that a significant number of this learners were academically weak and it required that teachers had to work extra harder in improving the level of performance of this learners. Furthermore, among the learners who transferred from one school to another, 48.9% (in table 5) were not able to score more than 250 marks in end term examinations before they transferred. The rationale for their transfer from one school to the other might be attributed to poor academic performance. Such a group of learners increased the teachers workload and hence his/her ability to cover syllabus or teaching curriculum accordingly because most of the learners the teacher was handling were considered below average academically. Even though most learners averagely stated that socio-economic status, conduct of their teachers, level of education of their parents and the conduct of their peers do not influence their academic performance; this does not match the academic performance these students are posting especially those who recently transferred.

4.4.2. Teachers' characteristics and performance of teachers

From table 11, it is vividly clear that more than 80% of the teachers who took part in the study confirmed that they taught for more than 10 years; however, they high level of experience did not relate the poor performing learners most of which scored less than 250 marks in their end term examinations. Furthermore, 64.4% of the teachers stated that they

had not transferred from one station to the other. Teachers who tend to spend longer teaching in one station end up lowering their productivity because of adapting the same organization culture and leadership style for long; hence, their ability to change methods of teaching and tact in order to improve the performance of learners.

In another case, 122 of the respondents (the majority) in table 14 agreed that they supported punishing of students who fail, another 24 strongly believed that punishing failure learners will help in improving discipline and academic performance. It should be noted that tenets of the Basic education act of 2013, banned corporal punishment in schools, and that teachers should use other fair and just methods to instill discipline. The inability of teachers to instill discipline in learners elicits an element of apathy even in disseminating knowledge and specifically improving the academic performance of weak learners. In table 15, cumulatively, 96.9% of the respondents indicated that increasing the salaries and allowances of teachers motivated, improved the efficiency and performance. Implicitly, the protests that the Kenya National Union of Teachers was engaged in a few years after 2013 indicated that teachers workload had increased and that it could have resonated with an increase in salaries and hence in performance.

In another case, in table 17, 93.3% cumulatively agreed and strongly agreed that the teaching environment influenced the teachers' performance. The frequent strikes organized by the teachers' union are indicated that the teaching environment is not conducive. Evidently, if the teaching environment was better, learners could not be posting poor academic performance in end term examination as shown in table 5 indicated that indeed the teaching environment was not conducive.

4.4.3. Curriculum characteristics and performance of teachers

Out of 75.7% of the respondents that give their responses in this section, 45.9% (in table 18) indicated that the current system of education was poor and that it influenced greatly the performance of teachers. Respondents who stated that the current system of education was best and better were few and would not be compared to those who stated that it was poor. Furthermore, in table 19, 81.8% of respondents stated that the method used by the government in form one selection was unfair. This is an indication that at different levels of learning, the transition process is unfair and that those learners who deserve fair chances are usually denied, a move that lowers the morale and hence productivity of teachers who worked tirelessly to prepare them.

It is a culture in Kenya and indeed in Trans-nzoia County that those students who perform better than other in their national examinations, secure better chances to join good higher learning institutions. From the study, in table 20, 91.6% respondents cumulatively agreed and strongly agreed that the education system in Kenya was examination based and that most teachers use any relevant methods to ensure that their learners excel in their national examination, as this is the yardstick to evaluate their performance. In another case related to the curriculum, in table 21, 94.4% of respondents cumulatively agreed and strongly agreed that learners ought to be evaluated progressively and not at the end of the level of education. Implicitly, the evaluation of learners progressively puts the teachers on toes to increase their efficiency in handling students and hence disseminating knowledge because almost every time, learners are evaluated and hence teachers too.

In table 22, on average, 86% of the respondents aggregately agreed and strongly agreed that teachers did not have enough skills to implement the current system of education. It is

important to note that 283 out of 379 respondents as shown in table 1 were teachers and Headteacher; therefore, if the majority accepted that they did not have enough skills to implement the current system of education then it meant that they will always perform lowly because they are incompetent and under skilled. It is the same reason that contributed to the fact that 93.7% in table 23 agreed that learners who graduated from learning institutions did not have entrepreneurial skills, which contributed to increased rates of unemployment. Failure of learners to have entrepreneurial skills meant that teachers were incompetent and did not have relevant skills needed to prepare learners in all fields; hence an indication that their performance was always low.

4.4.4. Teaching/learning resources and performance of teachers

In table 23, 210 respondents out of 283 teachers who took part in the study stated that their schools did not have enough instructional resources. It should be noted that instructional resources are vital in ensuring the day-to-day activities of a teacher in the classroom and without them; a teacher may encounter challenges that hinder his/her abilities to perform. In another case, in table 24, 205 out of 283 respondents denied that their learners' institutions did not have enough physical resources such as classrooms, desks, blackboards, and playfields among others. Failure for the school to have the aforementioned resources hinders the ability of the teacher to perform effectively; for instance, failure for the teacher to have a blackboard, or sitting desk affects the ability of such a teacher to perform dwindles.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the findings from the study, specifically results with regard to research questions. This will be followed by the discussion of results; putting the findings into the study perspective. Conclusion based on the findings will be made and thereafter suggest recommendations based on the study and for further research.

5.2. Summary of major findings

From the study, it was vividly clear that 65.2 of those who took part in the study were male and the rest were female. The majority of the respondents were aged between 25-35 years and had attained college and tertiary level of education. Apart from that, it was also observed that most learners performed below expectations (below average), and that the conduct of peers, teachers, and parents did not influence their academic performance. In another case, it was noted that most teachers had taught for more than 10 years, and suggested that punishing learners who fail was the only way they would improve their performance. Furthermore, it was observed that an increase in the salaries and allowances of teachers improved teacher performance; it enhanced motivation and hard work in the teaching career. In the same study, it was found out that the increase in teachers' workload lowered the efficiency and hence the performance of teachers. In the same category, teachers confirmed that the teaching environment influenced attitudes and motivation to teach.

It was noted from the research findings that the current system of education was poor and that there was a need to evaluate learners progressively and not at the end of the education level as it is in the 8-4-4 system of education. Moreover, it was observed that most teachers did not have relevant skills to implement the current 8-4-4 curriculum and for that reason, they contributed to low performance among learners. With regard to enhancing the smooth transition from one level to the other, it was confirmed that the government's method of form one selection was unfair and promoted the performance-based academics. Based on teaching/learning resources, it was established that most learning institutions did not have enough physical and instructional materials needed to enhance both teacher and learners performance.

5.3. Conclusions

Based on the study findings, it should be noted that learners characteristics, which include academic performance and behavior greatly influence teachers' performance. Notably, a learner with the ability to grasp educational ideas and behaves well will positively influence and motivate the teacher to perform. Furthermore, teachers' characteristics influence that include teacher's level of experience, teachers' perception, and adherence towards the rule of law, and conduct greatly influence teacher performance. The current curriculum was observed to be poor, according to the majority; however, most teachers did not have relevant skills to implement it and therefore, based on this, the curriculum influences the performance of teachers because it is the platform/framework within which the teacher operates. Teaching/learning resources largely influence teacher performance; concisely, lack of enough physical and instructions deters a teacher from executing his/her job efficiently and effectively.

5.4. Recommendations

5.4.1. Recommendations for policy and practice

Based on the study findings, it is strongly recommended that there is the need to formulate another way of disciplining learners because good morals and behavior influenced the morale and ability of the teacher to perform accordingly. Furthermore, there is the need for all stakeholders to take part in improving learners' characteristics; therefore, enhance teachers' performance.

Teachers ought to be paid accordingly especially after their workload increased immediately after the initiation of free primary education in 2013; such a move will motivate teachers and spur high level of performance. The government and other stakeholders should work towards improving the teaching and learning environment because it greatly influenced teachers' performance.

The current curriculum, 8-4-4 should to be either amended or be substituted with another in order to change the culture where education is considered examination-based. Apart from that, it is strongly recommended that teachers course contents at the colleges ought to be improved to ensure that teachers are equipped with enough and relevant skills to implement the curriculum.

The government and other stakeholders in the education sector ought to supply enough physical and instructional resources to allow a smooth learning and teaching process, which in turn improves the efficiency and performance of teachers.

5.4.2. Recommendations for further research

Having conducted a research on factors influencing teacher performance, learners' characteristics, teachers' characteristics, curriculum characteristics, and teaching/learning resources are not the only factors influencing teacher performance other factors exist. Other factors such as socio-economic background of teachers and learners out to be researched as a factor influencing teacher performance.

REFERENCES

- Bawanch, S. (2011). *The effects of blended learning approach on learners' performance: Evidence from a Computerized Accounting Course*. Retrieved from International Journal of Humanity and Social Science. www.ijhssnet.com
- Bleeker, M. & Jacob, J. E.(2004). Achievement in Mathematics and Science: Do mothers' beliefs matter 12 years later? *Journal of Educational Psychology* 1(2): 96 -109
- Borg, W., & Gall, M., (2007). *Educational research: An introduction*. New York: Longman.
- Creswell, J. W. (2005). *Educational research: planning, conducting and evaluating quantitative and qualitative research* (2nded.) New Jersey: Merrill Prentice Hall.
- Creswell, J. (2007). *Qualitative inquiry and research design: choosing among five approaches* (2nded.) London: Sage publications
- Eshiwani, G. S. (1983). *Factors influencing performance among primary and secondary school pupils in Western Province of Kenya: A policy study*. Nairobi: Bureau of Educational research, Kenyatta University
- Eshiwani, G. S., (1993). *Education in Kenya since independence*. Nairobi: East African Educational Publishers.
- Galabawa, J.C., (2004). Enhancing efficiency, quality, and relevance in education system: A case study papers in Education and development. *Journal of faculty of Education University of Dar-es-Salaam* (24)30-40.

- Hopkins, D. & Harris, A. (2000). *Creating the conditions for teaching and learning*. London: David Fulton.
- Kenya National Examinations Council (2012). *KCSE examination performance report*. Nairobi: KNEC
- Kenya National Examinations Council (2013). *KCSE examination performance report*, Nairobi: KNEC
- Karemera, D. (2003). The effects of academic environment and background characteristics on learners' satisfaction and performance: Theories of South Carolina State. *University's school of Business College student journal*, 37 (2): 298 –11
- Kothari, C.R. (2007). *Research Methodology* (Rev. ed) New Delhi: New Age International.
- Krull and Leijen (2015). Effects of Teachers' Attitudes and Behavior on Students' Attitudes, Behavior, and Academic Success
- Kyomugisha, E. L. (1998). Achievement and perceptions in economic numeracy among female learners in Uganda.
- Lewis, K., (1984). *Quality in question: Curriculum issues in education and development*. Mimeo Bureau of Educational Research. Nairobi: Kenyatta University
- Mugenda, A. G (2008). *Social Science Research*. Nairobi: Acts Press
- Mugenda, O. & Mugenda, A. (1999). *Research methods: Quantitative and Qualitative approaches*. Nairobi: Acts Press.

Panneerselvan, R., (2007). *Research Methodology*. New Delhi-110001: Prentice Hall of India Private Limited.

Republic of Kenya, Ministry of Education, Science, and Technology (2003). *Free primary education: every child in school*. Nairobi: Government Printer.

Rubie, D.C. (2010). Teacher expectations and perceptions of student attributes: Is there a relationship? *British Journal of Educational Psychology* 80 (1): 121-133.

Schumachers & McMillan, J. (2010). *Research in education: evidence based inquiry*. New Jersey: Pearson Education Incorporated.

Simiyu, P. (2002). *Students' performance in CRE in KCSE and attitudes towards CRE in Lelan Division of West Pokot District* (Unpublished M.Ed Project)University of Nairobi.

Tyler, R. (1949). *Basic principles of curriculum and instruction*. London: The University of Chicago Press

UNESCO (1998). *World education theses: Teachers and teaching in a changing world*. Paris: Author

Wanjala, G. & Onyango, M.A., (2010). Factors influencing participation rates in public primary schools in Rangwe Division of Homabay District, Kenya. *The Fountain Journal of Educational Research* 4(1): 1-14

World Bank (2005). *Incentives to improve teaching: lessons from Latin America*, Washington D.C: Author

- DFID (2007) in, Bontoux V and Buchan A (2007). *Secondary Textbook and School Library Provision in Sub-Saharan Africa: A Review based on 19 National Case Studies World Bank*, Washington (www.worldbank.org)
- Mwamuye, M., & Mulambe, S., Mrope, N., Cherutich, B. (2012). Role of Leadership in Performance of Primary School in Kenya: A case of Mombasa District. *International Journal of Business and Commerce*, 2(3): 21-36
- SABER Country Report (2014). *Kenya: Teachers*. SABER Country Report
- Reche, G., Bundi, T., Riungu, J., and Mbugua, Z. (2012). Factors Contributing to Poor Performance in Kenya Certificate of Primary Education in Public day Primary schools in Mwimbi Division, Maara District, Kenya. *International Journal of Humanities and Social Sciences*, 2(5): 127-133
- Nyabuto, A., and Njoroge, P. (2014). Parental Involvement on Pupils' Performance in Mathematics in Public Primary Schools in Kenya. *Journal of Educational and Social Research*, 4(1): 19-26
- Mulford, B. (2003). *School leaders: challenging roles and impact on teacher and school effectiveness*. OECD Commissioned Paper. University of Tasmania: Leadership for Learning Research Group
- Gakure, R., Mukuria, P., and Kithae, P. (2013). An Evaluation of Factors that affect performance of Primary Schools in Kenya: A case study of Gatanga District. *Education Research and review*, 8 (13): 927-937

Mbugua, Z., Kibet, K., Muthaa, G., Nkonke, G. (2012). Factors contributing to students' poor performance in Mathematics at Kenya Certificate of Secondary Education in Kenya: A Case of Baringo County, Kenya. *America International Journal of Contemporary Research*, 2(6): 87-92

Alcazar, L., Rodgers, H., Chaudhury, N., Hammer, J., Kremer, M., Muralidharan, K. (2006). Why are teachers absent? Probing service delivery in Peruvian primary schools. *International Journal of Education research*, 46(1): 117-136

Baregeya, J. (2009). *Influence of Head teachers' general and instructional supervisory practice on teachers' work performance in secondary schools in Entebbe Municipality, Wakiso District, Uganda*. Entebbe: Nkumba University

Atieno, A. (2014). *Influence of teaching and learning resources on students' performance in Kenya certificate of secondary Education in Free day secondary Education in Embakasi, Kenya*. Nairobi: University of Nairobi

UNESCO (2015). Education for all Global Monitoring report. *Policy paper 19*. Paris: UNESCO

Maimela, M. (2016). Factors that Influence the performance of students in Bostwana primary school. *IOSR Journal of Humanities and Social Sciences*, 21(9): 40-53

Ng'eno, K., and Bartilol, S. (2016). Influence of Selected Teacher factor on pupils' Academic Performance in public primary school in Keiyo South Sub-county, Kenya. *IOSR Journal of Humanities and Social sciences*, 21(6): 35-44

- Buabeng-Andoh, C. (2012). Factors influencing teachers' adoption and Integration of information and communication technology into teaching: A review of the literature. *International Journal of education and development using information and communication technology*, 8(1): 136-155
- Simiyu, C. P. (2015). Influence of Institutional and Learners characteristics on Students' academic achievement in public day secondary schools in Trans-nzoia and West Pokot Counties, Kenya. *Published thesis*. Nairobi: University of Nairobi.
- Leijen, A., and Krull, E. (2015). Perspective for defining students teacher performance-based teaching skills and indicators to provide formative feedback through learning analytics. *Scientific Research Publishing*, 6(1): 914-926
- Kurgat, S., Gordon, T. (2014). The Effects of teacher characteristics and attitudes on student achievement in KCSE Economics Examination. *International Journal of Education Learning and development*, 2(5): 33-43
- Amino, C., Role, E., and Bosire, J. (2015). Globalization factors and implication for change in Teacher Education Curriculum in Private Universities in Kenya. *Baraton Interdisciplinary Research Journal*, ISSN 2079-4711
- Creswell, J. W (2003). *Research Design: Qualitative, Quantitative and Mixed Method Approaches*. Sage Publications, United Kingdom.
- Kothari , C. R. (2011). *Research methodology: Methods and techniques* (2nd ed.). Retrieved from <http://books.google.com>
- Oduor, A. (December, 15th 2016). TSC to demote head teachers of poorly performing schools in Kenya. *Standard media*. Retrieved on April, 8th 2017 from:

<https://www.standardmedia.co.ke/article/2000226849/tsc-to-demote-head-teachers-of-poorly-performing-schools-in-kenya>

Ombako, F. (2015). Employ Contract Teachers to improve educational performance in Schools on Kenya. Retrieved on April, 8th 2017 from:

<http://www.kachwanya.com/2015/06/10/employ-contract-teachers-to-improve-educational-performance-in-schools-in-kenya/>

Stronge, J., and Tucker, P. (2005). Linking Teacher Evaluation and Student Learning. ASCD Learning. Retrieved on April, 8th 2017 from:

<http://www.ascd.org/publications/books/104136/chapters/The-Power-of-an-Effective-Teacher-and-Why-We-Should-Assess-It.aspx>

Alam, S. (2015). Effect of community factors on primary school learners' achievement in Rural Bangladesh. *Journal of Learning for Development*, 2(1): 1-9

Oduor, A. (2016) Teachers Service Commission issues fresh guideline on teachers' cases.

Standard Media. Retrieved on April, 8th 2017 from:

<https://www.standardmedia.co.ke/article/2000223090/teachers-service-commission-tsc-issues-fresh-guidelines-on-teachers-cases>

Ministry of Education Science and Technology (2105). *National Curriculum Policy*. Nairobi: Government Press

Manyasa, E. (April, 01, 2016). Let's not rush new 2-6-3-3 curriculum. *The Star*. Retrieved on April, 8th 2017 from: http://www.the-star.co.ke/news/2016/04/01/lets-not-rush-new-2-6-3-3-curriculum_c1322411

Sifuna, D. (August 14, 2016). Explainer: why Kenya wants to overhaul its entire education system. *The Conversation*. Retrieved on April, 8th 2017 from:

<http://theconversation.com/explainer-why-kenya-wants-to-overhaul-its-entire-education-system-62840>

Yucel, G. (2007). Effects of Teachers' Attitudes and Behavior on Students' Attitudes, Behavior, and Academic Success. *International Journal of Educational Reform*, 16(1): 96-106

Benbow, C., Arjmand, O. & Walberg, H. (1991). Educational productivity predictors among mathematically talented students. *Journal of Educational Research*, 84(4): 215-223

McGrew, K. (2007). Walberg's theory of educational productivity. A Model of Academic Competence and motivation. Retrieved on April, 8th 2017 from:

<http://www.iapsych.com/acmcewok/Walberg'stheoryofeducationalproductivity.html>

Teachers Service Commission (2017). Professional Conduct. Retrieved on April, 8th 2017 from: <https://www.tsc.go.ke/index.php/our-services/staffing/professional>

Sawchuk, S. (September 3, 2015). Teacher Evaluation: An Issue Overview. *Educational Week*. Retrieved on April, 8th 2017 from:

<http://www.edweek.org/ew/section/multimedia/teacher-performance-evaluation-issue-overview.html>

APPENDICES

APPENDIX I: RESEARCH INTRODUCTORY LETTER

Dear Respondent,

My Name is Bokose Rodgers, a Masters student at the University of Nairobi, Kitale Campus, pursuing a Master of Arts degree in project management. As a requirement of the institution, I am required to conduct an academic research in order to meet the requirement as a master degree graduate. I am currently undertaking a research study on **“Factors influencing teacher performance in Trans-Nzoia West Sub-County, Kenya. Notably I seek to**

1. To establish influence of learners’ characteristics on performance of teachers in Trans-Nzoia West Sub-County
2. To find out the influence of teachers’ characteristics on performance of teachers in Trans-Nzoia West Sub-County
3. To determine the influence of curriculum characteristics on performance of teachers in Trans-Nzoia West Sub-County
4. To ascertain the influence of teaching/learning resources on performance of teachers in Trans-Nzoia Wes Sub-County

You have been selected to participate in this study and I am kindly requesting you to assist in providing the required information to the best of your knowledge by responding to the questionnaire attached. The information is strictly for academic purposes and personal information will be treated with utmost confidentiality. Your kind assistance will be highly appreciated.

Yours faithfully,

Bokose Wilson Rodgers

Student, Master of Arts In project planning and management,

University of Nairobi, Kitale Campus

APPENDIX II: QUESTIONNAIRE

SECTION A: DEMOGRAPHIC INFORMATION

1. Indicate your gender using a tick \surd

Male () Female ()

2. Indicate your age bracket

Below 25 years []

25-35 years []

36-45 years []

Above 45 years []

3. What is your occupation?

Teacher []

Head Teacher []

Student []

Other (Specify).....

4. Which level of education have you attained?

College []

Teachers Training College []

University []

5. What is your estimated level of income per month

Dependent []

- Less than Ksh. 3000 []
- Ksh. 3,000-9,000 []
- Ksh. 10,000-29,000 []
- Ksh. 30,000-49,000 []
- Ksh. Over 50,000 []

SECTION B: STUDY VARIABLES

Learners Characteristics

6. In which class bracket do you belong?

- Class 1-3 []
- Class 4-6 []
- Class 7 or 8 []

7. How many marks did you score in the last end term examinations?

8. Have you ever transferred from one school to the other?

- Less than 250 marks []
- 250-299 marks []
- 300-349 Marks []
- Over 349 Marks []

9. If yes in (8) above, how many marks did you score in the end term examinations before you transferred?

- Less than 250 marks []
- 250-299 marks []
- 300-349 Marks []

Over 349 Marks []

10. In your own view, what is your take towards day schooling?

I like it []

I do not have another choice []

I do not like it []

No Comment []

11. Indicate the extent to which the following statements on learners characteristics apply.

	Very great extent	Great extent	Moderate extent	Low extent	No extent at all
Teachers behavior usually influence my academic performance					
Parents education level an influence on my academic achievement					
Socio-economic background influence my motivation towards knowledge acquisition					
The conduct of other students have affected my academic achievement					

Learning environment determine my motivation to learn and socialize					
---	--	--	--	--	--

12. In your own opinion as a student, what do you think ought to be done to improve the role performance of teachers? Do you recommend the TSC to involve other stakeholders in disciplining teachers? State Briefly.....

.....

.....

.....

.....

Teachers’ characteristics

13. For how long have you been teaching?

- Less than 4 years []
- 5-9 years []
- 10-15 years []
- Over 16 years []

14. Have you ever been recently deployed from one teaching station to the other?

- Yes [] No []

15. If yes in (14) above, what is your attitude towards students in the new station?

- Great []
- Somehow managing them []
- Below Standards []

Pathetic

[]

16. Tick the appropriate box in the table to show the extent to which you agree or disagree about the following.

	Strongly agree	Agree	Strongly Disagree	Disagree
Learners who fail examinations should be punished in order to improve				
Increased allowances and salaries motivates and enhances teachers' performance				
Increased workload in terms of students numbers influences efficiency to perform as a teacher				
The teaching environment determines the attitude and motivation of a teacher to perform				

Curriculum Characteristics

17. In your own understanding, what is your take towards the current system of education, 8.4.4?

Best []

Better []

No Comment []

Poor []

Worst []

18. Tick the appropriate box in the table to show the extent to which you agree or disagree about the following.

	Strongly agree	Agree	Strongly Disagree	Disagree
The entry behavior used by the government in selecting form 1 students is discriminative and unfair				
The education system in Kenya is examination based- depends on how much one scores				
Students should be evaluated progressively and not at the end of the academic level				

Teachers do not have relevant skills to implement the 8.4.4 curriculum				
High level of unemployment in the country relate to lack of entrepreneurial skills among graduates				

19. In your own view what do you think ought to be done to review ensure the curriculum produces graduates who adds value to the society? Briefly explain.....

Teaching/Learning resources

20. Does your school have enough instructional materials?
 Yes [] No [] I do not Know []

21. Does your school have enough physical materials?
 Yes [] No [] I do not Know []

22. Have you ever had situations where Free Primary Education Funds were delayed?
 Yes [] No [] I do not Know []

23. Indicate the extent to which the following statements on teaching/learning resources apply.

	Very great extent	Great extent	Moderate extent	Low extent	No extent at all
Teachers performance rely on availability of teaching and learning resources					
Schools with enough teaching and learning resources usually encourage teachers to work effectively					
School managers influence the availability of teaching and learning resources					

24. Given a chance, what do you think should be done to ensure enough teaching and learning resources in schools? Briefly explain.....

.....

....

.....

....

.....

....

Thank you

APPENDIX III: RESEARCH LICENSE