

**INFLUENCE OF TEACHER-PREPAREDNESS ON PUPILS' PERFORMANCE
AT KENYA CERTIFICATE OF PRIMARY EXAMINATION ENGLISH SUBJECT
IN PUBLIC PRIMARY SCHOOLS, KENYA**

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**A thesis Submitted in Fulfillment for the Requirement for the Award of Degree of
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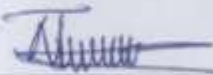
DECLARATION

This Thesis is my original work and has not been presented for a degree in any other University.

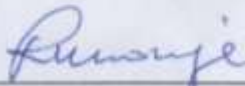


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DEDICATION

This work is dedicated to my late nephew Patrick Joe Njage who passed on at the tender age of seven through drowning. May he shine and dance with the angels forever above. May this work illuminate for my life on earth.

ACKNOWLEDGEMENT

I wish to thank the Almighty God and heavenly Father for bringing me this far. I owe my life to Him for His everlasting mercies and thank Him for His guidance and providence. Secondly, I wish to express my sincere appreciation to my supervisors Prof. Winston J. Akala and Dr. Rosemary Imonje for their scholarly guidance and utmost patience without which this work would not have come to fruition. Their input and patience in the development of this work acted as a drive towards completion of the work.

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LIST OF ACRONYMS

BoM	Board of Management
CAT	Continuous Assessment Test
DFID	Department for International Development
EFA	Education For All
FPE	Free Primary Education
GoK	Government of Kenya
KCPE	Kenya Certificate of Primary Examination
KCSE	Kenya Certificate of Secondary Examination
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examination Council
MoE	Ministry of Education
MoEST	Ministry of Education Science and Technology
NAC	National Assessment Centre,
NACOSTI	National Council of Technology and Innovation
NCE	Nigeria Certificate in Education
NCF	National Curriculum Framework
PA	Performance Appraisal
PCSC	Performance Contract Steering Committee
RAT	Random Assessment Test
SACMEQ	Southern African Consortium for Monitoring Education Quality
SEP	School Empowerment Programs
TSC	Teachers Service in Commission
UK	United Kingdom
UNESCO	United Nations Education Scientific and Cultural Organizations
ZPO	Zone of Proximal Development

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ABSTRACT

This study investigated Influence of Teacher-preparedness on learner performance in Kenya Certificate of Primary Examination (KCPE) English subject in public primary schools in Kenya. The purpose was to investigate the influence of teacher-preparedness on learner performance in English subject. To achieve this teacher-preparedness was deconstructed into four key variables namely academic qualification, teaching experience, availability and use of professional documents, and availability and use of teaching and learning resources/school infrastructure) and their influence on performance of KCPE in English subject in schools in Kenya. The study was guided by descriptive survey research design. A total of 84 public primary schools from Machakos County were sampled. A total of 448 questionnaires were distributed to both teachers and pupils. 168 teachers who teach English subject in candidate classes and 280 pupils of class seven participated. The return rate for teachers and pupils was 134 and 243 respectively giving an average of 84.1%. Data was collected using questionnaires for teachers and learners, and observation schedule. Data from questionnaires and observation schedule was analyzed. Research hypotheses tested using regression analysis and t test showed that teacher qualification, teaching experience, availability and use of learning resources/school infrastructure and availability and use of professional documents significantly influenced KCPE performance in English subject in Kenya. Study findings show that there exist significant relationships between: academic qualification and pupils' performance, availability and use of professional documents and pupils' performance, availability and use of school resources/infrastructure and pupils' performance at Kenya Certificate of Primary Examinations in English subject in Kenya. Study also did find a general but significant general relationship to exist between teaching experience and pupils' performance for reason that pupils' performance increased significantly with increase in teachers' teaching experience from 3 years upwards to 23 years after which pupils' performance at Kenya Certificate of Primary Examination in English subject in Kenya showed a significant decrease with further increase in teachers' teaching experience. This implies that keeping teachers with a teaching experience of over 23 years in classroom is not productive; that the Government needs to weigh in on quality of teacher qualifications in Kenyan schools; and that Government and other stakeholders in Education sector should endeavor to provide requisite learning resources/infrastructure in order to enhance pupils' performance at Kenya Certificate of Primary Education exams in English subject in public primary schools in Kenya. The study concluded that there is need to systematically address variables found to be causing pupil candidates to perform poorly at Kenya Certificate of Primary Examinations in English subject in Kenya particularly in public primary schools to stem out the deteriorating performance of English subject at this critical level of Education whereat basics of English language are engrained in young minds as a tool for cross-border communication. Study concluded that strategies need to be formulated for reversal of the downward trend in the learner performance of KCPE in English subject in schools in Kenya. The study recommended that there is need to step up teacher-preparedness strategies in order to reverse this downward trend of poor performance in English subject. It also recommended for need to strengthen Directorate in charge of teacher supervision in Ministry of Education charged with monitoring and evaluation of teacher-preparedness at all teaching levels in Kenya's learning institutions.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education system of any country is guided by its human, economic development strategies and cultural needs. Kenya has registered considerable successes in the Education system since independence in 1963. Many successes include building and expansion of public and private schools which make education to be accessible to a majority of learners seeking education, and development of new curriculum to meet needs of industry. The Country has also faced challenges in the education sector which include inability to achieve above average performance score in English subject per cent success in language learning due to various challenges (UNESCO, 2015).

The Government of Kenya recognized at Independence in 1963 that education was the basic tool for improving the quality of life and cultivating National values. However, challenges in Education sector (relating to access, equity, quality and relevance over the years hampered significant progress in realization of this goal. The Government has for a period of over 55 years since Kenya attained her independence in 1963 built many public schools and created favourable conditions for other non-Government actors to privately invest in provision of education by building schools to cater for the growing population of school going children. Other intervening measures which the Government of the Republic of Kenya has taken in order for her school going pupils to easily access Basic Education include providing free tuition in primary education, provision of school

textbooks and school feeding programs in public primary schools plus abolition of National examination fees payable to KNEC. These measures have altogether helped to markedly improve learner enrollment, particularly in public schools in recent years, including the rate of graduating from basic school level to higher Secondary level which now stands at 98.5% (Ministry of Education 2017 KCPE progress report), an impressive growth from 41.7% in 2002 and 60.0% in 2007.

This positive trend on student enrollment in public schools at the Primary Education level needs to have quality teacher-preparedness to improve learning outcomes. However, teacher delivery in a classroom setting is not producing satisfactory results in the learner performance in school setting. (UWEZO report of 2015). The report further argues that a majority of teachers lack some basic competencies in classroom delivery. This raises the concern of whether teacher-preparedness could be a contributory factor in learner performance in English subject. The report further notes that there is almost no learning that is effectively taking place in most Kenyan public primary schools. However, no study has been done locally on how teacher-preparedness influences learner performance hence the attempt by this study to fill that gap.

Kenya Vision 2030 (GoK, 2007) underscores the need for Kenya's citizens to have quality education and training if Kenya is to achieve its Vision will see the country become an industrializing middle-income economy by the year 2030. The vision recognizes provision of quality education to be crucial in equipping citizens with proper understanding and knowledge. This would enable the country make well considered choices for entire society. Kenya Government is therefore challenged to provide

necessary educational know how in order to propel Kenya towards achieving its social, political and economic flagships for a realization of its Vision 2030. Teacher-preparedness is thus a skill that shows the equipping of a professional teacher for quality performance and satisfactory learner performance in National Examinations.

The Kenya through Vision 2030 endeavors, for the wellbeing of her citizens, to provide her learners with an education system with quality world-class training. Such a system of education will enable her citizens to fairly compete with rest of the world. For instance, by the year 2012, the country enabled learners to access basic education thus lowering the high illiteracy rates and improving transition rates from basic education to higher education which saw an improvement in quality learner performance and its impact on Kenyan society. Teacher training was cited as crucial area in improving learner performance in National Examinations. Unfortunately, although education is considered as a foundation for Kenya's social and political advancement as well as being a ticket for recognition in majority of the country's multi-ethnic society.

The UNESCO monitoring Report (2012) points out that over 61 million young learners do not pass basic examinations. Out of the 61 million young learners who do not pass basic examinations, 41% live in sub Saharan Africa. Unless appropriate actions are taken, the said young learners will end up being like their adult illiterates whom a UNESCO (2010) Report estimated to be about 875 million people around the world. Majority of Kenyan children find English Language to be a challenging subject to study. Thus, the need to interrogate teacher-preparedness as a factor which contributes to pupils' poor

performance at the said Kenya National Examination in English subject is critical and urgent.

Continued inability of many children to have average pass in English subject in primary examinations in Kenya may be regarded as evidence as a failing learning system thus necessitating a relook at teacher-preparedness approaches in 21st Century in Kenya. That the strategy of preparedness relies more on planning and training as well as on teacher the expectations of what make a professional teacher.

There are several factors that determine learner grades in Examinations. Whereas Wong (2003) and Harris & Sass (2008) underscore the important part played by teachers in raising standard of education in any primary and secondary school system, a view which was buttressed by Lowrie & Jorgensen (2015) and Hanushek & Wobmann (2007) who pointed out the importance of teacher effectiveness during students' learning which enhances performance of the said learners in many countries compared to learners who are taught by non-effective teachers. The foregoing studies do flag out teacher content knowledge, career satisfaction, the overcrowded classrooms, adequacy of facilities and equipment, teacher-school administrator relationship, teaching experience, level of education, gender, age and demographic variables as influencers of teacher effectiveness. Teacher-preparedness is vital if the curriculum is to be successfully implemented and learner performance enhanced.

An effective Education system focuses on adequate teacher-preparedness that enhances acquisition of competencies and skills that promote the cognitive, psychomotor and affective domains of knowledge. Crystal (2003) says that key among these competencies

is communication which is developed through language learning. Language is society and society is Language. It is important to learn Language because it determines not only the performance of a learner but an understanding of other subjects. According to Hammond and Akar (2005), the end result of educating a teacher is to provide that learner teacher with foundation knowledge and preparedness to communicate and deliver to learning pupils for the purpose of influencing pupils learn positively. They also argue that teachers who have more preparation far outweigh in their confidence, preparedness and success with students.

Teacher preparation during pre and in-service training is crucial if quality education is to be delivered to learners. Adequate teacher preparation translates into adequate teacher-preparedness whose outcome is productive teaching and learning process as reflected in good learner performance mean score grade. This is the foundational element that leads to quality education and improved performance in pupils. All investments put in teacher training and teacher career development are meant to translate into quality delivery of education. This is evident in quality of learners' performance as a result of learning process.

Efforts have been made to define teacher-preparedness and learner performance. According to UNESCO 2015, teacher-preparedness refers to a complex process of a teacher possessing professional values and being able to practice those values. It also entails a teacher being able to make sound judgment upon certain values in school setting situations. The study concentrated on various elements that promote teacher-preparedness that include: school infrastructure in preparation and content delivery, learning

experience, teacher professional documents, teacher qualifications and as assessment tool to measure teacher performance in school.

According to a global monitoring report by UNESCO (EFA, 2010), international trends are beginning to affect local contexts in many cases encouraging regional and national decision makers to adopt common policies, and leading language teaching professionals towards similar pedagogical practices. These practices entail usage of learning resources which depends on the teacher. Anderson and Arsenault (2002) argue that the efficiency of usage depends on the level of teacher-preparedness. Teacher-preparedness is considered to be an important player for enhancing learners' grade scores in assessments/'examinations. Students are required to be personally involved through their own initiatives while learning English language with teachers only intervening through guided teaching if the language as a subject is to develop. It has been reported that many strategies such as "student self-access" and "language support" have been adopted and embedded in the curriculum for purposes of developing English language as a subject. (Curriculum Journal, Vol. 24, No. 3, 2013). Teacher-preparedness is therefore a global issue that influences the implementation of classroom activities and learner's performance.

Language is a tool used by human beings to communicate to and with one another. DiPietro (1994) says that without Language, people will become handicapped in expressing their thoughts to one another or actively take part (participate) in any social activity within society. English subject has for a long time been taught as a discipline and as international language of communication. Roy-Campbell and Qorro (1997) found that

it is through Language as a medium through which thoughts in educational knowledge largely takes place. They further underscored importance of English Language as an examinable subject in educating young learners. ADEA (2005) reports in a study (p.5) emphasizes that without a Language for teachers and students to exchange their thoughts, and points out that no education can take place without a Language. Malekela (2003) underscores the important part played by a Language in teacher-learner knowledge exchange. This implies that when both teachers and learners are not able to properly communicate during content delivery, class instruction and management including discipline will be compromised thus resulting in ineffective learning will not take place. Consequently, students' learning is incapacitated leading to their poor grade scores in National examinations or assessments.

For teachers to enhance own preparedness and be able to improve students' grade scores in assessments in a language subject such as English subject, they need to identify learner knowledge gaps which they should address as teachers before devising and adapting appropriate ways of achieving and enhancing learner performance. Competency of teachers in classroom preparedness is key in learning institutions. According to Lee and Kim 2012, competency is linearly related to performance of any task. This can be built periodically to enhance teacher-preparedness or encouraging self-learning and innovation.

Successful organizations ensure that workers have continuous professional development to achieve intended organizational goals. The introduction of Teachers Professional Appraisal and Development tool (TPAD), for teacher evaluation promotes quality and

develops teacher preparation skills in classroom delivery. Teachers' level of preparedness is thus measured through the appraisal tool. This is an assured way of providing quality education to learners which culminates in pupils' improved performance in National examinations. TPAD (2012) main focus is to improve teacher-preparedness and identify challenges that hinder learner performance.

A report by Smollin (2011) found that 14 per cent of young tutors in United States of America leave teaching career to undefined professional path. OECD 2009 report says African young school teachers stay long in teaching service and become more committed and ultimately improve learner's performance. Martin and Arriaza (2007) argued that as teachers stay longer in teaching, they concentrate more on teaching and stop seeking promotions. Their preparedness skills become more polished and learners' performance improves. As observed by Thuraniira (2010) Teaching experience improves learner performance and creates a bond between the learners and the teachers, therefore improving preparedness and performance.

With English as an international language being a central player in a globalized digital world, the need for an acceptable level of teacher-preparedness, competence in English among teachers of English as subject for upcoming generations is necessary. UNESCO (2005) established that teachers' qualifications, prior teaching knowledge, use of learning materials, beliefs, interpretations of their practices and most importantly the socio-cultural contexts of their practices are very influential in shaping and explaining how language skills are transferred and ultimately how learner perform in language subjects in assessments and National Examinations.

In Hong Kong, English as a language is used in government, the media, and employment and in learning institutions. Teacher-preparedness is guided by “A guide to teaching in Primary Schools in Hong Kong” developed in 2013, and it ensures that teachers participate in all aspects of school life such as implementing exciting educational plans, contributing to professional development events and feeling a vital part of a school system. This is seen as key to educational programs because of a high premium accorded to teaching profession especially teachers who teach English language in Commonwealth countries.

Hardner and Josner (2002) report that the usage of English language for learning and as an official language in Government offices has seen it attract much attention both from official and unofficial quarters in the country (Kenya). A recent Government policy decision to introduce Chinese language in Kenyan School education curriculum has been received with some resistance from certain quarters/stakeholders. Education Commission (2003) report says that over two decades, the Hong Kong’s Government criticized the traditional practice of teacher training as teacher centered which concentrated on the formal features and more so theoretical aspects of the language, and recommended for more practical teaching approaches. The change in the teaching methods to learner centered has not only improved the students’ performance but has also changed teachers’ preparedness in teaching English as a subject. The focus on teacher-preparedness is on learner friendly strategies which emphasize on 21st Century teaching skills.

The National Curriculum Framework (India, 2005) states English language is viewed today as peoples' aspirations for improved communication and meaningful engagement with other players both at National and International fora. Report adds to say that Indian Government policy on teaching English as a subject avoids methodological prescriptivism and has adopted a descriptive and practicing approach. According to a Research on Education in India(2013), teacher preparation is understood to focus on harnessing the ability of people to learn and practice language. For early language teaching emphasize is into initiatives in society, emphasis is to build people's capacity to learn a language. Teacher-preparedness in teaching of English is informed by the level, content and methodology to be used in classroom setting. This understanding of what constitutes language teaching and performance is what informs the teaching of languages not just English as a subject.

Tanzania's Education and Training Policy (1995) declares English as another official language (besides Kiswahili) of instruction in basic level, middle level that is secondary, tertiary and Universities. As per the policy, pupils who graduate from primary school should be competent in English language to a level that make them literate enough to comprehend English language at higher levels of education. Unfortunately, this has not been realized as the country's National Examination results showed that 67% of the total number of students assessed failed in the subject in secondary schools thus showing their incompetency and ineffectiveness. UWEZO East Africa (2014) and, SACMEQ report decimal student performance in Tanzania; and that teacher-preparedness particularly in Tanzania does not emphasize importance of English Language but teach it

to fulfill a syllabus requirement. This is possibly why learners' performance in English is below average for most learners in Tanzania.

World Bank Report highlighted by Ngugi, (2016) shows that learners in Kenya are cheated out on Education as teachers do not have adequate preparation and do not cover the syllabus. Ngugi states that most teachers in Kenya do not adequately prepare for classroom delivery. Yet Kenya is among growing economies that spend a substantial portion of their National budgets (26%) on education. Kenya has a Language policy which requires teachers to understand teacher professional documents. The policy entails teachers understanding of the professional documents used by the teacher in the preparation, implementation, and evaluation of the learning activity. These documents are the bench mark of professionalism and performance of a teacher. Teachers Service in Commission (TSC, 2012) manual for teachers in Kenya states that every teacher shall have updated documents before engaging in classroom activity. It states that it is an offence for a teacher to be found teaching without the necessary documents. The documents include, personal timetable, scheme of work, syllabus, learning resources, lesson notes, learners' progress records and any other relevant document that directly touches on learners' performance in English language. The study investigated whether or not availability/usage of professional documents impacts on pupils' achievement at Kenya Certificate of Primary Examination in English subject.

A child learns best a subject when taught using language known and understood by child. The massive failure of Primary teacher trainees in Kenya in 2016 is an indication that there exist critical matters much required for training teachers. World Bank (2018) report

on learning to realize education promises in Kenya reveals 82% of teachers scored less than 80% on grade 4 English test thus painting a grim picture on competency and effectiveness of products from Kenyan colleges which train local teachers. Report further says average teachers in several Sub-Sahara African Countries perform much less in reading tests than the highest performing class six learner. The Education sector in Kenya is indeed staring at a crisis, likely to herald a false start to the new Education system of

2.6.6.3. Adequate teacher-preparedness is crucial in the new dispensation that will require teacher qualifications, adequate learning resources and confidence in subject and pedagogical areas in order to deliver and enhance learner performance. Kenya, upon introducing free primary education in 2003, did realize massive changes in the education sector. However, this rapid education reform did not bring in a proper plan of preparation of qualified, prepared and capable personnel to cope with increasing high enrolment of new learners in schools. Teacher qualification is therefore critical if quality education is to be achieved.

The attainment of Kenya vision 2030 depends highly on adequate teacher-preparedness in teaching English subject. Emphasis on 21st Century learning skills for teachers reinforces a requirement for teachers to be prepared competently in order to measure up to students' learning expectations in our modern times. It is crucial that students acquire appropriate communication and interpretive skills if they are to understand and apply English subject correctly particularly in a technological world. This is vital in effectively responding to emerging social, economic, scientific and cultural challenges. English as a subject is crucial in determining not only the progression to higher level but also it is an indicator of the literacy level of a community. It determines career choice and social

status in society. Results of this research are based on indicators of quality education that provides National policy makers and educational specialists with broad understanding of influence of teacher-preparedness on the learner performance and encourage dialogue across various education stakeholders.

Teachers, without dispute, play a major part educating school-going children. For this reason, teachers should be sufficiently trained and qualified if they are to adequately prepare to teach and manage learners. MOE (2005) Government of the Republic of Kenya report underscores the importance of professionally well trained and motivated teachers in all schools for performance improvement. The report further calls for concerted effort by all concerned actors focusing on teacher-preparedness as a prerequisite element to enhance learner performance in English subject evaluation.

Teacher preparation starts at pre-service training and all the prerequisite requirements. In-service courses attended enhance the effectiveness of classroom teaching and promote timely preparation of professional documents, availability or improvisation of learning resources and ability to create a safer, secure and conducive environment which fosters effective transfer and acquisition of knowledge in schools. It thus becomes imperative to implement the safety standards manual as prescribed in. According to MOE, 2008, The relationship between teacher-preparedness and pupils' performance is a key factor for education policy. Teacher-preparedness is thus an integration of all the requirements that constitute the making of a professional teacher.

When Kenya attained self-rule in 1963, trained teachers were inadequate to teach all the public schools. Untrained teachers were recruited to fill in the gaps. (Republic of Kenya,

1964). Teacher-preparedness however was a mandatory aspect to every teacher before entering classroom. Consequently, the now independent Government of the Republic of Kenya formed an Education Commission in 1964 to carry out a survey focused on teacher training and teacher qualifications for improvement of KCPE performance.

Foundation English Language classes in Kenyan schools only becomes compulsory at Standard 3 level of Primary Education. Learners' performance in the language over the past five successive decades since the Country attained self-governance in 1963 is low. Scrapping of tuition fees and provision of free textbooks for students in public schools in 2003 in addition to school feeding programs in semi-arid and arid (ASAL) areas coupled with adoption by Government of Kenya of the United Nations (UN, 2015) declaration of child's fundamental right to access education has seen numbers of Kenyan children joining primary schools in Kenya increase tremendously. This however on flipside resulted in a further drop in learners' performance in English language (MOE KCPE and UWEZO literacy reports). GOK Report (Republic of Kenya, 2007) says teachers are experiencing work overload and have little time to adequately prepare for their classes.

MOE (2015) report on "Kenya Public Expenditure Review" shows that during 2014/2015 financial year, approx. Kshs.166 Billion was expended on Education; and that 50% of the total sum amounting to Kshs 83 Billion was spent on Primary Education. This massive investment, part of which has gone into employing additional teachers and procurement of requisite resourceful materials in schools has however not equitably raised learners' performance in KCPE in English in the Country (KNEC, 2012, 2013, 2014, 2015, 2016). These successive reports show a glaring dismal and downward trend in learners'

performance in KCPE in English in the country. Education for all (2005) Report clearly states that regardless of provision of resources and school curriculum adapted, effective learning in classrooms is determined by teacher-preparedness. The study thus sought to investigate influence of availability and use of school resources and infrastructure on performance of learners.

Despite impressive enrollment rates and heavy investments, level of supply and teacher-preparedness and learner performance in public primary schools are still below par contrary to expectation of the public. The Republic of Kenya (2012) Report shows that schools are experiencing work overload, and teachers have minimal time to prepare for lessons. KNEC Reports in past five consecutive years 2012, 2013, 2014, 2015 and 2016 (Table 1). It is therefore desirable and important in the interest of general public to bring to light underlying cause(s) for this glaring dismal grade scores of learners in KCPE in English subject.

Instruction in most subject schools is through the English language all examinable subjects (except for Kiswahili subject) in Kenya both at basic and tertiary learning institutions. Thus, English is hence a crucial medium in communication in schools between and amongst teachers and students without which transfer and acquisition of knowledge would not be difficult. ADEA (2005) report reiterates that without language the objective in education cannot be realized in the learning process. English as a subject is the avenue for learning English language skills, and more so in developing communication skills and appropriate relationships in Primary schools in Kenya.

Both KNEC (2017) Examination audit report on performance of KCPE candidates between 2014 and 2016 and MOE (2016) on KCPE Examination results decry the candidates' poor grade scores in successive National examinations particularly for English subject. The twin reports attribute candidates' poor grade scores in English language to their use of backstreet language called *Sheng* both in their day-to-day communication and as a written language, failure to follow instructions, being in a hurry to answer an examination question without forethought, misunderstanding or misinterpreting questions, inadequate English language skills, poor mastery and command of English language which hinder their ability to understand what the question is asking for thereby failing to give correct answers, poor time management and indiscipline combine to yield poor KCPE results year after year. The KNEC (2017) report says some candidates used indigenous languages or mother tongue in answering the question (as was the case of a candidate who by large used mother tongue thus posting the lowest grade score in English composition KCPE examination paper), and that some candidates hardly communicated anything.

Lastly, the report advises future KCPE candidates not to spell words or construct sentences incorrectly, use wrong tenses, and poor arrangement of paragraphs. The report further reminds concerned parties such as teachers and KNEC examination candidates sitting KCPE English subject that whereas English composition paper examines the candidate's ability to comprehend a given storyline or narrative and its form and vocabulary, English objective paper tests a candidate's understanding of the English flow and tenses and ability to use elements of grammar to communicate in writing. This is the practical utilization of the English subject by the learners. The report summarizes by

saying that KCPE examination mean score grade in English Composition and English Language has been on average consistently below 50 % over the last 5 years (2012 – 2016). For example, in 2016, KCPE examination mean score grade in English language was 50.52 % with English composition averaging a grade score of 40.25 % against a grade score of 49 % and 41.38 % in 2015 KCPE in English language and English composition respectively. This trend is worrying since English is an International language that facilitates communication in the teaching of other subjects.

In Botswana the White Paper No. 1 2001, proposed school reforms aimed at improving teacher-preparedness. The Republic of Botswana realized that school system, and more so teacher appraisal could improve learner performance by assisting teachers to improve preparedness and emphasize on learner performance. The performance bars in teacher appraisal was initially to determine salary increment and teacher promotion. But in 2005 teacher performance appraisal was introduced that aimed at offering teachers an opportunity for professional development and performance improvement.

Teachers' Service Commission (Kenya) started to appraise her employee teachers in 2015. Appraising a teacher on annual basis ensures that teacher meets his/her performance targets as agreed between him/her (employee) and the employer (TSC). This exercise is aimed at improving students' performance improves in schools. Productivity performance targets in all core services and activities in school are measured. The performance target of the teacher is defined by teacher-preparedness measured by the level of teacher-preparedness as demonstrated by, among others, learners' progress reports including lesson attendance registers. These are enhanced by good mastery of classroom content.

TSC and MOE Report of 2012 emphasize on Teacher performance appraisal arguing that it improves teacher-preparedness and quality of instruction in classroom setting. However, several critics in Kenya argue that teacher's appraisal does not live to the expectation of improving teacher delivery and learners' performance.

Darling-Hammond (2000) and Clarke (2003) found that academic qualification is desirous for effective teaching and positively influences the quality of instructional delivery both of which are a proxy for quality teaching and higher learner performance, Luschei and Carnoy (2010) found in a study that teacher's post graduate education does not significantly influence English learner performance. This latter finding by Luschei and Carnoy seems to have relevance in Kenyan public primary schools whose classroom teachers have acquired University academic qualifications but whose pupils' performance remains below average.

Asikhia (2010), in a study on students understanding on their unsatisfactory academic achievement in schools in Nigeria Ogun State, is that the qualification of teachers and condition of learning cause them (students) to perform poorly in academics. Same study (Asikhia, 2010) says that the perception of teachers on what contributes to poor academic grades in Nigeria, Ogun State schools is that it is teachers' methods that teachers use in the learning process which contributes to unsatisfactory performance in academics. This contradicting finding from students' responses and teachers' responses in one same study is an indication of epistemological (knowledge) gap which needs to be filled by carrying out another structured in-depth study.

Whereas majority studies have linked performance of learners to teachers' experience, some published studies show that under some circumstances experienced teachers do not enhance learner performance. Boyd et al. (2008), Harris & Saass (2007), and Papay & Kraft (2007) posit that learners who are taught by teachers of less experience or teachers who have taught for few years perform poor compared to those taught by teachers who have taught for longer period ; but that teachers with long teaching time of more than 25 years are in some circumstances found not to be as effective as less experienced teachers.

Rice(2010) says experience that is accumulated over time increases knowledge, appropriate expertise and performance of workers but hastens to add that teachers demonstrate highest performance results during the initial time on the job after which productivity tends to decline. Again in 2013, she concludes by saying Teacher performance gap in High and Low poverty schools is attributable to lower productivity returns of experienced teachers in High poverty schools thereby rendering their experienced teachers are less effective.

Ladd & Sorrensen, (2014) found that experience has by far large returns for tutors in terms of good assessment grades in achievement and demonstration of acceptable student behavior with the evidence in character impacts showing in reductions in student missing schools. The foregoing studies speak directly to the Kenyan situation in the Education sector more so in public primary schools because of a multiplicity of factors such as teaching experience of classroom teachers not counting much in their upward mobility in the teaching service, the marginalized rural and slum areas in the country, lack of

adequate and usable school infrastructure for effective teaching and learning, and a non-conducive social environment (reemerging localized insecurity, lack of social amenities in hardship areas and Education-unfriendly cultural practices) which make experienced teachers ineffective in the discharge of their mandate. This study is therefore desirous to find out how teaching experience may affect pupils' grade score in KCPE in English subject in schools in Kenya, particularly in high-poverty public primary schools dotting Kenya's marginalized areas.

Teacher professional documents and learners' performance cast doubt on the preparedness of classroom teachers to effectively teach learners in schools. (2000) says professional documents are used by the teacher in the preparation, implementation and evaluation of the learning process. The Teachers Service Commission (Kenya) requires all teachers in public schools to have personal time tables and equip themselves with mark books, subject analysis, among others, for each class and performance trend of each learner. There seems to be scanty information globally, regionally and locally on how professional documents influence learner performance. These documents are the constitutional measure of teachers' professionalism and thus a determinant of learner's performance. This study seeks to add new knowledge on the subject due to the key function it may have in the development of our education particularly in their acquisition, delivery and mastering of the skills in English that is the main medium of instruction in Kenyan learning institutions, research and international trade.

Requisite resources and supporting infrastructure in schools has a significant function in effective impartation of skills of language to learners (pupils). Kapoli (2001) says realistic

and original materials assist students explore and internalize the day-to-day language that is tailored to their needs and interest. UNESCO (2000) report says when the teaching and learning materials are provided and more so appropriate reading materials and accompanying relevant materials is one way of ensuring improved results. The report continued to say that availability proper usage and high standard of teaching and learning resources is key to ensuring that adequate teacher-preparedness and achievement in English subjects is evident through the learner's performance; and that libraries, audio and visual materials are critical in language performance. The report concluded by emphasizing role of the teacher in providing leadership and wisdom in the selection of appropriate and relevant title to be used by the student, being guided by the syllabus and recommended textbooks.

Charles and Coombs (2010) say that digital materials are a central part of teaching-learning conditions and assist to contribute lasting and significant impact. Chang (2009), Slavin (2010), Nyamubi (2003) and Johan (2004) said the role of learning materials in examination performance in schools is directly related to adequacy and relevancy of learning resources. Glewwe *et al.*, (2010) say tutors in remote arid Kenyan schools used 20% of the time in class using other learning resources apart from textbooks. Lastly, the study points out overcrowded classrooms, inadequacy of resources used in teaching and unworthy infrastructure as key gaps to having friendly learning conditions that influence learner performance in National Examinations.

A KNEC National Assessment Centre (NAC, 2010) Report says that despite high teacher qualification, preparedness for classroom tasks was inadequate and learners' performance

particularly in English subject continues to decline. The main objective of English subject learning is to impact literacy and develop English subject skills (ROK, 2000). But how to best produce excellent English assessments results especially in grasping the basic concepts in English subject remains a daunting challenge to many teachers and learners. The extent to which teacher-preparedness (teacher qualification and experience, teacher to learner ratio, availability of teaching materials, teacher performance contracting) does influence the effectiveness and quality teaching and learning was of essence as shown in KICD Evaluation of Integrated English Curriculum, 2012. An English language speaking Nation whose learners perform dismally in this core language of instruction, international trade and research cannot grow its human capital to effectively compete in a competitive global market. All the foregoing intervening measures instituted in public primary schools are geared towards improving the performance of learners and quality of education in Kenya. There is therefore an urgent need to investigate the major cause of a seemingly unending problem of poor KCPE performance in English subject in Kenya.

There seems to be a likelihood of a nexus between teacher-preparedness and learner grade score in National assessments/examinations. Various variables have been found to influence Learner performance. Key determining variables are teacher-preparedness; instruction (content delivery); teacher workforce/teacher: student ratio) and teacher preparation. A linear approach to the nexus referred to herein is schematically indicated below. The side indicators determine performance of linear variables.

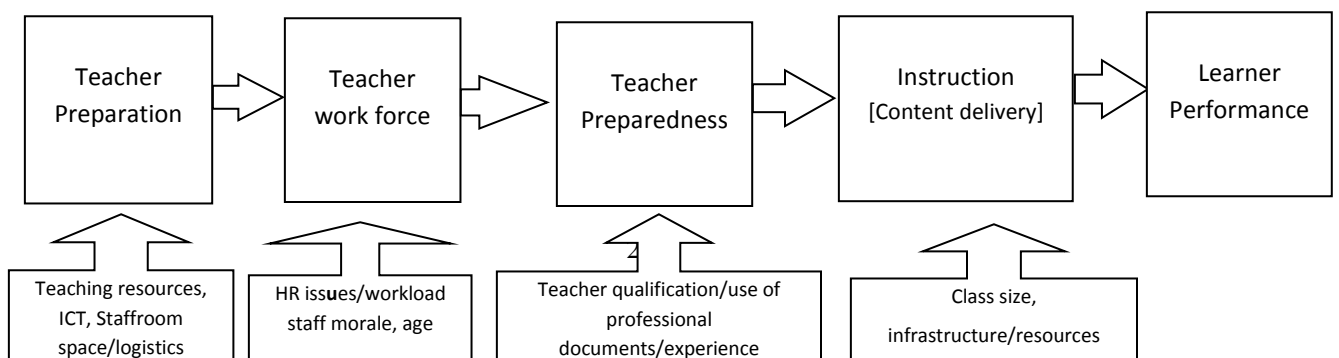


Figure 1.1: A schematic linear approach to learner performance

Teacher-preparedness is lead component of teaching and learning process whose premium price is in finesse (or otherwise) of instruction whose outcome is learner performance.

1.2 Statement of the problem

KNEC (2017) 2016 KCPE Examination Report says that some candidates who sat for the examination “hardly communicated anything” when answering examination questions. This raises the issue of the level of impartation of knowledge and competency in both teacher and learner. MOE (2017) report on KCPE Examination says some candidates examined for the Kenya Certificate of Primary Examination didnot follow instructions, misunderstood or misinterpreted the questions, and demonstrated lack of adequate English language skills when answering examination questions. Consequently, KCPE performance particularly in English subject has on average fared poorly over the last four years (2013 – 2016) as indicated below.

Table 1.1: KCPE Examination mean scores in English subject (National), 2012-2016

Year	National KCPE Score in English Subject		
	Composition	Language	Mean Score
2012	42.74	47.42	45.08

2013	41.56	48.09	44.82
2014	43.11	49.32	46.22
2015	44.34	47.7	46.02
2016	40.11	42.32	41.22

Source: KNEC KCPE Examination Report, 2012, 2013, 2014, 2015 and 2016

Table 1.2 shows that Kenya Certificate of Primary Examination Mean score in English subject was 45.08 % in 2012, 44.82 % in 2013, 46.22 % in 2014, 46.02 % in 2015 and 41.22 % in 2016. Overall, KCPE (2012-2016) Examination mean score in English subject(2012 – 2016) was 44.671%. This performance of candidates in KCPE Exam in English subject at National level was analyzed and compared with performance trend in KCPE examination score in English subject in Machakos County. The performance trend in KCPE examination score (2012 – 2016) is graphically shown overleaf.

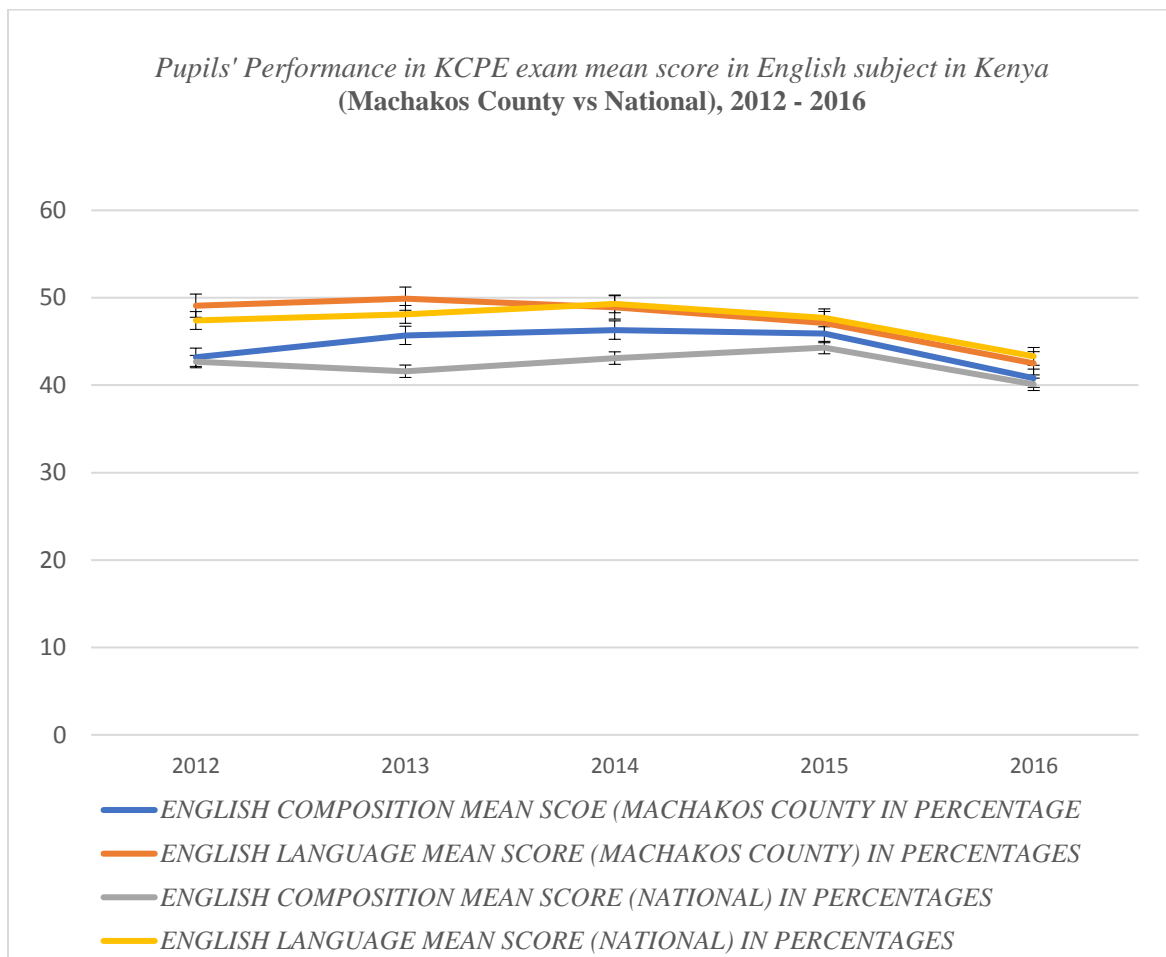


Figure 1.2: KCPE Exam score trend in English subject (Machakos County and National), 2012 – 2016

KCPE (2012-2016) examination score in English subject in Machakos County was 46.13% in 2012, 47.78% in 2013, 47.61% in 2014, 46.53% in 2015 and 41.66% in 2016. Performance trend (Fig. 1.2) both for National and Machakos County dipped in 2015 to the lowest level in Kenya’s recent education history (41.215%).

Further, KNEC (2017) report says (with regard to the mathematics examination paper) “2016 candidates performed better in content involving numbers and averages but poorly

in content areas involving reading and interpretations of tables” thus emphasizing the pivotal role English language plays in learners’ ability to perform in other subjects. The Report attributes the poor performance of candidates in examinations to lack of mastery of English language skills, inability in reading and interpreting questions correctly before giving answers, poor command and ineffective understanding of English language as well as indiscipline of learners. This brings into question the readiness of teachers (teacher-preparedness) and instruction in classroom domains.

This poor performance by candidates in English subject (language of instruction, research and international trade) at the elementary level of learning is reason enough for the Government of Kenya which spends about 26% of its Nation budget on Education and other key stakeholders in Education sector in Kenya to get concerned. Other jurisdictions have in the past interrogated the relationship between some individual aspects of teacher-preparedness and students’ performance in Assessments. This study has identified some knowledge gaps in reviewed literature and seeks to examine and assess influence of teacher-preparedness as a whole on pupils’ performance in a Kenyan situation, a study not done beforehand. This in-depth study problematized teacher-preparedness as aspect of the stumbling block to effective process of teaching and learning for a productive learning and improved learner performance.

UNESCO (2005) takes cognizance that FPE in Kenya 2003 has created overworked and overstretched teachers in public primary school. This situation could have compounded teacher unpreparedness and influence learner performance. From the onset FPE led to congested classrooms, stretched infrastructure and lack of motivation of teachers which

left the situation in the classroom inexplicable. With this kind of environment, teacher-preparedness and the learning in the classroom is definitely a matter of concern as well as how this influence on learner performance in National Examination.

A detailed comparative analysis of KCPE examination score in English subject over the last five successive years (2012 – 2016) showed candidates in Machakos County performed on the average more or less like average candidates at National level. For example, in 2012, average KCPE exam score in English subject Nationally was 45.08 % against 46.13% for Machakos County, 46.02% in 2015 Nationally against 46.53% for Machakos County, and 41.21% in 2016 Nationally against 41.66% for Machakos County. A desk study carried out by this study shows that Machakos County has both a large rural population and a large urban population and diverse demographics similar to Kenya demographic characteristics (public primary schools, school infrastructure/teaching and learning resources, per capita income, et cetera). Arising from aforementioned similarities, this study deliberately chose Machakos County (one of 47 County administrative units in Kenya) as a case study because it represents the face of Kenya particularly on matters public primary school education.

1.3 Study purpose

To investigate influence of Teacher-preparedness on pupils' performance in Kenya Certificate of Primary Examination English Subject in Public primary schools in Kenya.

1.4. Objective of Study

The objectives sought to:

- i) Determine the influence of Teacher academic qualification on pupils' performance at KCPE in English subject in Kenya;
- ii) Assess influence of Teaching experience on pupils' performance at KCPE in English subject in Kenya;
- iii) Assess influence of availability and use of teacher professional documents on pupils' performance at KCPE in English subject in Kenya;
- iv) Assess influence of availability and use of teaching and learning resources/ school infrastructure on pupils' performance at KCPE in English subject in Kenya.

1.5. Research Hypotheses

Hypothesis 1. There is no significant difference in the pupils' mean KCPE score when their teachers are categorized by their qualifications.

Hypothesis 2. There is no significant difference in the pupils' mean KCPE score when their teachers are categorized by years of teaching experience

Hypothesis 3. There is no significant difference in the pupils' mean KCPE score when teachers are categorized as using or not using professional documents

Hypothesis 4. There is no significant difference in the pupils' mean KCPE score when schools are categorized as ensuring or not ensuring availability and use of teaching and learning resources/school infrastructure.

1.6. Significance of Study

Since the initiation of free basic education in 2003 in Kenya, number of school-going children has tremendously improved. This has in turn seen the Government of Kenya increase its financial commitment not only to the schools but also in ensuring that teacher training institutions in the country produce quality teachers capable of delivering quality education. This preparation should be evident in classroom activities in teacher-preparedness and ultimately learner performance. The findings of this study highlight comprehensive overview on teacher-preparedness in the midst of dismal learner performance in English subject.

It provides useful information on influence of teacher-preparedness on pupils' performance to all education stakeholders namely: parent ministry of education on areas of supervision of teachers, Kenya National Examination Council on area of examinations, Kenya Institute of Curriculum Development on teacher Education programs, teacher training curriculum and Research Institutions on Education matters. The study provided the respective school boards and other policy making organs insights that determine teachers level of preparedness, mode of effective delivery of content, this will help parents and community to monitor teachers' preparedness and improve provision of educational access, quality relevance, equity, and efficiency .The study provided information on how the teacher evaluation and performance appraisals are influencing teachers' preparedness in classroom teaching.

The study findings on teachers' preparedness is useful in Kenya and in other African Countries because of our similarity in culture. It created awareness among educational stakeholders on adequacy and inadequacy of teachers' preparedness and its influence on learners' performance in English subject thus re awakening deep reflection and debate focusing on teacher-preparedness for performance improvement in public primary schools.

1.7 Limitation of Study

This study recognizes that other than teacher-preparedness, there are other factors which influence pupils' performance in KCPE in public primary schools in Kenya. The dynamics of teacher-preparedness are a complex interaction in classroom setting. This situation could have been affected more by responses in the questionnaires. The researcher assured the sampled teachers and pupils that the information they gave was purely for research and would not affect them individually. Implicit in the study was the premise that teacher-preparedness influences pupils' performance in KCPE in English subject.

1.8 Delimitation of Study

This investigation was focused only on public primary schools in Machakos County, Kenya. This study confined itself to teachers' preparedness in English Subject and learner performance in KCPE; and limited itself to gathering data from pupils in standard seven only and teachers teaching English subject in upper primary classes only. Finally, the study did not include private primary schools or any other informal primary school in the country.

1.9. Assumptions of Study

The study assumptions were;

1. Structured and systematic prior planning by the teacher influences pupils' performance at Kenya Certificate of Primary Examination in English subject
2. teacher qualification, teaching experience, teacher professional documents, and school resources/infrastructure have significant influence on pupils' performance at Kenya Certificate of Primary Examination in English subject in Kenya
3. Interviewed teachers who taught English subject and standard seven pupils were honest and provided correct information, a primary data which this study relied upon to arrive at its findings, conclusions and recommendations concerning influence of teacher-preparedness and achievement of pupils at Kenya Certificate of Primary Examinations in English subject.

1.10. Definition of Significant Terms

English language performance contextually refers to the Mean score marks that pupils achieve in English Language school assessments and examinations under the Kenya Certificate Primary Education syllabus

English language skills refer to reading, speaking, writing and listening

Influence contextually means the effect of teacher preparation on pupils' performance

Learner performance refers to pupils' Mean score in KCPE in English subject

Learning resources refers to school logistics used by learners to make learning effective

Lesson preparation refers to Subject planning before lesson activities in classroom.

Teacher (teaching) experience contextually means number of years in service of a certificated classroom teacher

Teacher education contextually means teacher training at Teacher Training Colleges (TTCs) to make a professional teacher, and continuous update of knowledge and skills

Teacher gender refers to either the male or female gender of the teacher

Teacher Performance appraisal refers to a TSC assessment tool used in measuring teachers' performance (against agreed targets) at the end of the appraisal period

Teacher performance contextually means the performance of a teacher in a school setting as agreed with the employer (TSC) and measured at end of appraisal period

Teacher-preparedness is a complex process of possessing values and making judgement and contextually means teacher experience, teacher gender, teacher academic qualification, availability of teacher professional documents, and availability of teaching

Teacher professional documents contextually means tools of work which helps a teacher to adequately prepare for the carrying out of his/her professional duties in school such as preparing, implementing and evaluating, teaching and learning process.

Teacher qualification contextually means the level of school education achieved by a teacher through academic learning.

Teacher self-efficacy is teacher's confidence and ability to skillfully deliver content and manage pupils in a class

Teaching resources refers to classroom logistics used by teachers for effective teaching

Teaching styles refers to teaching methodologies used by teacher to deliver subject content in a class

1.11. Organization of Study

This study is arranged into 5 chapters as follows: (i) Chapter 1 Introduction consisting of background of the study, statement of the problem, purpose of the study, objectives of the study, research hypothesis (ii) Chapter 2 Review of related literature; (iii) Chapter 3 Methodology including Research design (iv) Chapter 4 Data presentation, analysis and interpretation; and, (v) Chapter 5 Research findings, conclusions, recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

The chapter reviewed related studies concerning various ways in which teacher-preparedness influences learners' performance in KCPE in English subject. The chapter specifically reviews and discusses variables which to a large extent influence teachers' preparedness and their effect on learners' performances in KCPE in English subject.

Related reviewed literature was thematically categorized and reviewed as four running themes, namely: teacher academic qualification and learner performance in English subject; teaching experience and learner performance in English subject; availability and use of teacher's professional documents and learner performance in English subject; and, availability and usage of resource materials/school infrastructure versus learner performance in English subject. The said four themes were reviewed independently to establish ways in which they influence performance of learners. A theoretical framework is revisited where its inadequacies with regard to this research is pointed out. Lastly, the study puts forward a new conceptualized design frame showing how study variables relate.

2.2. An overview on Teacher-preparedness and Learner Performance

Teacher-preparedness has been found through various studies to be an influencing factor in effective teaching of learners measured by the performance of learners. These studies

date back to pre-historic times when there was no proper distinction between teacher, guardian and parent. The performance of a task by a child was seen to be commensurate with the level of guidance given to the pupil by the parent or the teacher. The advent of Industrial Revolution in the 18th and 19th Century brought transformations in schools and teaching. Teacher training Institutions came up with the sole purpose of preparing the teacher (teacher preparation) for a career in teaching. This meant that teachers first acquired specialized teaching skills before being engaged as classroom teachers. In a nutshell, teacher-preparedness means readiness of a teacher to effectively deliver subject matter to learners in a classroom domain. This entails training and planning of the teacher for effective delivery of approved curriculum content including management of learners in a classroom domain.

The relationship between teacher-preparedness and learner performance has not been conclusively ascertained. Whereas many Education researchers have found a proportionate or a direct relation between readiness of teachers to teach and performance of learners, a few variables of teacher-preparedness are reported not to have an effect on performance of learners in National assessments/examinations.

Wong (2003) and Harris & Sass (2008) hold the view that teachers play a major part in raising and improving quality of education of learners both in primary schools and in secondary schools, a view buttressed by Lowrie & Jorgensen (2015) and Hanushek & Wobmann (2007) whose report flags out teacher effectiveness as the most important contributor to enhancement of learner performance across many countries worldwide compared to non-effective teachers. The foregoing studies flag out teacher content

knowledge, career satisfaction, the overcrowded classrooms, adequacy of facilities and equipment, teacher-school administrator relationship, teaching experience, level of education, gender, age and demographic variables as influencers of teacher effectiveness.

Chingos and Peterson (2011) are of the view that the hours spent by the teacher in preparing for English subject lessons in class is proportional to the performance of learners. The study thus concluded that this single teacher effort in a statistically significant way impacts positively on performance of learners in National assessments.

Quist (2000) views subject delivery to revolve around teachers and learners in class setting if it is to produce desired learner performance results. His study concludes to say instructors and learners play important roles during transfer/acquisition of knowledge particularly in languages. Such findings were also reported by Vuzo (2010) who found in his study that teacher-student interactions through working together does create intellectualized practical transfer of knowledge that helps in the development of both form and content of any targeted subject. From the foregoing two independent studies (Quist, 2000) and Vuzo, 2010), it seems that quality performance is a result of adequate teacher preparation(knowledge and understanding of the subject together) together with students' ability and willingness to learn new knowledge.

Maguswi (2011) observed in a study that insufficient number of trained quality teachers in schools significantly contributes to unsatisfactory students' grade scores in various assessments. Adaramala and Obonamu (2011) found, in a study in Mathematics subject, that there is a consistent nexus between student grade scores in National assessment tests and the number of qualified teachers teaching the subject. Fang & Sass

(2010) found, from their study assessments, that professional development (contextualized as certification) does not have much effect on students' grade scores. Clarke (2003) is of the view that teachers' personal career development through acquisition of higher academic certificates and other relevant qualifications do affect instructional delivery of the subject to students, and are a proxy for quality teaching and higher learning performance. Luschei and Carnoy, (2010) hold a contrary view concerning the relationship between teacher academic qualification and learner performance. According to their study, teacher post graduate education is not a panacea to good learner performance in English Language as a subject.

Of significance in the studies of Quist (2000) and Allen & Valette, (1997) are two divergent views on how teachers through interaction with students do influence quality of students' assessment grade scores. For whereas Quist (2000) advocates for a closer working together in class between the teacher and the students during English subject class lessons, Allen & Valette, (1997) emphasises that it is the teacher who is the central player in performance of learners in National assessments. The latter add to say that it is the teacher that sets the tempo and should therefore have sufficient communication skills to competently deliver the subject matter to his/her learner; and make right decisions regarding what should be taught to whom including appropriate instructional methodologies to be employed. Harmer (2003) and Mosha, (2004) in independent studies found quality teachers to be instrumental in delivery of the subject curriculum and the degree of its acquisition by students. The two researchers hold the view that students' early years at the school are important because they lay a foundation for learning without

which subsequent interventions will result in students' achieving desired goals in their post student life through education.

Availability of resource materials in schools is necessary if teachers are to be effective in their teaching. The converse also holds for learners who ably learn effectively if resource materials and supporting infrastructure are available in school. Even more important in both teaching and learning is appropriate use of those available resource materials which determines the extent and depth of teacher preparation and students' readiness to learn upon which teaching and subsequent learning activities are founded. In a nutshell, a school whose teachers and students do not use available resource materials is as good as a school which does not have them since the said resources materials is not helpful to both the teacher and the learner.

Levacic & Vignoles (2005) report found a relationship to exist which links school resources directly to students' grade scores in secondary schools in the United Kingdom thereby making conclusion that school resources directly influences National students' assessments grade scores. Report recommended for additional resources and proper utilization of the same in order to improve grade scores of students in National assessments (examinations). Farrant (1988) found in a study that teachers resort to using less effective teaching methods for lack of approved teaching resource materials.

Quesnel and Quebec (2010) found in a study that in most countries whose top agenda is on Education spend several billions of money in Learning institutions anchored on

teacher preparation to boost teacher performance in academic field. (Quesnel and Quebec (2010), Brieceflo (2010) views quality of Education as being equivalent to quality of teachers and learner achievement. Thus, preparation is not only the accumulation of knowledge and skills but more so the ability to enhance and improve learners' performance. Careful consideration was taken when selecting trainees in teacher training colleges so that efficiency and effectiveness is achieved during classroom delivery. World Bank Report (2010) acknowledges that teacher-preparedness is a regular and continuous tracking of teachers' inputs, outputs, outcomes and impact in the learning institutions. The report further argues that teacher-preparedness determines whether adequate implementation progress has been made to achieve and enhance learner performance.

Teacher-preparedness entails a teacher who is qualified, has appropriate professional documents, effective learning resources and is result oriented. Above all the teachers must be effective communicator, responsive, creative and inclusive in approach. Teacher-preparedness provides useful information to evaluate learners' performance. Wilson et al (2009) compared the experiences of teachers across all methodological routes. Study analysis assessed various policies which inform teacher preparations and readiness to teach including practicability of existing approaches to teacher-preparedness. On the other hand, Harris and Sass 2007 report learners acquire more knowledge during class session if their teachers participate in content focused professional development.

According to Duffy (2005), teacher-preparedness programs should include teacher characteristics for example race, gender, and their qualification as shown by their

examination grades. Duffy argues that these are also to learner's performance gains. Highly selective teacher-preparedness attracts and improves teachers with initial different traits. These controls are age, qualification, ethnicity, gender. Elements of preparedness are related to teachers' routine work in classroom setting, emphasizing argument that effective performance of teachers arises from their preparedness to teach and deliver content.

Ball and Cohen (1990), report teacher-preparedness characteristics to constitute various aspects of teacher preparations before content delivery and thereafter effecting appropriate remedial measures in order to achieve desired outcomes. Goldhaber and Anthony (2007) support their statement that learner performance is a logical metric measure of teacher-preparedness. He used data from North Carolina to relate teachers' qualifications to learner performance in English and Mathematics subjects. Clotfeiter (2007) reports in a study carried out in North Carolina in USA to have used simplified information collected from study interviewees to ably link academic achievements of teachers and number of years teachers have taught to performance of learners in various subject areas. Their findings show that teacher-preparedness lessons given to trainee teachers in teaching colleges do not impact much on learner performance because emphasis is laid on teacher behaviors, instructional practices and career decisions instead of learners who are focus of education.

Boyd *et al.*, (2008) report disparities in teacher experiential knowledge acquired by teachers in course of duty as evidenced in adequate and inadequate teacher-preparedness observed in schools and across schools affect learner performance in languages. An

exploration of a database for teachers in New York on a teacher preparation and learner whom they teach showed that learners' performance is highly influenced by initial teacher preparation.

Primary school teachers in Kenya enter into the teaching profession through a variety of pathways. Some are directly recruited into Primary Teachers Training Colleges wherefrom they qualify to enter the service at teacher Grade P2 or teacher Grade P1 level. Others are directly recruited into Diploma Teachers Training Colleges for Arts and Technical Teacher Training Colleges for Science wherefrom they qualify to enter the service as Diploma and S1 teachers respectively. All these three categories of teachers are at present (2018) deployed to teach in Kenyan schools. Today, a sizeable number of teachers have pursued and attained additional academic qualifications such as Bachelor's Degrees (in various disciplines) through Universities' School holidays study program, and who are still serving in the Teaching service.

These pathways give quite different preparation opportunities. Primary TTCs curricula premised its training, as a specialization, in the teaching of subjects which are offered in Kenya primary schools. During this Primary teacher trainee program, teacher trainees are trained in professional courses. These professional training emphasizes on classroom domains and research-oriented approaches in instructional methodologies.

Diploma and S1 teacher, unlike Primary P2 and P1 certificate teacher, specializes in one or two teaching subjects. Teachers with University Degree certificates in one or two specialized subject(s) which may or may not be the subject areas taught in Primary schools in Kenya. These variations in professional teacher trainee and teacher academic

training programs existentially impact on teacher-preparedness during process of content delivery. It has been underscored by various authorities that teachers as well as learners do need emotional support and a predictable, consistent and safe environment to perform optimally.

Recent years have witnessed development of various methodological approaches in data collection which include Class Assessment Scoring System (CLASS) to collect observation data. Such data collection instrument according to Pianta & Hamre, (2009) is one with meaningful patterns of [teacher] behavior that is tied to underlying all round developmental processes [in students]. In addition, Villaume and Brabham (2012) assert that the main factor in the positive achievement of students is the competence of the teachers and not their methods of teaching.

The teacher who implements a curriculum must possess the requisite competence to do so. As noted by Imogie (1998), the teacher must be competent in a number of areas, when planning and implementing the curriculum such as appropriate knowledge of behavioral sciences, showing good grasp of content and use educational materials appropriately including selecting the appropriate instructional materials and a demonstration of the skill of formative and terminal evaluation.

In yet another study on how teachers and learners understand causes of poor learner performance in secondary schools in Ogun State in Nigeria, Asikhia (2010) says teachers' qualification, instruction methodological approaches, and students' environment in diverse ways influence students' poor academic performance. This study also found it appropriate to review literature on teacher gender self-efficacy because of the influence

the same has on content delivery in a classroom domain. Past study findings, for purposes of emphasis, are highlighted as follows:

Klassen & Chiu (2010) report teachers of female gender as exhibiting stress arising from class work and student behaviours compared to teachers of male gender under a similar school work environment. Report opines that teachers of female gender are not as capable as teachers of male gender when it comes to managing indiscipline among learners which was flagged out by Kenya National Examinations Council's 2017 examinations audit report. They further observed that teachers who easily become stressed up in course of their work whether before going to class to deliver content or while in class delivering content or after delivering content in class do not perform well as measured by grade scores achieved by learners in National assessments. They also concurred with other educational research findings that students' belief in themselves as having capability to learn and achieve whatever they set out to achieve at school plays important part in reducing indiscipline cases among learners thereby positively impacting on their performance in National assessments upon which productivity of teachers is measured. The findings of their study showed that male teacher on average scores 5 % higher than average female teacher.

Chaplain (2008) noted in his study that teachers of male gender reported better management of stress in class compared to teachers of female gender. Okewa, (2011) & Maleka (2012) reported gender disparity in levels of teacher-preparedness. They opined in study findings that Kenyan female workers are exposed to many gender-related challenges across all facets of our Kenyan society. They argue that practices based on

culture favour men who perpetuated their dominance over females; even in more gender liberal societies like USA and Europe, gender factor is real. Liu and Ramsey (2008) reports workers of female gender experience less job satisfaction when compared to workers of male gender, especially satisfaction from work conditions. Chaplain (2008) noted in his study that female teachers report higher stress than male teachers. Report however does not make a specific finding on actual cause of high stress levels exhibited by teachers of female gender.

Many studies have delved into nexus between teacher gender and teacher-preparedness and between teacher gender and performance of learners. Gender disparity in levels of teacher-preparedness was reported by Okewa (2011) and Maleka (2012). Gender differences in work performance have been extensively researched and no conclusive is out to show the levels of job preparedness and performance among men and women. This study interrogated the gender factor in context of teacher-preparedness in classroom content delivery and its effect on learners' Mean scores in KCPE in English subject over past successive years from 2012 to 2016. which ones are by male teachers.

2.3 Teacher's Academic Qualification and Learner Performance

Teacher qualification has become a target of several reforms not only in Kenya but globally. Teachers have traditionally remained at a pivot in a school set up. According to the revised vol.1 and 2 (MoEST, 2004), Teacher training is under 2 categories pre-service teacher training is for equipping teacher trainees with skills and knowledge for effective

classroom teaching, while in service teacher training are short term teacher training programs to improve and develop teachers on classroom delivery and content understanding. Teacher trainee training in Kenya is institutionalized training activity centred in training colleges with little trainee attachment in schools. Teacher trainees attend an institution on full time basis with a curriculum that covers pedagogy or instructional methodologies, content delivery, professional preparation for example teacher-centred teaching and use of audio, visual including audio visual (hearing, seeing) aids.

Clarke (2003) argues that qualifications of teachers both academic and professional are key for government to influence the quality of instructional delivery. Qualifications of teachers are used as proxy for quality teaching and higher learning performance. The National Assessment Centre, NAC 2010, in the report on monitoring learner performance revealed that majority of Kenyan Primary school teachers had P1 certificates Research findings have revealed that after pre-service teacher training, teacher performance can be improved through in-service training. According to UNESCO 2009, professional training ought to enhance skills and performance capabilities. This is evident in teacher-preparedness and classroom delivery.

According to the current primary school teacher education curriculum, the syllabi ensure that teacher student studies almost all the teaching subjects during their training (MOE, 2003). The teacher student in Primary teacher training does not specialize in specific subjects of interest. Okwara (2009) says qualification determines teacher career

progression in service including Lesson preparation which is the foundation of teacher-preparedness.

Preparing the teacher for content delivery in a classroom in the backdrop of large numbers of students/learners, insufficient or poor-quality school resources including how to handle pupil learners who are physically or mentally challenged is no mean work. The teacher is retrained in the new modes of teaching. Through World Bank partnership, the MoEST financed two in service programs School Based Teacher Development and School Empowerment Programs (SEP), to develop and implement relevant in-service courses for primary school teachers. The teachers reported that in service courses had improved their lesson preparation skills, ways of interacting with pupils, classroom organization and practices, use of teaching learning materials and acquired child centered methodologies which had improved learners' performance in class (UNESCO, 2003). The in-service training improves teachers' preparedness and teachers' professional development by inculcating practical and theoretical skills and approaches.

Adeyeni (2010) says teachers determine students' grade scores in examinations. Njeru and Orodho, (2003) are of the view that various scholars are yet to reach a consensus on any teacher-specific influencer which affects level of teacher-preparedness and performance of learners. This view reinforces a general finding held by other researchers which directly link productivity of teachers in schools to learner competence and mastery of content in any subject.

Darling-Hammond (2000) found in her Longitudinal Studies in USA that certification (licensing status) measures teacher qualification combining various skills and

knowledgeon teacher-learner professional engagement across States in USA because the same is licensed under different requirements. She defines certification to mean in general terms holding certificate as award for being prepared and trained in a State in USA in an approved and program for teacher education. This is for both undergraduate and graduate programs or for other recognized certificates who have completed either major or minor courses in their respective areas of academic study. Federal Government of Nigeria (National policy on Education, 2004) set Nigeria Certificate in Education (N.C.E.) qualification as the minimum requirement for one to qualify for a teaching career. In most schools, you find a teacher who trained in mass communication, international relations and the likes, teaching English language as a subject in Nigerian schools. Consequently, a number of teachers who teach English language as a subject are not qualified to teach.

Adaramala and Obonamu (2011) say in a study on education in Nigeria that lack of qualified teachers compromises the skills delivered to learners. Aguru (2008) observed that a majority of teachers who teach English language do not regard teaching profession highly. He concludes by saying that the failure of students is due to lack of properly qualified and certified teachers in schools. Ehindero and Ajibade (2010) argue that students are curious and main stakeholders as entrepreneurs in an enterprise. They further argue that students have long suspected that some of their teachers (including lecturers in Universities) lack requisite skills (not academic) expertise necessary in order to communicate concepts, ideas and principles in ways that facilitates effective learning.

Maguswi (2011) says lack of qualified teachers as main contributor of underperformance of students particularly Language subjects in Zambian schools. Fang & Sass (2010) say that professional development of teachers through in-service training has little effect on their ability to increase performance of students thus generating a debate across States on the effectiveness of teacher in service courses as a training for enhancement of teacher's skills as professionals. A study done in Louisiana in 2008 on more than 1000 teachers of English subject found that qualified teachers performed better than unqualified and they improved learners' performance.

Adeogun (2001) found that in Nigeria, the standard of any Education system depends on calibre of her teachers. This finding agrees with a study finding by Asikhia (2010) in Ogun State in Nigeria whose students perceive teachers' qualification as influencer of students' poor performance. According to Usman (2012), a qualified teacher is regarded as a holder of teaching certificate. He quotes Pakistan Ministry of Education officials who describe a qualified teacher as one who has knowledge of subject, human growth and development, including ethos, instruction planning and assessment of instructional strategies, learning environment, communication and advocacy. Although researchers are yet to reach a consensus on specific influencers which majorly affect learner performance as opined (Rivkin et al., 2005), some studies have found teacher's experience and qualification significantly to influence students' performance (Njeru and Orodho, 2003), Asikhia (2010) and Yala & Wanjohi (2011). These findings reinforce the belief that quality of Education, synonymous with quality learners (students) performance, depends on quality of teachers implementing the Education system.

Competency is associated with knowledge, skills, and attitude. According to TSC Report of 2007, there is minimum qualifications for teachers in any level of teaching, what Yorke and Knight (2006) refer to as employability which has many facet characteristics of an individual. This defines the suitability of a teacher which is appraised as a set of achievements, skills, and personal attributes. Dan Goldhaber (2002) found that teacher's preparedness and understanding of their content areas highly influenced the learner's performance especially in languages and Mathematics, a new finding which contradicted his earlier "Does teacher certification matter?" joint study finding with Brewster (2000). He also reported that teacher's preparedness and understanding of their content areas highly influenced learner performance especially in languages and Mathematics, a contradiction of his earlier findings with Brewster (2000) on "Does teacher certification matter" which did not find any correlation between a teacher bearing subject-specific degree and achievement level of their students in science. The Ministry of Education (Singapore, 2001) overhauled the country's teacher evaluation system and replaced it with enhanced performance management system which aimed on competency (Steiner 2011). This new system had measures of learner performance, career tracks and promotion opportunities. Steiner 2011 further highlighted that Singapore's hiring and promotion of aspiring teachers considers academic qualification as well as scores based on competency and learner performance.

This study investigated teacher qualification amidst a downward trend in English subject learner achievement in KCPE in schools in Kenya. The findings confirmed that KCPE candidates who were taught by teachers with higher academic qualifications did perform

better in KCPE in English subject than their counterparts who were taught by teachers with lower grades, all other factors held constant.

2.4 Teaching Experience and Learner Performance

Whereas majority studies have linked performance of learners to teachers' experience, some published studies show that under some circumstances experienced teachers do not enhance learner performance. Boyd et al. (2008), Harris & Saass (2007), and Papay & Kraft (2007) posit that learners who are taught by less experienced teachers perform poor compared with learners taught by more experienced teachers; but that teachers with teaching experience of more than 25 years are in some circumstances found not to be as effective as less experienced teachers.

Rice (2010) studied teacher quality in USA and asserted that several institutions recognize experience as a factor in performance of various tasks. Rice, Wong & Wong (2010) concur that working experience in Education is used to determine who to give responsibilities and who to promote; and further posit that experience gained over time improves knowledge, skills and productivity. Teaching (or teacher) experience is thus held as a system influencer for effective learner performance in schools. For this reason, teacher experience has for a long time informed many human resource policy decisions in the Education sector. Such are policies on teacher remuneration, promotions, distribution and transfers including extension of service contract terms beyond retirement age for long-serving certificated teachers, educational wars notwithstanding. This preferential treatment of teachers who have been in service for about ten years and above is premised on the belief that More is Better, and, Experience begets Excellence.

Hariss & Sass (2008) found both teacher experience and teacher qualification influence students 'achievement in English language. Strauss & Vogt (2001) found that teacher teaching experience has a strong influence on quality of student grade scores in National examinations. Komolafe (1989) & Ojo (2008) independent report teachers' qualification and teaching experience as influencing performance grade scores of learners in English subject. These separate and independent studies further report that teachers who are more experienced in teaching post better learner grade scores performance results unlike teachers who are less experienced. Robinson (2009) & Rockoff (2004) report in separate independent studies saying teacher experience contributes largely to learners' performance both in Mathematics subject and in Language subjects, other factors remaining constant. However these two separate and independent findings, in effect, negate findings of Makinde & Tom-Lawyer (2008) who report not finding any significant link between learner grade score performance and teacher's qualification or between learner grade score performance and teacher's experience.

Zaku (1983) found teacher's qualification as a variable which he computed as having a regression value of (-0.06) which by interpretation means teacher's qualification as a variable does not play a significant part in learner performance. It is therefore a finding of said study that teacher's qualification does not make any significant contribution to quality of learner grade scores. Adewumi (2000), Adebile & Adeyemi (2008) found both teachers' experience and teachers' certification (qualification) not to show any significant measure of association with learner performance. Clotfieter, Ladd and Vigdor (2010), using North Carolina data, found a statistically significant relation between teacher experience and learner performance,

According to Burden (2000), a professional teacher has three stages in his career: The first stage is called the survival stage; this is the first year of teaching. Some researchers have called teachers in this category Novice. Fressler (1995) calls survival stage a pre-teaching concern. Fresh/new teachers lack knowledge of a working school environment. Confidence of said teachers is also low as most of them are unwilling to try different strategies of teaching. Adjustment stage or second stage is during first four years of teaching. Teachers have adapted a great deal of preparedness in term of planning and organization. Confidence has built up and now teachers view learners as people.

Mature stage or third stage during a period between five years of teaching and above. At this stage teachers have grasped and discovered their job. According to Moen (2005), the teacher at this stage has self-discovery in the profession of teaching and performance of learners improves. It is the period of consolidating, reefing and mastering teaching. At this level teacher-preparedness is developed through the experience of a teacher as a tutor, training, mentoring, coaching and performance management of learners. This study established that most teachers are in the third stage of their career and their level of preparedness is as per expectations. However, the learner performance in English subject does not reflect with the level of teacher-preparedness.

Odumbe, Simatwa and Ayodo (2015) argue that teachers with long experience enhance and improve performance. The study further observed that long serving teachers are hands on in terms of preparation of their lessons and keen on learner digression from performance. Ongele (2007) found that long teaching experience in actual classroom teaching produce better results in learner performance than less teaching experience. In

the study of Crossman and Harris (2000), males are slightly more satisfied than female teachers. This job satisfaction translates to better preparedness and in some instances better learner grades by learners.

Fetler (1999) reports in a California Journal saying teacher experience assessed in terms of teaching years positively affirmed test results achieved by learners. Rice (2013) says in her article published by CADER on implication of teacher experience on teacher policy did attribute learner performance to years of experience, meaning teachers' experience does influence learner performance outcome.

In another journal article published by the Urban Institute, Washington D.C on teacher experience, Rice (2010) says teacher's experience which a teacher gains in service over a period of time improves his/her knowledge and competencies. This increase in knowledge and competencies results in teacher's productivity. She further reports saying teachers becomes highly productive gains during their early and middle years in their career only for their productivity to plateau begin to fall. However, she also made another interesting finding published in the same journal on "Teacher Quality." She says teacher quality gap in remote rural oscillates from affluent schools to low-poverty schools is attributable to lower productivity returns of experienced teachers in high-poverty schools. She adds to say high-poverty schools are disadvantaged by double portion, a situation which she attributes to a higher percentage of teachers who are inexperienced and their experienced teachers who have become less effective because of their aging and failing health among other reasons.

Klassen & Chiu (2010) found teacher's capability in class and job stress related to teacher's experience; and, teachers' confidence is most malleable in the early stage of a teacher's career and then improves and become more established as teachers experience increases. Wolters & Daugherty (2007) found that teaching experience is linked with teacher's self-efficacy. They further reported that teaching experience had modest effects on self-efficacy for delivery strategies and self-efficacy for classroom management but had no effect on self-efficacy for student participation. Lastly, the study also found teacher's years of experience to have nonmonotonic relationships with teacher self-efficacies; and that on average, classroom self-efficacy increases from 0 years of experience to about 23 years of experience, and falls afterwards. At the peak, teachers with 23 years of experience posted a 76 % greater classroom management self-efficacy than that of new teachers.

In summary, the study observed the following out of its review of literature on the topic: Ladd & Sorrensen (2014) in working paper 112 Returns to Teacher Experience: Student Achievement and Motivation in Middle School concluded that teaching experience has large returns for teachers in the form of higher test performances and improvements in student behavior, with the clearest behavioral effects emerging for reductions in student absenteeism. This empirical study is in public interest particularly in growing third world economies where remote rural areas have high-poverty primary schools dotting both rural landscape and urban slums where children of the poor learn. Kenya has not only poorly equipped schools in the countryside and in urban slums but also has well-equipped schools in the countryside and urban areas. This study realistically assesses teacher

productivity in terms of teaching experience vis-à-vis pupils' performance in public primary schools.

2.5 Availability & use of Teacher Professional Documents and Learner Performance

Brown (2000) says that professional documents are used by the teacher in the preparation, implementation and evaluation of the learning process. They are viewed as the constitutional benchmark of a professional teacher. They are used as a guide and control measure of the effectiveness in the implementation and evaluation of the learning process. They make classroom learning more effective. Their availability and usage is a measure teachers' professionalism and adherence to the code of ethics as prescribed. These documents include; appropriate syllabus, schemes of work, lesson plans, records of work, learners progress records, learners discipline records, TPAD, class register, lesson attendance register, teachers code of conduct.

Schemes of work show a detailed breakdown of the syllabus in terms of the year, term, month and week. Schemes of Work show the level of teachers' preparedness and focuses on learners' welfare. These professional documents are the constitution of a professional teacher. According to Carless (2002), teachers' professionalism is derived from their professional training, teaching experience, interactions with colleagues and the norms of contemporary society. Scheme of work is an interpretation of the specifications or syllabi used as guide throughout the course. Mikalista (2010) argues that student activities for each teaching objective enhances students' recall and corrects the learner's misunderstanding.

A professionally trained teacher has the scheme of work at the core because it improves performance of learners and gets commitment to improvement. For effective teacher-preparedness, the scheme of work is the best practice in planning as it integrates content, skills and missing teaching strategies. The schemes show the order and systematic events of a teacher's calendar. Teacher-preparedness and expertise is shown in accurate preparation of schemes of work. The specific objectives for each topic is an indicator of the expected learning outcomes. Through interpretation of the various components in schemes of work, a teacher points to expected change of behavior in a learner which is the learner's performance, understand the learning experiences and learning resources.

Lesson plan is a professional document which is detailed to account for what is in each lesson. It is extracted from scheme of work (Mikalista, 2010), and it is the teachers' detailed description of the course of instruction or teaching trajectory. It guides classroom teaching and keeps teachers organized and on track. Lesson plan is key in teacher-preparedness because it helps learners reach objectives. A lesson plan shows that there is effective teaching and adequate teacher-preparedness. Carless (2002) argues that a lesson plan helps teacher to focus clearly on content and shows the level of organization of the content. It is an assembly of teaching/learning resources and helps to conceptualize teaching strategies. A lesson plan, by design, has five components, namely: date, time, class, roll and reference.

According to the TSC (2016), a teacher should have professional documents which are time-table, progress reports on learners' progress and discipline to enhance learner

performance and as a show of professionalism. TPAD is also a professional document that every Kenyan teacher should have alongside the others.

Despite the impressive enrollments rates and heavy investments, the issue of teacher-preparedness adherence to the professional documents requires more analysis. Teacher-preparedness determines how to carry out their classroom teaching using the said documents and thus improve performance in learners' evaluation. Preparedness is also used as a measure of interpreting and implementing the curriculum. The KNEC (2012-2016) KCPE results show consistency in poor performance of English in Kenyan schools. Degree of using professional documents during teacher prepared and excellent communication skills at the delivery point in primary school level in all areas of classroom activity is crucial however, such can only be achieved when teacher professional documents take the center stage in curriculum implementation.

Farrant (2014) noted that expert knowledge and related pedagogical skills though important to a teacher do not by themselves produce excellent learner performance grades if the teacher-preparedness before delivery is inadequate. Inadequate preparedness of teachers has been blamed for deteriorating performance in English. Effective implementation of the curriculum needs proper interpretation and understanding professional documents, continuous reference of the same documents in implementation and evaluation of the curriculum as well as an understanding of the current styles of classroom management and diligent use of school resources.

Ministry of Education (MoE 2017) report reiterates the policy position, the Republic of Kenya on the strengthening of education standards through provision of timely and

adequate resources for the improvement of the quality of education. This policy direction is likely to lead to substantial gains in student learning. In addition, the introduction of teacher appraisal tool (TAD) by TSC is likely to raise level of commitment by teachers in their professional calling and conduct thereby uplifting the fledging standards of education in the country.

Madaline (2011) and Murphy (2012) reported in their independent studies that appraisals display improvement in teacher-preparedness and learner performance. Zbar, Marshall and Power, (2007) say effective teacher performance assessment ideally helps to improve by holding employees accountable to employer through enhancement of performance and practice.

Aguinis, (2009) says teacher performance assessment done end of year is a continuous process that is used for identify, measure and also develop an individual's performance in accordance with an organisation's strategic goals. This involves formative aspects that focus on developing performance, for instance career development, professional learning, improvement and feedback. Dunker (1984) posits that Appraisal is derived from praise to express warm approbation. Teacher appraisal is an evaluation that ought to be devoid of judgment but rather improve performance. In France, teacher assessment is described not fair or not very efficient or efficient because appraisal is an administrative procedure instead of being a procedure for improvement of learners' performance. Performance appraisal of teachers measures public-school productivity which constitutes all core services and activities.

In the Teacher Appraisal tool, teacher-preparedness is measured in terms of preparation of professional documents and presentation of content in classroom: these are performance targets of the teacher, contributing about 99.9 % of what teachers engage in their day to day school activities. The teacher is at the center of implementing Kenya vision 2030 targets in Education sector. Performance appraisal sets out criteria for teacher evaluation and works to maximize on learning process and improve on teacher productivity. TSC and MoE (2012) emphasize Teachers performance appraisal arguing that it improves teacher-preparedness and quality of instruction in the classroom. However, several critiques argue that teacher's appraisal does not live to the expectation of improving teacher delivery and learner performance. Day (2013) says that greater transparency demands that school systems compete in global economy.

2.6 Teaching & Learning Resources/school Infrastructure and Learner Performance

Quadri, Ogunjide and Oladejo (2003) in quoting from Nigeria's National policy on Education say the realization of the 6-3-3-4 Education system in Nigeria wholly depends on use of technology for instructional purposes. That investment in learning resources and school infrastructure will realize improved learner performance. Charles and Coombs (2010) in a study on audio-visual aids in schools say audio-visuals have become an integral part in both teaching and learning in schools because they help to bring lasting and meaningful experience. They further add to say audio-visuals provide first-hand experience particularly for learners who would vicariously manipulate them for a faster learning. The study emphasizes that teacher-preparedness is effective especially when incorporation of learning resources is considered and availed.

Nyamubi (2003) says school resources are very significant in the teaching and learning of all subjects. He further reiterates that learning resources make learning pleasant and liven classroom experience. They lend to students a new reality to experience new knowledge which stimulates self-activity, creativity and imagination of learners. This provides a concrete basis for conceptual thinking thus eliciting meaningful responses from students.

Wachiye (1990) says school resources involve the use of more than one or a multiple use of human five senses (sight, hearing, touch, taste and feel) at same time during the learning process. He adds to say in his findings that research by psychologists have revealed that different human senses whose contribution to learning expressed as percentages is as follows: Tastes 1%, touch 1.5%, smell 3.5%, hearing 11%, sight 83%". Study further reports that 20% of what is heard is retained whereas 50% of what is seen is retained thus the need to incorporate teaching and learning aids as part of school resources. The study is categorical that without learning resources and learner use of several senses then learner performance in Examinations would continue to have a challenge. (AACTE, 2001) says in its published report that learner performance is greatly influenced by having appropriate learning resources and proper utilization of the same by teachers, and that improvement on learners' performance is directly related to teachers' utilization of different learning resources in their preparedness.

Positive effects of teacher-preparedness are documented in Primary, Secondary and college performance in language subjects. It is evident from the foregoing review that teacher preparation forms the foundation of teacher-preparedness. To measure the

influence in this study, indicator considerations were limited to teacher-preparedness being used to relate to learner performance in English subject.

Charles and Coombs (2010) in a study on influencers which may be responsible for varying intra and inter-school learner achievement in core curricular activities in schools listed following four interveners which they considered as of greatest importance: scarcity of instructional resources, buildings, equipment, and more learning materials. The study while addressing itself on how to overcome said constraints in provision of quality education which responds more fully to new demands of increased funding. Study puts it succinctly clear by saying that existing operations geared towards providing quality education and solve present crisis in Education, real resources which money can buy should be sourced and provided so that what we have is not just education for all but quality education for all. This way, manpower across Nations will not be mere solvers of today's human problems but also raise quality, efficient and productive manpower for tomorrow.

Chang (2009) in a study on learning resources and student achievement says that the usage of instructional resources would make and improve the discovered facts glued firmly to the memory of students. Slavin (2010) says in a study that a well-planned, systematic, orderly and creative use of resources is critical. He further singles out pictures, diagrams, maps, film strips and models as visual aids that are efficient for teaching Language effectively. According to the study, pictures model young minds in grounding their thoughts and can be used as alternatives to real objects. They serve effectively in creative and imagined activities. This study finding of Slavin (2010)

concur with earlier study finding by Chang (2009) because in a sense both show learning materials play a key role on student learning and by extension improve performance

Learning resources supply a concrete basis for conceptual thinking and reduce meaning responses from students. They are key in teacher-preparedness worldwide. They provide opportunities for learners to effectively interact with the local environment arouse learner interest and curiosity. Nyanumi (2003) says that learning resources enhance development of skill through practice. Learner performance is pegged on use of appropriate learning resources that makes learning realistic and reinforces teaching process for acquisition of skills in classroom. Teaching materials consist of text books, student guides, maps, chalk board, chalk and other teaching requirements needed by individual pupils like pens, pencils, and paper. Gannicott and Throsby (1996) in a study on instructional materials and learning found overwhelming evidence linking use of text books and other instructional materials in schools to learning.

In Kenya, the provision of text books to public schools has improved since FPE funds in 2003. The ratio of text books in primary school currently is at the ratio of 1:3 for all the subjects and in some other school the ratio is 1:2. This is therefore supposed to translate to improved performance in Public primary schools across the Country. This enhances teacher-preparedness and improves on quality. Learning resources enhance and improve learner's performance. Maicibi (2003) says that human resources coupled with appropriate allocation of available resources make learning exciting. Study findings from Department of International Development (DFID, 2007) confirms learner's performance consistently improved when learning materials are available. Computers and internet are

a rich source of e-materials. Unfortunately, many developing countries find e-based learning a very expensive venture to introduce and service in public schools.

World Bank (2001) report says that learning resources in learning institutions influence not only learner performance but also teacher motivation and educational outcome. OECD (2007) report shows material shortage hinders teaching and lowers learner performance. Johan(2004) argues that good examination performance in schools is directly related to adequacy and usage of learning resources. He adds to say in conclusion that schools which do not have enough resources are likely to post poor performance in most subjects.

Kapoli (2001) says in a study that original resources help the learner to explore in day-to-day life and language development which is tailored to their needs and interest. This motivates and improves learner performance. UNESCO (2000) report says that provision of teaching and learning materials especially books is an effective way of improving students' performance in test scores. World Education Report (2008) says on the other hand that in many countries, educational environments are difficult and can be challenging whether they relate to the physical state of schools and the availability and use of teaching, learning resources, and class sizes or changing the characteristics of student's population. The report says availability and quality of teaching and learning materials play key role in ensuring that there is adequate teacher-preparedness, proper implementation of curriculum which ultimately enhances performance of learners learning English subject. Libraries and audio-visual materials are critical in language performance. The teacher has the role of providing leadership and wisdom in selecting

appropriate and relevant title to be used while being guided by the syllabus and recommended text.

Atkinson (2000) says that learning resources in schools are material resources like books, chalk, paper supplies, rulers etc. Adeogun (2001) found in a study that there exists a strong relationship between learning resources, classroom delivery, implementation, and learner performance. Babayomi (1999) found in a study that private schools performed better than public schools because of adequate and proper teacher-preparedness and adequacy of learning resources. He further reports that poor performance of learners is related to inadequate resources and poor teacher-preparedness.

According to Douglah *et al.*, (2003), when learning institutions lack learning resources, no amount of professional training and planning would make a difference in the performance of learners. Therefore, learning institutions have to improve on provision of learning resources to improve on teacher-preparedness and learner performance. Based on indicators of existing literature, Africa allocation of learning resources is limited because of financial constraints. Considerable financial resources are put in other development projects at the expense of Education. The utilization of learning resources opens opportunities for learning and interaction of learners with real world.

Various studies such as by Klier (2005), Agosobio (2007), Miller & Seller (2006) seem to consider the terms terminologies of learning materials to mean the same. For example, Klier (2005) says that instructional resources refer to those materials that support or aid the learner in understanding of the concepts or ideas presented to the learner in a learning environment or situation. The study explains that instructional materials are materials that

teachers use to assist learning and to increase interest in learning; and, (that) teachers use instructional materials as resources to enhance learner's participation in class activities for effective learning.

Agosiobo (2007) on the other hand says that use of learning resources is important for sustaining learners' attention in class. The study then goes on to explain that Learning resources clarify information as sometimes a concept may be complex and words alone cannot offer a clean explanation; and adds instructional materials stimulate lively class discussion after watching a film in a class or listening to a radio, and also challenge independent thinking especially when used individually in an assignment or as a class activity. The report concludes by saying that Learning resources improves learning, generate more interest and creates a situation where the learner would fully engage in classroom and outdoor activities; and that adequate use of learning resources also gives the learner a practical experience which can help selection of learning concepts more easily.

Miller and Seller (2006) say that instructional materials are critical ingredients in learning and the intended programme cannot be easily implemented without them. The study is of the view that Instructional materials provide information and opportunities for pupils to use what they have learnt; and, without resource materials and facilities, the teacher may not be able to set the objectives that he would like his students to attain. The study concludes that, in case of lack of resources and facilities, the teacher should be innovative enough to improvise and provide alternatives using local materials.

It is the finding of this study that use of audio visual and computers in schools is minimal with audio visual use at 11 per cent and computer at 2.3 per cent. This is an indication that technology has not been embraced in teacher-preparedness and therefore 21st Century skills in learning and teaching is still a challenge. The high use of chalkboard at 47.6 per cent showed that teachers' preparedness and delivery in school setting is traditional and teacher preparation has not embraced digital literacy that advocates for ICT integration in lesson preparation and lesson delivery.

It is also the finding of this study that adequate physical facilities and resources are critical for learners to perform well in assessments and national examinations. This finding concurs with findings of a study by Rogan and Grayson (2003) that learner performance is affected by nature and quality of schools' physical and human resources. Again, the same finding concurs with earlier findings of Carless (1999) and Li (1998) who both affirmed in separate studies that resources in terms of financial, human resources and learning material is considered indispensable in determining learner performance. It is on this basis that the observation schedule was constructed to determine how these facilities and other resources influence learner performance.

2.7. Summary of Reviewed Literature

2.7.1 Teacher Academic Qualification versus Learner Performance

Darling-Hammond (2000) found that teachers' academic qualification matters when it comes to effective teaching, and emphasized, certification measures teacher qualification; and, that the certification process combines taught aspects of knowledge learnt. Adeogun

(2001) found that in Nigeria, the quality of any Education system depends on the quality of teachers. Asikhia (2010) says teacher qualification plays a role in students' performance in Ogun State secondary schools, Nigeria.

According to Usman (2012), a qualified teacher is defined as one who holds teaching certificate. He quotes Pakistan Ministry of Education officials who describe a qualified teacher as one who possesses knowledge of the subject matter i.e. its human growth and development, ethical values, instructional planning and strategies assessment.

Maguswi (2011) says lack of quality teachers (in schools) significantly contributes to poor student performance. Adaramala and Obonamu (2011) found that students consistently perform poorly in Mathematics because of shortage of teachers. Fang and Sass (2010) say that professional development (contextually interpreted to mean academic qualification) has little effect on how students perform in both school-based and National assessments. Clarke (2003) reported in his study findings that academic qualification of teachers influences the quality of instructional delivery. He argued that professional qualifications are a proxy for quality teaching and higher learning performance.

Luschei and Carnoy, (2010) reported in a study finding that teacher's post graduate education does not significantly influence English learners' performance. Whereas Darling-Hammond (2000) and Clarke (2003) found that academic qualification is desirable for effective teaching and positively influences the quality of instructional delivery both of which are a proxy for quality teaching and higher learner performance, Luschei and Carnoy (2010) found in a study that teacher's post graduate education does

not significantly influence English learner performance. This latter finding by Luschei and Carnoy seems to have relevance in Kenyan public primary schools whose classroom teachers have acquired University academic qualifications yet learner performance remains is below par.

2.7.2 Teaching Experience and Learner Performance

Papay and Kraft (2014) describe teachers who have taught for a period of 3 – 5 years as “novice teachers” who are but simply trying to survive in the classroom as they build key classroom management skills, learn the curriculum, and add to their instructional abilities. Luschei and Carnoy, (2010) reported in their study finding that high levels of teaching experience significantly influence learner performance. Ladd & Sorrensen(2014) make an observed finding that experience has large returns for teachers in the form of higher test scores and improvements in student behavior, with clearest behavioral effects emerging for reductions in student absenteeism. The foregoing studies speak directly to the Kenyan situation in the Education sector more so in public primary schools because of a multiplicity of factors such as classroom teachers experience not counting much in their upward mobility in the teaching service, the high poverty level in marginalized rural and slum areas in the country, lack of adequate and usable school infrastructure for effective teaching and learning, and a non-conducive social environment (reemerging localized insecurity, lack of social amenities in hardship areas and Education-unfriendly cultural practices) which make experienced teachers ineffective in the discharge of their mandate.

Constraints deterring teachers from gaining experience commensurate with number of years in continuous of teaching in classrooms said to include: lack of or poor mentorship programs in schools, inadequate teacher professional documents, poor grasp of curriculum content knowledge, poverty levels of learners, inadequate school resources/infrastructure, lack of teacher motivation, poor remuneration, unreasonable and untimely teacher transfers need to be mitigated if teaching experience is to be justifiable counted as a quantifiable influencer of learner performance. These teaching experience constraints are more evident in developing economies than in developed economies and impact negatively on learner performance.

2.7.3 Availability of Teacher Professional Documents and Learners' Performance

Professional documents are used by the teacher in the preparation, implementation and evaluation of the learning process. TSC (Kenya) professional code of conduct requires her teacher employees to have personal time tables and equip themselves with approved subject syllabus, schemes, lesson notes, among others for each class and performance trend of each learner to enhance teaching and learning in a classroom. Fidelity to professional code of conduct measures the level of professionalism. There seems to be very scanty information on in-depth study findings on how teacher adherence to professional code of conduct impacts on student performance (student grade score) in examinations except on role function of professional documents.

2.7.4. Availability and use of Teaching and Learning Materials and Learner performance

Libraries, audio-visual materials are critical in language performance. The report also emphasized the role of the teacher in providing leadership and wisdom in the selection of appropriate and relevant title to be used by the student being guided by the syllabus and recommended textbooks.

Charles and Coombs (2010) reported in their study findings, saying audio-visual materials are integral part of teaching-learning situations and help to bring about permanent and meaningful experience. Quadri, Ogunjide and Oladejo (2003) emphasized the use of learning resources to achieve the implantation of 6-3-3-4 education system in Nigeria. Chang (2009), Slavin (2010), Nyamubi (2003) and Johan (2004) reported in their studies on role of learning materials in schools that examination performance in schools is directly related to adequacy and relevancy of learning resources. Glewwe *et al.*, (2010) found that teachers from rural schools in Kenya used only 20% of the time using learning resources other than text books. The report further lays blame on inadequate resources, lack of teaching material and poor infrastructure as the main obstacles to good learning environments.

The relatedness of the foregoing studies to the study at hand can be summarized as influence of effectiveness of teaches on performance of learners. Wong (2003) and Harris & Sass (2008) are of the view that teachers are “vital in uplifting education at primary and secondary levels, a view buttressed by Lowrie & Jorgensen (2015) and Hanushek & Wobmann (2007) who say that teacher effectiveness has been pointed out as an important

factor in enhancing performance of students in many countries compared to non-effective teachers. Asikhia (2010) reports that students in Ogun State secondary schools perceive that students' environment (among other factors) influence their poor performance.

The foregoing studies flag out teacher content knowledge, career satisfaction, overcrowded classrooms, adequacy of facilities and equipment, teaching experience, level of education, gender, age, demographic variables and teacher-school administrator relationship as key influencers of teacher effectiveness. It was therefore desirable that this study conducts an in-depth assessment of influence of teacher-preparedness on pupils' performance in a local Kenyan context, being guided appropriately by grounded theory and conceptual Frames.

2.8. Theoretical Framework

These structured investigations were guided by "Vygotsky's Social Development Theory" (1896-1934). The theory highlights three major themes i.e. "social interaction, the more knowledgeable and the zone of proximal development"; and interprets "social interaction as a social learning that precedes development". It explains that "every function in the child's cultural development appears twice; first on social level, later on individual level; first between people (inter-psychological) and then inside child (intra-psychological); and then inside child (intrapersonal)". In teacher-preparedness, an understanding of the social interaction aspect in English subject learning is paramount as it shows learners competency in English language performance. Development of language is initially between learners, and teacher-preparedness has to focus on it to improve on the performance and efficiency.

The More Knowledge Other (MKO) refers to “anyone who has better understanding or of a higher ability level than the learner with respect to a particular task, process or concept. MKO is normally thought of as being a teacher, coach or older adult but MKO could be peers, a younger person or computers”. MKO is key in planning and teacher-preparedness and as an avenue of English learning. The teacher position in learning institution is always perceived from MKO. A teacher does manipulate MKO to enhance and improve on the learner’s performance in English subject.

The third aspect of the Social interaction theory is referred to as “Zone of Proximal Development (ZPO)” and is defined by Vygotsky to mean “the distance between students’ ability to perform a task under adult guidance or peer collaboration, and the students’ ability in solving the problem independently”. This aspect of the theory say that “learning occurs at the zone of proximal development” and thus focuses “on connections between people and social cultural context in which they act and interact in shared experiences”. The theory further says that “humans use tools developed from a culture (e.g. speech and writing) to meditate their social environments; and, children develop tools as social functions to communicate own needs”. The theory is of the view that “internalization of these tools led to higher thinking skills.”

Accordingly, the theory’s social cultural aspect emphasizes that teaching and learning are highly social activities and that interactions of teachers with learning resources influences the cognitive and affective developments of learners. Learners negotiate meanings with people in the environment and achieve goals through interaction with teachers, peers, material and their environment. This theory underpins the necessary concepts which

teacher-preparedness should consider. The theory emphasizes that children require mediation from others before they learn their own. This is the concept of scaffolding and ZPD and is useful in teacher-preparedness as it gives the design which facilitates adoption of performance improvement on learners. It describes the activities of teacher-preparedness like experiential activities.

In Vygotsky's words, this theory is appropriate for this study as teacher-preparedness needs a model that holds i.e. "Transmissionist or Instructionist model in which teacher or lecturer transmits information to learners". According to the theory, "learning contexts are promoted as students play an active role in learning; roles of teacher and student are collaborative as a teacher collaborates with his or her students in order to facilitate meaning construction in students as learning is reciprocal experience between students and teacher". Teacher-preparedness requires learner collaboration in classroom activities to develop communication skills in the learners.

2.9. Conceptual Framework

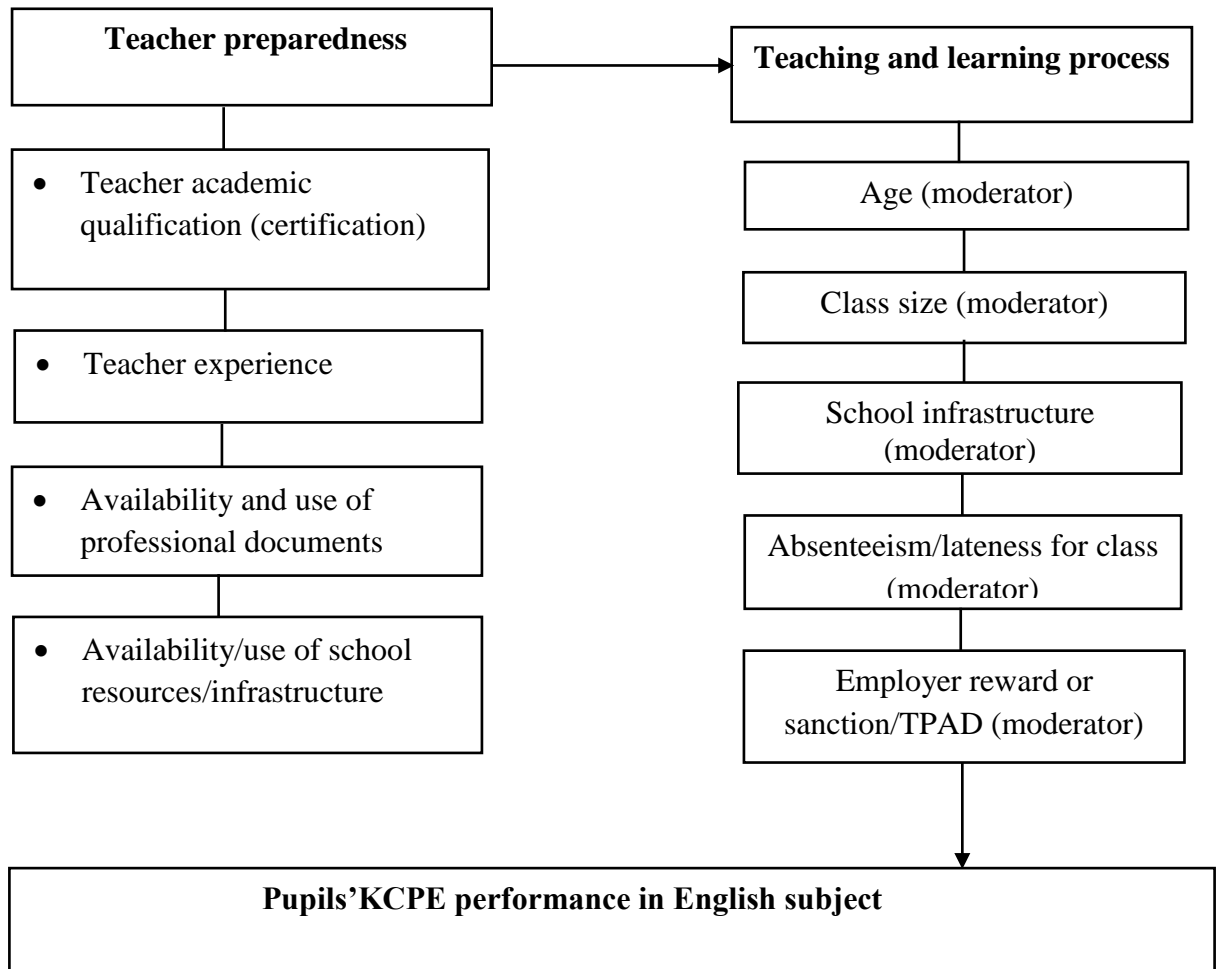


Figure 2.1: Conceptual framework

The study formulated conceptual frame which shows a link between teacher-preparedness and learner performance. Assumptions in this designed frame were that: teacher-preparedness affects learners' performance; and pupils' grade scores in KCPE in English subject depended on teacher-preparedness. That is to say that teacher-preparedness influenced learners' performance in KCPE in English subject.

In the contextual framework, teacher-preparedness is majorly defined by the interplay of teachers' academic and relevant teacher qualifications, teaching experience, availability and use of teacher's professional documents, availability and use of school resources/infrastructure, age, gender, number of pupils in a class, absenteeism/lateness and teacher performance appraisal. Learner performance in KCPE examinations is also influenced by skillful manipulation (content delivery) of the Subject through teacher-preparedness for classroom activity to learners during class sessions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The section outlines methods which were employed to carry out the study. The section includes design frame/research design, study location, population of study/target population, size of population for study and sample collection procedure/sample size and sampling procedure, data collecting tools/research instruments, quality of tools/ validity of instruments, accuracy of tools/reliability of instruments, and techniques to analyze data/data analysis techniques.

3.2 Research Design

The study used descriptive survey design method recommended by Best and Kahn (2006) for use in assessing educational program. In recommending the design, Best and Kahn (2006) indicate that descriptive survey is an appropriate design for assessing Educational matters for it uses both qualitative and quantitative information to identify, analyze and interpret conditions that exist in relation to set standards.

According to Schreiber and Asner–Self (2011), descriptive survey method is capable of collecting background information and that the researcher has little opportunity to motivate or influence respondents' responses. The strength of the design is its ability to study, describe, explore and analyze relationships. This study found this design to be quite appropriate because it sought to explore and analyze relationships between teacher-

preparedness factors and learner performance. Mugenda and Mugenda(2003) asserted that descriptive survey method helps answer questions on a matter in real time. This design helped the researcher obtain precise information on teacher-preparedness and how it influences pupils' performance at KCPE in English subject. The design was most appropriate because it helped the study collect the necessary information on teacher-preparedness in order to determine its influence on learner performance at KCPE in English subject from a broader perspective.

3.3 Target Population

Chava and David (1996) defines target population as the aggregate of all cases that conform to some designated set of specifications, Research was done in Machakos County which has 842 Government run (or public) primary schools distributed throughout eight Sub-County administrative units that constitute Machakos County. Quota sampling procedure ensured that all 8 administrative units (named hereinafter) in Machakos County were represented and respondents were teachers who taught English subject in KCPE examination classes. That is referred to as quota or proportionate sampling. Most of Standard 8 students (pupils) had completed the KCPE syllabus and revising for English subject in readiness for their 2017 KCPE examination in a few weeks' time at the time of the interview and could therefore not be interviewed. Consequently, the study purposely chooses learners in Standard 7 Class for interview because it was not only the Class where the teaching and learning process was running uninterrupted but also the class preparing for national Examination the following year and were in strict adherence to Lesson time table learning.

The research targeted 842 Government run (public) primary schools in Machakos County with a population of 40,250 students/pupils in Standard seven (Class 7) and a population of 1,689 classroom teachers who teach English Language as a subject. Teacher and student population distribution in eight Sub-County administrative units constituting Machakos County (Athi River, Kangundo, Kathiani, Machakos, Masinga, Matungulu, Mwala, and Yatta) which was captured as a population frame is appropriately provided hereinafter.

The targeted sample population is equitably distributed in all the 8 Sub-counties that make Machakos County. The schools are mixed day, and, girls only and boys only day and boarding schools. The 1,689 teachers who teach English subject are either male gender or the female gender.

3.4 Sample size and sampling procedure

3.4.1 Sample Size

Hayer (1997) describes sampling as a statistical determination of the appropriate sample size to enable the researcher generalize the results of the target population. Maxwell (1997) defines purposive sampling as a type of sampling in which particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices.

According to Best and Kahn (2006) and Hayer (1997), stratified random sampling tends to “guarantee that a sample represents specific sub-groups or strata”. This means stratified sampling method involves dividing a given population into different subgroups

(strata) and selecting subjects from each stratum in a proportionate manner. The study chose this stratification method as the sampling technique for use in choosing schools in sub counties and teacher respondents proportionately drawn from the sampled 84 public primary schools geographically located in Machakos County, Kenya. All eight Sub Counties constituting Machakos County viz. Matungulu, Kathiani, Mwala, Kangundo, Masinga, Yatta, Mavoko, and Machakos town were equitably represented in the study. The target population and sample size were chosen for data collection using designed protocols (structured questionnaires and researcher’s observation guide). Distribution of schools and teachers are summarized are provided hereinafter.

Table 3.1: Distribution of public primary schools and teachers in Machakos County

<i>Sub-counties in Machakos County</i>	<i>Total Number of Schools</i>	<i>Sampled Schools and Teachers</i>	
		<i>Schools</i>	<i>Teachers</i>
Kathiani	71	7	14
Kangundo	67	6	12
Machakos	131	13	26
Athi River	34	4	8
Masinga	138	14	28
Matungulu	80	8	16
Mwala	188	19	38
Yatta	133	13	26
<i>Total</i>	<i>842</i>	<i>84</i>	<i>168</i>

Yamane (1967) developed a formula for calculating a representative size of a population sample which this study applied. This formula is as shown below:

$$S = \frac{x^2 NP (1 - P)}{D^2(N - 1) + x^2 P (1 - P)}$$

Where;

S is expected sample size

N is a given population

P is proportion of population

D is level of accuracy of a population sample

X² is chi-square value (for 1 degree of freedom relative to desired confidence level

Size of sample representing a population of interest targeted by this study had the following characteristics: (1) number of sampled schools were 84 out of a total 842 schools; (2) 168 teachers who taught English subject of whom 142 were female and 26 were male; and (3) 280 pupils of whom 161 were female and 119 were male. This study took correct measures described hereinafter to ensure that this sample size was representative of study population.

3.4.2 Sampling Procedure

Choosing of sample schools and interviewees who included teachers and pupils was both purposive and random through systematic and random sampling procedures. The study

profiled location-wise all the 842 Government run (public) primary schools in all eight Sub counties constituting Machakos County. The study ensured schools to be studied are equitably drawn from all 8 Sub Counties administrative units which constitute Machakos County. The study further ensured participating schools are indiscriminately chosen through a systematic random sampling technique. Thus, sampling frame was inclusive of the entire spectrum and captured informational data relevant to this study. From each stratum, appropriate sample size represented a population in each category. Respondent teachers were those teachers who had previously taught English subject in KCPE examination classes. Student respondents were those students (pupils) whom the researcher found in a Class 7 classroom during English Lesson time and who were physically present and learning during the English class lesson. The study therefore only interviewed a population which the study had targeted and profiled.

The study stratified all 842 Government run (public) primary schools in Machakos County in 3 strata (layers or levels). First stratum was Sub-County. At this level, all Government run primary schools in Machakos County were profiled, chosen and coded according to their County and Sub County geographical location. Second stratum was school category. Schools were categorized according to TSC(K) official classification of schools wherein a school is either a Mixed Day school or a Boys Day school or a Girls Day school or a Girls Boarding school or a Boys Boarding school. Third stratum was the geographical location of schools. Under this consideration, a school was categorized as either a rural school or an urban/semi-urban school. Random sampling of Government run primary schools for purpose of study minimized biasness.

Thus, all schools which participated in study were not only drawn from Machakos County but target population was fairly and equitably representative of entire spectrum of public primary schools in Machakos County. Purposive data collection method which entailed mapping all Government run primary schools in Machakos County ensured that all chosen schools were drawn from various catchment areas. For example: schools in marginalized rural areas of the County in Masinga, Mwala and Yatta Sub Counties were equitably represented just like schools in affluent urban areas of the County in Machakos town, Athi River and Kangundo Sub Counties.

All teacher questionnaires were administered only to teachers who teach English subject in Standard seven. Eligible teacher respondents who were not present during their English subject class lesson on the material day of the interview were deemed disqualified from participating in the study. In the same manner, all student questionnaires were administered only to students in Standard seven who were present in Class on the material day of the interview. Eligible student respondents who were not present in the classroom were also deemed disqualified to from being interviewed. All written questions requiring specific answers from interviewees (questionnaires) were administered by study. All observations made by the research in furtherance of the objectives of the study were recorded in the researcher's observation guide as informational data. All informational data gathered first hand by the researcher from either the study participants (teachers who teach English subject in Class 7 and Standard seven students in participating schools) or official school records or school layout and infrastructure or teaching and learning environment were altogether deemed to be reliable for purposes of the study.

In furtherance of research ethos, all questionnaires were personally administered to each study participant by the researcher and thereafter collected upon completion of interview on the same day. The high response rate (instrument return rate) is effectual consequence of the researcher's sound administrative action in sampling procedure.

3.5. Research Instruments

Kilemi and Wamahiu (1995) states that the "choice of research instruments is determined by the nature of the study, the kind of data to be collected and the characteristics of the target population". The researcher did a document analysis which was a desk study of public schools in Machakos County, number of English teachers, number of students and performance of English language in each sub county. The document analysis yielded data on government effort in supplying qualified teachers to schools, the in-service trainings available and the commitment of the government in providing teaching learning resources.

The researcher used questionnaires formulated using a guide by Borg and Gall 2003 and Frary 2003 as an instrument to collect data from teachers and students. This was because questionnaires provide quick and precise information. Data from teachers was collected using questionnaire for teachers and from pupils using a separate questionnaire for the pupils. A structured questionnaire was developed to collect information from respondents and it consists 2 parts. Part one was solicit demographic information about respondents and part two dealt with the teacher-preparedness variables and learner performance.

The study also used an observation schedule to collect data on school infrastructure and other observable items that influence teacher-preparedness and learner performance.

3.6 Validity and Reliability of Instruments

In order to determine the reliability of the instruments, the researcher conducted a pilot study in which all the instruments were tried out with smaller samples. Research instruments used to generate data for the study were discussed with supervisors. A pilot study was conducted in two schools. These schools were not part of the sample identified by the study. The purpose of the pilot was to pre-test the research instruments in order to determine their validity and reliability. Questionnaires were administered to teachers and pupils and later collected after they had been filled. Observation guide was filled by the research. The study carried out pre-test post-test in the two schools from its catchment area. The sample size for pre-test was 2 teachers who taught English subject in KCPE examination classes and 10 Standard seven pupils from each of the two selected pilot schools.

3.6.1. Validity of Instruments

Tichapondwa (2013) recommends that supervisors scrutinize items formulated to check if they match the requested criteria (clarity, intelligibility, neutrality among others). This is in line with suggestions by Cohen and Manion (1994) who argued that supervisors can be used to give objective opinions on contents of research instruments to ensure content and construct validity. Validity was defined to mean the degree to which evidence and theory support the interpretation of test scores entailed in proposed uses of tests. The validity of

the instruments was checked by supervisors. In this study, content validity (item validity and sampling validity) of the instrument was established before conducting the actual study. Content validity was the degree to which the test measured events as per objectives and research questions. Item validity is the relevance of items used in measurement of content. Sampling validity ensured that items sampled the total content area chosen for measurement. Validity answers the question am I measuring what I intended to measure?

The validity of the instruments was determined by use of content validity that established whether questionnaires provided or elicited the data needed for the study as anticipated; assessed and identified any problems respondents were likely to encounter in completing the questionnaires and may not have been foreseen in the development of the instruments; verified that the questionnaires were clear and understood by the respondents, determined that there were no ambiguities in the items, showed if research objectives were adequately addressed, and it showed if the data collected would be meaningful in relation to objectives.

3.6.2 Reliability of Instruments

Best and Kahn (2006) say that an instrument is reliable to the extent that it measures whatever it is measuring consistently, and that the reliability of the research findings depends on the clarity of the research instruments used in data collection.

Findings from pilot study determined the instruments reliability. This is the degree to which scores obtained during the test at given time are consistent even after same test was re-administered under same condition. The test-retest reliability was applied to

instruments used in the study. This test-retest method provided for administration of questionnaires to respondents a second time two weeks after same questionnaires were administered to same respondents. The two sets of scores were computed and correction made using Pearson [v] Correlation Coefficient, and scores from both tests correlated using the Pearson Product Moment Formula.

The Pearson Product Moment Formula:

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{N\Sigma X^2 - (\Sigma X)^2} \sqrt{N\Sigma Y^2 - (\Sigma Y)^2}}$$

Where X - First test

Y - Second test

r - Degree of reliability

Σ - Summation sign

N - Is the number of scores within each distribution

Pearson Product moment correlation is the most precise in coefficient of correlation. It shows relationships of variables. The reliability coefficient of +1 to -1 shows that the instruments are reliable. The reliability results were examined and reviewed by the supervisors in relation to the purpose, objectives and research questions. The reliability test yielded an alpha 0.87 implying that the instrument was very reliable.

The reliability of the instruments was measured using the Pearson correlation coefficient measurement. The study focused on teacher-preparedness and KCPE performance in English subject as the two study variables of interest. It was desirous to know teacher self-efficacy levels by gender to understand if imbalance/disproportionality between the male teacher and female teacher in public primary schools had anything to do with the downward trend in KCPE performance over the past five successive years. The pilot study had indicated that the number of female teachers in public primary schools in Machakos County compared to the number of male teachers in the same County was overwhelming hence the need to find out if at all teacher gender was a factor influencing learner performance.

The presence of both gender in the sample population was a plus for the study because past study findings seem to suggest that the female gender is more malleable to work environment. It was also desirous to know whether teacher academic qualification was a factor in influencing learner performance in KCPE in English subject. All teachers who taught English subject in KCPE examination classes were professional Primary teachers trained at Teachers Training Colleges in Kenya and therefore their differences in competency, knowledge and skills' level in mastery and delivery of English subject in Kenyan schools may logically be attributed to their academic qualifications. The presence of a large number of teachers who are holders of Bachelor's Degrees in sample population was indeed a plus because past studied have reported conflicting findings about the influence of such qualifications on student achievement in examinations.

Again, it was desirous for the study to know if teaching experience was a factor in learner performance. The presence of a large number of teachers who have a teaching experience in classroom of more than ten years was welcome news for the study because reviewed literature yielded data which seemed to suggest that teaching experience monotonically influences students' achievement in both formative and summative examinations except in high-poverty schools. The study sought to establish the veracity of the influence of teaching experience particularly in public primary schools in Machakos County which has a sizeable number of high-poverty schools with poor social and school infrastructure in marginalized rural areas and a sizeable number of affluent public primary schools in productive urban and areas. Lastly, the study found it desirous to know if availability and use of professional documents was a factor in learner performance. The introduction of teacher performance contract plus its attendant teacher performance appraisal document as teacher productivity evaluation tool in all public schools in Kenya, a sure way of making teachers to make professional documents available upon request, coupled with past study findings which link the said documents to students' achievement enthused the study.

Finally, it was necessary for the study to know if availability of teaching and learning resources/school infrastructure was a factor that may have influence the continuing dismal KCPE performance in English subject in Machakos County (and in Kenya by extension) because reviewed literature seemed to suggest that school infrastructure tended to influence learner performance hence KCPE performance Mean score in English subject. The study also sought to know from the teachers as to why about 20 % of them

had not signed the teacher performance appraisal document as a way to understanding this reluctance.

3.7. Data Collection Procedures

The study made necessary arrangements to obtain research permit from National Council for Science and Technology NACOSTI which is a Government agency under Ministry of Higher Education Science and Technology. Thereafter the researcher made visits to relevant institutions and offices in Machakos County starting with office of the County Director of Education, then visits to offices of Heads of targeted public primary schools in Machakos County in order to explain the purpose of this study and also access secondary data from official records on both KCPE performance for 2012 – 2016 and confirm some of the information which had been volunteered by respondent teachers. The study also availed and explained Interview date schedules for each of the targeted schools Sub-County after a Sub-County from Mondays to Fridays over a period of time. Arrangements for appointments were made with the interviewees from the office of Machakos County Director of Education and from offices in the schools whose teachers and students (pupils) were interviewed. Questionnaires were administered by the researcher directly to the teachers and pupils. The observation schedule tool was used when learning was in progress. Three months were used to get the data form all the sub counties.

3.8. Data Analysis Techniques

Data was first cleaned before it was coded. The data was then arranged and analyzed according to research hypotheses. The study's data collection protocols were designed as self-report questionnaires and observation guide. All four independent variables of teacher-preparedness viz. academic qualification, teaching experience, availability and use of professional documents, and availability and use of teaching and learning resources/school infrastructure including relevant demographic information were separately and clearly laid out on respondent teacher's questionnaire. Interviewed teachers were teachers who taught English subject in past Kenya Certificate of Primary Education exam classes. Interviewed pupils' questionnaire contained simple and easy to read and understand questions on student learning English subject during English Lesson class. Pupils' questionnaires were structured and sought some limited demographic information on pupils' family background to help Study understand if there existed family constrains which may be hampering their learning in school. Researcher's observation guide was structured to capture salient aspects of teacher-preparedness plus other side variables such as teacher absenteeism and lateness) which negatively affect the teaching and learning process. The observation guide was structured to enable the researcher to record and easily retrieve data relevant to the study.

Questionnaires were structured into three parts. Part I captured demographic information on the respondent (age, gender, and class size.). Part II captured information on teacher-preparedness as the independent variable of study (teacher academic qualification, teaching experience, availability and use of professional documents, availability and use

of teaching and learning resources/school infrastructure). Part III captured information on KCPE performance Mean scores in English subject 2012 – 2016.

The observation guide captured information from both primary and secondary sources such as teacher professional documents, teacher academic qualification, teaching experience, teaching and learning in classrooms, and school resources/infrastructure including family background particularly on pupils in marginalized and poor schools in rural areas including but not limited to teacher-preparedness, absenteeism, time management, availability and use of professional documents, availability and use of school resources/infrastructure, and content delivery i.e. student engagement in class, indiscipline in class and instructional strategies adopted by teachers to deliver subject content in class, learner performance record, and school teaching and learning environment. This study agrees with Johnson & Christensen (2000) assertion that “the study depends upon researcher ability to process information hence the researcher is a source to be leveraged on instead of solely depending on third party sources”.

Teacher self-efficacy was studied as a side variable using a global measure which asked teachers who taught English subject in past KCPE examination classes questions like “how much can you do?” in the three classroom domains. The study was thus able to explore the teachers’ beliefs on own capabilities in implementing instructional strategies, managing student behaviors, and engaging in the learning process. The teacher’s questionnaire was structured to assess the interviewee on leading questions in the three classroom domains to save on time and protocol size. The rest of the questions on self-

efficacy were indirectly asked in the long-day interview and captured in the observation guide.

The study interrogated academic qualification of teachers who had taught English subject in KCPE examination classes during the last five years from 2012 to 2016 which was the period under investigation. The study yielded informational data on the teachers' academic qualifications. Collected data was coded, filtered, collated for analysis and synthesis. The study sought information on teaching experience of teachers who had taught English subject in KCPE examination classes during the last five years from 2012 to 2016, period being studied. Structured questionnaires were used to collect data from teacher interviewee. Yielded data was categorized as grouped data according to the number of years a teacher had taught (in-service years). Additional (secondary) data on teachers' teaching experience was sourced from school records and captured in the researcher's observation guide. These two approaches yielded informational data for the study. Collected data was coded, filtered, collated for analysis and synthesis.

The study sought data on professional documents viz. Approved English subject syllabus, Schemes of work, Lesson plan and Lesson notes, Records of work, Progress report and Teacher performance appraisal document (TPAD). The study collected relevant data on teacher professional documents concerning their availability/adequacy and usability levels using structured questionnaires and observation guide. Collected data was coded, filtered, collated for analysis and synthesis.

The study collected data on availability and use of teaching and learning resources/school infrastructure. Information of various teaching and learning resources (textbooks,

exercise books, chalk, wall charts, audio visual aid, etc.) and school infrastructure (classrooms, sanitation, staffroom space, electricity supply, drinking water, etc.). Collected data was coded, filtered, collated for analysis and synthesis.

The study also inquired into other side variables which play a secondary role in the teaching and learning process for purposes of enriching discussion of study findings on the primary variables which the study sought to substantively investigate. These other side variables include Human Resource issues, teacher's age, absenteeism, lateness, self-efficacy, etc.).

According to Bryman and Cramer (2009), data analysis seeks to fulfill research objectives in order to provide answers to research questions. At beginning of a pilot study, the researcher did a desk document analysis which yielded data on number of public primary schools in Machakos County, the number of English teachers and students including past performance in KCPE in English subject in each of the eight sub-Counties in Machakos County (Table 3.11) and availability of teaching and learning resources. Data yielded from pilot study formed the basis of constructing questionnaires and observation guide. The study used descriptive survey research design to collect primary data on teacher-preparedness using questionnaires and observation schedule as a guide. Secondary data on learners' Mean scores in KCPE in English subject was sourced from official Government documents (MoE, KNEC and Sessional Paper No. 10 of 1965).

Measures of central tendency viz. arithmetic Mean, frequency, variance, standard deviation and measures of comparison viz. T test and graphical methods were appropriately used to determine the relationship between independent variables and the

dependent variable. A statistical package for social sciences (SPSS) was handy in data manipulation/computation. Analyzed data was triangulated (cross tabulation) purposely to help explain the moderating influence of other factors such as teacher's age in relation to teacher's teaching experience and how it affects teacher-preparedness, and teacher gender in relation to teacher self-efficacy and how the same affects instruction or content delivery in a classroom domain. Analyzed data was thematically presented as statistical tables, pie-charts and graphs for interpretation and discussion.

Research hypotheses were also tested using t-test method whose formula is shown below to determine if there was any significant relationship between teacher-preparedness and pupils' performance at Kenya Certificate of Primary Examination (KCPE) in English subject.

The formula for T test is given below:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where

\bar{X}_1 , = Mean of first set of values

\bar{X}_2 = Mean of second set of values

S_1^1 = Standard deviation of first set of values

S_2^2 = Standard deviation of second set of values

n_1 = Total number of values in first set

n_2 = Total number of values in second set

3.9. Ethical Considerations

Permission to conduct this research was sought and given by the NACOSTI. To ensure confidentiality, the researcher assured respondents that the purpose of the data collected was purely for this study and will not be used for any other purpose. For pupils a consent letter given asking them to raise any objection if unwilling to take part in Study. Researcher followed prescribed administrative regulations, requirements and ethical standards before data collection, during data collection and after data collection as described hereinafter.

3.9.1 Administrative Regulations/Requirements

A research permit was procedurally obtained from the National Council of Technology and Innovation (NACOSTI) in July 2017 allowing the researcher to collect research data. The researcher thereafter paid courtesy calls on the office of Director of Education in Machakos County, and on offices of Heads of public primary schools in each of the eight Sub-Counties identified as sample schools. Purpose of said courtesy calls was to register researcher presence in the County and in schools targeted by study, explain the researcher's study mission, seek access to official Government (MoE, TSC, KNEC) data which is under the custody of the said offices for purposes of enriching this study.

3.9.2 Ethical Standards

Principle of consent, anonymity and confidentiality were upheld before, during and after the study. In upholding the said ethos, the study sought consent from concerned parties (office of the Chairman School of Education at the University of Nairobi, Machakos

County Director of Education, Heads of public primary schools in Machakos County whose schools formed the target population for the study, and study respondents) for permission to carry out this study. Names of schools and teachers interviewed were coded for anonymity in order to safeguard their privacy.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1. Introduction

This chapter presents research findings on teacher-preparedness and learners' KCPE performance. Data was collected by means of questionnaires, observation schedules and document analysis. Questionnaires were administered to targeted teachers and learners drawn from public primary schools in Machakos County. Results of data analysis on the influence of teacher-preparedness on performance of KCPE in English subject in schools in Kenya is herein presented as statistical tables, pie charts and graphs, and interpreted to test Research Hypotheses. Other side variables are presented as demographic information and in-text alongside key independent variables of teacher-preparedness to enrich discussion.

4.2 Population Distribution and Response Rate

The target population and response rate (instrument return rate) is shown in Table 4.1. Out of the total 448 questionnaires given to teachers and pupils, a total of 384 were successfully completed and returned. This gave a response rate of 84.7%. While most scholars do not seem to agree on the acceptable level of response rate to form the basis for data analysis, Nachmias and Nachmis (2004) have poised that survey researches face a challenge of low response rate that rarely goes above 50%. They continued to suggest that a response rate of 50% and above is satisfactory and represents a good basis for data analysis. Morris (2008) supports this argument that for a social study, responses bearing

over 60% response rate are sufficient for making adequate research conclusions. The researcher therefore considered that the 85.7% response rate achieved was adequate since it was above 50%, and that this would provide sufficient information for analysis and drawing of conclusions of the study would be satisfactory.

Table 4.1: Sample Population and Response Rate

Category	Frequency	Percent
Response	384	85.7
Non-response	64	14.3
Total	448	100.0

A total of 134 out of the 168 questionnaires administered to English teachers were returned thus putting instrument response rate for teacher participants at 79.8%. Again 258 out of 280 questionnaires administered to learners were returned. This puts learner participants' response rate at 89.3%. A sum total of 384 out of 448 questionnaires administered during the study were returned to the researcher thus putting the response rate at 85.7% (against the lowest recommended response rate of 70% for a successful social science research, (Mugenda and Mugenda, 2003). It is evident from the foregoing that all information data to assist the study in successfully interrogating its variables was captured. The research design was, thus, good.

4.3 Demographic Information about the Participants

The study yielded data on respondents' demographics (teachers' age brackets and teacher gender, and, learners' age, gender and class size) to inform and guide in the interpretation of study findings and in the testing of the study's research hypotheses. Demographic data on the respondents was analysed as teacher demographic data separate from learners' demographic data and presented separately for interpretation and discussion.

4.3.1 Demographic Information on Teachers by Age

Age affects teacher-preparedness and delivery of subject content in Class. Whereas younger teachers are more innovative and energetic at work, older teachers through experiential learning are more experienced at work. Aging affects teacher-preparedness due to health complications arising from aging and also from family issues which manifest as absenteeism and lateness including change in work attitude leading to non-adherence to the professional code of conduct (lethargy in productivity). Aging also affects brain capacity to remember and comprehend new instructional concepts and in the delivery of content in a classroom domain thus negatively impacting the teaching and learning process and thereby leading to learners' poor mean score in KCPE in English subject. It is in this context that the study sought informational data on the teachers' age and its triangulated effect on Learners' Mean scores in KCPE in English subject as a moderating intervener.

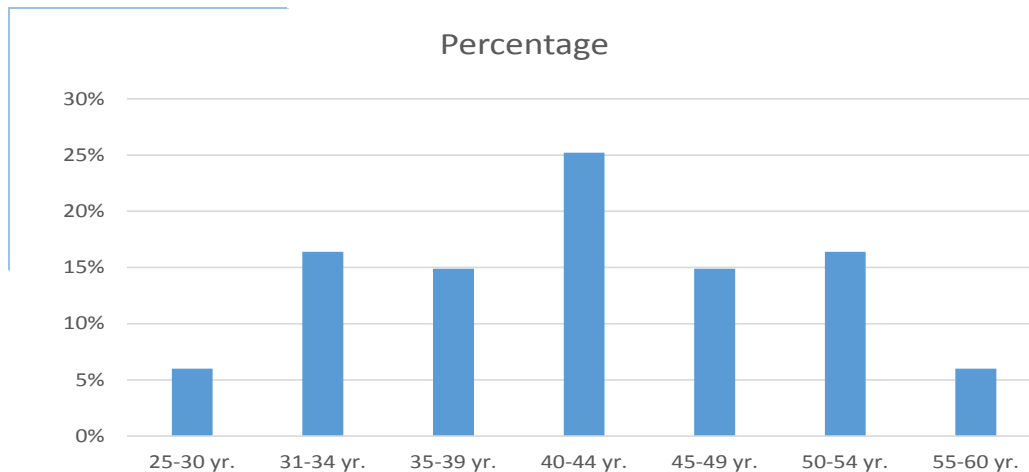


Figure 4.1: Distribution of Teachers' Age Brackets in percentages

English teachers who participated in the study were aged between 25 and 60 years. 25% of the teachers fall within age bracket 40-44 years followed by teachers within age brackets 31-34 years and 50-54 years at 16%. Teachers within age brackets 35-39 years and 45-49 were 15%. Lastly, teachers within age bracket 55-60 years and age bracket 25-30 years stood at 6%. This data implies that English subject teachers in active service in Machakos County cuts across all ages from the youthful age at 25 years to mature old age at 60 years.

The effect of teacher's age on Learners' Mean score at KCPE in English subject shown in Table 4.2 is evident. Learners' performance increases with increasing teachers' age up to the age of 44 years (Mean score of 53.1%) and falls to a Mean score of 51.8% on the average for teachers who are over 45 years of age.

Table 4.1: Teacher’s age and Learners’ Mean score in KCPE in English subject

<i>Teacher’s Age (Age brackets)</i>	<i>Proportionate spread (proportion in %)</i>	<i>Learners’ Mean score in KCPE in English</i>
≤ 30 years	7	45.8%
31 – 34 years	16	46.3%
35 – 39 years	15	49.6%
40 – 45 years	25	53.1%
Over 45 years	37	51.8%

4.3.2 Demographic Information on Teacher’s Gender

The researcher sought to establish the gender of teachers who teach English subject in public primary schools within Machakos County which the study targeted. Informational data on teacher self-efficacy levels in classroom domains was collated and synthesized. Teacher self-efficacy was of great interest to the study following the revelation by KNEC in their 2017 Audit report on KCPE performance that one of the main reasons why Learners perform poorly in the past successive KNEC examinations is indiscipline among learners. It was therefore important that this study interrogates the capability of teachers to effectively deliver the subject content in a classroom of indiscipline learners.

Table 4.2: Proportional distribution of teachers teaching English subject by gender

Gender	Frequency	Percentage
Male	20	15.2%
Female	112	84.8%
Total	132	100%

Table 4.3 show the proportion by gender of teachers who teach English subject as 15.2% males and 84.8% females indicating that majority of teachers who teach English subject were female. Male learners were 57.6% while their female counterparts were 42.4%.

4.3.3 Teacher Gender and self-efficacy in Classroom domains

A summary of informational data on self-efficacy of teachers who teach English subject in Machakos County public primary schools enlisted in the study is shown in Table 4.4.

Table 4.3: Teachers' self-efficacy in classroom domains

Teacher gender	No. of teachers	Classroom domains			Total score	Mean score
		Implementing instructional strategies	Managing student behavior	Engaging in the learning process		
Male	20	672	600	408	1680	70%
Female	112	3,724	2,440	1,860	8,024	64%
Total	132	4,396	3,040	2,268	9,704	67%

The teachers' self-efficacy percentage Mean score for male gender was 70%. The percentage Mean score for female gender was 64%. Teachers' self-efficacy average score was 67%. This finding implies that the self-efficacy of the male gender is slightly higher than the self-efficacy of the female gender. Overall, the self-efficacy of teachers who teach English subject in Standard seven in public primary schools in Machakos County is above average. Table 4.4 and Table 4.5 interpreted altogether bring to the fore the role gender plays in learner performance in KCPE in English subject in Machakos County. Male teachers whom the study found to have a higher capability to implement teaching strategies, manage students' behaviors and engage in the learning process in the classroom, has a very small proportion of about 15% of the total number of classroom teachers. The female teachers whom the study found to have a relatively lower self-efficacy compared to their male colleagues has a controlling proportionate share of about 85% of the total number of classroom teachers. This study finding was triangulated with learners' performance in KCPE performance in order to determine influence of teacher gender via teacher-preparedness intermediary on learner performance in KCPE.

4.3.4 Demographic Information on pupils' age, Gender and Class size

Table 4.4: Demographic data on Class age (Standard 7)

Standard seven learners' age		
Youngest	Oldest	Average
10	16	13

Table 4.5: Learners’ gender proportion

Standard seven gender	Learners’ gender proportions as percentages	
	Frequency	Percentage
Male	144	57.6
Female	106	42.4
Total		100

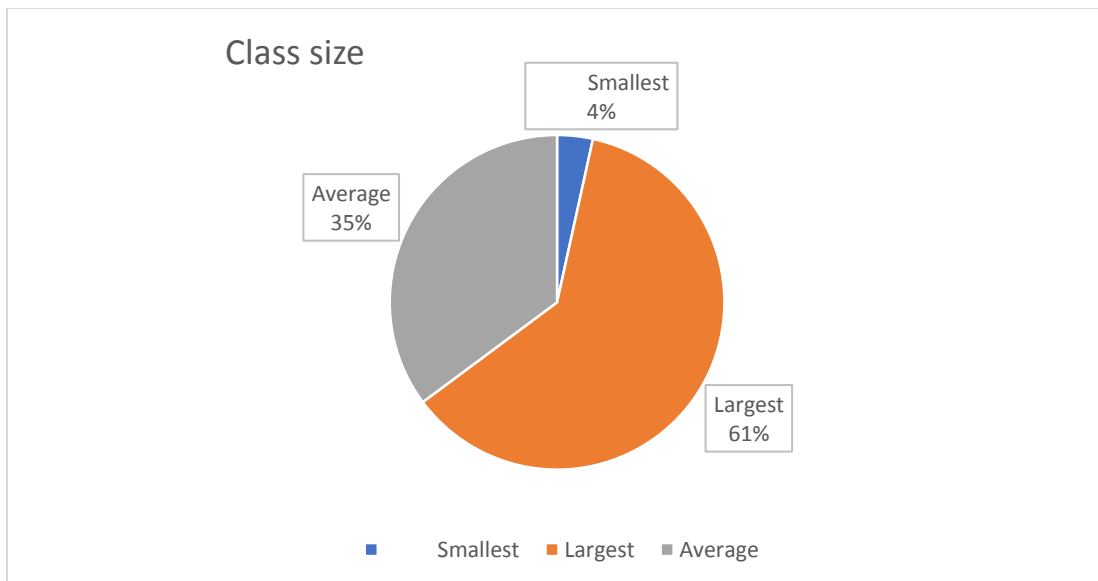


Figure 4.2: Class size

Tables (4.5 and 4.6) show respectively that Class age, Class size and gender are not a hindrance to learners’ performance in KCPE in English subject whereas Figure 4.3 shows gender proportional distribution of Standard 7 pupils as 42.4% male and 57.6% female. Lowest number of pupils per Class was 5 while highest number of pupils per Class was 89. Standard deviation of 11.59 shows that Class sizes are highly skewed or dispersed.

This by interpretation means that there were a large number of public primary schools with few pupils in Standard 7 classes and that there were also a large number of public primary schools with many pupils in Standard 7 classes, a demographic characteristic that is a common phenomenon in rural areas which are sparsely populated and in urban areas which are densely populated. This is also typical of schools which lack resources/infrastructure. This informational data shows the average size of a class is 51 against the recommended Class size of 45 pupils (UNESCO); and the average age of Standard 7 pupils as 13 years which matches the recommended age of 13 years (minimum age recommended (MOE) for a pupil to be enrolled in Standard one class is 7 years). This finding implies that the Government of Kenya has to put more effort into development of school infrastructure and provision of school resources both technical and human in order to make all schools equally attractive as learning institutions.

4.4 Informational Data on Teacher-preparedness and Learner Performance

Yielded informational data in structured questionnaires and also recorded in observation schedule was decoded and analyzed. A combined data entry of all information gathered from the field and which was relevant to this study was analyzed and summarized in Table 4.8 for ease of reference interpretation and hypotheses testing.

Table 4.6: Combined data on Teacher-preparedness and Learners’ performance

<i>Study Variable</i>	<i>Variables (gender-intervener)</i>	<i>Measurable variables</i>	<i>Percent</i>		
Teacher-preparedness	(Teacher gender)	Male	Teacher self-efficacy level	70.0%	
			Performance Mean score	67.0%	
		Female		Teacher self-efficacy level	65.8%
				Performance Mean score	64.0%
	[Age*], certification and experience of teachers who teach English subject in KCPE exam classes [%proportion]	Schemes of work	Availability	90.0%	
			Usage	73.0%	
		Lesson Plan/Notes	Availability	66.0%	
			Usage	60.0%	
		Records of work	Availability	70.0%	
			Usage	63.0%	
		Progress record	Availability	70.0%	
			Usage	60.0%	
			Appropriate syllabus (availability)	90.0%	
			Appropriate syllabus (usage)	70.0%	
			Content delivery (classroom domains)	66.3%	
			Teacher Performance Appraisal Document	70.0%	
		≤ 30 years old (≤ 5 years’ experience)	5.0%		
		31 – 34 yrs. (6-10 years’ experience)	12 %		
		(35 – 39 yrs. (11-15 years’ experience)	25 %		
		(40 – 44 yrs. (16-20 years’ experience)	40 %		
	≥ 45 years old (> 20 years’ experience)	18 %			
	Form 4 (Primary teacher Grade P1)	19.7%			
	Form 4/6 (Primary Diploma teacher)	25.8%			
	Form 4/6 (Primary Grade S1 teacher)	10.6%			
	Form 4/6 (Primary Graduate teacher)	42.4%			
	Teaching and learning resources/ Infrastructure	Teaching and Learning resources	65.0%		

Informational data in Table 4.6 summarizes study findings including which help to explain the performance of the main study variables. The mean score of learners' performances in KCPE in English subject nationally and in Machakos County in particular over past successive five years from 2012 to 2016 was below the Average mark of 50%. This dismal performance was registered in both English Language and English Composition examination papers. A comparative analysis of learner performance Nationally and learner performance in Machakos County in Mean scores in KCPE in English subject shows that Machakos County performed slightly better than the National Average score in KCPE in English subject both in English language and in English Composition in the past five successive years from 2012 to 2016.

This underperformance, based on informational data cross-tabulated in Table 4.6, is not unique to learners in public primary schools due to a multiplicity of factors which include non-frequent use of some teacher professional documents particularly Progress Reports at 60% in usage. An average teacher self-efficacy level of 67.9% is not good enough for content delivery (instruction) in a classroom domain singled out by KNEC in its KCPE Audit report (2016) blaming the poor performance in past KCPE examination results on indiscipline in schools. Teaching and learning process require classroom teachers with high capability in implementing instructional strategies as per their Approved and updated syllabi, Schemes of work, Lesson plans and Lesson notes; managing student behavior as informed by Records of indiscipline; and Engaging in the learning process being guided by their Schemes of work and Progress records.

This study interrogated the role teacher gender may have played in this regard. The study found that teacher self-efficacy of male teachers averaged 70% whereas teacher self-efficacy for female teachers averaged 65.8%. By interpretation, male teachers have a slightly higher capability in classroom domains particularly in managing student behavior compared to their female colleagues. Again, in this regard, the study found that the proportion of female teachers who teach English subject in upper primary classes (read KCPE examination classes) was 84.8% compared to a mere 15.2% for male teachers who teach English subject in upper primary classes.

The study however found that there was a pool of classroom teachers with a long teaching experience, albeit aging, who teach English subject in KCPE examination classes. Other key study variables were: usage of Appropriate syllabi at 70%, usage of Schemes of work at 73%, usage of Lesson plans and updated Lesson notes at 60%, availability of teaching and learning resources which includes Library services was at 65%, and availability of school infrastructure which includes ICT and staffroom space for Lesson preparation and custody of teacher professional documents was assessed at 60%. The study also found that only 80% of the teachers (employed by the Teachers Service Commission) who teach English subject in schools interviewed had signed the mandatory Teacher Performance Appraisal Document (TPAD), a contractual tool by which employer (TSC) assesses performance of employees (TSC teachers) at the end of the appraisal period (end of year) as per agreed performance targets at the beginning of the appraisal period (start of year). Failure by TSC teachers to fully embrace TPD, which is a professional document, may be a case of ‘indiscipline bay’ reported by the KNEC in its 2016 KCPE Audit on poor performance of the candidates.

Table 4.7: KCPE English subject results Machakos County and National, 2012-2016

<i>Year</i>	<i>Machakos County KCPE Mean Score in English Subject</i>		<i>National KCPE Mean Score in English Subject</i>	
	Composition	Language	Composition	Language
2012	43.18	49.1	42.74	47.42
2013	45.67	49.90	41.56	48.09
2014	46.34	48.89	43.11	49..32
2015	45.92	47.14	44.34	47.7
2016	40.78	42.54	40.11	42.32

Source: KNEC KCPE Examination Report, 2012, 2013, 2014, 2015 and 2016

4.4.1. Findings based on Demographic data; Age and Gender

Informational demographic data on teacher gender was collected from teachers who taught English subject in KCPE examination classes for which the Mean scores were the subject of this study. Likewise, informational demographic data on teacher age was collected from the same study respondents as described for teacher gender. The said data was coded, collated, analyzed and interpreted. The study finding on teacher age was triangulated with teacher teaching experience and used to help the study understand the performance of teaching experience as an independent variable vis-à-vis learner performance. For example, the study was able to understand the fall in learner performance for candidates who were taught by teachers with a teaching experience of more than 21 years because of their advancing ages which is associated with aging problems (ill health issues such as memory loss, absenteeism, lateness, family issues, etc.).

Similarly, a study on teacher gender yielded teacher self-efficacy levels of male teachers and of female teacher who taught KCPE examination classes whose unsatisfactory results are the subject of this study. Again, like in the case of teacher age, informational demographic data on teacher gender (read teacher self-efficacy) was helpful in making the study understand why candidates in KCPE examination classes taught by female teachers performed slightly lower compared to the performance of candidates taught by male teachers despite the fact that both male and female teachers were of the same academic qualification, professional training and teaching experience. The answer to this anomalous situation was found in the classroom particularly in the domain of managing student behavior in public primary schools where student indiscipline is the order of the day in Machakos County (and in Kenya by extension). A detailed report on the findings on teacher age and teacher gender is presented, interpreted and discussed in-text in the body of chapter 4.

4.4.2. Influence of teacher-preparedness on pupils' Performance at KCPE in English subject in Kenya

In determining the purpose of the study, the sum influence of all the above four study objectives of the study on learners' performance were considered i.e. influence of academic qualification on learners' performance, influence of teaching experience on learners' performance, influence of availability and use of professional documents on learner's performance and influence of availability of teaching and learning materials (infrastructure) on learners' performance. The study therefore found that there exists

are relationship between Teacher-preparedness and Learners' performance in KCPE in English subject in Kenya. The topic of study was affirmed.

4.5 Data analysis by Hypotheses

Data collected by this study was analyzed as themes according to objectives of study which are: influence of teacher academic qualification on pupils' performance, influence of teaching experience on pupils' performance, influence of availability and use of teacher professional documents on pupils' performance, and influence of availability and use of teaching and learning resources/school infrastructure on pupils' performance. The research interrogated the study objectives guided by research hypotheses. This study, guided by its specific objectives, analysed data on independent variables of teacher-preparedness (academic qualifications, teaching experience, availability and use of teacher professional documents, and availability and use of teaching and learning materials/infrastructure) and dependent variable (pupils' performance at KCPE in English subject) which formed four running themes whose findings are presented as follows

4.5.1. Influence of Teacher academic qualification on pupils' performance

The study found that Primary teachers who hold Form 4 Ordinary certificates (trained P1 teachers), Form 4 Ordinary Level certificate/ Form 6 Advanced Level certificate (trained Arts Diploma teachers), Form 4 Ordinary Level and/or Form 6 Advanced Level certificate (trained Science S1 teachers), and Form 4 Ordinary Level/ Form 6 Advanced Level certificate (trained Bachelor's Degree teachers) are preferred to teach English subject in KCPE examination Classes.

Teachers who are holders of Form 4 Ordinary Level Pass certificate (trained P2 teachers) including teachers who are holders of lower than Form 4 Ordinary Level Pass certificate (trained P3 teachers but who have since been upgraded to Grade P2) were not found by the study to teach English subject in KCPE examination classes. Thus, on teachers who taught KCPE examination classes over the past five years in Machakos County public primary schools was categorized [according to their academic qualification (Form 4 Ordinary Level certificate – Pass or Credit, Form 6 Advanced Level certificate – Pass or Credit, Diploma certificate - Arts, Science Diploma certificate, and Bachelor Degree certificate] and analyzed. Further, the study interrogated the KCPE examination results of candidates in classes which were taught by teachers who are holders of the various categories of academic certificates referred hereto. Informational data on the same was analyzed, presented in statistical tables and graph, interpreted and discussed in-text. A summary of the study finding is shown in Table 4.8.

Table 4.8: Academic qualification of teachers who taught English subject in 2012 - 2016 Kenya Certificate of Primary Examination classes

Teachers' academic qualifications	Frequency (n=132)	Percent
Form 4 Ordinary Level certificate with credit pass (trained Primary Grade P1 teacher)	26	19.7
Form 4 Ordinary Level certificate with credit pass/Form 6 Advanced Level certificate (trained Primary Diploma teacher)	34	25.8
Form 4 Ordinary Level certificate with credit pass/Form 6 Advanced Level certificate (trained Science Grade S1 teacher deployed in Primary)	14	10.6

Form 4 Ordinary Level certificate with credit pass/Form 6 Advanced Level certificate/Bachelor's Degree certificate (trained Primary Graduate teacher)	56	42.4
Total	132	100.0

Analysis on teacher academic qualification showed that teachers in public primary schools have the required prerequisite qualifications to teach the English subject. Table 4.8 shows the distribution of English subject teachers' academic qualifications. 42.4% of teachers are holders of Bachelor's Degree academic certificates followed by the teachers who hold Diploma certificates in Arts at 25.8%. Primary (Grade P1) teachers are numbered at 19.7% out of the total classroom teachers taking third place in proportionate distribution. Science (Grade S1) teachers contribute 10.6% out of the total number of classroom teachers. Form Four (Grade P2) teachers are at tail end in staff numbers and control only 1.5% of the total classroom teachers who teach English subject in upper primary schools in Machakos County. The basic entry requirement into Teachers Training Colleges in Kenya to train as a professional teacher is a Form 4 Ordinary Level academic certificate. Findings were cross-tabulated with learners' performance in order to examine the effect of teacher academic qualification (a teacher-preparedness variable) on learner performance (the assumption being that content delivery is supportive).

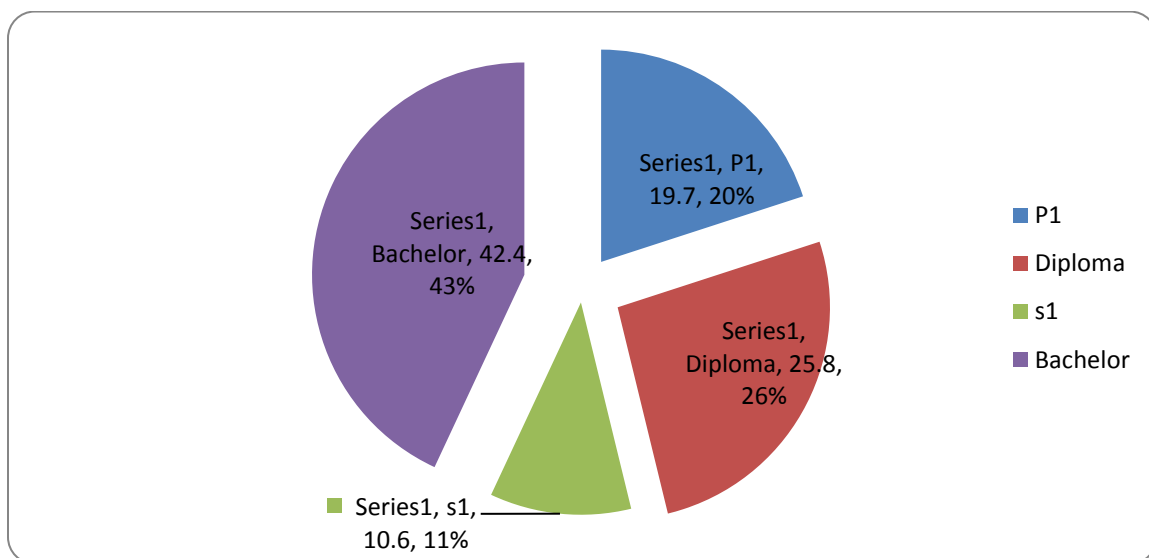


Figure 4.3: Proportionate academic qualification of teachers teaching English subject in KCPE exam Classes

Above Figure shows that more teachers have gone back to class to upgrade their academic qualifications. Both Table 4.8 and Figure 4.3. show that a combined Grade P 2 and Grade P 1 teachers constitute 21.2% of the teachers who teach English subject in Standard seven (Class 7). The remaining 78.8% of teachers that teach English subject in Standard seven (Class 7) form a pool of Primary teachers who are holders of either Diploma or S1 or Bachelor's Degree academic certificates. Latter academic qualifications are considered as superior qualifications at Primary Education level and therefore constitute a subject teacher teaching majority in upper primary examination classes, particularly English subject class. The study further found by examining Class Time-Tables that most of the teachers who teach English subject in Standard eight are same teachers who teach English subject in Standard seven. The study also found that academic qualifications held by Diploma and Bachelor's Degree teachers were not

awarded in English language. This study finding was triangulated and interpreted against learners' performance. The question that may linger is why would a teacher go for further studies and not improve learner performance?

Table 4.9: Teachers' academic qualifications and Learners' Mean score at KCPE in English subject test (regression analysis) is summarized in Figure 4.5 below.

Teachers' academic qualifications	Mean score at KCPE in English subject		
	Composition	Language	Mean Score
Form 4 Ordinary Level certificate with credit pass (trained Primary Grade P1 teacher)	50.0%	44.25%	47.12
Form 4 Ordinary Level certificate with credit pass/Form 6 Advanced Level certificate (trained Primary Diploma teacher)	50.75%	45.30%	48.03
Form 4 Ordinary Level certificate with credit pass/Form 6 Advanced Level certificate (trained Science Grade S1 teacher deployed in Primary)	50.50%	44.20%	47.35
Form 4 Ordinary Level certificate with credit pass/Form 6 Advanced Level certificate/Bachelor's Degree certificate (trained Primary Graduate teacher)	58.10%	58.0%	58.05
Mean Score	51.07%	46.52%	48.80

Table 4.9 show that the performance of Learners in classes taught by Primary Grade 1 teacher (holder of Form 4 Credit academic certificate) achieved an average grade of 45.38% in English subject (Composition and Language combined). Learners in classes

taught by Primary Diploma (in Arts) and Science Diploma (S1) teachers (holders of Form 4/Form 6 Credit academic certificates) achieved average grades of 47.57% and 48.45% respectively in English subject (Composition and Language combined). Lastly, Learners in classes taught by Primary Graduate teachers (holders of Form 4/Form 6 and Bachelor's Degree certificates) achieved an average grade of 58.21% in English subject (Composition and Language combined). The flexion in the graph implies that there is a jump in the performance of Learners which may be due to the high self-efficacy of Learners in classes (low cases of student indiscipline and their belief that they are capable of performing well in assessment examinations because of being taught by graduate teachers).

4.5.2.Hypothesis 1. There is no significant difference in the pupils' mean KCPE score when their teachers are categorized by their qualifications

The study sought to establish whether there is a significant difference in the mean of teacher academic qualifications and performance of KCPE in English subject in KCPE examination classes. Teachers' academic qualifications were interrogated by the study focusing on classroom teachers who at least taught KCPE examination class in English subject at their present school over the past five successive years from 2012 to 2016. Comparison between teachers' academic qualifications and pupils' performance at KCPE in English subject was computed using the Mean score at KCPE using the T-test method. The result of the computation is shown below.

Table 4.10: T-test result on teacher qualification & performance of KCPE, English subject

	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Teacher qualification	-126.26	131	.000	2.77273	1.8946	3.6508

The t-test results indicate that there is a significant relationship between the teachers' academic qualification and student's KCPE performance in English as attested by $t(131) = -126.26, p > 0.00$. This implies that the higher the academic qualification of the teacher, the higher the students KCPE performance. This leads to the rejection of null hypothesis: "There is no significant difference in the pupils' mean KCPE score when their teachers are categorized by their qualifications". Consequently, the alternate hypothesis was accepted. There is significant difference in the mean score of teachers' academic qualification and pupils' performance at Kenya Certificate of Primary Examination in English subject.

These findings agree with past studies on impact of academic qualification (certification) on students' achievement in examinations. Clarke (2003) observed that teacher's academic and professional qualifications do influence the quality of a teacher's instructional delivery in the classroom. This study also agrees with the findings of

Darling-Hammond (2000) who observed that teachers' academic qualification matters in effective teaching. Lastly, this study agrees with the latter study finding of Dan Goldhaber (2002) that the teacher's preparedness and understanding of the content areas highly influences learner performance especially in languages and Mathematics. This study confirmed that "Teacher's academic qualification significantly influenced learners' performance".

4.5.3 A discussion on Teacher's academic qualification and Learner performance.

The unsatisfactory (below average) learner performance in English subject is partly caused by lack of adherence to the general principle of specificity in English Language skills development in teachers who teach English subject. Whereas academic qualification tends to positively influence the learner's performance in English subject assessments, serious doubts have been cast on the teachers' skills competencies, particularly at Primary Education Level (KNEC-NAC, 2010 and UWEZO Kenya, 2014). Primary Grade P2 teachers (holders of Form 4 academic Pass certificates) registered lowest average learner performance scores in combined Standard seven Term 1 and Term 2 examination assessments in English subject at 41.58% followed by Primary Grade P1 teachers (holders of Form 4 academic Pass certificates) at 45.38%.

Thus, the productivity of Primary teachers (holders of Form 4 Pass and Credit academic certificates), measured by learners' performance, was at 43.48% level. Diploma and S1 Primary teachers (holders of Form 4 Credit/Form 6 Pass academic certificates) registered an average learner performance score in combined Standard seven Term 1 and Term 2 examination assessments in English subject at 48.01% followed by Bachelor's Degree

Primary teachers (holders of Form 4 Credit/Form 6 Pass academic certificates) at 58.21%.The study interpretively attributed the below average learner performance in KCPE and in school-based assessments in English subject to lack of sufficient knowledge skills in the subject among Primary school teachers resulting from their average performances at Form 4 examination level, and failure to specialize in English subject at higher education levels.In summary, the finding of this study gives credence to the Ministry of Education Directorate of Quality Assurance and Standards 2016 KCPE Audit Report (2017) which laid blame on low competency levels for the dismal performance of KCPE candidates.

Indeed, as Malekela, (2003) succinctly said, “if the Learner is handicapped in the Language of instruction, then learning may not take place at all as teacher and the learner will not be communicating”, even so says this study: one of the teacher-preparedness variables which has been found to have influenced the dismal performance of KCPE candidates over the past successive years is in teachers’ academic qualification. It is the finding of this study that levels of learned competences, knowledge and skills among candidates who sit for KCPE examination depends on the competency and knowledgeability of teachers who taught them. Pupil learns from Teacher. Poor quality teaching begets poor quality learning. This study thus finds that teachers’ qualification influences pupils’ performance. There is, thus, a significant difference in the pupils' mean KCPE score when their teachers are categorized by their qualifications.

4.5.4. Influence of teaching experience on pupils' performance

The study sought to establish the influence of teaching experience on learner performance in KCPE in English subject. Teaching experience is the knowledge and skills gained over time in the course of teaching or examining the subject defines teachers' teaching experience. The study sought informational data on the number of years teachers who teach English subject have accumulatively taught in the classroom since joining the teaching service. For ease of data management, the number of teaching years was categorized in five groups with an interval of five years viz. Less than 1 year; 1 – 5 years; 6 – 10 years; 11 – 15 years; 16 – 20 years; and over 20 years. The scores in each category were computed as percentages. Data was then collated, analyzed, presented, interpreted and discussed in-text. The results of the study showed that indeed teaching experience influences learners' performance. The lowest teaching experience was one year (teachers below twenty-five years) while the highest teaching experience was twenty-one years across gender. Teachers who are above forty-five years had taught for an average of twenty-one years.

The study observed that there was a significant increase (bump) in learners' performance after a teaching experience of three years (teachers in age bracket 24-30). The highest learners' performance was reported at 53.1% which corresponded with a teaching experience ranging from seventeen years to twenty years (teachers whose age is up to 45 years old). The study further observed that there was a gradual fall in learners' performance at 51.6 percentage mark which corresponded with a teaching experience of twenty-one years (teachers who were above forty-five years old). In summary, teaching

experience is one of the key teacher-preparedness independent variables which significantly influenced learner performance in KCPE in English subject. The results are presented in Tables 4.13 & 4.11.

Table 4.11: Proportional grouped Mean teaching experience in years (%)

Grouped Mean Teaching experience in years(percentages)

1 – 5 years	6 – 10 years	11 – 15 years	16 – 20 years	Over 20 years
5 %	12%	25%	40%	18%

Teachers' Age	Teaching Experience (yrs.)	KCPE performance
≤ 30 years old	≤ 5 years' experience	45.8%
31 – 34 yrs.	6-10 years' experience	46.3%
35 – 39 yrs.	12 years' experience	49.6%
40 – 44 yrs.	17 years' experience	53.2%
Over 45 years old	≥ 21 years' experience	51.8%

Table 4.12: Teachers' ages, teaching experience and Learners' performance

Tables 4.11 and 4.12 show ages and a cross-tabulation of teaching experience of teachers who teach English subject against performance of KCPE in English subject respectively. Figure 4.6 shows the relationship between teaching experience of teachers who taught KCPE examination classes and learners' performance in KCPE in English subject. The particulars of teachers with a teaching experience of less than 3 years were helpful in advancing the scope of study but were not captured in real analysis of the study because they did not teach English subject in KCPE examination classes between 2012 and 2016.

4.5.5. Hypothesis 2. There is no significant difference in the pupils' mean KCPE score when their teachers are categorized by years of teaching experience

Computation of the relationship between teaching experience and pupils' performance by t-test method using percentage mean scores is summarized in Table below (Table 4.13).

Table 4.13: T-test result on teaching experience &pupils' performance at KCPE in English subject.

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
score	-28.37	131	.000	2.79545	1.9068	3.6841

4.5.6 Interpretation of study findings

There is marginal increase in the pupils' performance with increase in teaching experience of teachers who taught English subject in KCPE examination classes for 2012 – 2016.

KCPE candidates taught by teachers with a teaching experience of not more than 5 years posted a Mean score of 45.8% in KCPE in combined English subject. KCPE candidates taught by teachers with a teaching experience averaging 6 – 10 years posted a Mean score of 46.3 % in KCPE in combined English subject. KCPE candidates taught by teachers with a teaching experience averaging 12 years posted a Mean score of 49.6% in KCPE in combined English subject. KCPE candidates taught by teachers with a teaching experience averaging 17 – 20 years posted a Mean score of 53.2 % in KCPE in combined English subject. Lastly, KCPE candidates taught by teachers with a teaching experience of over 20 years posted a Mean score of 51.8% in KCPE in combined English subject. The study found that the Board of Management (BOM) Parents Teachers Association (PTA) employee teachers constituting 1% of the teaching staff with a teaching experience of less than one year had not taught English subject KCPE examination classes. Further, the study found that longest serving teachers of English had a teaching experience of 31 years. It is the finding of this study that performance of KCPE in English subject in schools in Kenya begins to fall when KCPE candidates are taught by teachers with teaching experience of more than 21 years.

Table 4.13 shows that there is a statistically significant relationship between teachers' years of teaching experience and students KCPE performance in English subject $t(131) = -28.37, p > 0.00$. This implies that years of teaching influences performance of KCPE in English subject hence rejection of the null hypothesis that there is no significant difference in the mean of teaching experience and performance of KCPE in English subject in Kenya

Thus, this study found that there is a significant difference in the pupils' mean KCPE score when their teachers are categorized by years of teaching experience. This finding is consistent with the finding of Jones (1997) who reported in his study that students tended to achieve better results when taught by teachers with more years of teaching experience. This finding also corroborates the observation of Hariss and Sass (2008) who said that teachers' experience and qualification has a significant effect on students' achievement in English language. This study finding is in agreement with the findings of Strauss and Vogt (2001) who reported that teachers' teaching qualification and experience were strong determinants of students' academic achievements, a finding which was also supported by Ojo (2008) when he reported that teachers' qualification and experience were among other variables that affected the performance of students in English language. He concluded by saying that "the more the teacher is qualified and experienced, the better his or her students are likely to perform". Lastly, this study finding is validated by Clotfieter, Ladd & Vigdor (2010) who found in their joint study in North Carolina that years of teaching experience does influence learner performance.

The problem of below average performance of KCPE in English subject in schools seemed to have been ameliorated to a small degree by the positive effect of the teachers' teaching experience of three years at 45. There was a continued gradual rise in performance of KCPE candidates' concomitant with increase in teacher teaching experience. Teachers who taught English subject in studied public primary schools peaked at a Mean score performance of about 53% which corresponded to a teaching experience of twenty-one years. This positive influence of teaching experience on learners' performance started to wane beyond the twenty-one years of classroom teaching

to stand at about 51% for KCPE examination classes taught by teachers with more than twenty years of teaching experience.

The study interpreted the increase in learner performance with corresponding increase in teaching experience in terms of teacher's continued experiential learning of knowledge skills English subject and confidence building in delivery of subject content in classrooms. With regard to decrease in learner performance with corresponding increase in teaching experience beyond twenty three years, the study interpreted that phenomenon in terms of teacher's continued stay in classroom teaching at old age (50 – 60 years), aging problems (loss of mobility in classroom for effective teacher-learner engagement in learning process, teacher ill-health, teacher absenteeism and lateness for classes, work attitude and mindset including refocusing on impending retirement from the Teaching Service). The teachers' employer (TSC) should consider making some policy interventions to effectively deal with the flipside of the teacher's teaching experience for overall good of learner education.

The comparison between teaching experience and performance of KCPE in English subject in Kenya was tested using T-test method whose result is shown in Table 4.13.

4.5.7. Influence of availability and use of teacher professional documents on pupils' performance

The study sought to establish the availability of updated professional documents that the teachers of English used during their lesson preparation. Professional documents are the foundational basis of the teaching career and determine not only the adherence to ethics

of a practicing teacher but also the level of preparedness to perform various tasks in classroom setting. Teachers Service Commission (TSC) defines professional documents to mean: appropriate syllabus, updated schemes of work, lesson plans, records of work, progress records of learners, lesson notes, learners discipline records, and TPAD. The said professional documents are presented in Table 4.14: Data on appropriate syllabi, schemes of work, lesson plans, lesson notes, progress records including indiscipline records TPAD etc. was collated, analyzed, presented, interpreted and discussed in-text. This study found that availability and use of professional documents influenced learners' performance in KCPE in English subject. In summary, the study found that teacher professional documents play an important role in influencing pupils' performance at KCPE in English subject and therefore to a large extent contributed to below average performance of pupils at KCPE examinations over the last five successive years. Summaries on availability and usage of professional documents are presented in Tables 4.14 and 4.15 respectively hereinafter. In a summary on availability of professional documents, the status of available professional documents is indicated plus its availability as a percentage. On the other hand, the usage of professional documents is summarized according to the number of times they are used in teacher preparation, and also reported as percentages.

Table 4.14: Summary of findings on Availability of professional documents

Professional documents	Availability		
	Yes	No	Percent
Schemes of work (updated)	126	8	94

Lesson plans (lessons for all lessons taught daily/weekly)	122	12	91
Records of work	128	6	96
Progress records (Learners' progress and discipline)	84	50	66
Appropriate syllabus	Yes	0	100

Table 4.15: Summary findings on usage of professional documents

Professional documents	Usage of professional documents			
	All times	Most times	Sometimes	Percent
Schemes of work (updated)	30%	44%	20%	94%
Lesson plans/updated lesson notes	24%	47%	15%	86%
Records of work	36%	50%	10%	96%
Progress records (learners' progress and discipline)	15%	45%	6%	66%
Appropriate syllabus	100%	0	0	100%

Findings in Table 4.15 show that all the teachers 100% had appropriate syllabus, and, that, not all the teachers who had appropriate syllabus had other professional documents such as updated schemes of work, lesson plans, updated lesson notes, learners progress records and students discipline records. Results show 94% of the teachers had updated their schemes of work; 66% had lesson plans and updated lesson notes for all the lessons per week (meaning 34% did not have lesson plans); and 60% of the teachers had discipline records implying that 40% of the respondent teachers either consider class discipline as a function not under their responsibility or they are lax or both.

The data implies non-effective monitoring and evaluation of teachers by the TSC through its quality assurance officers to ensure each and every teacher do prepare and record all recommended statutory professional records.

Table 4.16: Frequency of English teacher’s preparation of professional records

Frequency of preparation professional documents by teachers of English (N=134)	Daily		Weekly		Monthly		Rarely	
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%
Approved Schemes of work	50	38	36	28	40	31	4	3
Lesson plans for all lessons per week	104	78	24	18	2	1	4	3
Lesson notes taught	76	57	30	22	18	13	10	7
Learners’ progress report	14	11	56	42	54	41	8	6
Record of learners’ discipline	10	8	36	28	24	19	58	45

These findings show lesson plans and lesson notes are the only documents that are mostly updated on daily basis as attested by 57% and 78% respectively. Other documents such as learners’ progress records and appropriate syllabus are updated on weekly basis. However, the learners discipline record is rarely prepared as indicated by 45% of the respondents who said that they rarely prepare it.

Table 4.17: Hours spent on Lesson preparation per week

<i>Measurement</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>
Hours spent on Lesson preparation per week	1.00	75.00	7.0929
<i>N = 122</i>			

Table 4.17 shows that on average, teachers take seven hours per week on English subject lesson preparation. This translates to one and one-half (1½) hours per day in one week. Lesson preparation means assembling professional documents and other teaching materials together before the beginning of Class lesson. There is no standard time set for the teacher to prepare for an English subject lesson. It all depends on the teacher's understanding of the subject content and teaching experience gained over the years teaching the subject.

Table 4.18: Responses of Teachers on Need for Lesson preparedness

<i>Need for Lesson preparedness</i>	<i>Frequency</i>	<i>Score</i>	<i>Percentage</i>
Teaching is easier and enjoyable	10	7.5	38.5
Equips teachers with subject content	10	7.5	38.5
Gives guidelines for Class lesson activities	6	4.5	23
Total (N = 134)	26	19.4	100

The study result in Table 4.18 shows that 38.5% of English teachers attest that Lesson preparedness make teaching easier and enjoyable, and also equips them with skills to

deliver the subject content. 26% of respondent teachers attested that Lesson preparedness gives them guidelines for teaching activities in Class.

Table 4.19: Response of Teachers on own Level of lesson preparedness

Level of Lesson preparedness	Frequency	Percentage
Very good	22	17
Good	90	69.2
Fair	18	13.8
Total (N=130)	130	100%

Table 4.19 shows that majority of English subject teachers at 69.2% prepare well for the English subject lesson. 17% of the teachers prepare very well for the English subject lesson while remaining 13.8% of the teachers do not prepare well for the English subject lesson.

Table 4.20: Mode of Teachers' delivery of Content in Classroom

<i>English subject content delivery in Class</i>	<i>Teachers' score</i>	
	<i>Frequency</i>	<i>Percentage</i>
Teacher-chalk wall interactional teaching	43	68
Teacher-class interactional teaching	18	28
Time wastage (lateness, non-lesson activity)	3	4

The Table 4.20 shows that English teachers spent, on average, 68% of English lesson time delivering subject content writing on chalk wall. 28% of English lesson time was spent through teacher-class interactions. On average, 3% of English lesson time was wasted. This study finding implies that English teachers, on average, were not strictly following time schedule contained in lesson plans and therefore not efficient in content delivery.

The above itemized study findings on availability and use of professional documents are at the core of teacher-preparedness. The study specifically sought information on teachers' schemes of work including status update, lesson plans including lessons for all lessons taught/week and updated lesson notes/week, records of work, progress records (learners' progress and discipline), and appropriate syllabi. These are very crucial documents for professional teachers because they are used as teaching compass in subject preparation, implementation and evaluation process plus delivery of subject content in Class and in teacher performance appraisal. The study yielded information on their availability and use.

A detailed analysis of informational data on teacher professional documents shows that most teachers use teachers' guide to prepare for Lesson as attested by 51% of respondent teachers. 42% of teachers use pupils' textbooks. 3% of teachers use library books, wall charts. Only 1.4% use scheme of work in preparing lesson. This implies that teachers do not refer to the schemes of work when preparing lesson, an indictment and abuse of teacher professionalism as the scheme of work is the primary guide to lesson preparation. The study's finding that only 1.4% of interviewed English teachers refer to schemes of

work shows teachers' disregard for teacher professionalism with regard to teacher-preparedness. The result in Table 4.20 shows that chalk board is the most available teaching material used for content delivery of English subject at 47.6% followed by Text books at 32.1%. Audio visual aids comes distant third at 11% followed by Charts at 7%. The least available teaching material in teaching English was Computers at 2.3%. This implies that teachers still use traditional resources like text book referencing and chalkboard to teach and are yet to embrace information technology (computers and audio visual) in today's digital age whereof internet provides easy access to world information library of knowledge.

4.5.8 Teacher Performance Appraisal Document and Teacher-preparedness

TPAD is one of the professional documents. All teachers who are employed by Teachers Service Commission are required to sign a performance appraisal with their employer (TSC) who then administers on them the TPAD. The purpose of this performance appraisal tool is to enable the employer to measure performance levels of employees on annual basis. On the other hand, the TPAD provides a feedback mechanism on the teaching and learning process in public schools. All teachers in service disclose the extent to which they have performed teaching and school activities agreed upon between themselves and the employer's Agent during performance target setting at the beginning of appraisal year. Failure to meet the agreed targets at the end of the appraisal period may attract sanction from the employer (TSC). Kenya National Union of Teachers (KNUT) which is the trade union representing public primary school teachers in Kenya was for a long period of time opposed to its members signing the performance contract with

employer (TSC) thereby derailing administration of TPAD. Teachers have half-heartedly yielded to TSC and majority are now appraised.

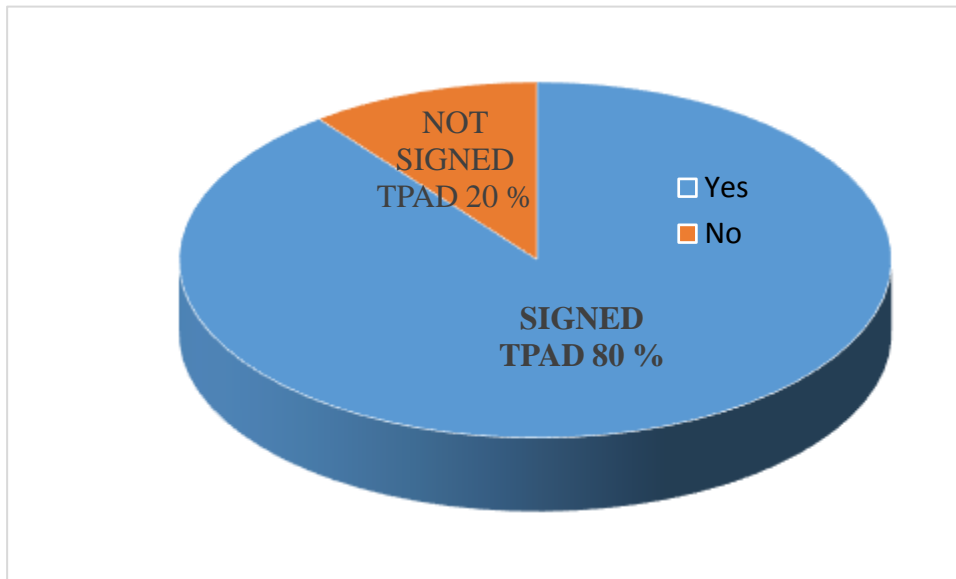


Figure 4.4: TSC teachers and signing of TPAD

The purpose for which TPAD, a contractual document between employer and employee, was introduced is to raise productivity of public service providers in the delivery of quality public goods and services in a cost-effective manner. In a classroom domain, teachers are expected to upscale their performances in all facets of teacher-preparedness, lesson preparation, instruction (content delivery) and engaging in school co-curricular activities meant for all-round development of learners including creation of enabling environment for effective teaching and learning. The study found that before the introduction of teacher performance contract in public schools in the country, the product of the teaching and learning process was not being measured for “what gets measured gets done” was the rationale for introducing TPAD in lethargic public offices.

4.5.9 Hypothesis 3. There is no significant difference in the pupils' mean KCPE score when teachers are categorized as using or not using professional document

The comparison between use of professional documents and performance of KCPE in English subject in Kenya was tested using T-test method. The result is shown below (Table 4.21).

Table 4.21: T-test result on TPD and Performance of KCPE in English subject

Test Value = 12						
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Score	-123.6	131	.000	2.79545	1.9068	3.6841

As presented in Table 4.21, the results show that there is a statistically significant relationship between the use of teacher's professional documents and students KCPE performance in English subject $t(133) = -123.6, p > 0.000$. This implies that the more the more teachers use the professional document while teaching the more the students perform in English subject. This leads to the rejection of null hypothesis that use of teacher's professional documents does not significantly influence KCPE performance in English subject in Kenya.

4.5.10 Discussion on availability/use of professional documents and learner performance

The topical problem of below average learners' performance in KCPE in English subject in Kenya lies not in availability (Mean score of 84.5% - updated Schemes of work at 90%, Lesson plans at 82%, Records of work at 96%, and Progress reports at 70%) and use per se (Mean score of 71.75% - updated Schemes of work at 85.7% , Lesson plans at 79.3%, Records of work at 67%, and Progress reports at 5%) of professional documents but rather in their application in delivery of content during the teaching and learning process in the class. The high Mean scores in the availability and use of professional document was interpreted, by way of induction, to mean that availability and use of professional documents did not negatively affect teacher-preparedness thereby causing learners to perform below average (poorly) in KCPE in English subject results. 80% of studied English teachers had signed Teacher Performance Appraisal Documents against 20% who had not signed TPAD.

Like Staff Performance Appraisal Report used in the Kenyan Civil Service administered by the Public Service Commission of Kenya, The TPAD is a teacher performance appraisal document by which the performance of a teacher employed by the Teachers Service Commission of Kenya is annually appraised on agreed performance targets. The targets set must be specific, measurable, achievable, realistic, and time bound (SMART), and cover school activities prescribed by the Teachers Service Commission (employer) in a letter of employment (employment contract) whose terms are agreed upon and signed by the teacher (employee). The effect of TPAD is to ensure that a teacher's productivity

is measured annually and recommended for either reward (promotion or continue to remain on payroll) if found to be productive (good performer) or sanction (disciplinary measure such as dismissal from the teaching service or demotion or non-promotion or any other measure that is punitive) for a non-performing teacher.

The TPAD is structured to measure performance of a teacher in the teaching and learning process activities which include Lesson Preparation, preparation and updating and good custody of teacher professional documents (appropriate syllabi, schemes of work, records of work, lesson plans, lesson notes, progress records which includes indiscipline records, class register for class teacher, TPAD plus any other school record officially assigned), classroom instruction (delivery of subject content), and adherence to teacher professional ethos (absenteeism, lateness, drunkenness, and any other conduct that brings into ridicule the noble teaching profession). The TPAD was introduced at a time when the teaching profession was underperforming.

The study observed that whereas TPAD, in acting as a desirable intervening variable, was effective in ensuring English subject teachers readied their professional documents and used them, the same could not give effect to practical teaching and learning in classroom which ultimately determines learners' performance in the subject. The weakness of the Teacher Performance Appraisal tool is inbuilt and may be remedied by reworking on its structure to capture elements of content delivery or revitalizing teacher inspectorate and quality assurance and standards audit teams which includes monitoring and valuation. There is thus a significant difference in the pupils' mean KCPE score when teachers are categorized as using or not using professional document

4.5.11. Influence of availability and use of teaching and learning resources/school infrastructure on pupils' performance

The study sought to find out the extent to which teaching and learning resources in terms of availability/adequacy and use together with school infrastructure/physical facilities may have contributed to unsatisfactory learner performance (Mean score) in KCPE in English subject in Machakos County (and by extension in Kenya). Teaching and learning process is the main focus area of this study owing to its centrality in impartation and acquisition of knowledge whose culmination is a National Assessment Examination such as KCPE. Teachers require basic resources such as KICD approved textbooks, school library services for referencing, ICT for pedagogical research, staffroom space to prepare lesson plans and update lesson notes including safe custody of professional documents. Learners (students) require learning resources such as KICD-MOE approved school textbooks, class exercise books, writing materials, classrooms, class furniture, wall charts, library and internet services (the laptop school project), sanitation blocks, open play areas (freshen up dull minds), and above all an enabling learning environment.

A classroom is the epicenter of the teaching and learning process in schools. It is the test ground and “game changer” for teacher-preparedness in delivery of subject content to expectant learners. Teachers who lack basic teaching resources will by no means deliver the subject content effectively – in other words, teachers who lack the basic resources to teach cannot teach effectively. This impact negatively on learners' performance in National Examinations. Conversely, learners who lack basic learning resources will by no means learn effectively in as much as they attend classes. The data was collated,

analyzed, presented for interpretation and discussed in-text. The study found that availability of teaching and learning resources averaged at 65% while school infrastructure averaged at 60%. The proportion of the teachers who had signed Teacher Performance Appraisal Document (TPAD) with their employer (TSC) was 80% (across gender) against 20% who had not signed the TPAD at the time the study was carried out.

A summary of availability and use of teaching and learning resources/school infrastructure against performance of KCPE in English subject in Machakos County shown in Table 4.22 was computed by averaging scores of well-endowed schools and schools not well-endowed in terms of resources/school infrastructure per Sub County against performance of KCPE.

Table 4.22: Summary of T&LR, School infrastructure and performance in KCPE in English

<i>Levels of teaching & learning resources/school infrastructure in public primary schools in Machakos County</i>				<i>Mean score performance of KCPE in English subject, Machakos County (2016)</i>
Sub-County	School code	Teaching and learning resources	School infrastructure	
Machakos Town	MmtX	82.5%	88.6%	56.1%
Machakos Town	MmtY	72.7%	82.7%	48.7%
Kathiani	MkathX	70.4%	85.3%	45.5%
Kathiani	MkathY	69.0%	64.0%	40.0%
Kangundo	MkangX	71.0%	80.2%	41.3%

Kangundo	MkangY	66.2%	77.0%	39.4%
Mwala	MmwaX	67.5%	67.1%	39.9%
Mwala	MmwaY	48.5%	50.0%	28.2%
Yatta	MyattX	60.0%	70.0%	38.3%
Yatta	MyattY	55.9%	43.8%	33.5%
Masinga	MmasX	68.4%	60.0%	39.2%
Masinga	MmasY	68.0%	45.2%	31.0%
Matungulu	MmatX	55.8%	63.2%	37.6%
Matungulu	MmatY	40.5%	52.0%	30.8%
Athi River	MathrX	85.0%	90.0%	57.3%
Athi River	MathrY	70.1%	74.9%	42.4%
Total	82	Mean = 65%	Mean = 60%	Mean = 41.66%

Table 4.22 (teaching and learning resources/school infrastructure and average performance of English subject in Machakos County, 2016) shows summary result of the performance in KCPE (2016) in coded public primary schools numbering 84 in total per each of the 8 Sub Counties constituting Machakos County against availability of teaching and learning resources and availability of school infrastructure in the sampled schools. For example, Mmt1 is code for public primary schools in Machakos County, Machakos Town Sub County, and (X) is a group of schools with high scores of available/adequate teaching and learning resources/school infrastructure against Mean score performance of KCPE in English subject (2016).

On the other hand, Mmt2 is code for public primary school in Machakos County, Machakos Town Sub County, and (Y) is a group of schools with low scores of available/adequate teaching and learning resources/ school infrastructure against Mean score performance of KCPE in English subject (2016). Under (X) are schools coded as $X_1 - X_n$ (n is number of schools in Sub County studied that are well-endowed with teaching and learning resources/school infrastructure). Under (Y) are schools coded as $Y_1 - Y_n$ (n is number of schools in Sub County studied that are not well-endowed with teaching and learning resources/school infrastructure).The study found on analyzing informational data in Table 4.22 that schools which had sufficient basic teaching and learning resources/ school infrastructure performed better than schools which did not have sufficient basic teaching and learning resources/school infrastructure. The study made this observation in all the 8 Sub Counties and within each of the 8 Sub Counties. It is thus the finding of this study that there exists a relationship between availability/adequacy of teaching and learning resources/school infrastructure and schools' performance in KCPE examinations in Machakos County.

A cross-tabulated summary of teaching and learning resources/school infrastructure and availability and use of availability and use of school resources (available/adequate, not available; used, not used; availability %, usage %) is shown below.

Table 4.23: Availability and use of teaching & learning resources/school infrastructure

<i>Teaching and learning resources/ School infrastructure</i>	<i>Availability and use of teaching & learning resources</i>					
	<i>Available/A dequate</i>	<i>Not available</i>	<i>Used</i>	<i>Not used</i>	<i>Availability</i>	<i>Usage</i>
Adequacy of number of classrooms	98/100	2/100	100	0/100	98%	100%
Adequacy of classrooms space	90/100	10/100	100	0/100	90%	100%
Adequacy of staffroom space	30/100	70/100	100	0/100	30%	100%
Adequacy of school playfields	90/100	10/100	60	40/100	90%	60%
Adequacy of sanitations blocks	70/100	30/100	100	0/100	70%	100%
Adequacy of drinking water	40/100	60/100	100	0/100	40%	60%
Adequacy of reference resources/ICT	50/100	50/100	80	20/100	50%	80%
Adequacy of wallboard chalks	100/100	0/100	100	0/100	100%	100%
Adequacy of exercise books/stationery	88/100	12/100	100	0/100	88%	100%
Adequacy of learner's textbooks	95/100	5/100	100	0/100	95%	100%
Adequacy of teacher guides	90/100	10/100	90	10/100	90%	90%
Adequacy of wall charts	90/100	10/100	75	25/100	90%	75%
Adequacy of School library services	25/100	75/100	100	0/100	25%	100%
Adequacy of audio-visual aids	10/100	90/100	40	60/100	10%	40%
Adequacy of chalks	90/100	10/100	100	0/100	90%	100%
Adequacy of electricity supply	80/100	20/100	80	20/100	80%	20%

Table 4.24: Teaching & school resources/infrastructure and performance at KCPE

<i>Study thematic area</i>			<i>Performance score</i>
<i>Teaching and Learning resources and school infrastructure</i>	Teaching and Learning resources		65.0%
	School infrastructure		60.0%
<i>KCPE in English subject results, Machakos County</i>		2012	46.14%
		2013	47.79%
		2014	47.62%
		2015	46.53%
		2016	41.66%
<i>KCPE in English subject results, Nationally</i>		2012	45.0%
		2013	44.83%
		2014	46.22%
		2014	46.02%
		2015	41.22%
<i>Teacher Performance Contract/TPAD</i>	Signed TPAD		80.0%
	Yet to sign TPAD		20.0%

A summary of teaching and learning resources/school infrastructure, performance score of KCPE in English subject (2012-2016) and TPAD shown above indicates that public primary schools in Machakos County are fairly equipped. Classrooms top the list of available and used item in studied public primary schools at 98% followed closely by availability and usage of learners' textbooks 95% and 100% respectively. Wallboards, chalks, teacher guides, classroom space, and playfields are third most available/adequate and used teaching and learning resources and school infrastructure at 90%. The least

available/adequate and used teaching and learning resource and school infrastructure was Audio visual aids was computed at 10% availability and 40% usability followed by availability/adequacy of Library services at 25% respectively. Staffroom space was third least available/adequate in all teaching and learning resources plus school infrastructure combined at 30% availability. Lastly, availability/adequacy of Drinking water at, reference resources and supportive ICT infrastructure (computers, laptops, internet connectivity) and electricity supply were at 40%, 50% and 80% respectively in terms of availability and usability.

The study observed the Government's deliberate policy to supply free teaching materials in all public schools in the Republic of Kenya was beginning to bear desired fruits. However, the study further observed that teachers do not have computing aids to access, via internet, developments in English subject content, particularly in the areas of Language skills, instructional strategies, managing students' behavior and engaging students in the learning process in a classroom.

4.5.12 Hypothesis 4. There is no significant difference in the pupils' mean KCPE score when schools are categorized as ensuring or not ensuring availability and use of teaching and learning resources/school infrastructure

The comparison between availability and use of teachers' professional documents/school infrastructure and performance of KCPE in English subject was tested using T-test method. The result of the test is summarized in Table 4.25.

Table 4.25: T-test result on T&LR and Performance of KCPE in English subject

	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
score	-40.94	131	.000	2.79545	1.9068	3.6841

The t-test results show that there is a statistically significant relationship between the use of teaching and learning resources and students KCPE performance in English subject $t(125) = -40.93$, $p > 0.00$ implying that the use of teaching and learning resources/school infrastructure influences performance of KCPE in English subject in Kenya. The result leads to the rejection of null hypothesis that use of teaching and learning resources does not significantly influence learners' performance in KCPE in English subject in Kenya.

It was, therefore, the finding of this study that teachers who teach English subject in public primary schools in Machakos County do not readily access adequate requisite materials to enable them to effectively perform their core business of teaching. In furtherance of the foregoing observation, the study noted that public primary schools in Machakos County are, by and large, still practicing traditional wallboard chalk teaching method of delivering subject content in a 21st Century classroom at a time when user-friendly technology has become the in-thing for teacher-preparedness.

The study thus observed that some learners, particularly in poor rural areas, do not have requisite exercise books for all the English subject lessons. The implication of this finding is that some poor and disadvantaged learners in public primary schools are not equipped with sufficient learning materials (exercise books/stationery) to effectively learn at school under the teacher's guidance, and also at home doing homework and studying on their own. This study finding implies that whereas public primary schools in Machakos County have requisite infrastructural facilities to support school co-curricular activities, their capacity to bolster academic learning is wanting.

In a nutshell, the study found that neither teachers nor learners in public primary schools in Machakos County are well equipped and facilitated to adequately teach/deliver subject contents to learners in Class or for learners to effectively learn from their teachers. It was the finding of this study that more effort, by all stakeholders in the Education sector, should be directed towards ensuring that all requisite teaching and learning materials including supporting school infrastructure should be made available and adequate in the said schools in order to improve the teaching and learning process. However, the study recognized the contributions made by the National Government in the building of many public primary schools including expansion of classrooms and supply of teaching and learning materials under the free tuition program plus other interventions all geared towards not only making basic education accessible to all but also that the education so provided is of good quality.

Table 4.25: Teaching & learning resources/infrastructure and performance scores shows teaching and learning resources, and school infrastructure average performance scores are

65% and 60% respectively. This data shows that most schools do not have adequate facilities. Out of observed 70 available classrooms, 15% classrooms had inappropriate roofing, 45% classroom doors were broken. 45% of available desks and chairs were in poor state and uncomfortable to use. Only 55% of sampled schools had administration blocks. 35% of the staffrooms wherein teachers prepare for their lessons for lack of staffroom space were stuffy and congested. 70% of the schools had good toilet facilities but not adequate to cater for the school population (number of students and staff). The schools whose physical facilities were good posted better KCPE in English subject than schools which lacked sufficient basic facilities as shown in Table 4.24 and enumerated in Table 4.25. The Tables referred hereto are synoptic and supplement each other in data interpretation.

This study finding agree with Otterenger (2001) who said “in examining the complex relationship between teacher-preparedness for classroom activities, physical facilities are viewed as a catalyst contributing to improve learner performance”. Ball and Cohen 1996 said that teaching and learning materials (and supporting physical facilities) in schools contribute to teacher understanding of learners needs, and, that, lack of the said teaching and learning materials and supporting school physical facilities highly hampers learner performance in examination. This theoretical thread of availability and use of teaching and learning resources and school infrastructure influencing learner performance in National Assessments is also buttressed by the findings of Robinson (2009) and Rockoff (2004) who emphasized in their separate that school factors (instruction and learning resources and general work environment) significantly contribute to students’ achievement in mathematics and language.

This study finding is also in agreement with the study finding of Nyamubi (2003) who reported that learning materials are important in the process of teaching and learning any subject. He emphasized that learning materials make learning to become pleasant to students because of the reality of experience offered which in turn stimulates self-activity and imagination of learners. It is therefore the finding of this study that learners in public primary schools in Machakos County with sufficient basic teaching and learning resources and a supporting school infrastructure performed better (attained higher Mean score grades) in KCPE in English subject compared to their counterparts in public primary schools which lack basic teaching and learning resources and a supporting school infrastructure. This study found that there is a significant difference in the pupils' mean KCPE score when schools are categorized as ensuring or not ensuring availability and use of teaching and learning resources/school infrastructure.

Study also interrogated teacher gender as a demographic characteristic to inform the study because a number of studies have reported as influencing teacher-preparedness and performance which does affect learner performance in formative and summative assessments. All key indicator elements were each studied in its relatedness or association to students' achievements, and findings presented, analyzed and interpreted. The study also considered the moderating influence of school infrastructure, teacher performance appraisal document, class size and age (issues of absenteeism/lateness, ill-health, mindset and attitude associated with aging). This study discusses highlights on poor learners' performance in KCPE in English subject.

Teacher self-efficacy levels and gender imbalance in primary schools compounded the problem of poor learners' performance in KCPE in English subject. The study observed that the diminishing number of male teachers who incidentally have a relatively higher self-efficacy (70%) particularly in managing students' behavior and engaging students in the learning process in the classroom contributed to the poor performance of learners in KCPE in English subject.

Teacher's academic qualification imbues cognitive skills in a teacher leading to increased actualization of planned instructional strategies for delivery of content in the classroom. The study observed that the English subject knowledge skills of Primary teachers were imbued in them in their Primary and Secondary education wherein they were tested, examined and awarded grades according to individual performances. The strength of the certificate awarded (Pass or Credit or Distinction) reflected an examinee's level of subject understanding. Under Kenya's Education system, learners who score Distinction and strong Credit grades, under 8-4-4 system, are directly admitted in Universities to further their academic pursuits.

The said learners, under 7-4-2-3 system, would be admitted in High Schools to undertake Advanced Level (Form 5 – Form 6), and those who attain Distinction or strong Credit grades were admitted in Universities to further their academic pursuits. Learners who attained a Pass grade at the Ordinary Level of Education (Form 4) and opted for a teaching career were professionally trained as Primary Grade P 3 teachers together with learners who had passed in KJSE. Learners who attained a weak Credit at the Ordinary Level of Education (Form 4) and opted for a teaching career were professionally trained

as Primary Grade P 2 teachers. Learners who attained a Credit grade at the Ordinary Level of Education (Form 4) and opted for a teaching career were professionally trained as Primary Grade P 1 teachers alongside learners who attained either a Pass or a weak Credit at the Advanced Level of Education (Form 6) who opted for a teaching career. The Primary teacher Grade P 3 was abolished (in 1985) and all serving Grade P 3 teachers promoted to Primary teacher Grade P 2.

Under School-based University program, serving teachers (including those who had not attained the minimum academic qualification) were allowed to pursue University education, not necessarily in the subjects which they taught). At the time of conducting this study, Primary graduate teachers were found to constitute 42% of the teachers who teach English subject in studied public primary schools in Machakos County. The study further observed that those Primate graduate numbers had not (arguably for insufficient English subject knowledge skills acquired at foundation level of English education) translated into good and quality examination grades for learners. It is therefore the finding of this study that the teachers' knowledge skills and competencies in English subject (ameliorated by the belief by both teachers and learners in confidence building academic qualifications) has to the greatest extent caused the problem of learners' poor performance in KCPE in English subject in Machakos County.

Teaching experience and pupils' performance at KCPE in English subject is about teacher-preparedness through learning English subject skills and competencies both in the classroom and marking KNEC KCPE English subject. The study observed teachers in public primary school's lack specialization in any subject. The study found that Science

Diploma (S 1) and Degree teachers, whose knowledge skills in English subject were taught and examined at Primary and Secondary levels of Education, were teaching English subject. The study also observed that a teacher's teaching experience was measured by the number of years the teacher has spent in teaching service which does not necessarily imply the number of years the teacher has spent as a classroom teacher, or so to say, teaching English subject. The study further observed that teachers with a teaching experience of twenty-one years are less productive in the classroom. It is therefore the finding of this study that whereas teaching experience was positively related to the learners' performance in examinations, other dynamics have worked to sustain the prevailing poor learners' performance in KCPE in English subject in Machakos County.

Availability and use of professional documents were moderately found to significantly influence students' performance in examinations. The study observed that whereas teacher performance appraisal document (TPAD) was effective in ensuring that the teacher keeps record of professional documents (arguably for purpose of teacher appraisal in agreed target areas), its effectiveness in the classroom is wanting. The study further observed that the monitoring of teachers' content delivery in the classroom (where rubber meets the road) was left under audit of a lackluster Directorate of Quality assurance and standards. It is the finding of this study that unsatisfactory implementation of planned activities in the three classroom domains and weak monitoring and evaluation of the teaching and learning process in classrooms contributed to the greatest extent to the poor learners' performance in KCPE in English subject in Machakos County.

The adequacy and use of school resources/infrastructure together with a supportive teaching and learning environment (fair terms of employment, industrial relations, etc.) has to some extent contributed to making learners' performance in KCPE in English subject in Machakos County slightly higher in English Composition and English Language than the National average over past successive years. The study found that the inadequacy of reference materials and computers, school library services, staffroom space, audio visual aids, and general indiscipline (non-strict adherence to the professional code of conduct – lack of promotions based on merit and non-recognition of teacher's personal development efforts resulting in majority demotivated classroom teachers, absenteeism and lateness, truancy, patronage, Lesson time wastage and students' belligerence in classroom). It is the finding of this study that inadequacy in availability and use of teaching and learning materials required to capacity-build English subject knowledge skills both in the teacher and in the learner has contributed to the poor learners' performance in KCPE in English subject in Machakos County.

The twin Ministry of Education (MOE) and Kenya National Examination Council (KNEC) Audit Report on KCPE 2016 Results released in 2017 only singled out low competency levels (MOE Directorate of Quality Assurance and Standards Report) and indiscipline (KNEC) for blame for the unsatisfactory performance of KCPE candidates over the past successive years. The said twin Report glossed over the problem of non-availability and usability of teaching and learning resources and the inadequacy of school infrastructure that supports the teaching and learning process in schools. This study found that learner performance is significantly influenced by available, adequate and usable teaching and learning resources plus a supportive school infrastructure. The below

average performance score by learners in KCPE in English subject in Kenya over the past five years (2012 – 2016) at a Mean score of 44.71 Nationally (and 45.95% for Machakos County) has been established by this study to have been influenced largely by teacher unpreparedness. All measures of teacher-preparedness variables performed averagely. The product of the teaching and learning process is as good as process inputs. The principle of garbage in garbage out is not a stranger to Education sector in Kenya.

The foregoing findings underscore the important role which teacher-preparedness play in teaching and learning process particularly in public primary schools in Machakos County which mirrors public primary schools in Kenya. UNESCO-EPA monitoring report (2005) said that teacher-preparedness is key to influencing implementation of classroom activities and learner's performance. The Curriculum Journal, Vol. 24, No. 3, (2013) while singling out teacher-preparedness as an enhancer of Learner performance. ADEA (2005) says that importance of teaching and learning Language (read English Language) in education is underscored by the assertion that "Language is not everything in education but without Language, everything is nothing in education". Malekela, (2003) succinctly said "if the Learner is handicapped in the Language of instruction, then learning may not take place at all as teacher and the learner will not be communicating" concerning the role Language played in education. Indeed, teachers who are well prepared to teach will deliver subject content in the classroom in ways that will make learners to understand the subject content thereby improving their performance in the subject.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study, the research findings, conclusions, recommendations and suggestions for further research based on evidence from the study. The chapter summarizes study objectives, methodology used and key findings. The chapter also draws conclusions in response to the four hypothesis which were set to establish the influence of teacher-preparedness on performance of KCPE in schools in Kenya.

5.2 Summary of Study Findings

Study had four specific objectives as compass to guide the research. Those objectives were:

1. To determine influence of teacher academic qualification on pupils' performance at KCPE in English Subject in public primary schools in Kenya.
2. To assess influence of teaching experience on pupils' performance at KCPE in English subject in public primary schools in Kenya.
3. To assess influence of availability and use of professional documents on pupils' performance at KCPE in English subject in public primary schools in Kenya,

4. To assess influence of availability and use of school resources/infrastructure on pupils' performance at KCPE in English subject in public primary schools in Kenya.

In order to measure the four specific objectives of this study, four null hypotheses shown below were formulated.

Hypothesis 1. There is no significant difference in the pupils' mean KCPE score when their teachers are categorized by their qualifications.

Hypothesis 2. There is no significant difference in the pupils' mean KCPE score when their teachers are categorized by years of teaching experience

Hypothesis 3. There is no significant difference in the pupils' mean KCPE score when teachers are categorized as using or not using professional documents

Hypothesis 4. There is no significant difference in the pupils' mean KCPE score when schools are categorized as ensuring or not ensuring availability and use of teaching and learning resources/school infrastructure.

Machakos County, a County in Kenya with both affluent urban populations endowed with good social infrastructure and high-poverty marginalized rural population that lacks good social infrastructure was chosen as the target population for the study because it reflects the true image of Kenya. This is evidenced in its Mean score performance of KCPE in English subject (2012 – 2014) which is almost at par with the National Mean score over the same period.

Questionnaire and observation guide were instruments used in data collection from primary sources. Secondary data was sourced from document reviews. Teacher-preparedness as the independent variable of study was deconstructed in its four key components each of which was investigated independently on its influence on performance of KCPE in English subject in public schools in Machakos County, Kenya. The four investigated independent variables were (1) teacher's academic qualification, (2) teaching experience, (3) availability and use of professional documents, and (4) availability and use of teaching and learning resources/ school infrastructure. Informational data was coded, collated, analyzed using descriptive statistical analysis and regression analysis and presented in statistical tables, pie-charts and graphs for interpretation and discussion.

Findings of the study

(1) There is no significant difference in the pupils' Mean score at Kenya Certificate of Primary Examination in English subject in public primary schools in Kenya when their teachers are categorized by their academic qualifications.

Candidates in Machakos County schools whose KCPE classes were taught by Teachers who are holders of Form 4 "Ordinary Level" academic certificates (Grade P I teachers) who constitute 21.2% of teachers who teach English subject in the County's public primary schools posted a performance Mean score of 45.38%. On the other hand, Form 4 "Ordinary Level"/Form 6 "Advanced Level" academic certificate holders (Diploma and S I teachers) who constitute 36.4% of teachers who teach English subject in Kenyan public primary schools posted a performance Mean score

of 47.5%. Lastly, Form 4 “Ordinary Level”/Form 6 “Advanced Level”/University Bachelor’s Degree academic certificate holders (Graduate Primary teachers) who constitute 42.4% of the total number of teachers who teach English subject in the County’s public primary schools posted a performance Mean score of 58.21%. The study thus found that academic qualification is positively related to learner performance.

The study found that the strength of teacher’s academic qualification tends to improve learners’ performance, possibly due to added knowledge skills and confidence building in both teacher and learner; and teacher academic qualification in a subject other than one which he/she teaches does not significantly improve learners’ performance possibly due to lack of mastery of content and knowledge skills. This explains why Machakos County with a high population of Primary graduate teachers who teach English subject (42%) has not translated into enhanced pupils’ performance at KCPE exam in the subject.

(2) *There is significant difference in the pupils' Mean score at Kenya Certificate of Primary Examinations in English Subject in public primary schools in Kenyawhen their teachers are categorized by years of teaching experience.*

Candidates in Machakos County schools whose KCPE classes were taught by Teachers with a teaching experience of less than five years posted a Mean score performance of 45.8%. Candidates in Machakos County schools whose KCPE classes were taught by Teachers with a teaching experience of 11 – 16 years posted a Mean score performance of 49.6%. Candidates in Machakos County schools whose KCPE classes were taught by Teachers with a teaching experience of 17 – 20 years posted a

Mean score performance of 53.2%. Lastly, Candidates in Machakos County schools whose KCPE classes were taught by Teachers with a teaching experience of over 20 years posted a Mean score performance of 51.8 %. The study thus found that teaching experience is positively related to performance of KCPE up to about 20 years after which it no longer positively influences the performance.

(3) There is significant difference in the pupils' Mean score at Kenya Certificate of Primary Examinations in English subject in public primary schools in Kenya when teachers are categorized as using or not using professional documents.

The study found Progress Records posted availability/adequacy at 66%, an indication that teachers who taught English subject in KCPE classes did not effectively deliver the English subject content because managing student behavior requires that a teacher must have an updated student indiscipline record in order to deliver content in a classroom. This finding corroborates the KNEC audit which blamed candidates' indiscipline for poor performance in KCPE. Further assessed TPADs were not accessible to the study for interrogation.

(4) There is significant difference in the pupils' Mean score at Kenya Certificate of Primary Examinations in English subject in public primary schools in Kenya when schools are categorized as ensuring or not ensuring availability and use of teaching and learning resources/school infrastructure.

The study found that availability and usage of teaching and learning resources averaged 65% while availability/adequacy and usage school infrastructure averaged at 60%. Of much concern was the low availability/adequacy of Audio-visual aid at 10%, school library services at 25%, staffroom space at 30% and drinking water at 40%. From the

finding on staffroom space, the study was able to understand why performance of KCPE in English subject in schools has been poor over past successive years. It is noteworthy from this finding on staffroom space that preparation and safe custody of professional documents such as Progress Records which were available and used at 66% is an indication that without a good supporting school infrastructure, the teaching and learning process is dysfunctional.

5.3. Conclusions of Study

On the basis of the findings, the following conclusions have been advanced:

- 1. Academic qualification and pupils' performance:** study found that teacher's academic qualification significantly enhances pupils' performance. This is likely to arise because of increased mastery in content, added knowledge skills, self-confidence in content delivery in classroom, and learners' confidence, respect and discipline when taught by graduate teachers. However, academic qualification of a teacher in a subject other than the one which a teacher teaches (English subject) does not significantly improve learners' performance, arguably, due to lack of mastery of subject knowledge skills and competency. This finding helps to explain why the large number of Primary graduate teachers (42%) who teach English subject in Machakos County has not improved learners' performance in KCPE in English subject.

The study concluded that teacher academic qualification significantly influences pupils' performance at Kenya Certificate of Primary Examination in English subject in Kenya. Finally, this study recommends that only teachers with good academic qualification in

subjects taught at appropriate school learning levels with repository competencies and pedagogical skills acquired in the course of academic learning and professional training be deployed to teach English subject in schools for enhanced learner performance.

2. Teaching experience and pupils' performance: study found that teacher's teaching experience, particularly in a specialized subject, improves learner performance (or teacher productivity as measured by pupils' Mean scores both in formative and summative assessments). However, continued stay of experienced teachers in classroom for more than twenty years negatively impacts on learners' performance due to lack of commensurate recognition/reward. This finding helps to explain the poor performance of pupils at KCPE in English subject in Machakos County notwithstanding sufficiency of teaching experience thus underscoring the need for a deliberate policy shift in the management of more experienced teachers and subject specialization in schools.

This study concluded that teacher teaching experience significantly influences pupils' performance at Kenya Certificate of Primary Examination in English subject in Kenya; and that this influence is moderated by other factors such as age and work environment.

3. Availability and use of professional documents and pupils' performance: study found that availability and use of teacher professional documents enhances pupils' performance in both formative and summative assessments. A good scheme of work found on a well interpreted approved syllabus, a good Lesson plan with well

researched Lesson notes, well organized and easily accessible records of work, and updated progress reports on learners' progress and discipline altogether make delivery of subject content in the classroom a success story whose dividends are good performance learner grades in the subject. This noble objective of improving learning in schools through availability and use of professional documents has not been successful in public primary schools in Machakos County even with the introduction of TPAD, arguably, due to systemic issues that bedevil subject content delivery in the classroom. These findings help to explain why there is persistent poor learners' performance in KCPE in English subject.

4. Availability & use of school resources/infrastructure & pupils' performance:

study found that availability and use of teaching and learning resources/school infrastructure enhances pupils' performance in formative and summative assessments. This study thus found that inadequate reference materials, nonuse of technology, audio visual aids and limited staffroom space negatively impact on learners' performance; and that both teachers and learners were unable to adequately improve on their knowledge skills and competencies in English Language as a subject. This finding helps to explain why learners' performance in KCPE in English subject in Machakos County continues to be poor notwithstanding heavy investments in the provision of school textbooks and in development of infrastructure.

It is therefore the finding of this study that Teacher-preparedness significantly influence pupils' performance at Kenya Certificate of Primary Examinations in English subject in public schools in Kenya.

5.4. Recommendations

1. Primary teachers in possession of High school certificates who want to pursue higher academic certificates while still in teaching service should only pursue courses in subject areas relevant to their classroom teaching. This study therefore recommends that all Primary teachers who have acquired academic certificates in their professional career be appropriately deployed but those teachers who have acquired academic qualifications which do not make them more productive as classroom teachers should be counselled and appropriately retrained through school-based programs

Primary teachers in possession of High school certificates who want to pursue higher academic certificates while still in teaching service should only pursue courses in subject area relevant to their classroom teaching. This study therefore recommends that: (i) all Primary teachers who have acquired academic certificates in their professional career be appropriately deployed but those teachers who have acquired academic qualifications which do not make them more productive as classroom teachers should be counselled and appropriately retrained via school-based programs; and (ii) only qualified teachers with repository competencies and knowledge skills acquired in the course of academic learning as measured by teacher academic qualification or by way of in-service training in English subject should be deployed to teach English subject in schools for enhanced learner performance.

2. All teachers with classroom teaching experience of more than eighteen years should be rewarded and possibly be redeployed, away from the classroom, to perform duties related to their professional careers in order to sustain or bolster their productivity in

the teaching service. This study therefore recommends that teachers who have classroom teaching experience of more than twenty years should be rewarded, and redeployed either as Heads of Departments in schools or as Quality and standards assurance officers within TSC or in Ministry of Education according to their knowledge skills and competencies.

The study recommended as follows: (i) Promote high performing experienced teachers to higher responsibilities in order to boost their morale for the purpose of enhancing their classroom performance; (ii) Develop teacher teaching experience through teacher exchange programmes and skills development trainings during school vacation; (iii) Sustain morale of experienced teachers who are high performers by improving their terms of service like remuneration and timely promotion of deserving teachers; (iv) Institutionalize mentoring programmes in schools to hasten transfer of experiential knowledge skills from more experienced teachers to less experienced teachers; and (v) Improve teacher-administration work relations, school resources and related physical infrastructure.

3. All classroom teachers should undergo sandwiched short refresher course training on use of professional documents and subject content delivery in the classroom as a deliberate effort geared towards jumpstarting effective teaching and learning process for productivity gains. This study therefore recommends that TSC and Ministry of Education in partnership with other stakeholders in the Education sector facilitate retraining of classroom teachers through sandwiched short programs during school

holidays in order to improve on the poor performance of learners in KCPE in English subject.

4. Management teams in schools (BOM and PTA) should proactively work with National Government and other stakeholders in the Education sector to ensure requisite reference materials and technology including audio visual aids are adequately available and used in teaching and learning in schools. This study therefore recommends that the National Government working in partnership with other actors in the Education sector makes available the requisite reference materials and technology including audio visual aids in all public primary schools in order to improve on the poor performance of learners in KCPE in English subject.
5. Other recommendations of this study for enhancement of teacher-preparedness and pupils' performance at Kenya Certificate of Primary Examinations include: (i) timely retraining of classroom teachers in curriculum content and knowledge of effective pedagogy i.e. modern instructional methodologies and class management, (ii) provide appropriate and sufficient school resources/infrastructure, (iii) institutionalize school mentorship programmes, and (vi) motivate performing teachers extrinsically and intrinsically.

5.5 Strategies to Implement Recommendations arising from findings and Conclusions

- i) *To augment teacher's effort in personal development for effective performance in the classroom:* Government of Kenya through Ministry of Education in

partnership with other stakeholders in the Education sector should retrain classroom teachers in refresher courses during school holidays for better instructional strategies and management of student behavior in a classroom domain for effective delivery of subject content – employer (with assistance of stakeholders) to pay the bill.

- ii) To reverse diminishing numbers of male teachers who teach English subject in schools which is of great concern (this study and many others cited herein found male teachers to have slightly higher self-efficacy compared to female teachers) due to rising class indiscipline: TSC should review its teacher recruitment/staffing policy in order to balance numbers of male and female teachers to enhance pupils' performance.
- iii) To raise a worrying low literacy level among pupils: Ministry of Education should raise entry qualifications for admission into Teacher Training Colleges whereof those recruited will undergo subject specialization in areas wherein they are most competent.
- iv) On teacher's teaching experience: TSC in partnership with Ministry of Education should identify classroom teachers who have high competencies, knowledge and skills in English language as core resource persons in schools and teacher training colleges as role models to offer experiential training and coaching of teachers.
- v) On teacher-student silo mentality: TSC in partnership with Ministry of Education should institutionalize mentoring programmes in schools for teachers and pupils.
- vi) On teacher professional documents: Teachers Service Commission should breathe life into the Directorate of Quality Assurance and Standards (which has for a long

time been functionally docile) and put in place an efficient and effective monitoring and evaluation unit to timeously check on teacher-preparedness including entire teaching and learning process.

- vii) On content delivery: both Ministry of Education and Teachers Service Commission should (owing to the central role content delivery plays in impartation of knowledge to pupils in a classroom wherein actual teaching and learning occur)ensure, through a more rejuvenated Quality assurance and Standards monitoring and evaluation unit, that effective quality teaching and learning take place in all public primary schools in Kenya.
- viii) On school resources/infrastructure: a public-private partnership arrangement should be promoted to supplement Government effort in providing a conducive teaching and learning environment through building school infrastructure where required and provision of appropriate and sufficient teaching and learning resources particularly in marginalized areas since the Government alone cannot provide much-needed school infrastructure and school resources today or innear future due to limited resource envelope and other competing sectorial interests.

5.6. Suggestions by teachers and students on how to improve learner performance

- (i) Teachers should attend skills upgrading courses especially on content delivery during school holidays at expense of Teachers Service Commission/Government.
- (ii) Teachers should be well equipped with necessary teaching resources including internet access to enable them become more knowledgeable and perform better.

- (iii) Classroom teachers should be recognized for their effort and promoted in real time.
- (iv) The Government of Kenya through the Ministry of Education should provide sufficient staffroom space and personal lockers in schools to enable teachers effectively prepare for Lessons and for safe custody of professional documents.
- (v) Students should be provided with sufficient learning resources to perform better.
- (vi) Schools should build libraries and provide books and computers for students.
- (vii). Students should be taught more practical lessons to understand concepts better.

That a framework of close monitoring of teacher-preparedness be established in all learning institutions.

5.7. Suggestions for Further Study

This study aware of the important role played in teacher-preparedness in teaching and learning and being cognizant of the centrality of content delivery in impartation and acquisition of knowledge hereby recommends for a further study focusing on content delivery and its effective monitoring and evaluation in all public schools to enhance Learner performance in English subject in Kenya.

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APPENDICES

Appendix I: Letter of Introduction

University of Nairobi

P.O. BOX 92

Kikuyu

June 2017

The Principal.

.....

REF: DATA COLLECTION FROM YOUR SCHOOL

I am a post graduate student in the University of Nairobi conducting a study on **Influence of Teacher-preparedness on English subject Performance in Kenya**. I write to request for permission to collect data from your school.

The information gathered is for academic purpose only. Identities of participants will remain confidential. It is hoped that the study results will be important to educational practitioners and stakeholders.

Thank you for your cooperation.

Yours faithfully,

Susan Wandera

Appendix II: Teachers Questionnaire

This questionnaire is for teachers who taught English subject in KCPE examination classes.

Name of school _____; Sub County _____

SECTION A: Demographic Information

1. Name of Employer: TSC []; BOM []; Others (specify) _____
2. What is your Age in years?
Below 30 []; 31 – 34 []; 35 – 39 []; 40 – 44 []; Over 45 []
3. Indicate the year you taught English subject in KCPE examination class
2012 [] 2013 [] 2014 [] 2015 [] 2016 []
4. Indicate the KCPE marks in English subject your examination class attained as per year
taught. _____

5. Indicate the average Class size of KCPE examination class in the school

6. Indicate your gender as provided: Male [], Female []
7. a) How much can you do in implementing your teaching strategies in the classroom?
Very much [] Quite much [] Not much [] Nothing []
b) How much can you do in managing student behavior in the classroom?

Very much [] Quite much [] Not much [] Nothing []

c) How much can you do in engaging in the learning process in the classroom?

Very much [] Quite much [] Not much [] Nothing []

8. a) Have you experienced any problem in syllabus coverage?

Yes [] No []

b) If your answer is “Yes”, please indicate the reason of your choice.

Too much content []

Little time allocated []

Unrelated basic knowledge hence too much time explaining []

Some concepts difficult to teach e.g. []

Any other problem- specify_____

SECTION B: Teacher-preparedness

Part I: Highest academic qualification

9. Please indicate your highest academic qualification by ticking in appropriate box.

(1) Form 4 “O” Level certificate – Grade P 1 Teacher []

(2) Form 4 “O” Level/Form 6 “A” Level certificate – Diploma Teacher []

(3) Form 4 “O” Level/Form 6 “A” Level certificate – S 1 Teacher []

(4) Form 4 “O” Level/Form 6 “A” Level certificate/University Bachelor’s Degree certificate – Graduate Primary Teacher []

Part II: Teaching experience

10. For how many years have you taught English subject in a school classroom setting?

Less than 1 yr. [] 1-4 yr. [] 5-9 yr. [] 10-14 yr. [] 15-19 yr. [] Over 20 yr. []

11. Indicate subjects you teach other than English subject_____

12. Indicate your teaching workload: (1) High []; (2) Moderate []; (3) Low []

Part III: Professional Documents

13. Please indicate availability and usage of the following documents (if Yes, estimate %)

Item	Availability		Usage	
	Yes	No	Yes	No
Appropriate syllabus				
Updated scheme of work				
Lesson plans for all lessons per week				
Updated lesson notes for the classes you teach				
Learners' progress records for the classes you teach				
Record of learners discipline record				
Teacher Performance Appraisal Document (TPAD)				

14. How often do you prepare your English subject lessons using these documents in a term

Item	Daily	Weekly	Monthly	Rarely
Appropriate syllabus				
Updated scheme of work				
Lesson plans for all lessons per week				

Updated lesson notes for the classes you teach				
Learners' progress records for the classes you teach				
Record of learners discipline record				

15. How many hours per week do you spend in lesson preparation?

16. What motivates you to prepare adequately before going to class?

Pupils improved performance A requirement from my employer

Reward from parents Improvement by pupils in writing

For departmental records For promotion

Because of the contractual performance appraisal document

17. a) Do you enjoy lesson preparation before teaching?

Yes No

18. Give a reason for your answer _____

19. a) Are there adequate teachers to teach English in your school?

Yes No

b) If your answer is No, does it affect teacher-preparedness? Explain

Part IV. Teaching and learning resources/school infrastructure

20. Indicate adequacy and usage of the following resources/facilities (if yes, estimate %)

Resources and facilities	Availability/Adequacy		Usage	
	Yes	No	Yes	No
No of classrooms				
Classrooms space				
School playfields				
Sanitations blocks				
ICT/Computers				
Chalks				
Exercise books				
Pupils textbooks				
Teachers guide				
Wallboard				
Chart				
Library//library books				
Drinking water				
Electricity supply				

- a) Which of the above resources do you use in lesson preparation? _____
- b) Please indicate your level of lesson preparedness before teaching in the classroom?

Very good [] Good [] Average []
Below average [] Poor []

c) Does your level of lesson preparedness affect your content delivery? Yes [] No []
] Please explain _____

d) In your opinion how can performance of English subject be improved? (Briefly explain) _____

e) What is the ratio of textbooks to the learners in the school?

f) Do you think that a teacher's level of lesson preparedness determines students' performance in English subject assessments? Yes [] No []
Please explain your answer _____

g) How many times have you been supervised by the standards and quality assurance officers since 2012? _____

h) Did the supervision help improve your teaching? Yes [] No [] I don't know []

i) How do you prepare pupils to improve their performance in English subject?

Early syllabus coverage [] Ability groups []

Regular testing []

Promoting pupils who post good grades []

Remedial teaching []

j) Have you signed teachers' performance appraisal document introduced in 2015?

Yes [] No []

1) If your answer is “Yes”, has it improved the teachers’ preparedness in classroom?

Please explain _____

2) If your answer is “No”, what do you suggest as a measure of your performance?

Please explain _____

3) In your opinion, what should be done to improve on teacher-preparedness?

Please explain _____

SECTION C: LEARNER PERFORMANCE

21. How often do students sit for coursework assessment tests in English subject per year?

Weekly [] Monthly [] Termly [] Twice in a year [] Never []

22. a) What is the average percentage score in your English subject (Class 7) coursework assessments? _____

b) Please indicate your degree of satisfaction with your English subject performance.

Very satisfied [] Quite satisfied [] Satisfied [] Not satisfied []

23. Please indicate the Mean score of students for Term1 and Term 2 English Composition and English Language for your English subject class

(a). Term 1 English Composition _____; English Language _____

(b). Term 2 English Composition _____; English Language _____

24. Please indicate the average percentage score in KCPE in your past English subject examination classes over last five years. 2012 _____; 2013 _____;

2014 _____; 2015 _____; 2016 _____

25. As a professional teacher, recommend three ways of improving students' performance in KCPE in English subject in your school.

- (i) _____
- (ii) _____
- (iii) _____

Thank you for your cooperation

Appendix III: Students Questionnaires

Name of school _____; Sub County _____

SECTION A: Demographic Information

- 1. Gender Male [] Female []
- 2. Age _____
- 3. How many are you in Class? _____
- 4. Is your English teacher male or female Female [] Male []

SECTION B: Pupils English Language Performance

- 5. What does your English subject teacher spend most of the lesson time doing?
Writing compositions [] Reading passages [] Marking Class exercises []

6. What materials are used in teaching English subject in your school?

Chalk board [] Charts [] Computer [] Audio Visual [] Text books []

7. Does your teacher of English always speak in English language during lesson time?

Yes [] Sometimes [] No []

8. From the listed items, tick the ones that you use during English class lesson?

Text book	
Exercise book	
Pen	
Computer	
Wall charts	
Audio visual aid (e.g. radio)	

i) Which of the above items do you prefer the teacher to use during English lesson?

ii) Which item does the teacher use most of the time during English class lesson?

iii) What is your average score in English subject?

0-40% [] 41-60% []

61-80 [] Above 80% []

9. Which language do you enjoy using in School?

English [] Kiswahili [] Sheng [] Mother tongue []

Give a reason for your answer_____

10. Which area of English Language and Composition is difficult to understand in Class?

Comprehension [] Grammar [] Passage summary [] Creative writing []

All of the above []

11. Which learning method do you prefer during English class lessons?

Debate [] Group discussion []

Reading passages [] Question and answer []

Thank you for your cooperation

Appendix IV: Observation Guide

i) General school infrastructure

Item	Available/Adequacy		Usage		Remarks
	Yes	No	Yes	No	
Number of classroom					
Availability of playing field					
Number of students in a class					

Library / computer law					
Number of lessons per teacher					

ii) Updated professional documents


Item	Available/Adequacy		Usage		Remarks
	Yes	No	Yes	No	
Appropriate syllabus					
Updated scheme of work					
Lesson plans for all lessons per week					
Updated lesson notes for the classes you teach					
Learners' progress records for classes taught					
Record of learners discipline record					
Teachers performance appraisal document					
Marked exercise books					

iii) Availability of Learning resources/school infrastructure

Item	Availability/Adequacy		Usage		Remarks
	Yes	No	Yes	No	
Teachers guides					
Students text books					
Wall charts in class					
Library services/reference materials					
Audio visual aids					
White boards/ flip charts					
Wall screens					
ICT infrastructure/Internet connectivity					
Drinking water					
Sanitation (wash rooms/toilets)					
Power supply/electricity					
Others					

[Susan N Wandera E96/93222/2013.UON.PhD thesis.protocols2017]

Appendix V: Research Authorization Letter


**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: 020 480 7000,
0713 788787, 0735404245
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30923-00100
NAIROBI-KENYA

Ref No: **NACOSTI/P/17/85498/19288** Date: **22nd September, 2017**


Susan Nduta Wandera
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of teacher preparedness on learners' performance in English Subject in Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for the period ending **21st September, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Machakos County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.

National Commission for Science, Technology and Innovation (NACOSTI) 2008 Certified

Appendix VI: Research Permit

THIS IS TO CERTIFY THAT:
MS. SUSAN NDUTA WANDERA
of NAIROBI UNIVERSITY, 27853-0
NAIROBI, has been permitted to conduct
research in Machakos County

on the topic: **INFLUENCE OF TEACHER
PREPAREDNESS ON LEARNERS
PERFORMANCE IN ENGLISH SUBJECT IN
KENYA**

for the period ending:
21st September, 2018

Permit No : NACOSTI/P/17/BS498/19288
Date Of Issue : 22nd September, 2017
Fee Received :Ksh 2000




Applicant's
Signature


Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the License and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Government in the area of research before commencement of the research.
5. Excavation, drilling and collection of specimens are subject to further permissions from relevant Governmental agencies.
6. The Licensee does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this License including its cancellation without prior notice.


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National Commission for Science,
Technology and Innovation
**RESEARCH CLEARANCE
PERMIT**

Serial No.A 15917
CONDITIONS: see back page