

**INFLUENCE OF TEACHER PREPAREDNESS ON STUDENTS'  
ACADEMIC ACHIEVEMENT IN KISWAHILI LANGUAGE IN PUBLIC  
SECONDARY SCHOOLS IN KATHONZWENI SUB-COUNTY, KENYA**

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**E55-7373-2016**

**A Research Project Submitted to the School of Education in Partial Fulfillment  
of the Requirement for the Award of Degree of Master of Education in  
Educational Communication and Technology of Machakos University**

**November 2018**

**DECLARATION**

I declare that this research project is my original work and has not been presented in any other university or an institution for consideration of award of a degree or any other certification.

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## **DEDICATION**

I dedicate this work to my dearest husband Stephen Kiamba Kioko, beloved children Frederick, Naomi, Yvonne and Derrick, my dear parents Josphat Musango Kavoi, Late Mary Mwangeli and all who encouraged, prayed for me and wished me well.

## **ACKNOWLEDGEMENT**

I thank the Almighty for His graces, for blessing me with good health, clear mind and very deep focus enabling me to undertake this study successfully. Glory be to Him. My sincere appreciation is extended to my immediate boss Mrs. Marietta Mutunga for the great understanding and moral support she offered me during my study period. Special gratitude to my supervisors Dr. Mutua and Dr. Mulwa respectively for their great scholarly advice and perpetual encouragement throughout my research period and all lecturers in the Department of Educational Communication and Technology headed by Dr. Peter Kibet Koech.

My gratitude also goes to National Commission for Science Technology and Innovation (NACOSTI) for granting me research permit to undertake my research, the Sub County Director of Education for Kathonzweni Sub County for his assistance, not forgetting the principals and Kiswahili teachers of schools studied for their co-operation. Finally, I thank my husband Stephen Kioko as well as children Frederick, Naomi, Yvonne and Derrick for their moral support and patience during my long absence from home when they greatly needed me, all my friends and colleagues who encouraged, prayed for me and gave inspirations during my study. Your prayers are much appreciated. May God bless you all.

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## **Abbreviations/Acronyms**

<b>BOM</b>	Board of Management
<b>CAT</b>	Continuous Assessment Test
<b>CRE</b>	Christian Religious Studies
<b>IEP</b>	Individualized Education Plan
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>KNEC</b>	Kenya National Examination Council
<b>MOE</b>	Ministry of Education
<b>NACOSTI</b>	National Commission of Science, Technology and Innovation
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization

## ABSTRACT

Poor performance of the Kenya Certificate of Secondary Education (KCSE) Examination has been of a great concern by all stakeholders particularly the students' academic achievement of Kiswahili language. For five years Kathonzi Sub County has been posting poor results in Kiswahili language. This prompted the researcher to undertake a study in the Sub County. The purpose of the study was to establish the influence of teacher preparedness on students' academic achievement in Kiswahili language. This study was guided by Teacher Efficacy theory. The study was conducted in Kathonzi Sub County, Kenya. The target population comprised of 60 Kiswahili language teachers and 39 principals in all the 39 public secondary schools in the Sub County. The Kiswahili language teachers and the principals were purposively sampled. The sample size was all the 39 principals and 60 Kiswahili hence Census Survey. Questionnaires for principals and teachers were used as instruments of data collection. The objectives of the study were; to determine the influence of teacher training on students' academic achievement on Kiswahili language in public schools in Kathonzi Sub County, to establish the influence of the teacher's preparation of professional documents on students' academic achievement in Kiswahili language, and finally to investigate the influence of teacher's subject matter knowledge on students' academic achievement in Kiswahili language in public secondary schools in the Sub County. Both questionnaires were piloted for reliability and yielded Chronbach Alpha Coefficient of 0.833 for principal's questionnaire and 0.838 for teachers' questionnaire. The data collected was quantitatively analyzed using Statistical package of Social Sciences (SPSS). Frequencies and percentages were used to summarize and describe data whereas Pearson correlation was used to establish relationships. The findings established that; teacher training had significant influence on students' achievement on Kiswahili language ( $r = 0.580$ ,  $p\text{-value}=0.001$ ), teacher's preparation of professional documents did not have a significant influence ( $r=0.273$ ,  $p\text{-value}=0.649$ ) and teacher's subject matter knowledge had significant influence on students' achievement on Kiswahili language ( $r=0.618$ ,  $p\text{-value}=0.000$ ). The findings of the study may be useful in advising the Ministry of Education (MOE) on ensuring thorough grounding of teachers in teacher training colleges and universities to produce fully baked Kiswahili teachers. It may also advise MOE on establishment of teacher capacity building Centers to offer refreshers courses for in-service for Kiswahili teachers. It may be used for future researches. It may advise the curriculum developers in the Kenya Institute of Curriculum Development (KICD) to integrate Kiswahili curriculum fully as in English Language.

## **CHAPTER ONE**

### **1.0 Introduction**

This chapter discusses the background to the study, statement of the problem, research objectives, research hypotheses, significance of the study, limitations of the study, delimitation of the study, basic assumptions of the study, theoretical framework, conceptual framework and definition of key terms

### **1.1 Background to the Study**

Teaching has always been referred to as the mother of all professions in the world. Hagger and McIntyre (2000) explain that teacher preparedness originates from teacher education which basically refers to the specific program which helps the teacher in developing quality and effective strategies in teaching and learning process. Teacher education is believed to have been an idea of Benjamin Franklin as early as 18<sup>th</sup> Century. Franklin was concerned and saw a dire need of having teachers who were highly qualified, of good quality and capable for training others on how to teach. These programs finally bore fruits as teachers were finally provided with different methods of teaching and other instructional skills.

Ornstein and Levine (2006) posit that the ability of a person to read, write and speak was considered to have a positive moral character and therefore he or she was deemed to be a good and reliable teacher. Franklin therefore believed that the future teachers could be trained on the teaching skills and strategies. So much has changed in the teaching profession on teacher preparation programs all over the world since then. Most states and countries have introduced certification requirements for teachers in

order to maintain their quality in teaching (Bales, 2006). All teachers are licensed and are charged with responsibility imparting skills acquired from their training to the students.

The institutional leadership is a major factor in determining the quality of education and school academic achievement. The quality of education is always determined by the nature of leadership provided by the principal, his or her ability to control, direct and guide the teachers or instructors and students (Thakur & Thakur, 2004). The quality of leadership plays an important role in academic achievement of students as it is also concerned with the instruction of the learners, rules, regulations, guidelines and all the policies that govern the institution (Buhere,2007). Teachers do serve as the facilitators, guides, bench markers and providers of quality classroom instruction (Bakhida,2006).

Marino (2007) indicated that teachers need initial and continuing professional development and training to have a very positive impact on students' academic achievement in the teaching and learning process. Stewart (2011) asserted that regular professional development of instructors and learners can facilitate the emergence of leaders among the teachers and students hence enhancing leadership responsibilities. Brown (1994) states that teaching is extremely complex endeavor which involves classroom management, lesson preparation, and organization of teaching and learning activities for effective classroom instruction. Rosenshine (1995) advises that planning to teach should be the first thing a teacher should do when beginning to teach in order to achieve educational goals intended. Proper planning in this case involves proper professional documentation.

In developed countries especially, USA and Japan have developed a pool of highly skilled and qualified human resources which has really assisted a lot. This has always enabled them to exploit and make use of their local national resources as well as identifying and trying to negotiate for other countries resources (Battle & Lewis, 2002). According to Smith (2013), the skilled human resources in USA have increased capital in a country for work productivity as well as the US economic growth. Ibrahim (2000) believes that teacher's qualifications, professional development and exposure can go a long way to bring about learners' high academic achievement. The researcher therefore asserts that no education system can ignore the quality of its teachers meaning that teacher's role in the preparation of students to academic achievement in examination cannot be overlooked.

Historically, teachers have been proven to have an important influence on students' academic achievement. Teachers therefore play a very crucial role in education attainment since they are ultimately responsible for translating policies into action and principles based on practice during interaction with students (Afe, 2001). Researchers have had varied findings and outcomes on the influence of teacher related factors on students' academic achievement. Bogonko (1994) indicated that high academic achievement in schooling could be due to partial contribution of an individual, gender sensitivity, cognitive and psychomotor domains.

Usman (2003) stated that shortage of skilled and qualified teachers is responsible for the poor academic achievement. Ademulegun (2001) added that students taught by teachers who are more qualified and experienced in terms of the subject matter perform better than those taught by far less qualified and experienced.

Ofoegbu (2004) confirms that ineffectiveness of teachers in classroom interaction with the students could be responsible for the low academic achievement of students and widely fallen standards of education in Nigeria. Odhiambo (2005) indicates that there is extremely growing demand and desire from the Kenyan government and public for accountability from the classroom teachers.

In Kenya, many colleges have been established to prepare teachers for teaching through equipping them with the necessary skills needed. These colleges include diploma and universities all both public and private. Once the teachers are trained in universities and teacher training colleges, the placement is done by the Ministry of Education (MOE) through Teachers Service Commission (TSC). The Commission is also responsible for certification and monitoring of teacher performance in schools. Kimosop (2015) explains that teachers are required to prepare all stages of the implementation of curriculum documents before they are actually used by the students through their assistance. This involves the preparation of lesson plan, schemes of work for teaching among other documents.

Kiswahili language academic achievement has been affected by the belief that it is a native language hence lacks the seriousness it deserves from teachers and students. Walaba (2008) argues that high academic achievement in schools is attributed to adequate preparation by teachers and their laxity on the same seriously hampers academic achievement. In Kenya, students are evaluated at the end of their 4-year course; they sit for their National Examination administered by Kenya National Examination Council (KNEC) headed to the award of KCSE; a certificate which is used for selection of students for university courses or training in post-secondary



institutions (GOK, 2005). The performance of Kiswahili language in the Sub County has been increasingly dropping for the last five years as shown in **Table 1.1** below

**Table: 1.1 Kiswahili Language analyzed KNEC Results for Kathonzweni Sub-County**

<b>Year</b>	2013	2014	2015	2016	2017
<b>Entry</b>	1580	1643	1723	1949	2070
<b>Mean scores</b>	5.943 <b>C</b>	5.531 <b>C</b>	5.242 <b>C-</b>	4.112 <b>D+</b>	3.719 <b>D+</b>

**Source: Kathonzweni Sub County of Education Examinations Office**

### **1.2 Statement of the problem**

In Kenya, teacher training is done in different teacher training colleges and universities under the Ministry of Education (MOE). In these colleges emphasis has been on teaching methodology, subject matter knowledge, preparation of professional documents, and any other training needed for grounding teacher trainees on teacher preparation for teaching in schools. Kimosop (2015) elaborates that effective teaching requires planning, actual teaching and evaluation stages. The researcher further argues that the teacher should have the subject matter knowledge with guidance of the syllabus which contains national goals of education. The syllabus also contains the teaching themes, topics, teaching methods, resources for teaching and references. Kiswahili as one of the core subjects taught in secondary schools plays a very crucial role in national development since its combination with other subjects forms a cluster for further training in the universities and tertiary colleges for advancement of different courses of interests.

Students' academic achievement in the KCSE at national level has been dismal over the years. Students' academic achievement in Kathonzwani Sub County has been poor in the last 5 years as shown in the **Table 1.2** below. The table shows that the number of candidates in this Sub County has significantly increased from 1580 to 2070 over the years but the mean scores have decreased over the last five years. They are not only low but very poor given that the maximum mean score should be 12.00 (A)

**Table: 1.2 General analyzed KNEC Results for Kathonzwani Sub County.**

<b>Year</b>	2013	2014	2015	2016	2017
<b>Entry</b>	1580	1643	1723	1949	2070
<b>Mean scores</b>	5.200 C-	4.491 D+	4.662 C-	3.480 D	3.353 D

**Source: Kathonzwani Sub County Examinations Office**

The performance of Kiswahili language in the Sub County has been increasingly dropping for the last five years as shown in **Table 1.3** below despite the infrastructure as well as technical support from the government and other development partnerships as well as other stakeholders. This worrying academic achievement is of great concern to parents; the government and general public since each of them expect very good results especially after making a huge investment in the secondary education in terms of money and human resources.

**Table: 1.3 Kiswahili Language analyzed KNEC Results for Kathonzwani Sub County**

<b>Year</b>	2013	2014	2015	2016	2017
<b>Entry</b>	1580	1643	1723	1949	2070
<b>Mean scores</b>	5.943 <b>C</b>	5.531 <b>C</b>	5.242 <b>C-</b>	4.112 <b>D+</b>	3.719 <b>D+</b>

**Source: Kathonzwani Sub County of Education Examinations Office**

Grossman (1988) and Kimosop (2015) have done studies on teacher preparedness on classroom instruction and academic performance for English and CRE subjects respectively. In the study therefore the researcher sought to investigate the influence of teacher preparedness on students' academic achievement in Kiswahili language in public secondary schools in Kathonzwani Sub County.

### **1.3 Purpose of the Study**

The purpose of the study was to investigate the influence of teacher preparedness on students' academic achievement of Kiswahili language in public secondary schools in Kathonzwani Sub County, Kenya.

### **1.4 Research Objectives**

1. To determine the influence of teacher training on students' achievement on Kiswahili language in public secondary schools in Kathonzwani Sub County.
2. To establish the influence of teacher's preparation of professional documents on students' academic achievement on Kiswahili language in public secondary schools in Kathonzwani Sub County.

3. To investigate the influence of teacher's subject matter knowledge on students' academic achievement on Kiswahili language in public secondary school in Kathonzwani Sub County.

### **1.5 Research Hypotheses**

**Ho: 1** Teacher training has no influence on students' achievement on Kiswahili language in public secondary schools in Kathonzwani Sub County.

**Ho: 2** Teacher's preparation of professional documents has no influence on students' achievement on Kiswahili language in public secondary schools in Kathonzwani Sub County.

**Ho: 3** Teacher's subject matter knowledge has no influence on students' achievement on Kiswahili language in public secondary schools in Kathonzwani Sub County.

### **1.6 Significance of the Study**

The researcher believes that the results from this study may be very paramount and useful in that; it may advise the Ministry of Education on the need for adequate teacher training colleges and universities to ensure comprehensive preparation of teacher trainees who graduate as fully baked teachers to produce good results especially in Kiswahili subject. It may also advise MOE for the establishment of teacher capacity building program Centre to be offering refresher courses for all Kiswahili teachers for effective classroom instruction. In addition, it may be used for future researches on teacher preparedness for classroom instruction of other subjects. It may advise the curriculum developers in Kenya Institute of Curriculum Development (KICD) to understand the Kiswahili syllabus has different genres and be able to integrate fully as in the English curriculum. It may advise teachers on the need

to advance their training on Kiswahili teaching skills for effective classroom instruction hence high academic achievement.

### **1.7 Limitations of the Study**

Few studies on teacher preparedness in Kiswahili language make it very difficult to obtain secondary data; the researcher was therefore mitigated by using studies in other subjects which are closely related with the study to be carried on. Some of the respondents were not willing to respond to the questions in the questionnaire therefore leaving them blank hence lowering the response rate. This was mitigated by producing the letter of introduction in order to trust that the researcher was very confidential. The sample population was too small to guarantee generalization of the findings. The findings of the study were limited to Kathonzi Sub County. Therefore; the findings may only be inferred to Counties and Sub Counties with similar characteristics. Availability of teachers and principals was difficult due to their busy schedule this was mitigated by administering the questionnaires during break times.

### **1.8 Delimitations of the Study**

The study had its focus on influence of teacher preparedness on academic achievement whose components include teacher training, teacher's preparation of professional documents and teacher's subject matter knowledge, academic performance with emphasis on National Examination and the target population were all principals and the Kiswahili teachers both Teachers' service Commission (TSC) and Board of Management (BOM) employed who were be the main source of the required and desired data. The study was confined to public secondary schools only in

Kathonzweni Sub County. The study adopted descriptive research design approach. Teacher Efficacy theory was used in the study as the theoretical framework, Questionnaires were used as the instruments for data collection.

### **1.9 Assumptions of the Study**

The researcher assumed; that the respondents were willing to give information needed for the study and that the responses were be honest, that all teachers used as respondents for the study were both trained and untrained, that the respondents were readily available in the administration of the questionnaires and that there were no changes on the target population which would affect the response rate and final findings.

### **1.10 Theoretical Framework**

The study adopted Teacher Efficacy theory for the purpose of the study undertaken. This theory was first developed by RAND researchers in 1960's. According to Berman, McLaughlin, Bass, Pauly and Zelman (1977) teacher efficacy has been defined as the extent to which the teacher believes he or she has the capacity to effect student academic achievement. This can be done or achieved mainly through confidence in content delivery, class management and other teaching practices. Gusky and Passaro (1994) indicate that it can also mean the teachers believe or conviction that they can influence how well students learn, how they retain the subject matter, even those who may have difficulties or unmotivated.

Proponents of this theory believe that student motivation and achievement are very significant reinforcers for teaching behavior and hence teachers who have high level of efficacy are able to control or at least be able to strongly influence students' achievement and motivation (Rotter, 1966). Teacher efficacy correlates with teacher preparedness and actually suggest strategies which are used for improving the efficacy of in- service teachers (Rotter, 1966). Teacher preparation according to him includes the teacher's ability to be able to deliver instructional process with confidence and be able to prepare the recommended documentation. In this case therefore documentation needed may include lesson plan, schemes of work, lesson notes, and records of work.

Improving efficacy of in-service teacher includes training and professional development of teachers on teaching methodology which is extremely paramount in classroom instruction. Efficacy of the teacher also according to this context mean the teacher's ability to impact students' motivation and academic achievement by going against all odds including factors such as conflict, violence or substance abuse in the home, community etc. This theory also relates with the experience and exposure the teacher has in teaching. A teacher who is practicing teaching is better than who has already left teaching. Gusky (1982,1988) in his study revealed that great efficacy was related more on positive attitude about teaching as well as high level of confidence in the teacher, Mastery of content by the teachers and implementation of teaching practices also discussed by Gusky as parameters used to measure teacher efficacy. Therefore, this theory was well connected with the study to be carried.

Though teacher efficacy theory has been found to have weakness in that it doesn't expound on the teacher documents needed for the teaching it is only assumed that training which is widely explored by the theory also include in depth training on how to prepare the documents. Teacher efficacy theory was the best for this research due to the following strength namely; it deals with teacher motivation, teacher and student attitude, mastery of content, self-confidence, teaching practices, student behavior, use of instructional media, teacher characteristics, teacher stress, school culture and condition, training programs for the teachers and evaluation among others that are necessary for high student performance.

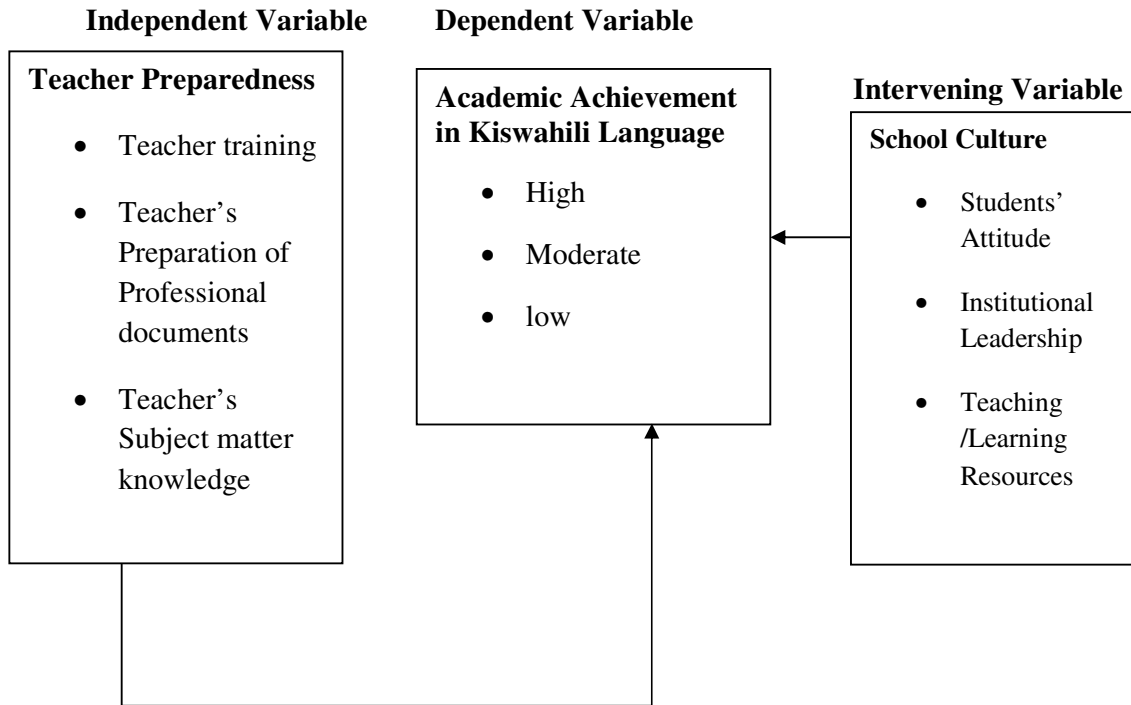
Riggs (1995) states that teachers' implementation of teaching methods they learned in training saw improved students' academic achievement. Hoy and wool fork (1993) states that the leadership of the principal or head teacher has been linked with teacher efficacy. Principals who use their leadership ability to provide resources for teachers improved their efficacy and consequently students' academic achievement. Teacher's sense of efficacy has been shown to be powerful construct related to students' outcomes such as academic achievement.

### **1.11 Conceptual Framework**

Orodho (2008) elaborates that a conceptual framework is a model of presentation of relationship between variables. In the study, the conceptual framework showed independent variable and dependent variable. The independent variable was teacher preparedness whose components included; teacher training, teacher's preparation of professional documents and teacher's subject matter knowledge influencing the



dependent variable which was students' academic achievement in Kiswahili language whose components were; high, moderate and low. School culture was the intervening variable whose components included; students' attitude, institutional leadership and teaching and learning resources which influence students' academic achievement.



**Figure 1.1: A conceptual framework showing relationship between teacher preparedness and students' academic achievement.**

**Source: Author (2018)**

### **1.12 Definition of Operational Terms**

The following operational terms were used;

**Classroom Instruction** -This is the process of delivering instructions to the learners as well as evaluation and getting feedback from them.

**Planning for Teaching** –This is the process by which the teacher plans for the teaching process. This involves the selection of the content, writing a lesson plan and selection of suitable media to be used.

**Preparation of Professional Documents** - This refers to the making of the documents used by the teacher whatever level in the preparation, implementation and evaluation of teaching and learning process. They include schemes of work, lesson plan, records of work and progress records for effective classroom instruction.

**Public Secondary School** -This is a post primary institution offering KCSE syllabus which is run and funded by the government through the principal, BOM and teachers.

**Student Academic Achievement** - This refers to the extent to which a student has achieved their educational goals through Examinations.

**Subject Matter Knowledge** - This refers to the rich and deep understanding of the subject a teacher teaches in order to respond to all aspects of learner's needs.

**Teacher Preparedness** -This is the readiness of the teacher to undertake the process of teaching and learning process in terms of mastery of content and possession of the required documentation needed for the same.

**Teacher Training**- Also known as **Teacher Education** means those advanced policies, set procedures and any provision which is designed to equip teachers with more knowledge, attitude, behaviors they requires for classroom instruction.

## **CHAPTER TWO**

### **Review of Related Literature**

#### **2.0 Introduction**

This chapter presents studies of other scholars and researchers which are related with the study carried. The chapter discusses the concept of teacher preparedness, concept student academic achievement, concept of teacher preparedness and student achievement in Kiswahili language, summary of the literature review and research gap.

#### **2.1 Concept of Teacher Preparedness.**

This is the readiness of the teacher to undertake the process of teaching and learning process in terms of teacher training, subject matter knowledge and possession of the required documentation needed for the same. Effective classroom instruction requires prior thorough grounding on the preparations for teaching. This is done through teacher education or teacher training. The training could be pre-service or in service. This training helps the teacher in understanding the subject matter knowledge, teaching methodologies, how to prepare different documents which a teacher needs in planning to undertake teaching and learning process as well as evaluation process and feedback from the learners.

##### **2.1.1 Teacher Training**

Grossman (1988) explain that all teacher trainees undergo teacher education program basically with one ultimate goal; to get the basics and preparedness in creating classrooms that will help them relieve any fear as teachers. Teacher preparedness is

usually necessary for it helps the teachers acquire the very basic knowledge on classroom management skills. Hollins (2011) states that over the past two decades there have been a great deal of focus on the reform in teacher preparation aimed at improving learning outcomes of learners. Therefore, it is extremely important for every teacher to meet minimum standards and more is needed to prepare candidates for quality teaching. Teacher quality can be well understood in considering the relationship between teacher productivity and teacher training including formal pre-service university education, in-service professional development as well as informal training acquired through on the job experience (Harris & Sass, 2010).

Harris and Sass (2010) in their study on teacher training, teacher quality and student achievement found that content focused professional development which highly influences middle and high school Mathematics, and on the job training acquired through experience correlated with enhanced effectiveness in teaching hence influencing academic achievement. UNESCO (2005) maintains that the system of education in Kenya is exam oriented as a result of the benefits which the graduates get after completing their courses successfully. Teacher quality has been an element which is widely acknowledged to be key in improving students' outcomes.

Gamoran (2006) posit that teacher training lead to better delivery of the subject matters in classroom hence enhancing academic achievement among the students. Gusky (2000) also noted that teacher training and other professional development programs have a positive influence on teachers' classroom practices. Angrist and Lavy (2001) found that teacher training increased academic achievement of learners. Taiwo (2009) established that there is a significant difference between trained and

untrained teachers. The trained teachers are able to use teaching materials, resources and methodologies effectively. Teachers involved in in-service training were more effective in classroom instruction compared to teachers who had not undergone any in-service training. In-service teacher training can be used to improve teacher quality and student educational academic achievement in developing countries. Studies have shown that under-qualified teachers and poor quality facilities suppressed the academic achievement of learners (Song, Prashat, & Wei, 2010).

Bogonko (1994) elaborates the concept of teacher preparedness in teacher education as an integral component of education which involves the preparation of properly identified and selected individuals for the teaching profession and these are teachers. Proper preparation of highly baked teachers to produce good results should never be taken for granted. Agyeman (2013) indicates that a teacher who doesn't have both academic and professional qualification would not be effective in teaching and learning process. In this case a teacher who is well grounded with proper training basically is able to effectively attend to learners very well and especially if the conditions are favorable for him or her.

Muhammad and Rashid (2011) found that professional qualification, academic qualification, refresher courses or other teacher training programs and teacher experiences are most important qualities of a teacher. This enables the teacher to acquire proper skills, subject matter knowledge and competencies very essential in making impact in teaching and learning process. Olembo, Wanga and Karugu (2014) confirm that the demands on the teacher changes greatly during their career due to continuous renovation and development of teaching knowledge and of the constant

change taking place within educational systems, meaning that the teacher should always be constantly re-equipped with more knowledge.

Wanzare and Ward (2000) on staff training and development in Kenya noted that in order to improve teacher effectiveness and student learning outcomes, there was dire need to improve in-service programs for all teachers at all levels. Such programs have always boosted the efficiency and effectiveness of the classroom instructors. Sifuna (1990) argues that teacher training is normally done in order to equip the teacher with knowledge, skills, and the required attitudes to enable them teach effectively and efficiently. These trainings provide the teacher with proper grounding skills conforming to the needs of the society. Ngala and Odebero(2010) in Rift valley and Nyanza province on staff development program discovered that teachers in the very high performing schools seem to be more interested in staff training programs compared to their colleagues in average and low performing schools providing reasons why teachers in such schools are great performers. Mwaura (2003) says that teachers find it very difficult in learning new strategies act across the old habits and this invalidates hard work skills. Training is a very necessary condition for effective performance of teaching roles and responsibility and can be done through pre- service and in-service programs.

Aneth and Orodho (2016) recommends more in-service courses and seminars for teachers at Zonal and Divisional levels in order to reach as many teachers as possible hence giving practicing teacher necessary skills to deal with new trends in the curriculum. This helps them get enough knowledge required for the curriculum delivery to the learners. The Government of Kenya (GOK) do consider teacher

training of a great significance not only as prerequisite in pre- entry qualification to the profession but also in upward mobility in serving the teachers (GOK, 1999). Teacher training is considered as a very crucial element in improving effectiveness in classroom instruction for teachers (Orora, 1988). Muya (1994) argues that there exist many teacher instructional malpractices in Kenya due to inadequate or lack of training skills and thus hindering development of human resource skills which enhances better academic achievement.

### **2.1.2 Teacher's Preparation of Professional Documents**

Urevbu (1985) indicates that the teacher needs teaching documents which are items any serious and committed teacher must know, is able to develop and use in teaching and learning process. They spell out the teaching professionalism. Any serious teacher should take the following measures before beginning to teach ;(a) Read the official syllabus description of the subject. (a) Select the broad content areas to be covered by the teacher (c) Consider teaching within the stipulated time (Oketch & Asiach, 1986). Kimosop (2015) states that a syllabus book is a document that guides a teacher to plan for effective classroom instruction where they should use it to identify objectives, write schemes of work and lesson plan. Kimosop (2015) states that effective classroom instruction entails 3 main stages. One of the stages include; preparation stage (planning stage) which involves identification of the content to be covered, identification of objectives, scheming of the content, and lesson planning.

According to KICD (2017) professional documents are documents which are used by the teacher in the preparation, implementation and evaluation of teaching and learning process. These are very vital documents that a teacher must have to keep track of his

or her worth of the learners as well as to make teaching and learning more effective. They include; schemes of work, lessons plan, records of work, progress reports and Individualized Education Program (IEP). A scheme of work is a document that a teacher develops from the curriculum design. It shows how planned curriculum content matter can be distributed within the time allocated for the learning process. It helps the teacher in planning the resources, decide the methodologies and plan for assessment.

KICD (2017) further defines a lesson plan as an essential document for effective teaching and learning process. A well done lesson helps the teacher to organize the content, plan and prepare learning resources, present concepts and skills systematically, manage time well, select and design appropriate assessment methods and to make connections between components. Records of work is a document kept by the teacher showing the work that has been done at the end of every lesson and it helps in accountability, continuity, helping the new teacher idea where to start, evaluation of schemes and provide uniformity of content covered. Individualized Education Plan (IEP) is a written plan that describes what the teacher and other professionals will do to meet the special needs of learners. It focuses on individual learners needs and allows each learner to acquire knowledge, skills, attitude and values at his or her pace.



### **2.1.3 Teacher's Subject Matter Knowledge**

Subject matter is an essential component of teacher knowledge. According to Buchman (1984) indicates that it would be very odd to expect a teacher to plan a lesson on, for instance, writing report in science and to evaluate related assignment, if that teacher is ignorant about writing and about science, and does not understand what student progress in writing science reports might mean. Whether or not they intend to, teachers in all subjects influence students through their engagement in ideas and processes. Teachers' intellectual resources and dispositions largely determine their capacity to engage students' minds and hearts in learning process (Ball, 1988).

Subject content study is thought to provide the teacher with understanding of the content he or she is to teach (Anderson, 1988). Teachers must critically understand a set of ideas, a piece of content, in terms of its substantive and syntactic structure. Teachers' subject matter knowledge may be affected by the attitudes and expectations that their students bring to the classroom. Teacher's understanding of subject content affects their capacity to simplify content to help students to understand. Teacher's capacity to increase, deepens, or changes their understandings of the subject they bring with them in classroom (Wilson & Wineburg 1988).

Helping students learn subject matter involves more than delivery of facts and information (Ball, 1986). Jadama (2014) indicates that a teacher who is ignorant or uninformed about subject content can pass in accurate ideas to students, use texts uncritically and even change unsuitably. He further argues a teacher will find it extremely difficult to answer varied question from students about a subject matter if

the teacher has little knowledge about it. It is very necessary for a teacher to understand his subject content before teaching it. Understanding of subject matter of a discipline enables teachers to plan their lesson and also to evaluate their assignment. The better the command of the content matter the better the learners' academic achievement.

Jadama (2014) explains that benefits of knowledge of subject matter include enabling the teachers to teach well using different teaching methodologies, give varied and alternative questions and ability to clarify misconceptions on subject content. This helps the teacher a great deal especially in the evaluation of the learners. He further recommends that teachers should be able to use subject matter to enable students to contribute effectively in the environment, teachers should endeavor to learn subject matter thoroughly, Knowledge of subject matter should be made a priority in teaching, Government should allocate loans to students and students teachers to enable to obtain adequate knowledge of their courses, provision of continuous content knowledge training by the Ministry Education for the teachers. Kimosop (2015) agrees with other researchers in that if the content to be learnt is incomplete the acquisition of curriculum goals will not be achieved.

## **2.2 Concept of Student Academic Achievement**

Stolp and Smith (1994) defines academic achievement as the extent to which a student, teacher or institution has achieved their intended educational goals. Terrence and Peterson (2010) asserted the definition of academic achievement or performance as the outcome of education. Newstrom and Davies (2012) in their study on quality and teacher training and student achievement showed that trained teachers do make a

difference and in particular teacher qualification, experience and amount of education and knowledge were positively related to student achievement. Polloway, Edgar and Edward (1994) argue that there are two indicators of students' academic achievement namely; course grades and perception of teachers.

Sanders and Rivers (2011) show that students who are assigned to several ineffective teachers get lower achievement than those assigned effective teachers. Darling-Hammond (2006) says that classroom teachers are primary responsible for student academic achievement. They should work towards that primary goal; academic achievement. Sergiovani (2008) states that high commitment and high performance among pupils seem to be the feeling of schools with a healthy organizational culture and high staff well-being. Davies (2007) indicated in his study that motivational strategies which include happy and secure emotional climate do create through a satisfying consistent harmonious relationship enhances academic achievement of the learners.

Wills (2010) says that positive attitude towards a certain subject was related positively to academic achievement. Manoah, Indoshi and Othuon (2011) observed that attitude played a critical role in a student's academic achievement. They further argue that students who have a positive attitude tended to perform well than their counterparts in exams a clear indication that it is an essential item in curriculum implementation. Bass (2009) on his study on under achievement in schools and colleges found that overpopulated class, instructional materials for teaching learning process and teachers' pedagogy significantly related to learners' academic achievement. Lack of instructional aids in most institution and lack of adequate preparation of most teachers

created a serious learning barriers resulting to underachievement or low achievement in their subjects.

Webster (2010) indicates that learning resources are paramount in any learning process and their availability thus is a great factor that impacts on pupils' performance. Cheng (2013) asserted that the availability and adequacy of teaching and learning resources were much related too and perceive organization effectiveness in terms of academic achievement. Members of staff in a school with teaching and learning resources therefore expressed that their school was highly effective in terms of its productivity, its adaptability as well as its flexibility. UNESCO (2014) explains that availability of learning resources like text books is a great factor that impact on students' academic performance as documented in several studies in Africa on positive effects of textbooks on learning process outcomes.

Heneveld (1994) note that heads of institutions should be able to supervise and support teachers' work through lesson observation and schemes work. Dessarollo (2008) states that academic achievement is dependent of various factors which include the institutional leadership, teacher motivation, student attitude and availability of resources. Dossett and Munoz (2003) pointed out that students' academic achievement is influenced by three major factors; school related factors, related factors and teacher related factors. UNESCO (2006) explain that the main mode used for assessing whether secondary school has achieved its objectives is through assessment. They add that students are evaluated throughout the four-year cycle using class assignment, continuous assessment test and termly tests to determine

the progress of each student and sit for their final National Examination (KCSE) for certification.

According to Ferguson (1990) academic achievement is the quality and quantity of knowledge skills, grades, techniques, positive attitude, behavior and philosophy that learners achieve or acquire and evaluated through marks and grades. That the students attain in a test or examination which is done at the end of a topic, school term, and year or education cycle. The researcher argues that the quality of the grade and the number of candidates who pass in various grades determines the level of academic achievement in a given period in a particular examination, be it internal or public. Adodo (2007) argued that the key overriding factor for the success of students' academic achievement is the teacher.

Adegoroye (2004) argues that improving academic achievement depends on improvement of quality of classroom practices of the subject teacher. The more organized the teacher is the better the performance. Olarewaju (2007) has listed lack of motivation in teachers as one of the many factors contributing to low academic achievement. Baikie (2000) states that it is the teacher who should establish the right climate of conditions for learning, use of learning resources and appropriate teaching methods to attainment of Kiswahili language skills and achievement. Adedje and Owaeye (2012) in their study found that there is a significant relationship between the use of recommended textbooks and academic performance.

Kathuri (2014) elaborates that changing a toxic school culture into a health school culture inspires lifelong learning among the greatest of instruction leaders. The good

the culture the better the institutional achievement and reputation. Eshiwani (1985) indicates that good administration practices of the heads of institutions are always reflected in the high academic achievement of the school. He further argues that administration has impact in teaching and learning of a given subject. A supportive administration facilitates good performance. Wekesa (1993) concluded in his study that on perception of head teacher leadership and student academic achievement that team spirit leads to high academic achievement.

Ngware, Oketch and Ezeh (2008) elaborate that head teachers are therefore in a very advantageous position to strongly influence the outcome of an effective and efficient school. Walaba (2008) argues that academic performance in schools is always attributed to adequate preparation by teachers for classroom instruction and their laxity on the same seriously hampers its achievement. This vice should be highly discouraged among teachers. Griffins (2013) confirm that the quality of leadership makes the difference between success and failure of school. Jerotich (2015) notes that the performance of students' in Kiswahili subject is of crucial importance to everyone in Kenya. Highly motivated teachers produce better achievement in their studies compared to non- motivated teachers.

Gitau (1983) states language policy of a certain school always determine the attitude of the learners. He further says that English has been given prominence in school to the expense of Kiswahili language therefore the learners attitude towards Kiswahili become negative compared with English. Eshiwani (1993) indicated that low academic achievement usually lead to undesirable wastage through dropout, and repetition denying students opportunities to continue with schooling through formal

education system. Buhere (2007) argues that low academic achievement jeopardizes students' opportunities for future job placement and reduces the chances of participating in national development.

Ombui (2012) argues that attitudes of students towards a subject have an implication on their academic performance. Njoroge (2004) confirms that attitude is one of the key components that determine implementation of curriculum. He further argues that some of the teaching methods especially the teacher centered ones may influence students' attitude negatively towards a subject. Maina (2003) confirms that availability of teaching and learning resources i.e. textbooks, teaching aids, classroom readers improve academic achievement of Kiswahili language. Academic achievement of students at secondary level is not only a pointer of the effectiveness of school but also a major determinant of the well-being of youths in particular and nation in general (Wasanga & Somerest, 2011). Mweki (2016) found deficit of subject teachers in schools leads to low students' academic achievement.

### **2.3 Teacher Preparedness and Students' Achievement in Kiswahili Language**

Kenya's education system has two media of instruction i.e. English and Kiswahili. Azaliwa (2016) defines medium of instruction as the language which is used for teaching. Kiswahili is an official and a national language in Kenya. It plays a major communication role in Kenya but there have been complaints about the low academic achievement both at primary and secondary school levels. Chimerah (1998) states that the Gachathi report, 1976 declared that Kiswahili language as an important subject in primary and secondary classes though it received inferior status as compared to English in curriculum. In 1981, Mackay Commission made Kiswahili language a

compulsory subject in both primary and secondary schools. Ogola (2003) says that Kiswahili is a co-official language and local lingua franca used in classroom teaching.

Mathooko (2009) states that Kiswahili is accepted by people from different ethnic group and is actually a mother tongue to many young people in the major urban areas and hence can be used as language of instruction leading to development of the language as well as assist in educational formation. Mazrui and Mazrui (1996) states that in the Ominde Commission Kiswahili was favored in education for national and regional unity. Omolo (2014) states that in most schools teachers prefer other languages at the expense of Kiswahili and that it is not given priority in most schools as it is in English hence contributing for its low achievement. She adds that minimal use of Kiswahili in communication at school affects the learning Kiswahili and therefore poor performance. Though it is considered native, Kiswahili language has not been performing well over the years in Kenya National Examination Certificate (KNEC) examinations.

Gitau (1983) asserts that all stakeholders in the education sector have been raising concern since Kiswahili has not been registering high grades compared to English. Barnes and Coupland (1990) and Kiminza (1999) confirm that teachers are of good teaching and learning methods which are liked by many students and are effective. Teaching methods used in teaching Kiswahili affect students' academic achievement very much. Odundo (2005) says concepts and principles of Kiswahili language should be realistically taught to determine the structure and content as they relate to the environment without overlooking the development age of the learners. He adds that the use of traditional teaching methods like the lecture methods will not make the



students to achieve more. KICD (2007) confirms that the teacher should be able to put into operation the syllabus content given to the specific objectives in their report on survey carried out during monitoring of the implementation of the integrated Kiswahili syllabus.

#### **2.4 Summary of Literature review and Research gap**

From the studies cited above it is clear that teacher preparedness and students' academic performance is dependent on other several factors apart from proper training, preparation of the professional document and mastery of subject content. Such factors range from availability of learning resources, students' attitude and teacher motivation which can generally referred to the school culture. The academic achievement of students in Kiswahili language Kathonzweni Sub County in the KNEC examinations has not been promising in the last five years.

## **CHAPTER THREE**

### **Research Methodology**

#### **3.0 Introduction**

This chapter discusses the research design to be used, research setting, target population, sampling procedure and sample size, research instruments, validity of the instruments, reliability of the instruments, data collection procedures, data analysis and ethical considerations.

#### **3.1 Research Design**

This study used mixed method approach. Mixed method involves the use of combination of qualitative and quantitative approaches. Qualitative approach involves purposive sampling, collection of information using open ended questionnaire, analysis of text or picture, representation of information in figures and tables and personal interpretation of the findings while quantitative method involves collecting, interpreting and writing the results of a study (Creswell, 2008). It also involves use of inferential statistics and hypothesis testing. This approach was preferred because the purpose of the study was to establish the influence of teacher preparedness and academic achievement.

#### **3.2 Location of the Study Area**

The study was undertaken in Kathonzi Sub County which is found in Makueni County. It covers an area of 301 square kilometres with a total population of 31,277 people (KNBS, 2010). Makueni County is located in the south-western part of the country. It has a total population of 883,671 people (2009 census) and covers an area of 7,965.8 square kilometres (km<sup>2</sup>) (KNBS, 2010). It borders Kajiado County to the

west, Machakos County to the North, Kitui County to the East and Taita Taveta to the South. The County is sub-divided into eight Sub Counties namely; Makueni, Kilome, Mbooni East, Mbooni West, Kaiti, Kibwezi East, Kibwezi West and Kathonzwani (KNBS, 2010). Kathonzwani Sub County has a total of 39 public secondary schools. The study was done in this area because for five years the students' academic achievement in Kiswahili language has been increasingly dropping each year according to the Sub County director of Education's Examinations office.

### **3.3 Target Population**

Mugenda and Mugenda (2008) on define total population as the complete census of all items or people in a research area of study. Target population is the kind of population the researcher intends to study. The target population was all the 39 principals and 60 Kiswahili teachers in all the 39 public schools in Kathonzwani Sub-County.

### **3.4 Sampling Techniques and Sample Size**

Sampling is basically a process of selecting a given number of subjects from a defined population as a representative of the population (Orodho, 2008). Mugenda and Mugenda (2008) define a sample as the representative of a population for which the sample has been drawn from those variables that are relevant to the research being conducted. The entire population was used as the sample size hence Census survey. Census survey is one of the strategies used to determine sample size. It is an approach which uses the entire population of the sample. Mostly it is attractive for small population e.g. 200 or less. This strategy though expensive is effective in the sense that it gives the true reflection of what is being studied.

Target Population	Total Population	Sampling Technique	Sample size/ Census sample
Principals	39	Purposive	39
Kiswahili language Teachers	60	Purposive	60

**Table 3:1 Sampling Frame**

**Source: Author (2018)**

### **3.5 Research Instruments**

Research instruments refer to the tools of data collections. The study used questionnaires. Each item in these instruments was developed to address a specific objective of the study.

#### **3.5.1 Questionnaires**

Kothari (2009) indicates that questionnaires are always free from interview biasness as the answers are in respondents own words. Questionnaires were administered to the respondents (i.e.) principals and teachers. The questionnaire had parts (A) which included; demographic information of respondents, (B) included first objective; Influence of Teacher training on students’ academic achievement in Kiswahili language, (C) included second objective; Influence of Teacher’s preparation of professional documents on students’ academic achievement in Kiswahili language, (D) included third objective; Teacher’s subject matter knowledge on students’ academic achievement in Kiswahili language and E included; Students’ academic achievement in Kiswahili language. The researcher settled for questionnaire due to its objectivity. Cohen, Manon and Morrison (2011) argue that questionnaires are widely

used and useful instruments for collecting survey information, providing structured, often numerical data and often being comparatively straight forward to analyze. In the study questionnaires were administered to the respondents. The questionnaires included open and closed ended questions in line with the research objectives. These were administered on drop and pick later method.

### **3.6 Pilot Study**

Pilot study was conducted to ensure reliability of the research instrument. This was 1% of the target population as prescribed by Mugenda and Mugenda (2008).The researcher therefore carried out a pilot study in the neighboring Makindu Sub County prior to the actual study. One school was used for the pilot study. This was not being included in the actual study.

### **3.7 Validity of the Instrument**

Kombo and Tromp (2006) define validity as the extent to which an instrument measures what is supposed to measure and performs what has been designed to measure. Mugenda and Mugenda (2008) elaborate that validity is measured by making use of professional or experts. The researcher made use of experts of research, assistance from the supervisors, peers and other lecturers to ensure validity of instruments. The supervisors reviewed and analyzed items in the questionnaires in relation to the research objectives to ascertain suitability for the purpose for which it was designed.

### **3.8 Reliability of the Instruments**

Reliability is a measure of the degree to which research instrument yield consistent results or data after repeated trials according to Cooper and Schindler (2003).The study used Test Retest approach to verify reliability. Kothari (2009) indicate that reliable instruments should produce same results from similar respondents over time. The research instrument was re-administered to the one school in the pilot study after 2 weeks. A minimum reliability index of 0.7 obtained by use of Cronbach's Alpha is considered acceptable and the instruments deemed reliable. According to Cohen, Manon and Morrison (2011), a reliability index of 0.82 is considered high and therefore significant. The Cronbach's Alpha coefficient obtained was 0.838 for teachers' questionnaire and 0.833 for principal's questionnaire. This meant the research instruments could be relied upon for this study.

### **3.9 Data Collection Procedures**

Before the data was collected the researcher obtained clearance from Machakos University then got a research permit from National Commission of Science, Technology and Innovation (NACOSTI).The researcher sought permission from Sub County director of Education's office, Kathonziweni Sub County. The researcher sought appointment with all the secondary schools through the principals and administered questionnaires to the respondents through a drop and pick later method.

### **3.10 Data Analysis**

Mathews and Ross (2010) indicate that the main purpose of data analysis is to describe, discuss, evaluate and explain the content and the characteristics of collected information so as to be able to answer the research questions. Data analysis means

examining data in order to make some conclusions. Data collected was sorted, edited, coded, entered, cleaned, processed and interpreted. The data collected was quantitatively analyzed using Statistical Package of Social Studies (SPSS) Version 25. The data was then presented in form of frequencies and percentages. Quantitative techniques such as descriptive statistics and inferential statistics were used to establish the relationship between the variables. Hypotheses were tested using the Pearson Correlation Coefficient.

### **3.11 Ethical Considerations**

Creswell (2009) indicates that the very primary concern of the researcher should be the safety of the research participant or subjects. It was necessary therefore for the researcher to obtain consent from each participant. The researcher obtained consent from the principals so that they gain trust, support and grant permission to conduct the research in the schools. The researcher assured anonymity and confidentiality on research questions answered by the respondents.

## CHAPTER FOUR

### Data Analysis, Presentation and Interpretation

#### 4.0 Introduction

This chapter presents data analysis, interpretation, presentation and discussion of findings. The purpose of this study was to investigate the influence of teacher preparedness for teaching on students' academic achievement of Kiswahili language in public secondary schools in Kathonzwani Sub County. The study was organized based on the study research objectives; to determine the influence of teacher training on students' achievement on Kiswahili language, to establish the influence of teacher's preparation of professional documents on students' academic achievement on Kiswahili language, to investigate the influence of teacher's subject matter knowledge on students' academic achievement on Kiswahili language in public secondary school in Kathonzwani Sub County. The responses were analyzed into frequencies and percentages and presented in tables.

#### 4.1 Response Rate

The respondents involved were the principals and Kiswahili language teachers in the Sub County. They returned the questionnaires as tabulated in **Table 4.1**

**Table 4.1 Instrument Return Rate**

<b>Respondents</b>	<b>Sampled size</b>	<b>Number collected</b>	<b>Return Rate</b>
Principals	39	35	89.7%
Teachers	60	50	83.3%
<b>Total</b>	<b>99</b>	<b>85</b>	<b>-</b>

**Source: Author (2018)**



**Table 4.1** indicates that the average questionnaire return rate was well above 70 % which according to Mugenda and Mugenda (2008) is adequate for analysis.

## **4.2 Demographic Information of Respondents**

Kothari (2009) elaborates that describing sample gives a very clear picture of its characteristics and also provides evidence that it has the attributes of the population from which it was drawn. The demographic information of principals and teachers concentrated on gender, age, academic qualification and period of working in the current school. The period of working in the current school was important in providing reliable data with respect to the students' academic achievement in Kiswahili language.

### **4.2.1 Demographic Information of Teachers**

The demographic information for teachers concentrates on gender, age, academic qualification and period of teaching in the current school. This information is presented in **Table 4.2**.

**Table 4.2: Demographic Information of Teachers**

<b>Variable(V)</b>	<b>Frequency(F)</b>	<b>Percentage (%)</b>
<b>Gender of the teachers</b>		
Male	25	50
Female	25	50
<b>Total</b>	<b>50</b>	<b>100</b>
<b>Age of the teachers</b>		
Under 25 years	6	12.0
26-35 years	26	52.0
36-45 years	13	26.0
45-55 years	5	10.0
Above 55	0	0.0
<b>Total</b>	<b>50</b>	<b>100</b>
<b>Qualifications of the Teachers</b>		
PhD	0	0.0
Masters	11	22.0
Bachelors	35	70.0
Diploma	4	8.0
<b>Total</b>	<b>50</b>	<b>100</b>
<b>Period served in a station</b>		
1-5 years	35	70.0
6-10 years	12	24.0
11-20 years	2	4.0
More than 20 years	1	2.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

Findings in **Table 4.2** show that 50% of the teachers were male and 50% were female. This implies that Kathonzwani Sub County has met the threshold of the current Kenyan Constitution which stipulates that not more than two thirds (67.7%) of any

public institution should be drawn from one gender. With respect to age, majority of the teachers 64% were in the age bracket of 26-35 years. Those under 25 years were 12% and those above 36 years were 36%. This implies that they were relatively of young age capable of attending training aimed at improving their teaching skills for higher academic achievement of Kiswahili language. With respect to academic qualification, 22% of the teachers had Masters Degree, 70% of the teachers had attained Bachelors of education and teachers with diplomas were 8%. This implies that the teachers had attained the minimum qualification of a secondary school teacher which is a diploma. Findings also established that 24% of teachers had worked in their current station for a period of 6-10 years and those who had worked above 11 years were 6%. 70% of the teachers had worked in the current school for between 1-5 years. This shows that the teachers in Kathonzwi Sub County did not stay long in one school which could be a factor contributing to poor academic achievement since students need to get acquainted to teachers to develop a rapport with them hence high academic achievement.

#### **4.2.2 Demographic Information of Principals**

The demographic information for the principals also concentrated on the gender, age, academic qualification and period of working in the current school.

**Table 4.3** Presents demographic information of principals.

**Table 4.3: Demographic Information of Principals**

<b>Variable</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
<b>Gender of Principals</b>		
Male	27	77.14
Female	8	22.86
<b>Total</b>	<b>35</b>	<b>100.0</b>
<b>Age of principals</b>		
26-35 years	1	2.86
36-45 years	24	68.57
45-55 years	10	28.57
Above 55 years	0	0.0
<b>Total</b>	<b>35</b>	<b>100.0</b>
<b>Qualification of Principals</b>		
PhD	1	2.9
Masters	13	37.1
Bachelors	21	60.0
Diploma	0	0.0
<b>Total</b>	<b>35</b>	<b>100.0</b>
<b>Period served in a station</b>		
<b>1-5 years</b>	8	22.8
<b>6-10 years</b>	27	77.2
<b>Above 10 years</b>	0	0.0
<b>Total</b>	<b>35</b>	<b>100.0</b>

Findings in **Table 4.3** show that majority of the principals 77.14% were male and 22.86% were female. This implies that school leadership in the study area is

dominated by males. With respect to age, those principals less than 36 years were 2.86 %, majority of the principals, 68.57% were in the age bracket of 36-45 years and those above 45 years were 28.57%. This implies that they were relatively of young age capable of initiating strategies aimed at improving academic achievement of Kiswahili language. With respect to academic qualification, 2.9% of the principals had attained PhD, 37.1% had attained Masters Degree and 60% of the principals had attained Bachelors of education. This implies that the principals were well educated to take up school leadership. Findings also established that 22.8% of the principals had only worked in their current station for 1-5 years and 77.2% of the principals had worked in the current school for between 6-10 years. This shows that the principals were in a position to understand the influence of teacher preparedness for teaching on students' academic achievement due to the number of years they have been the head of school. The more experience the principals have the more effective they become as managers in public secondary schools.

#### **4.3 Number of Kiswahili Language teachers**

Teacher pupil ration is a factor that highly influences academic achievement of students. The researcher there sought to find out the number of Kiswahili language teachers in the public secondary schools. Principals and teachers were asked to indicate the number of teachers in their respective schools. The findings are presented in **Table 4.4;**

**Table 4.4: Number of Kiswahili Language Teachers**

<b>Principals Responses</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
1	25	71.4
2	3	8.6
3	5	14.3
4	2	5.7
<b>Total</b>	<b>35</b>	<b>100</b>

<b>Teachers' Responses</b>	<b>Frequency(F)</b>	<b>Percentage (%)</b>
1	19	38.0
2	20	40.0
3	6	12.0
4	5	10.0
<b>Total</b>	<b>50</b>	<b>100</b>

According to the findings in **Table 4.4**, 71.4% of the principals indicated that the schools had only one Kiswahili teachers and only 28.6% indicated that they had 2-4 Kiswahili language teachers and 78% of the teachers indicated that the schools had 1-2 Kiswahili teachers and only 22% indicated that their school had 3-4 Kiswahili language teachers. This shows that public secondary schools in Kathonzweni Sub County Kathonzweni had very few Kiswahili language teachers and the work load contributes to low students' academic achievement in Kiswahili language. This concurs with findings of Mweki (2016) that deficit of subject teachers in schools leads to low students' academic achievement.

#### **4.4 Influence of Teacher Training on Students' Achievement on Kiswahili Language**

The first objective of the study was to determine the influence of advanced teacher training on students' achievement on Kiswahili language in public secondary schools in Kathonzi Sub County. The principals and teachers were asked to indicate on their level of agreement on listed statements on influence of advanced teacher training. The data were analyzed in form of percentages and frequencies.

**Table 4.5** Presents principals' level of agreement on influence of teacher training on students' academic achievement.

**Table 4.5: Principals’ Level of Agreement on influence of Teacher Training on Students’ academic achievement in Kiswahili language.**

Statement	SA %	A %	U %	SD %	D %
1 My Kiswahili teachers have been attending in –service trainings on teaching Kiswahili language regularly	54.2	42.9	2.9	0.0	0.0
2 I always inform the Kiswahili teachers on advanced training opportunities once they arise	54.3	37.1	8.6	0.0	0.0
3 The Kiswahili teachers with advanced training are more effective in classroom instruction than those with pre-service training only	57.1	40.0	2.9	0.0	0.0
4 Refresher courses and other staff development programs are essential for in-service teachers	71.4	28.6	0.0	0.0	0.0
5 I always facilitate Kiswahili teachers to attend seminars and workshops	65.7	34.3	0.0	0.0	0.0
6 All my Kiswahili teachers have pre-service as well as in- service training.	54.3	45.7	0	0	0

N=35

Findings in **Table 4.5** show that: 54.2% of the principals strongly agreed that their Kiswahili teachers have been attending in –service trainings on teaching Kiswahili language regularly, 42.9% agreed and 2.9% were undecided; 54.3% strongly agreed that they always inform the Kiswahili teachers on teacher training opportunities once they arise, 37.1% agreed and 8.6 % were undecided; 57.1% strongly agreed that



Kiswahili language teachers with training are more effective in classroom instruction than those with pre-service training only, 40% agreed and 2.9% were undecided; 71.4% strongly agreed that refresher courses and other staff development programs are essential for in-service teachers and 28.6% agreed; 65.7% strongly agreed that they always facilitate Kiswahili teachers to attend seminars and workshops and 34.3% agreed. 54.3% of the principals strongly agreed that their Kiswahili language teachers have pre-service as well as in-service training and 45.7% agreed. This implies the principals ensure that Kiswahili language teachers advance their training to improve their teaching practices hence improving academic achievement. The finding is in agreement with Muhammad and Rashid (2011) that refresher courses enables teacher to acquire proper skills and competencies very essential in making impact in teaching and learning process.

**Table 4.6** Presents teachers' level of agreement on influence of teacher training on students' academic achievement in Kiswahili language.

**Table 4.6: Teachers Level of Agreement on influence of teacher training on Students' academic achievement in Kiswahili language.**

Statement	SA	A	U	D	SD
	%	%	%	%	%
1 Trained teachers are more effective in classroom instruction of Kiswahili language than the untrained teachers.	64.0	34.0	2.0	0.0	0.0
2 Trained teachers are able to affect students' academic achievement of Kiswahili language in all conditions favorable or unfavorable.	58.0	36.0	4.0	2.0	0.0
3 Teacher training skills originally acquired from college are enough to influence academic achievement of students in Kiswahili language.	12.0	46.0	6.0	30.0	6.0
4 Kiswahili language refresher courses and other staff development programs for Kiswahili language are essential for in-service teachers.	78.0	20.0	2.0	0.0	0.0
5 There is a strong relationship between teacher productivity in Kiswahili language instruction and teacher training.	66.0	32.0	2.0	0.0	0.0
6 The higher the level of training of a Kiswahili language teacher the more the knowledge acquired for curriculum delivery.	70.0	22.0	4.0	4.0	0.0
N=50					

Results in **Table 4.6** show that: 64% of the teachers strongly agreed that trained teachers are more effective in classroom instruction of Kiswahili language than the untrained teachers, 34% agreed and 2% were undecided; 58% strongly agreed that trained teachers are able to affect students' performance of Kiswahili language in all conditions favorable or unfavorable, 36% agreed ,4% were undecided and 2%

disagreed; 46% agreed that teacher training skills originally acquired from college are enough to influence academic achievement of students in Kiswahili language, 12% strongly agreed, 6% were undecided and 6% strongly disagreed; 78% strongly agreed that Kiswahili language refresher courses and other staff development programs for Kiswahili language are essential for in-service teachers 20% agreed and 2% were undecided; 66% strongly agreed that there is a strong relationship between teacher productivity in Kiswahili language instruction and teacher training, 32% agreed and 2% were undecided. 70% of the teachers strongly agreed that the higher the level of training of a Kiswahili language teacher the more the knowledge acquired for curriculum delivery, 22% agreed and 4% were undecided and 4% disagreed. This implies that training is essential for effective delivery of curriculum which ensures timely syllabus coverage hence improving academic achievement. The finding concurs with Gamoran (2006) that teacher training lead to better delivery of the subject content in classroom hence enhancing academic achievement among the students.

#### **4.5 Influence of Teacher's Preparation of Professional Documents on Students'**

##### **Academic Achievement in Kiswahili language.**

The second objective of the study was to establish the influence of teacher's preparation of professional documents on students' academic achievement on Kiswahili language in public secondary schools in Kathonzweni Sub County. The principals and teachers were asked to tick on their level of agreement on listed statements on influence of teacher's preparation of professional documents. The data were analyzed in form of percentages and frequencies.

**Table 4.7** Presents principals' agreement level on influence of teacher's preparation of professional documents on students' academic achievement in Kiswahili language

**Table 4.7: Principals' Level of Agreement on influence of Teacher's Preparation of Professional Documents on students' academic achievement in Kiswahili language.**

NO	Statement	SA %	A %	U %	D %	SD %
1	My Kiswahili language teachers prepare the professional documents always.	68.6	31.4	0.0	0.0	0.0
2	Preparation of professional documents has influence on students' academic achievement.	40.0	57.1	2.9	0.0	0.0
3	Kiswahili language teachers take preparation of professional document seriously.	28.6	68.6	2.8	0	0
4	Institutional leadership supervises the preparation of professional documents.	65.7	34.3	0	0	0
5	All the professional documents are prepared in time and well used in preparation for classroom instruction.	17.1	51.4	8.6	22.9	0

N=35

Findings in **Table 4.7** show that: 68.6% of the principals strongly agreed that Kiswahili language teachers prepare the professional documents always and 31.4% disagreed; 57.1% agreed that preparation of professional documents has influence on students' academic achievement, 40% strongly agreed and 2.9% were undecided; 68.6% agreed that Kiswahili language teachers take preparation of professional

document seriously, 28.6% strongly disagreed and 2.8% were undecided; 65.7% strongly agreed that institutional leadership supervises the preparation of professional documents and 34.3% agreed. 51.4% of the principals strongly agreed that all the professional documents are prepared in time and well used in preparation for classroom instruction, 17.1% strongly agreed, 8.6 % were undecided and 22.9% disagreed. This implies that the principals always play their role of supervising their teachers' preparation of their professional documents. Timely preparation of professional documents ensures that teachers are well prepared to teach which have an impact on students' academic achievement. The findings concur with Adegroye (2004) that improving performance depends on improvement of quality of classroom practices of the subject teacher and the more organized the teacher is the better the academic achievement.

**Table 4.8** Presents teachers' agreement level on influence of teacher's preparation of professional documents on students' academic achievement in Kiswahili language.

**Table 4.8: Teachers' Level of Agreement on teacher's Preparation of Professional Documents in Kiswahili language.**

No	Statement	SA %	A %	U %	D %	SD %
1	Preparation of schemes of work has influence on performance of Kiswahili language.	36.0	54.0	4.0	6.0	0.0
2	Reference to the syllabus in preparation of schemes of work has influence on performance in Kiswahili language.	42.0	56.0	2.0	0.0	0.0
3	Preparation of lesson plan has influence on performance of Kiswahili language.	28.0	58.0	4.0	10.0	0.0
4	Preparation of lesson notes has influence on the performance of Kiswahili language.	46.0	52.0	2.0	0.0	0.0
5	Preparation of records of work has influence on the performance of Kiswahili language.	28.0	32.0	36.0	4.0	0.0
6	Preparation of the progress records has influence on students' academic achievement in Kiswahili language.	38.0	56.0	6.0	0.0	0.0
N=50						

Findings in **Table 4.8** show that: 54% of the teachers agreed that preparation of schemes of work has influence on academic achievement of Kiswahili language, 36% strongly agreed, 4% were undecided and 6% disagreed; 56% agreed that reference to the syllabus in preparation of schemes of work has influence on academic achievement in Kiswahili language, 38% strongly agreed and 6% were undecided; 58% agreed that preparation of lesson plan has influence on academic achievement of Kiswahili language, 28% strongly agreed, 4% were undecided and 10% disagreed; 52% agreed that preparation of lesson notes have influence on the academic

achievement of Kiswahili language, 46% strongly disagreed and 2% were undecided; 36% were undecided on whether preparation of records of work has influence on the academic achievement in Kiswahili language, 28% strongly agreed, 32% agreed and 4% strongly disagreed; 56% of the teachers agreed that preparation of progress records has influence on students' academic achievement in Kiswahili language, 38% strongly agreed and 6% were undecided. This implies that teacher's preparation of professional documents have an influence on achievement in Kiswahili language. The finding is in line with Urevbu (1985) who asserted that the teacher needs teaching documents which help them in teaching and learning process.

#### **4.6 Influence of Teacher's Subject Matter Knowledge on Students' Academic Achievement in Kiswahili Language**

The third objective of the study was to investigate the influence of teacher's subject matter knowledge on students' academic achievement on Kiswahili language in public secondary schools in Kathonzi Sub County. The principals and teachers were asked to tick on their level of agreement on listed statements on influence of teacher's subject matter knowledge. The data were analyzed in form of percentages and frequencies.

**Table 4.9** Presents principals' agreement level on influence of teacher's subject matter knowledge on students' achievement in Kiswahili language.

**Table 4.9: Principals’ Responses on Influence of Teacher’s Subject Matter Knowledge on Students’ Academic Achievement.**

<b>Statement</b>	<b>SA %</b>	<b>A %</b>	<b>U %</b>	<b>SD %</b>	<b>D %</b>
1 Teacher’s subject content knowledge is a measure of teacher effectiveness in teaching Kiswahili language.	42.9	37.1	17.1	2.9	0.0
2 Subject Matter knowledge allows the teacher to effectively alternate teaching methodologies leading to good performance in Kiswahili language.	77.1	22.9	0.0	0.0	0.0
3 Subject matter knowledge allows the teacher to give varied and alternate answers to learners hence affecting their performance in Kiswahili language.	74.2	20.0	2.9	2.9	0.0
4 Subject matter knowledge gives the teacher the ability to clarify misconceptions and hard concepts to learners helping them to perform well in Kiswahili language.	85.7	11.4	2.9	0.0	0.0
5 Subject matter knowledge helps the teacher in planning of lessons and evaluation of the learners’ assignments hence good performance in Kiswahili language.	88.6	8.6	2.9	0.0	0.0

N=35

Findings in **Table 4.9** show that: 42.9% of the principals strongly agreed that teacher’s subject content knowledge is a measure of teacher effectiveness in teaching



Kiswahili language, 37.1% agreed, 17.1% were undecided and 2.9% strongly disagreed; 77.1% strongly agreed that subject Matter knowledge allows the teacher to effectively alternate teaching methodologies leading to high academic achievements in Kiswahili language and 22.9% agreed; 74.2% strongly agreed that subject matter knowledge allows the teacher to give varied and alternate answers to learners hence affecting their academic achievement in Kiswahili language, 20% agreed, 2.9% were undecided and 2.9% strongly disagreed; 85.7% strongly agreed that subject matter knowledge gives the teacher the ability to clarify misconceptions and hard concepts to learners helping them to perform well in Kiswahili language, 11.4% agreed and 2.9% were undecided; 88.6% of the principals strongly agreed that subject matter knowledge helps the teacher in planning of lessons and evaluation of the learners' assignments hence high academic achievement in Kiswahili language, 8.6% agreed and 2.9% were undecided. This shows that subject content knowledge influence teacher effectiveness in teaching Kiswahili language which also have an impact on academic achievement. The finding is in agreement with Jadama (2014) that benefits of knowledge of subject matter include enabling the teachers to teach well using different teaching methodologies, give varied and alternative questions and ability to clarify misconceptions on subject matter.

**Table 4.10** Presents teachers' agreement level on influence of teacher's subject matter knowledge on students' academic achievement.

**Table 4.10: Teachers’ Responses on Influence of Subject Matter Knowledge on students’ academic achievement in Kiswahili language.**

No	Statement	SA %	A %	U %	SD %	D %
1	Teacher’s subject content knowledge is a measure of teacher effectiveness in teaching Kiswahili language.	64.0	32.0	4.0	0.0	0.0
2	Subject Matter knowledge allows the teacher to effectively alternate teaching methodologies leading to good performance in Kiswahili language.	82.0	18.0	0.0	0.0	0.0
3	Subject matter knowledge allows the teacher to give varied and alternate answers to learners hence affecting their performance in Kiswahili language.	78.0	22.0	0.0	0.0	0.0
4	Subject matter knowledge gives the teacher the ability to clarify misconceptions and hard concepts to learners helping them to perform well in Kiswahili language.	80.0	20.0	0.0	0.0	0.0
5	Subject matter knowledge helps the teacher in planning of lessons and evaluation of the learners’ assignments hence high academic achievement in Kiswahili language.	76.0	24.0	0.0	0.0	0.0
6	Teacher’s knowledge on subject matter helps the learner to understand more the same subject matter very well.	72.0	26.0	2.0	0.0	0.0
N=50						

Findings in **Table 4.10** show that: 64% of the teachers strongly agreed that teacher’s subject content knowledge is a measure of teacher effectiveness in teaching Kiswahili language , 32% agreed and 4% were undecided; 82% strongly agreed that subject

Matter knowledge allows the teacher to effectively alternate teaching methodologies leading to high academic achievement in Kiswahili language and 18% agreed; 78% strongly agreed that subject matter knowledge allows the teacher to give varied and alternate answers to learners hence affecting their academic achievements in Kiswahili language and 22% agreed; 80% strongly agreed that subject matter knowledge gives the teacher the ability to clarify misconceptions and hard concepts to learners helping them to perform well in Kiswahili language and 20% agreed; 76% strongly agreed that subject matter knowledge helps the teacher in planning of lessons and evaluation of the learners' assignments hence high academic achievement in Kiswahili language and 24% agreed; 72% of the teachers strongly agreed that teacher's knowledge on subject matter helps the learner to understand more the same subject matter very well, 26% agreed and 2% were undecided. This implies that knowledge on subject matter influences academic achievement in Kiswahili. The findings concurs with Jadama (2014) that benefits of knowledge of subject matter include enabling the teachers to teach well using different teaching methodologies, give varied and alternative questions and ability to clarify misconceptions on subject matter.

#### **4.7 Students' Academic Achievement**

The researcher also sought to establish the academic achievement in Kiswahili of secondary schools in Kathonzweni Sub County. Teachers and principals were asked to indicate Kiswahili academic achievement in the previous year and highest mean score they have ever achieved for Kiswahili in KCSE in the last five years.

**Table 4.11: Academic Achievement**

<b>Kiswahili Scores</b>	<b>Language</b>	<b>Mean</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>	<b>Lowest Mean Score</b>
<b>Previous year score (2017)</b>					<b>2.68</b>
Less than 3.0 points			3	3.5	
3.1-3.9 points			33	38.8	
4.0-4.9 points			37	43.6	
5.0-5.9 points			12	14.1	
<b>Total</b>			<b>85</b>	<b>100</b>	
<b>Highest Scores (2013-2017)</b>					<b>2.24</b>
4.0-4.9			12	14.1	
5.0-5.9			46	54.1	
6.0-7.0			22	25.9	
More than 7.0			5	5.9	
<b>Total</b>			<b>85</b>	<b>100</b>	

Results in **Table 4.11** show that academic achievements in Kiswahili was an average of 3.1-4.9 points ( 82.4%) which is below the pass mark of 5 points grade (C). The highest score was an average of between 5-5.9 points (14.1%) while the lowest mean score was 2.86 less than 3.0 (3.5%). In the last five years the highest mean scores 4.0-5.9 were 68.2%; 6.0-7.0 and above 7.0 were (31.8%). This implies that generally academic achievement of Kiswahili language in public secondary schools in Kathonzwi Sub County is poor. The findings are concurring with the report from the Sub-County Director of Education’s Examination office that Students’ academic achievement of Kiswahili language in Kathonzwi Sub County has been becoming poorer each year in the last 5 years as shown in the **table 4.12** below;

**Table 4.12: Kiswahili Language analyzed KNEC Results for Kathonzwani Sub County.**

Year	2013	2014	2015	2016	2017
Entry	1580	1643	1723	1949	2070
Mean scores	5.943 C	5.531 C	5.242 C-	4.112 D <sup>+</sup>	3.719 D <sup>+</sup>

**Source: Kathonzwani Sub County Examinations office**

#### 4.8 Hypotheses Tests

Hypotheses were tested using the Pearson Correlation Coefficient. Correlation coefficient (r) ranging from 0.10 to 0.29 illustrates weak correlation, 0.30 to 0.49 is considered medium and whereas 0.50 to 1.0 is considered strong(Wong &Hiew,2005). Findings in **Table 4.13** show that 2 variables were significant at 0.05 level of significance and  $p < 0.01$  two tailed test. The Pearson correlation coefficient for teacher training and students' academic achievement was ( $r = 0.580$ ,  $p$ -value=0.001) which was significant hence the hypothesis; **Ho: 1** Teacher training has no influence on students' achievement on Kiswahili language in public secondary schools in Kathonzwani Sub County was rejected. Correlation between teacher's preparation of professional documents and teacher's subject matter knowledge was ( $r= 0.273$ ,  $p$ -value=0.649) which was insignificant hence the hypothesis; **Ho: 2** Teacher's preparation of professional documents has no influence on students' achievement on Kiswahili language in public secondary schools in Kathonzwani Sub County was not rejected. Correlation of teacher's subject matter knowledge and academic achievement was ( $r=0.618$ ,  $p$ -value=0.000) which was also significant hence the hypothesis; **Ho: 3** Teacher's subject matter knowledge has no influence on

students' achievement on Kiswahili language in public secondary schools in Kathonzi Sub County was rejected.

**Table 4.13: Pearson Correlation Coefficient**

		Academic achievement	Teacher Training	Professional documents	Subject matter knowledge
Academic achievement	Pearson Correlation	1			
	Sig. (2-tailed)				
Teacher training	Pearson Correlation	.580**	1		
	Sig. (2-tailed)	.001			
Professional documents	Pearson Correlation	.273	.072	1	
	Sig. (2-tailed)	.649	.653		
Subject matter knowledge	Pearson Correlation	.618**	.005	.129	1
	Sig. (2-tailed)	.000	.976	.422	

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

## **CHAPTER FIVE**

### **Summary, Conclusions and Recommendations**

#### **5.0 Introduction**

This chapter focuses on the summary of the study and conclusions. It also presents recommendations for potential actions and suggestions for future research.

#### **5.1 Summary of Study**

The purpose of the study was to investigate the influence of teacher preparedness for teaching on students' academic achievement of Kiswahili language in public secondary schools in Kathonzwi Sub County. The study was guided by the following objectives; to determine the influence of advanced teacher training on students' achievement on Kiswahili language in public secondary schools in Kathonzwi Sub County, to establish influence of teacher's preparation of professional documents as well as to investigate the influence of teacher's subject matter knowledge on students' academic achievement on Kiswahili language in public secondary school in Kathonzwi Sub County. The study was guided by Teacher Efficacy theory. The study adopted descriptive research design since it enabled collection of information from respondents without compromising their privacy. Census survey was applied to sample 60 Kiswahili teachers and 39 principals. Data was collected using questionnaires, analyzed and presented in frequencies and percentages. Data was presented in relation to the study findings. The findings in each objective are summarized as follows:

**1. To determine the influence of teacher training on students' achievement on Kiswahili language in public secondary schools in Kathonzweni Sub County.**

In line with objective one; findings established that teacher training had significant influence on students' achievement on Kiswahili language in public secondary schools in Kathonzweni Sub County ( $r= 0.580$ ,  $p\text{-value}=0.001$ ). Majority of teachers strongly agreed that; that trained teachers are more effective in classroom instruction of Kiswahili language than the untrained teachers; trained teachers are able to affect students' performance of Kiswahili language in all conditions favorable or unfavorable; teacher training skills originally acquired from college are enough to influence performance of students in Kiswahili language; Kiswahili language refresher courses and other staff development programs for Kiswahili language are essential for in-service teachers; there is a strong relationship between teacher productivity in Kiswahili language instruction and teacher training and the higher the level of training of a Kiswahili language teacher the more the knowledge acquired for curriculum delivery. The findings are in agreement with Muhammad and Rashid (2011) that refresher courses or trainings enables the teacher to acquire proper skills, subject matter knowledge and competencies which are very essential in making impact in teaching and learning process.

**2. To establish the influence of teacher's preparation of professional documents on students' academic achievement on Kiswahili language in public secondary schools in Kathonzweni Sub County.**

In line with objective two; findings established that teacher's preparation of professional documents did not have a significant influence on student's performance in Kiswahili language ( $r=0.273$ ,  $p\text{-value}=0.649$ ). However, teachers were in



agreement that preparation of schemes of work has influence on performance of Kiswahili language; reference to the syllabus in preparation of schemes of work has influence on performance in Kiswahili language; preparation of lesson plan has influence on performance of Kiswahili language; preparation of lesson notes have influence on the performance of Kiswahili language; preparation of progress records has influence on students' academic achievement in Kiswahili language. The finding concurs with Eshiwani (1985) that good administration practices of principals like checking of teachers' professional records are always reflected in the good performance of the school and administration have impact in teaching and learning of a given subject.

**3. To investigate the influence of teacher's subject matter knowledge on students' academic achievement on Kiswahili language in public secondary school in Kathonzwi Sub County.**

In line with objective three; findings established that teacher's subject matter knowledge has significant influence on student's performance in Kiswahili language ( $r=0.618$ ,  $p\text{-value}=0.000$ ). Majority of the teachers strongly agreed that: subject Matter knowledge allows the teacher to effectively alternate teaching methodologies leading to good performance in Kiswahili language; subject matter knowledge allows the teacher to give varied and alternate answers to learners hence affecting their performance in Kiswahili language; subject matter knowledge gives the teacher the ability to clarify misconceptions and hard concepts to learners helping them to perform well in Kiswahili language; subject matter knowledge helps the teacher in planning of lessons and evaluation of the learners' assignments hence good performance in Kiswahili language and teacher's knowledge on subject matter helps

the learner to understand more the same subject matter very well. The findings concur with Jadama (2014) that benefits of knowledge of subject matter include enabling the teachers to teach well using different teaching methodologies, give varied and alternative questions and ability to clarify misconceptions on subject matter.

## **5.2 Conclusion**

It was concluded that teachers in- service training has an impact on students' academic performance in Kiswahili. The quality of a teacher can be well understood in considering the relationship between teacher productivity and teacher training which includes formal pre-service university education, in-service professional development and informal training acquired through on-job experience. Therefore, in-service teacher training is crucial in improving student academic achievement. Teacher's preparation of professional documents was found to have influence though insignificant on the quality of education standards and schools where teachers prepare their professional documents without supervision. A well done lesson helps the teacher to organize the content, plan and prepare learning resources, present concepts and skills systematically, manage time well, select and design appropriate assessment methods and to make connections between components. Teacher's subject matter knowledge was also found to be an important issue in subject academic achievement since it provides the teacher with understanding of the content he or she is to teach. Teacher's understanding of subject matter affects their capacity to make subject content simple which helps students to understand. A teacher who has little knowledge on the subject matter might also lack the ability to answer questions from students.

### **5.3 Recommendations**

The researcher makes the following recommendations:

- i. Teacher capacity building Centers at Zonal and Divisional levels to be established in order to reach many teachers hence giving practicing teacher necessary skills for effective classroom instruction.
- ii. The Teachers Service Commission to deploy more qualified Kiswahili language teachers. This will curb the teacher-learner ration which greatly affects academic achievement when it is extremely low. The qualified teachers will also be able to disseminate subject matter to the learners' very well hence good academic achievement.

### **5.4. Suggestions for Further Study**

The researcher suggests the listed areas for further study.

- i. A research on influence of student based factors on students' academic achievement in Kiswahili language in public secondary schools in Kathonzwi Sub County.
- ii. A research on influence of institution based factors on students' academic achievement in Kiswahili language in public secondary schools in Kathonzwi Sub County.
- iii. The study also suggests that a research on the role of principals in ensuring effective supervisory functions in public secondary schools could be researched with a view of finding out how the principals ensure the effective supervision of the schools they head.

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## Appendix I

### Letter of Introduction

KIAMBA ELIZABETH WELU,

P.O BOX 2085-90100,

**MACHAKOS.**

18/07/2018

**REF: KEW/OI/2018**

**THEPRINCIPAL,**

\_\_\_\_\_High school,

Kathonzweni Sub County.

#### **RE: PARTICIPATION IN RESEARCH**

I am a postgraduate student at Machakos University pursuing Master of Education program in the department of Educational Communication Technology. I am currently undertaking a research on the **Influence of teacher preparedness on academic achievement of Kiswahili language in public secondary schools in Kathonzweni Sub County, Makueni County, Kenya.**

I am pleased to inform you that your school has been selected to participate in the study. The identity of the respondents will be treated with utmost confidentiality and the data collected will be used for the academic research purpose only.

Yours faithfully,

Kiamba Elizabeth Welu

E55-7373-2016

## Appendix II

### Questionnaire for Principals

The purpose of this questionnaire is to collect information on **Influence of teacher preparedness on students' academic achievement on Kiswahili language in public secondary schools in Kathonzweni Sub County, Makueni County**. The researcher is a Masters of Education student in Machakos University. All responses and information given will be treated with utmost confidentiality and will only be used for the purposes of the study only. Please answer all questions as honestly as possible giving your view as required by ticking **X** or  $\surd$  where appropriate.

#### Section A: General Demographic Information (Bio Data)

1. For how long have you been working in the current institution? -----
2. What is your gender? Male  Female
3. What is your age?
  - (a) Under 25 years
  - (b) 26-35 years
  - (c) 36 – 45 years
  - (d) 45-55 years
  - (e) Over 55 years
5. What is your highest level of education?

PhD	<input type="checkbox"/>		
Masters	<input type="checkbox"/>	Bachelors	<input type="checkbox"/>
Diploma	<input type="checkbox"/>	A- Level	<input type="checkbox"/>
O-Level	<input type="checkbox"/>		
6. How many Kiswahili teachers do you have in your institution? -----

**Section A: Teacher Training on Student Academic Achievement in Kiswahili Language.**

Please indicate the extent to which you agree with the following statements about teacher training and students' academic achievement in Kiswahili language.

**Key: SA-Strongly=5, Agree, A-Agree=4, U-Undecided=3, D-Disagree=2, SD-Strongly Disagree=1**

	Statement	SA	A	U	D	SD
1	My Kiswahili language teachers have been attending in – service trainings on teaching Kiswahili language regularly					
2.	I always inform the Kiswahili language teachers on advanced training opportunities once they arise					
3	The Kiswahili language teachers with advanced training are more effective in classroom instruction than those with pre-service training only					
4	Refresher courses and other staff development programs are essential for in-service teachers					
5	I always facilitate Kiswahili language teachers to attend seminars and workshops					
6	All my Kiswahili language teachers have pre-service as well as in- service training.					



**Section B: Preparation of Professional Documents and Students' Achievement in Kiswahili Language.**

Please indicate the extent to which you agree with the following statements preparation of professional documents and students' academic achievement in Kiswahili language.

**Key: SA-Strongly=5, Agree=4, U-Undecided=3, D-Disagree =2, SD-Strongly Disagree=1.**

	Statement	SA	A	U	D	SD
1	Kiswahili language teachers prepare the professional documents always.(schemes of work, records of work, lesson plan, progress record etc)					
2	Preparation of professional documents has influence on students' academic achievement.					
3	Kiswahili teachers take preparation of professional document seriously.					
4	Institutional leadership supervises the preparation of professional documents.					
5	All the professional documents are prepared in time and well used in preparation for classroom instruction.					

**Section C: Teacher’s Subject Matter Knowledge on Students’ Academic Achievement in Kiswahili Language**

Please indicate the extent to which you agree with the following statements preparation of professional documents and students’ academic achievement in Kiswahili language.

**Key: SA-Strongly=5, Agree=4, U-Undecided=3, D-Disagree =2, SD-Strongly Disagree=1.**

	Statement	SA	A	U	D	SD
1	Teacher’s subject content knowledge is a measure of teacher effectiveness in teaching Kiswahili language.					
2	Subject Matter knowledge allows the teacher to effectively alternate teaching methodologies leading to good performance in Kiswahili language.					
3	Subject matter knowledge allows the teacher to give varied and alternate answers to learners hence affecting their performance in Kiswahili language.					
4	Subject matter knowledge gives the teacher the ability to clarify misconceptions and hard concepts to learners helping them to perform well in Kiswahili language.					
5	Subject matter knowledge helps the teacher in planning of lessons and evaluation of the learners’ assignments hence good performance in Kiswahili language.					

**Section E: Academic Achievement**

1. What were the KCSE mean Score/Points in Kiswahili language for your school last year? -----

2. Which is the highest mean Score have you ever achieved for Kiswahili in KCSE in the last five years? -----

Thank you

## Appendix III

### Teacher's Questionnaire

The purpose of this questionnaire is to collect information on **Influence of teacher preparedness on students' academic achievement on Kiswahili language in public secondary schools in Kathonzweni Sub County, Makueni County**. The researcher is a Masters of Education student in Machakos University. All responses and information given will be treated with utmost confidentiality and will only be used for the purposes of the study only. Please answer all questions as honestly as possible giving your view as required by ticking **X** or  $\surd$  where appropriate.

#### SECTION A: General Information (Bio-data)

1. For how long have you been working in the current institution? -----

2. What is your gender? Male  Female

3. What is your age?

(a) Under 25 years

(b) 26-35 years

(c) 36 – 45 years

(c) 45-55 years

(d) Over 55 years

5. What is your highest level of education?

Masters  Bachelors

Diploma  A- Level

O-Level

6. For how long have you been teaching Kiswahili language?

Less than 5 years  5-10 years

10-15 years  Above 15

**Section A: Teacher Training on Student Academic Achievement in Kiswahili Language.**

Please indicate the extent to which you agree with the following statements about teacher training and students' academic achievement in Kiswahili language.

**Key: SA-Strongly Agree=5, A-Agree=4, U-Undecided=3, D-Disagree=2,SD-Strongly Disagree=1**

	Statement	SA	A	U	D	SD
1	Trained teachers are more effective in classroom instruction of Kiswahili language than the untrained teachers.					
2	Trained teachers are able to affect students' academic achievement of Kiswahili language in all conditions favorable or unfavorable.					
3	Teacher training skills originally acquired from college are enough to influence academic achievement of students in Kiswahili language.					
4	Kiswahili language refresher courses and other staff development programs for Kiswahili language are essential for in-service teachers.					
5	There is a strong relationship between teacher productivity in Kiswahili language instruction and teacher training.					
6	The higher the level of training of a Kiswahili language teacher the more the knowledge acquired for curriculum delivery.					

**Section B: Teacher’s Preparation of Professional Documents and Students’ Achievement in Kiswahili Language.**

Please indicate the extent to which you agree with the following statements preparation of professional documents and students’ academic achievement in Kiswahili language.

**Key: SA-Strongly Agree=5, A-Agree=4, U-Undecided=3, D-Disagree=2, SD-Strongly Disagree=1**

	Statement	S A	A	U	D	S D
1	Preparation of schemes of work has influence on performance of Kiswahili language?					
2	Reference to the syllabus in preparation of schemes of work has influence on performance in Kiswahili language?					
3	Preparation of lesson plan has influence on performance of Kiswahili language?					
4	Preparation of lesson notes has influence on the performance of Kiswahili language?					
5	Preparation of records of work has influence on the performance of Kiswahili language?					
6	Preparation of the progress records has influence on students’ academic achievement in Kiswahili language?					

**Section C: Teacher’s Subject Matter Knowledge on Students’ Academic Achievement in Kiswahili Language**

Please indicate the extent to which you agree with the following statements about teacher’s mastery of subject content on students’ achievement in Kiswahili language.

**Key: SA-Strongly Agree =5, A-Agree=4, U-Undecided=3, D-Disagree=2, SD-Strongly Disagree=1**

	Statement	S A	A	U	D	SD
1	Teacher’s subject content knowledge is a measure of teacher effectiveness in teaching Kiswahili language.					
2	Subject Matter knowledge allows the teacher to effectively alternate teaching methodologies leading to good performance in Kiswahili language.					
3	Subject matter knowledge allows the teacher to give varied and alternate answers to learners hence affecting their performance in Kiswahili language.					
4	Subject matter knowledge gives the teacher the ability to clarify misconceptions and hard concepts to learners helping them to perform well in Kiswahili language.					
5	Subject matter knowledge helps the teacher in planning of lessons and evaluation of the learners’ assignments hence good performance in Kiswahili language.					
6	Teacher’s knowledge on subject matter helps the learner to understand more the same subject matter very well.					

**Section E: Academic Achievement**

1. What were the KCSE mean Score/Points in Kiswahili language for your school last year? -----

2. Which is the highest mean Score have you ever achieved for Kiswahili in KCSE in the last five years? -----

**Thank you**



## Appendix IV

### Proposed Work Plan

ACTIVITY	PERIOD	DATES
Developing research proposal and preparation for defense	8Weeks	15 Feb -15 May 2018
Proposal defense	1 week	7 June-14 June 2018
Clearance from Machakos University	2 weeks	15June – 29 June 2018
Clearance permit for research from NACOSTI and Data Collection	3Weeks	19 <sup>th</sup> July - 22 <sup>nd</sup> August 2018
Data Analysis and Write up Submission	8Weeks	30 <sup>th</sup> Aug to 30 <sup>th</sup> Oct. 2018

**Source: Author (2018)**

## Appendix V

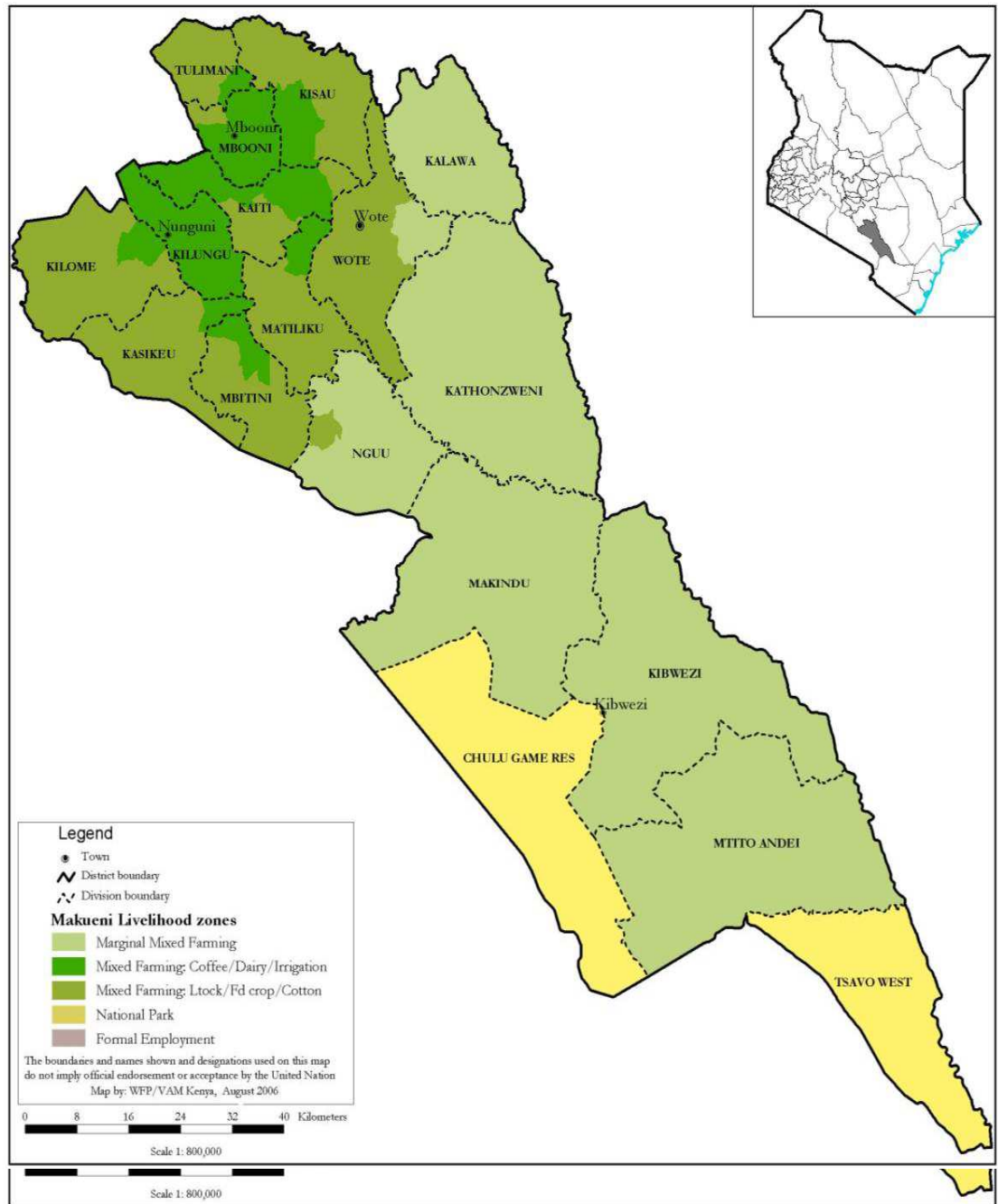
### Budget

<b>NO</b>	<b>ITEM</b>	<b>AMOUNT</b>
1	Development of research proposal	10,000/=
2	Research permit fees(NACOSTI)	5,000/=
3	Photocopies	5,000/=
4	Consulting the experts and conferences	25,000/=
5	Transport to Research Areas (pilot and real research)	10,000/=
6	Stationeries	5000/=
7	Statistical Package of Social Science(SPSS) analysis	20,000/=
	<b>Total</b>	<b>80,000/=</b>

**Source: Author (2018)**

## Appendix VI

### A Map showing Kathonzweni Sub County in Makueni County




Source: Google Maps

# Appendix VII

## Research Permit

**THIS IS TO CERTIFY THAT:**  
**MS. ELIZABETH WELU KIAMBA**  
**of MACHAKOS UNIVERSITY, 2085-90100**  
**Machakos, has been permitted to**  
**conduct research in Makueni County**  
**on the topic: INFLUENCE OF TEACHER**  
**PREPAREDNESS ON ACADEMIC**  
**ACHIEVEMENT OF KIWAHILI LANGUAGE**  
**IN PUBLIC SECONDARY SCHOOLS IN**  
**KATHONZWEI SUB-COUNTY, MAKUENI**  
**COUNTY, KENYA,**  
**for the period ending:**  
**19th July, 2019**

**Permit No : NACOSTI/P/18/46418/23931**  
**Date Of Issue : 20th July, 2018**  
**Fee Received :USD 9**



*[Signature]*  
**Applicant's Signature**


*[Signature]*  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

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**RESEARCH CLEARANCE**  
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