

**THE EFFECTS OF TEACHERS ATTITUDE ON STUDENTS' ACADEMIC  
PERFORMANCE : A CASE STUDY OF RONGO DIVISION,**

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## DECLARATION

I **OTIENO A. GRACE**, declare that the Dissertation presented to Kampala International University is my original work and has never been submitted to any institution/organisation for any award.


Signature  .....

**OTIENO A. GRACE**

Date 26.11.2009 .....

## APPROVAL

This work has been done under my supervision as an institution supervisor and submitted with my Approval.

Signature ..... 

**Ms. Edith Gwokyalwa**

Date ..... 5<sup>th</sup> / 12 / 09 ..

## **DEDICATION**

This Dissertation is dedicated to my beloved mother Mrs Penina Otieno whose tireless and invaluable providence has made me what i am. I equally dedicate this Dissertation to my late Father Mr.Ezra Otieno. I thank the Almighty God for them.

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## ACRONYMS

NGO	Non Governmental Organization
TSC	Teachers Service Commission

## **ABSTRACT**

The study sought to establish the effect of teachers conduct on students' academic performance and was driven by Four objectives: to establish the effect of teachers perception on students performance in Rongo division, to find out how the teachers emotions affect students performance in Rongo division, to establish how teachers behaviour affects students performance and to find out how teachers guidance affects students performance.

To achieve these objectives the researcher sampled 80 respondents from various schools in Rongo divisions. The study utilized qualitative research methods; two data collection instruments were used: Structured questionnaire and Interview guides. The collected data was presented in tabular and analyzed statistically to decipher findings.

The major finding of the study was that the emotions of the teacher directly affected the students performance and conclude by stating that teachers should control there emotions at there places of work and that the perception of teachers was no longer of high regard and this was attributed to the low salaries and motivation associated with the profession.

The study indicated that the government should introduce motivational incentives and revise teachers' salaries so that they can be able to fully sustain themselves while concentrating on their work.

## **CHAPTER ONE INTRODUCTION**

### **1.0 Background**

A student is an important person in the educational system that plays a central role at the school by facilitating learning to take place. If you ask parents what worries them the most about the school today, the answer might surprise you, drug abuse, gender inequality, poverty, political instability, indiscipline, social cultural practices and many others. For several decades poll after poll shows that these factors are topping the list of parents concern. In many instances the school management does not have a clear understanding on how the above factors influence the students' performance.

Students have been performing poorly in East Africa generally and in Kenya Rongo Division particularly. The number of students being admitted in the secondary schools has gone down drastically. This is because many of them fail to meet the required pass mark for admission. This however is ironical because the teacher have always delivered the content, used correct teaching materials and covered the syllabus in time. Farrant (1993).

However, the researcher believes to a large extent that the poor performance that has been experienced is due to the teachers' attitudes. Teachers have always been respected in society. According to Swaran (1997) a teacher is a member of the society .In view of teachers' special responsibility and roles, he is expected to rise above the average member of the society. During missionary and colonial days, teachers were recruited and,

employed by the funding bodies. They were highly respected, earned more income, smart, self respected and seen as models. Their good discipline was manifested in their attitude towards work, excellent performance at school and in society. They were highly consulted in the society that is why many of them were asked to become chiefs. Sekamwa et. al (2001).

These views have changed today. Economically teachers are not better than others; academically super grades are going for other courses. Morally teachers are not models in society. Chaube (2000) said that today's teachers are not given any social prestige, teaches have been reduced to such a state of affairs that they are confined to their particular community and laughed at and weep among themselves. Rongo district Human resource officer registered 120 cases in the following categories submitted to the teachers' services commission for disciplinary action in 2007. The cases included absenteeism from school, duty abscondement, drunkard-ness on duty, defilement and misappropriation of funds by the head teachers and junior teachers. At the school level the teachers' disciplinary files are full of letters apologizing for failure to plan for the students in time, absenteeism and cases of misappropriation of school property. The teachers' status has continued declining consequently the teachers' attitude and performance towards work is increasingly becoming poor.

Due to the poor attitudes teachers have been developing towards their work indiscipline, drug abuse, gender inequality and other vices have curbed the educational system. Students have failed to get the required education that meets the objective of the ministry

of education. This has lead to poor performance among the students. There is an urgent need to address this issue of teachers' attitude and its effect on the performance of students. If not attended to learning will not take place, teachers will continue taking their massive leave to other professions hence brain drain. On the other hand students will not get the right education. The term attitude according to Oxford advance learning dictionary means away of thinking or behaving and the term performance means process or manner of performance or achievement.

Several past researchers have researched on the same problem of performance for example According to Farrant (1993) peoples concepts of teaching vary some think of it as easy other as difficult. The truth is that it is not easier or more difficult than other activities that require professional skills, but what many people fail to appreciate is what teaching really is and the skills that are actually required. Silverman (1996) has expressed the nature of teaching in these words " To be sure teaching like the practice of medicine is very much an art which is to say, it calls for exercise of talent and creativity. But like medicine, it is also a science for it involves a repertoire of techniques, procedures and skills that can be systematically studied, described and improved. A good teacher like a good doctor is one who adds creativity and inspiration to the basic repertoire. Non of the above has researched on teachers' attitude and performance of students in Rongo District a gap the researcher intends to fill.

### **1.1 Statement of the problem**

Lack of educational resources in poor schools sometimes hampers learning. Despite financial incentives, good teachers usually prefer to teach in richer schools. The correct

resource combination may also be important. Without good textbooks or classroom resources, more teachers cannot necessarily improve the quality of learning. However Despite the long period of training in teachers colleges, the presence of professional code of conduct is lacking the teacher's attitude and performance remain a big challenge today. Teachers get engrossed in their personal chores such as running their personal businesses on school working hours at the detriment of students who miss a lot at the end of the day . Other issues like poverty, insecurity and gender have also lead to poor performance in schools. Theses issues have been fueled by the laxity from the teachers that have developed in them negative attitudes towards their work

## **1.2 General objective of the study**

The general objective of this study was to investigate the effects of teachers conduct on students' academic performance.

### ***Specific objective:***

Specifically, it was

1. To establish the effect of teachers perception on students performance in Rongo division
2. To find out how the teachers emotions affect students performance in Rongo division
3. To establish how teachers behaviour affects students performance
4. To find out how teachers guidance affects students performance.

### **1.3 Research questions**

1. How does teachers' perception affect students' performance in Rongo Division?
2. How does the teachers' emotion affect students' performance in Rongo division?
3. How does teachers behaviour affects students' performance?
4. Does teachers' guidance affect students' performance?

### **1.4 Scope of the Study**

The study was carried out at Rongo Division, Rongo District, Nyanza province, Kenya. Rongo is approximately 50 kilometers squared and is composed of five schools with an average of 250 students per school. The study primary focused on the impact of teacher's attitude on student's performance between 2007 and 2009. The extent of the study was also included the identification of what had been done to curb these problems as well as other remedies that promote good performance on students and encouraged teachers to have positive attitude towards their occupation. The time span took two years from November 2007 to November 2009. Content scope dwelled on Nature of teaching, Teacher effectiveness and performance, Teachers attitude and performance, Teachers Code of Conduct and Performance.

### **1.5 Significance of the study**

The study enabled the researcher to provide more information on those who would wish to conduct more research on the teachers' attitude and performance, in a bid to enhance the teachers' code of conduct. For example School Administrators, The district service commission, Education Inspectorate, Policy makers and NGOs.

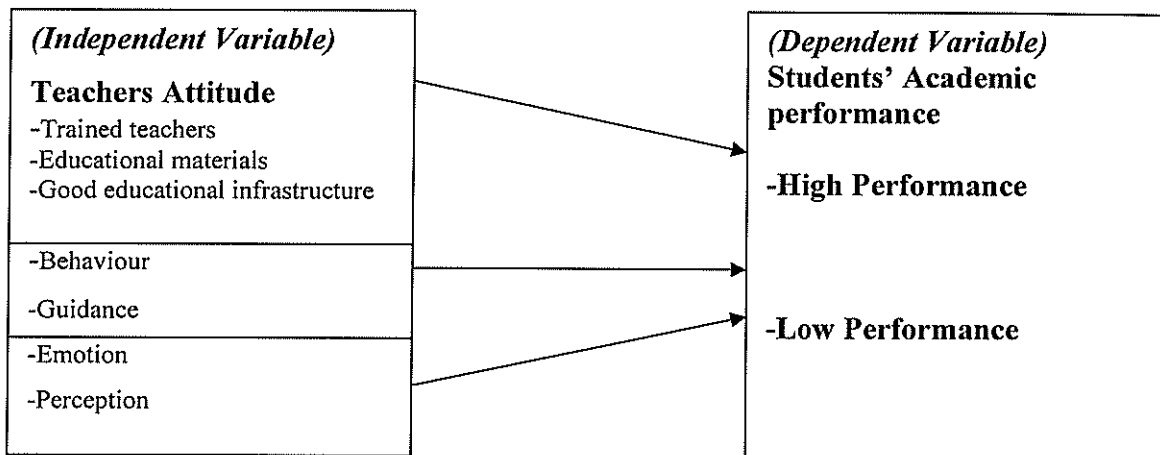


## CHAPTER TWO REVIEW OF RELATED LITERATURE

### 2.0 Introduction

This chapter presented review of literature related to the variables under investigation; it presented the related literature. The related literature is presented with the objectives of the study and cited to suit the effect of teacher's attitude and students' performance. The researcher marked a number of links that arise from the literature.

### 2.1 Conceptual Framework



Author 2009

The Conceptual framework indicated that the attitude of teachers who are trained had an effect on students positively thus resulting to High performance in students. A similar

positive inclination is expected if educational materials were availed thus resulting to a higher performance in student Academic performance. Good educational infrastructure resulted to high students' performance this is because the learning environment is conducive. Good Behaviour influences students' academic performance positively however Teachers bad behaviour can negatively affect the academic performance of students resulting to low performance.

Good guidance may positively affect the performance of students resulting to a high performance however bad guidance will unenthusiastically affect the performance of students resulting to low academic performance.

Emotion may have a negative or positive effect on a student depending on its nature that is positive emotions may encourage students and aid them to have a high performance however negative emotions may have a damning effect on the performance of students resulting to low performance.

Perception of teachers be as it may, negative or positive may have an effect on students in that students may be positively encouraged to perform high or low basing on the perception of the teacher.

## **2.2 Nature of teaching**

According to Farrant (1993) peoples concepts of teaching vary some think of it as easy other as difficult. The truth is that it is not easier or more difficult than other activities that require professional skills, but what many people fail to appreciate is what teaching really is and the skills that are actually required. Teaching therefore can be thought of as

a process that facilitates learning. In this process the teacher has an important role to play because he acts like a catalyst, activate or stimulating learning. Farrant (1993) goes on to enumerate the professional skills of the good teacher.

He establishes a productive classroom atmosphere from the start by means of good organization and careful planned teaching activities ,he can create specific kinds of climate settings for different lessons, he rises friendly humour and creates excellent teacher student relations, he uses students ideas as much as possible ,he gives praise generously to students, he teaches in a relaxed manner with no sign of nervous strain, he exercises good class control and discipline and he does not overreact to children's misbehavior but uses appropriate punishment,.

According to Wilson (2001) quoting Mbiti(1981) defines teaching as something that begins when one person deliberately assumes the responsibility of making another person learn something new. Mbiti continues to explain teaching as an activity in which one deliberately accepts the responsibility of making another person learn something desired and new. This activity takes place on the basis of an established system of goals. It is a student centered activity which flourishes through demonstration and guidance procedures.

Teaching can also be defined as a process of planning, securing materials, presenting content asking and answering questions, guiding or leading discussions, giving assignments, checking work and evaluating achievement. Teaching is also viewed as a

social action, because the teacher in the classroom interacts with his students in such a way as to attain specific predetermined goals. The performance of this action by the teacher is affected by the quality of the teacher's role in socialization. The role of socialization involves training which the teacher has received before engaging in the act of teaching. Some people take to teaching as a career yet others take teaching to pursue some intrinsic values. Those who pursue intrinsic values in teaching are more likely to be successful as teachers Ezewu (2000)

Teaching as an important part of the process of education, is a special function in imparting knowledge and developing understanding skills. Teaching is usually associated with 3Rs reading writing and arithmetic. Teaching is the process by which the teacher brings the student and the subject matter together. The teacher and the taught are active, the former in teaching and the latter in learning. Teaching is not telling and testing, it is the complex of guiding students through a variety of selected experiences towards the attainment of appropriate teaching goals. Silverman (1996) has expressed the nature of teaching in these words " To be sure teaching like the practice of medicine is very much an art which is to say, it calls for exercise of talent and creativity. But like medicine, it is also a science for it involves a repertoire of techniques, procedures and skills that can be systematically studied, described and improved. A good teacher like a good doctor is one who adds creativity and inspiration to the basic repertoire.

John (1955) states that the more a teacher is aware of the past experience of students, the better will he understand the forces at work that need to be directed and utilized for the

formation of reflective habits. He further states that the teacher is a guide and director, steers the boat but the energy that propels it must come from those who are learning. Good teaching is enabling the child to learn through his own efforts, providing appropriate activities and experiences for learning, motivating students to learn, involves skill in guiding learning, cooperation and democracy.

Henry (1976) cites teachers as an essential ingredient in the educational process. He passes on knowledge and values of civilization to the younger generation. He is the representative of society who has been charge with the transmittal of this knowledge and values. He serves as a model for the learning of a wide range of behaviours and attitudes .He further writes that teaching is a highly exposed affair every teacher operates under the direct scrutiny of the students in his classroom, as well as the indirect observation of administrators, community and parents. Few professional workers are on stage as much as teachers are. One inevitable consequence of this exposure is anxiety. The most effective teacher keeps this anxiety well under control and actually uses it as a stimulus to promote their best efforts. The least effective are those who are either untouched by anxiety or are completely disorganized by it.

### **2.3 Kenyan Teachers Code of conduct**

Production of highly motivated teacher means that teachers colleges must produce people who will be proud as teachers, and like children and their job as well. Those who take up teaching as a stepping stone to other jobs are not motivated to be teachers to teach, cannot motivate children to learn. Teachers colleges should educate their students to become

conscientious teachers. Those who work conscientiously do not need to be supervised. They do things they should do because they feel it is right to do so, not because someone is watching them. Teachers should be efficient in classroom organization and disciplines. They should be in full control of situation in the classroom, and it is important that records such as the class register, records of work and children's assessment are properly kept.(Jonathan et al, 1990).

According to ( Castle, 1998), a teacher should be a person of good character, a man or woman who respects truth, who is sincere in words and act, who likes peplum especially children, exemplary, should make sense of humor. Parents will feel their children are safe in the care of such a person; a good teacher will remain a student all his life. Teaching fails when we cease to learn, no matter how old we are. The mind of a man or woman who goes on learning stays alive; the mind of a person who thinks he knows all he needs to know is already dead. Our mind remains alive only if we use them. The teacher must always know far more than it is necessary for his students to know. He will strive to enrich his mind with new knowledge and ideas so that his teaching becomes more exiting and more attractive.

The education of the student is always the self education of the teacher. A good teacher will know his world by keeping in touch with what's happening in the world, with new ideas, interventions, and with strange events that occurs every day, he is able to simplify and explain them to his students. He helps them to understand what is new and puzzling to them. But he will never do this if his mind is confined between the covers of a test

book. The good teacher will have a special interest. Most teachers have to teach several subjects; but we cannot know all of them equally well. We should try to become experts in something that really interest us. Some teachers will strive to excel in some part of physical education. Others may make themselves experts in some special form of teaching method. When students discover an enthusiast in the school some of them will soon catch his enthusiasm. The good teacher will know his students as well as his teaching subjects and will be adoptable. A teacher must be willing to face and solve new problems, practical problems like teaching a subject we did not learn at college, building a cycle shed with the student's help, or cooking dinner because the cook is ill, or cleaning up the classroom after a flood, or managing the school in the heads absence.

The teachers professional code of conduct cited as the (TSC) Teachers Service Commission regulations (1996), clearly stipulates in its preamble the purpose of the code as to improve the quality of education in Kenya. It goes on to state that breach of the code could lead to revocation of this right to teach in Kenya and to disciplinary proceeding under the appropriate teaching service. Membership of the teaching profession is open to a person who has passed through an approved course of training and persons who meet the requirements eligibility and license to teach.

Part II of the code clearly outlines the responsibility towards the child, part III enumerates the professional conduct of the teacher from section one which states that a teacher shall at all times live up to the highest standard of the profession and avoid any conduct which may bring the profession and the service into disrepute to section twenty

which states that a teacher shall maintain and keep in a safe manner records of learners' performance in examinations, course work and co-curricular activities to enable him or her report factually and objectively on each learners' progress. Part IV outlines the professional responsibility of a teacher. One of such a professional responsibility out of the eight outlines is that a teacher shall devote such time to his or her duties as is necessary by the nature of his or her post. Part V is about the teacher's personal conduct. Five sections clearly talk about this, one of such a section is that a teacher shall attend to his or her personal appearance, ensuring a neat and pleasant outlook while on duty and in public places, and shall avoid unkempt hair and beard. Part VI talks about the Head teacher and it clearly states that the Head teacher as a teacher is bound by this code of professional conduct of the teaching service. Part VII deals with how a teacher projects himself to the community, part VIII is about the enforcement of the code and the last section of this code deals with the interpretation of important words and terms as used in the teachers' professional code of conduct.

## **2.4 Teachers attitude and performance**

The teacher's attitude refers to the unconscious feelings they have when they meet or think of each other. These feelings are important for good classrooms and school relationship, which inspires the children's confidence. There is a way of speech, the friendly voice, the calm deliberate speech, which makes instructions clear, the word of warning that demands good behaviour without bad temper threats. The teacher who shouts will end up making the children to shout too, the teacher who talks too much will be holding up class activity. Such teachers will irritate. The loud voice should be used



rarely if it is to have effects. Pay attention to individuals, the bond between children and their teacher is strengthened when children feel they are interested in their success and failure. When children are at work individually or in groups, give a helping hand where it is needed. Encourage rather than condemn. Encouragement has been proved to bring better results than punishments. Treat misbehavior or difficulties in learning as problems to be solved by you the expert. A doctor will always look for the symptoms and then decide on the treatment. That is what the good teacher will do. This treatment may be kind or it may have to be severe and painful, but the culprit is more likely to accept it if he knows that the teacher is on his side. And lastly a teacher should not be afraid of knowing the answer to a child's question.

This is no disgrace; it is an opportunity for good teaching. It must be noted that one cannot know all the answers. The morale is that children will forgive occasional ignorance, but will not forgive the teacher who tries to hide ignorance in many words. A great teacher tells his students that do not look at me, look where I am looking. His object is to turn their gaze in the right direction so that together they might make discoveries. This is the attitude of the good teacher towards his students and their learning. Successful teachers have what is often referred to as desirable professional attitudes. This means that they have positive attitudes towards responsibility and hard work, that they conceive of their role as extending beyond the business of simply teaching children and beyond the narrow hours of teaching and that they have a positive attitude towards the subjects in which they specialize and towards the place of the teacher in society (Fontana 1993).

## **CHAPTER THREE METHODOLOGY**

### **3.0 Introduction**

This Chapter highlighted on the research design that was used, area of the study, population of the study, sample selection methods and size, data collection methods, validity and reliability, procedures of data collection and analysis methods that were used.

### **3.1 Research design**

This study adopted a descriptive survey design. This research design means that it would be exploratory in nature where several respondents were interviewed at one point in time (Emory and Cooper 1995). Macmillan and Sally (2001) contends that descriptive survey techniques are considered the most appropriate businesses and research approaches as they seek to find out factors associated with certain occurrences, outcomes and conditions of behaviors. This study design enabled the researcher to gain understanding on the effect of teachers' attitude and academic performance of secondary school students.

### **3.2 Area of study**

The study was carried out at Rongo Division, Rongo District , Nyanza province, Kenya. Rongo is approximately 50 kilometers squared and is composed of five schools with an average of 800 students per school. The study primary focused on the impact of teacher's attitude on student's performance between 2007 and 2009. The extent of the study included the identification of what has been done to curb these problems as well as other

remedies that promote good performance on students and encourage teachers to have positive attitude towards their occupation

### 3.3 The study population

The study population constituted the Head teachers, students and parents of selected schools which include Kamagambo High secondary school ,Kanga secondary school, Ahero girls secondary school and Kisii Boys high school in each school their were twenty respondents. The heads of the schools were used as informants on the effects of teacher attitudes on academic performance because they experience an impact on educational performance which critically needs to be investigated.

**Table (1) Shows the Distribution of Respondents**

<b>Divisions</b>	<b>No. of Respondents</b>
Kamagambo High secondary	20
Kanga secondary school	20
Ahero girls secondary	20
Kisii Boys high school	20
<b>Total</b>	<b>80</b>

**Source: Primary Data**

### 3.4 Selection of respondents

The selection of respondents employed both probability and non-probability sampling methodology. The researcher undertook convenient sampling whereby respondents who are a captive audience interacted with her and those who show an interest in the study may consequently volunteer. The researcher ensured that both boys and girls participated

equally in the study by picking of respondents and making sure the sample is sufficient enough.

### **3.5 Data collection methods**

Data collection was from two main sources; primary and secondary. Secondary sources include relevant documents and reports. Secondary data was collected by reviewing available literatures/publication in relation to the topic. The researcher employed the technique to pick information that is available from these reports. In using Primary sources data was collected from selected respondents. Primary data was gathered using focused group discussions guides and questionnaires.

### **3.6 Instruments for data collection**

#### ***The questionnaire***

The semi –structured questionnaire and structured questionnaire were the main instrument of the study to be administered to the respondents. It involved both qualitative and quantitative approaches. The use of the two approaches at the same time in basic research was recommended by Gay (1996) as the best way to get sufficient results. Both approaches were adopted to enable the researcher to get relevant information concerning the effects of teachers attitude and academic performance of students.

The researcher preferred to use this method because of its ability to solicit information from respondents within a short time as supported by Gupta (1999). Moreover, respondents were given time to consult records so that sensitive questions can be truthfully answered as supported by (Proctor 1997:40-45). Both Open and closed ended

questionnaires were administered, this is because Close ended questionnaires are easier to analyze since they are in an immediate usable form and again each item is followed by alternative answers. Open ended questions permit a great depth of response, when a respondent is allowed to give a personal response, usually reasons for the response given may be directly or indirectly included. They are simpler to formulate mainly because the researcher will not labour to come up with appropriate response categories.

### ***Focused Group Discussions***

Focused group discussions were used to generate information from the respondents. The composition of the groups is limited to those with similar characteristics, such as socio economic status, so that the members can feel free in contributing to the issues at hand. This allowed members to share their views, experiences and opinions. Thus creating interpersonal interactions creating a free and enjoyable environment, Krueger (1996). Focus group focused group discussion are groups of people whose opinions and experiences are solicited simultaneously. This is efficient in that it generates a lot of dialogue.

### **3.7 Validity and reliability of instruments**

The validity of the questionnaire were established by expert judgment method proposed by Gay (1996). Two experts in the field of research will be contacted to judge the materials. The researcher adjusted the materials according to the expert's recommendation and analysis.

### **3.8 Data Processing and Analysis**

Fully filled and completed questionnaires formed the basis of quantitative analysis. Data was collected from the field then edited for completeness and accuracy to ensure that maximum data quality is achieved. Data analysis involved descriptive statistics including frequency tables, measures of central tendencies (mean), and cross tabulations to describe, analyze and present the study findings.

### **3.9 Limitation of the study**

The limitations may include probability of bias due to the sampling method and data collection due to the possibility that some of the respondents may not consent to participate in the study. Time factor was also of essence due to academic pressure.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF THE RESULTS**

#### **4.0 Introduction**

This chapter of the study systematically presents the results that were obtained from the research that was conducted, results are quantitatively presented. The analysis and interpretation follows tabular presentation at some stages and the interview results from the respondents are also presented to supplement the quantitative presentation.

The presentation of the study is guided by the research questions that guided the study. The background information of the respondents however is also presented. Hence forth, the presentation is divided into two sections where section one presents the background information of the respondents, while section two, represents the results of the study according to the interview guide and the research questions that guided collection. The presentation of the data follows in the following discussion.

#### **4.1 Background Information of Students**

Background information of students who participated in the study was investigated so as to give a clear understanding of the respondents and the information is presented in Table (2).

**Table (2) Summary of Background Information of Students**

<b>Background</b>	<b>Information</b>	<b>Number of students (f)</b>	<b>Percentage</b>
Age	14-16	34	42.5
	17-19	27	33.8
	20-22	15	18.7
	23 and Above	4	5
		<b>80</b>	<b>100</b>
Form	4	10	12.5
	3	15	18.7
	2	20	25
	1	35	43.8
		<b>80</b>	<b>100</b>
School	Kamagambo High School	20	25
	Kanga High school	20	25
	Ahero girls High School	20	25
	Kisii Boys High School	20	25
		<b>80</b>	<b>100</b>
Parents	Single parent	22	27.5
	Both parents	38	47.5
	Guardian	20	25
		<b>80</b>	<b>100</b>

**Table (2) Background information of people who participated in the study performance**

Table (2) shows the majority (42.5%) that were in 14-16 age brackets while (33.8%) percent were above 16 and in 17-19 age breaks respectively. (43.8%) percent of the respondents where in Form.1 and only 10 percent were in Form.4. (47.5%) of the



students in the study had both parents, (27.5%) had single parents while (25%) stayed with guardians.

#### 4.2 Background Information of Teachers

Background information of teachers was sought so as to get a clear picture of the teachers who participated in the study and the findings are presented in Table 2.

**Table(3)Background Information of Teachers**

Characteristic		Number of teachers (f)	percentage %
Age	20-30	32	40
	31-40	40	50
	41-50	8	10
	50 and Above	-	-
		<b>80</b>	<b>100</b>
Marital status	Married	42	52.5
	Single	38	47.5
		<b>80</b>	<b>100</b>
Teaching experience	1-5	26	32.5
	5-10	28	35
	11-15	20	25
	16 above	6	7.5
		<b>80</b>	<b>100</b>
Qualifications	Certificates	36	45
	Diplomas	44	55
		<b>80</b>	<b>100</b>

(50%) of the teachers who participated in the study were between the ages of 31 and 40, (40%) were between 20-30 while (10%) were between 41 and 50 years, majority of the teachers(52.5%) were married and only 20 percent(47.5% )were still single. (35%) of the teachers had taught for 5-10 years, (25 %) had taught for 11-15 years and (32.5%) had taught between 1-5 and while (7.5%) had taught for 16, and above years. Majority of teachers (55%) were diploma holders while (45%) were certificate holders.

#### **4.3 Section Two: Verification of Research Questions**

This study was basically guided by three research questions that were derived from the specific objectives of the study. The verification of the research questions was guided by the conditions that described the data. After presentation of results of the questions, the results from the focused group discussion are also presented for clarity.

#### **4.4 Research Question One**

The first research question of this study was derived from the first Research objective. The research question sought to establish how teachers' perception affects students' performance. In order to get answers to ascertain this Research Question, the researcher inquired from the respondents their perceptions on a number of issues. These issues included: Establishing the existing parent and student attitudes on education, The causes of teachers' poor conduct and how educational performance was rated Rongo division as per the respondents. Descriptive statistics of the study were also analyzed and indicated results. For example, the researcher was interested in establishing the existing parent and student attitudes on education the results are presented in table (5)

**Table (5) Establishing the existing parent and student attitudes on education**

	<b>Respondents</b>	<b>Percent</b>
Very Good	20	25
Good	22	27.5
Fair	26	32.5
Poor	4	5
No idea	8	10
<b>Total</b>	<b>80</b>	<b>100.0</b>

**Source: Primary Data**

According to table (5), 20(25%) of the respondents felt that the existing parent and student attitudes on education was very good, this left 22 (27.5%) of the respondents who felt that it was good averagely good. 26(32.5%) of the respondents felt that the existing parent and students attitudes on education was fair enough. However 4(5%) of he respondents felt that the attitude of both parents and students was poor. This left 8(10%) of the respondents who had no idea.

During the focused group discussion the respondents unanimously agreed that education was a key to development therefore there was need to develop a positive attitude towards it. The results to research question motivated the researcher to enquire from the respondents on the causes of teachers' poor conduct the results are presented in table (6)

**Table (6) The causes of teachers' poor conduct**

	<b>Respondents</b>	<b>Percent</b>
Lack of motivation	30	37.5
Lack of Incentives	12	15
Low salaries	22	27.5
Low perceptions	16	20
<b>Total</b>	<b>80</b>	<b>100.0</b>

**Source: Primary Data**

According to table (6), 30 (37.5%) of the respondents felt that the causes of teachers poor conduct was instigated by lack of motivation towards teaching. 12(15%) however felt that lack of incentives was a concern that needed to be addressed. 22(27.5%) of the respondent felt that low salaries contributed to teachers poor conduct yet 16(20%) of the respondents felt that teachers poor conduct was attributed to low perception to the teaching profession by society at large.

During the focused group discussion the respondents stated that teachers generally lacked motivation yet they were major players in developing a nation. They emphasized that the profession is one of the oldest in both formal and informal sector yet their was no motivation and incentives put in place to attract more teachers. The respondents equally felt that the salaries were painfully low and could not sustain one in the present economic set up. As a result the perception of society towards teachers has been one of disregard in that teachers are barely surviving thus engaging in un-scrupulous activities in order to comfortably sustain themselves. Further teachers are perceived to be failures in society

unlike in the past where teachers were considered to be honorable members of society. The researcher further sought to establish how educational performance was rated Rongo division; the results are depicted in table (7)

**Table (7) How educational performance was rated Rongo division**

	<b>Respondents</b>	<b>Percent</b>
High	16	20
Average	22	27.5
Low	32	40
No idea	10	12.5
<b>Total</b>	<b>80</b>	<b>100.0</b>

**Source: Primary Data**

According to table (7) the respondents distribution depicted that the majority were of the view that the educational performance in Rongo division was low as this was depicted by 32 (40%) of the respondents. 22(27.5%) of the respondents felt that educational performance was average this left 16 (20%) of the respondents who felt that the educational performance in Rongo division was high. However 10 (12.5%) of the respondents had no idea on how educational performance was rated in Rongo division.

During the focused group discussion the respondents felt that the educational performance in Rongo division had tremendously slumped through the years and attributed this state of affairs to several factors including teachers conduct, parents un-involvement in student affairs and poverty.

#### 4.5 Research Question Two

From the second objective of the study, the researcher delivered a research delivered question. In order to get to get appropriate answers to this research, a number of elements were subjected to the respondents to solicit for the variables in question. For instance, the researcher solicited respondents, opinion on how the teachers' emotions affect students' performance the results are depicted in table (8)

**Table (8) How the teachers' emotions affect students' performance**

	<b>Respondents</b>	<b>Percent</b>
Very much	32	40
Much	28	35
Fairly	12	15
No idea	8	10
<b>Total</b>	<b>80</b>	<b>100.0</b>

**Source: Primary Data**

According to the respondents on table (8) 32(40%) of the respondents felt that teachers' emotions affected students' performance this distribution left 28(35%) of the respondents who were of the view that teachers emotions did indeed affect students performance. However 12(15%) of the respondents felt that students emotions did affect students performance. This left 8(10%) of the respondents who had no idea at all.

During the focused group discussion the respondents stated that when the teacher is annoyed or upset he or she may end up punishing an innocent student thus agitating hatred and bad blood from the student towards the teacher and the particular subject

being taught. The researcher was enticed to enquire from the respondents the challenges facing secondary school education, the results are depicted in table (9)

**Table (9) the challenges facing secondary school education**

	<b>Respondents</b>	<b>Percent</b>
Poverty	30	37.5
Peer pressure	22	27.5
Limited teachers	8	10
Limited Educational Material	14	17.5
No idea	6	7.5
<b>Total</b>	<b>80</b>	<b>100.0</b>

**Source: Primary Data**

According to table (9) it indicates that there was a wide perception from the respondents who felt that poverty was a major challenge facing secondary school. 22 (27.5%) of the respondents felt that peer pressure was a challenge facing secondary school education. 14 (17.5%) of the respondents were of the same view. 8 (10%) of the respondents were of the view that limited teachers was a major challenge. However 14 (17.5%) of the respondents were of the view that limited educational materials hindered educational growth. 6 (7.5%) of the respondents had no idea of what challenges were faced by secondary schools.

During the focused group discussion the respondents stated that wide spread poverty had tremendously affected secondary school education in Rongo division to the extent of rendering secondary school students idlers.

Respondents further stated that culture and peer pressure had played a role in minimizing the number of enrolled students in secondary education in Rongo division. This was because students who had dropped out of school enticed their friends to join them in idling about at the trading centers.

A fraction of respondents lamented on the limited number of teachers and reading material thus stating that both the local and central government had abandoned developing education in Rongo division they even attributed this to political affiliations.

#### **4.6 Research Question Three**

From the third objective of the study, the researcher derived research question three. It is this research question that guided the study in a bid to get answers towards its verification. The Research Question sought to establish how teachers' behaviour affects students' performance. The results to this study were analyzed by generating tables and percentages which were used to make the comparison of the perception as the following presentation depicts. On how teachers' behaviour affects students' performance the results are presented in table (10)



**Table (10) How teachers' behaviour affects students' performance**

	<b>Respondents</b>	<b>Percent</b>
Very much	40	50
Much	24	30
Moderately	8	10
Not much	6	7.5
No idea	2	2.5
<b>Total</b>	<b>80</b>	<b>100.0</b>

**Source: Primary Data**

According to table (11) the majority of the respondents 40(50%) felt that the behavior of teachers affected hugely students' Academic performance, this left a distribution of 24(30%) of the respondents who felt that though teachers behavior was of essence it did not affect the students performance much. 8(10%) of the respondents felt the teachers behaviors affected the students performance. However 6(7.5%) of the respondents felt that the teachers behavior had nothing to do with the students performance yet 2(2.5%) of the respondents had no idea at all.

During the focused group discussion the respondents stated that it was all about morals and teachers who had bad behavior had no moral authority to guide students in some cases he students end up emulating what the teachers did. The researcher sought to find out from the respondents whether there are any strategies put in place to deal with teachers' attitude on students' Academic performance the results are presented on table (11).

**Table (11) whether there are any strategies put in place to deal with teachers' attitude on students Academic performance**

	<b>Respondents</b>	<b>Percent</b>
Yes	22	27.5
Some	36	45
None at all	12	15
No idea	10	12.5
<b>Total</b>	<b>80</b>	<b>100.0</b>

**Source: Primary Data**

According to table (11) the majority of respondents 36(45%) felt that there were some strategies put in place to deal with teachers' attitude on students Academic performance. This left a distribution of 22(27.5%) respondents who felt that there were strategies put in place. However 12(15%) of the respondents felt that there were no strategies at all put in place, leaving a small fraction of 10(12.5%) respondents who had no idea at all.

During the focused group discussion the researcher sought to establish whether there were any strategies put in place to guide teachers attitude on students performance the majority of the respondents stated that apart from the out dated teachers code of conduct their was nothing put in place to guide teachers. However this was subject to debate in that some respondents felt that there were guidelines instituted by the school committees to regulate teachers conduct.

#### 4.7 Research Question Four

From the fourth objective of the study, the researcher derived research question four. It is this research question that guided the study in a bid to get answers towards its verification. The Research Question sought to establish whether teachers' guidance affect students' performance. The results to this study were analyzed by generating tables and percentages which were used to make the comparison of the perception as the following presentation depicts. On whether teachers' guidance affect students' performance the results are presented in table (12)

**Table (12) whether teachers' guidance affect students' performance**

	<b>Respondents</b>	<b>Percent</b>
Very much	43	53.8
Much	28	35
Moderately	4	5
Not much	3	3.7
No idea	2	2.5
<b>Total</b>	<b>80</b>	<b>100.0</b>

**Source: Primary Data**

According to table (12) teachers guidance was viewed to affect students performance this was state by 43(53.8%) of the respondents. 28(35%) of the respondents felt that teachers guidance did not affect students performance much. This distribution left 4(5%) of the respondents who felt that teachers guidance did moderately affect students performance .However 3(3.7%) of the respondents stated that teachers guidance did not affect the students performance much. Leaving 2(2.5%) of the respondents who had no idea at all.

During the focused group discussion the researcher sought to establish whether teachers' guidance affect students' performance most of the respondents felt that stated that it did affect the students performance positively and emphasized the need of stringent guidance to be put in place. However respondents further stated that students performance was not only centered on teachers guidance but all stake holders who included the media, parents and the kind of company a student interacted with, therefore there was need to put more emphasis' in a students environment if more was to be achieved in terms of students performance.

## **CHAPTER FIVE**

### **SUMMARY CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

The Chapter presents the summary of the results derived from the data presented in Chapter four. The discussion leads into varying conclusions and a number of recommendations are subsequently derived

#### **5.1 Summary**

The following are the summaries on the findings based on the four research questions that guided the study. The results are also cross referenced with the findings of other scholars in related educational environments that have got a supportive element of the current study.

#### **5.2 Research Question One**

The first research question of this study was derived from the first Research objective. The research question sought to establish how teachers' perception affects students' performance. According to Farrant (1993) peoples concepts of teaching vary some think of it as easy other as difficult. The truth is that it is not easier or more difficult than other activities that require professional skills, but what many people fail to appreciate is what teaching really is and the skills that are actually required. Teaching therefore can be thought of as a process that facilitates learning. In this process the teacher has an important role to play because he acts like a catalyst ,activate or stimulating learning. J.S Farant goes on to enumerate the professional skills of the good teacher.

### 5.3 Research Question Two

The second research question of this study was derived from the second Research objective. The research question sought to establish how the teachers' emotions affect students' performance. According to ( Castle, 1998), a teacher should be a person of good character, a man or woman who respects truth, who is sincere in words and act, who likes peplum especially children, exemplary, should make sense of humor. Parents will feel their children are safe in the care of such a person; a good teacher will remain a student all his life. Teaching fails when we cease to learn, no matter how old we are. The mind of a man or woman who goes on learning stays alive; the mind of a person who thinks he knows all he needs to know is already dead. Our mind remains alive only if we use them. The teacher must always know far more than it is necessary for his students to know. He will strive to enrich his mind with new knowledge and ideas so that his teaching becomes more exiting and more attractive.

The education of the student is always the self education of the teacher. A good teacher will know his world by keeping in touch with what's happening in the world, with new ideas, interventions, and with strange events that occurs every day, he is able to simplify and explain them to his students. He helps them to understand what is new and puzzling to them. But he will never do this if his mind is confined between the covers of a test book. The good teacher will have a special interest. Most teachers have to teach several subjects; but we cannot know all of them equally well. We should try to become experts in something that really interest us. Some teachers will strive to excel in some part of

physical education. Others may make themselves experts in some special form of teaching method.

When students discover an enthusiast in the school some of them will soon catch his enthusiasm. The good teacher will know his students as well as his teaching subjects the good teacher will be adoptable. A teacher must be willing to face and solve new problems, practical problems like teaching a subject we did not learn at college, building a cycle shed with the student's help, or cooking dinner because the cook is ill, or cleaning up the classroom after a flood, or managing the school in the heads absence.

#### **5.4 Research Question Three**

The third research question of this study was derived from the third Research objective. The research question sought to establish how teachers' behaviour affects students' performance.

Teachers have always been respected in society. According to Swaran (1997) a teacher is a member of the society .In view of teachers' special responsibility and roles, he is expected to rise above the average member of the society. During missionary and colonial days, teachers were recruited and employed by the funding bodies. They were highly respected, earned more income, smart, self respected and seen as models. Their good discipline was manifested in their attitude towards work, excellent performance at school and in society. They were highly consulted in the society that is why many of them were asked to become chiefs. Sekamwa et. al (2001).

These views have changed today. Economically teachers are not better than others, academically super grades are going for other courses. Morally teachers are not models in society. Chaube (2000) said that today's teachers are not given any social prestige ,teaches have been reduced to such a state of affairs that they are confined to their particular community and laughed at and week among themselves. Rongo district Human resource officer registered 120 cases in the following categories submitted to the teachers services commission for disciplinary action in 2007.

The cases included absenteeism from school, duty abscondement, drunkard-ness on duty, defilement and misappropriation of funds by the head teachers and junior teachers. At the school level the teachers' disciplinary files are full of letters apologizing for failure to plan for the students in time, absenteeism and cases of misappropriation of school property. The teachers' status has continued declining consequently the teachers' attitude and performance towards work is increasingly becoming poor.

#### **5.5 Research Question Four**

The fourth research question of this study was derived from the fourth Research objective. The research question sought to establish whether teachers' guidance affect students' performance. The teacher's attitude refers to the unconscious feelings they have when they meet or think of each other. Theses feelings are important for good classrooms and school relationship, which inspires the children's confidence. There is a way of speech, the friendly voice, the calm deliberate speech, which makes instructions clear, the word of warning that demands good behaviour without bad temper threats. The



teacher who shouts will end up making the children to shout too, the teacher who talks too much will be holding up class activity. Such teachers will irritate. The loud voice should be used rarely if it is to have effects. Pay attention to individuals, the bond between children and their teacher is strengthened when children feel they are interested in their success and failure.

When children are at work individually or in groups, give a helping hand where it is needed. Encourage rather than condemn. Encouragement has been proved to bring better results than punishments. Treat misbehavior or difficulties in learning as problems to be solved by you the expert. A doctor will always look for the symptoms and then decide on the treatment. That is what the good teacher will do. This treatment may be kind or it may have to be severe and painful, but the culprit is more likely to accept it if he knows that the teacher is on his side. And lastly a teacher should not be afraid of knowing the answer to a Childs question.

This is no disgrace it is an opportunity for good teaching. It must be noted that one cannot know all the answers. The morale is that children will forgive occasional ignorance, but will not forgive the teacher who tries to hide ignorance in many words. A great teacher tells his students that do not look at me, look where i am looking. His object is to turn their gaze in the right direction so that together they might make discoveries. This is the attitude of the good teacher towards his students and their learning. Successful teachers have what is often referred to as desirable professional attitudes. This means that they have positive attitudes towards responsibility and hard work, that they conceive of their

role as extending beyond the business of simply teaching children and beyond the narrow hours of teaching and that they have a positive attitude towards the subjects in which they specialize and towards the place of the teacher in society (David Fontana 1993).

## **5.6 Conclusion**

1.The first research question of this study was derived from the first Research objective. The research question sought to establish how teachers' perception affects students' performance. This study concluded that the perception of teachers was no longer of high regard and this was attributed to the low salaries and motivation associated with the profession.

2. The second research question of this study was derived from the second Research objective. The research question sought to establish how the teachers' emotions affect students' performance. The study concluded that the emotions of the teacher directly affected the students performance and conclude by stating that teachers should control there emotions at there places of work.

3. The third research question of this study was derived from the third Research objective. The research question sought to establish how teachers' behaviour affects students' performance. The research findings on objective number three established that the behaviour of teachers had an impact on students' performance, thus concluding that teachers should leave by example.

4. The fourth research question of this study was derived from the fourth Research objective. The research question sought to establish whether teachers' guidance affect students' performance. The findings on research question four were conflicting amongst the respondents in that they failed to agree unanimously whether the guidance of teachers cumulatively affected students' performance. The respondents stated that students needed guidance from all relevant stakeholders within their environment for them to have a positive effect towards their educational performance.

### **5.7 Recommendations**

1. Educational stakeholders should endeavor to encourage teachers to develop a positive attitude towards their profession thus leading to a good performance.
2. Education stakeholders should endeavour to monitor implementation of the teachers' code of conduct in a bid to improve teacher effectiveness and performance.
3. The teachers' code of conduct should be revised so that the impact on the attitude and performance of teachers should be minimized.
4. The government should introduce motivational incentives and revise teachers salaries so that they can be able to fully sustain themselves while concentrating on their work.

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## **FOCUSED GROUP DISCUSSION GUIDE**

1. What are the existing parent and student attitudes on education in Rongo Division?
2. What are the challenges facing secondary school education in Rongo division?
3. What are the ways in promoting education in Rongo division?
4. Do you get support from government fiscal and or policy wise?
5. What are the challenges facing students in your school?
6. What best solutions do you propose for these challenges?
7. How do you rate the performance of your school

## **THE EFFECTS OF TEACHERS ATTITUDE ON STUDENTS' ACADEMIC PERFOMANCE AT RONGO DIVISION IN KENYA**

Dear respondents as part of my requirements to the award of a Degree in Education at  
Kampala International University. I am administering this questionnaire to collect  
information on the effects of teachers' attitude on students' academic performance

### **INSTRUCTIONS:**

- 1 Do not sign your name any where on this questionnaire.
- 2 For Section A, and B, Just tick and fill in for other sections.

### **QUESTIONNAIRE FOR PARENTS**

#### **SECTION A: RESPONDENT BACKGROUND (TICK WHERE APPROPRIATE)**

Name of School.....

1.1 Gender: Male ☐ Female ☐

1.2 Age: 20-29 ☐

30-39 ☐

40-49 ☐

50-59 ☐

60-above ☐

1.3 Number of years in the School

2-5 ☐ 5-10 ☐ 10-above ☐

1.4 Educational Level

O-Level ☐ A-Level ☐

**SECTION B:**

2.0 Do you feel there are any factors affecting the Education in Rongo Division?

Yes ☐ No ☐

2.1.1 If yes, what are these factors?

.....

3.0 What are the challenges facing students from your perception?

.....

3.1 What best solutions do you propose for these challenges?

.....

4.0 Are there any strategies put in place to deal with teachers attitude on students Academic performance?

Yes ☐ No ☐

4.1 If yes please specify

.....

5.0 What are the causes of teachers' poor conduct in Rongo Division?

.....

6.0 How do you rate educational performance in Rongo Division?

.....

## THE EFFECTS OF TEACHERS ATTITUDE ON STUDENTS' ACADEMIC PERFOMANCE AT RONGO DIVISION IN KENYA

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information on the effects of teachers' attitude on students' academic performance

### INSTRUCTIONS:

1. Do not sign your name any where on this questionnaire.
2. For Section tick for section A and fill in Section B.

### QUESTIONNAIRE FOR STUDENTS

1.1 Gender: Male ☐ Female ☐

1.2 Age: 10-15 ☐

16-21 ☐

22-27 ☐

28 -Above ☐

Name of school.....

1.0 How long have you been a student at this school?

2-5 ☐ 5-10 ☐ 10-above ☐

2.0 What are the challenges that you face as a student

.....

3.0 Are you provided with any solutions to your challenges?

Yes ☐ No ☐



4.0 If yes who provides the solutions

Parents ☐ Teachers ☐ Community ☐

NGO ☐ Government ☐

5.0 Do you believe that there are means of poverty eradication?

Yes ☐ No ☐

6.0 Do you believe that Education is means to poverty eradication?

Yes ☐ No ☐