

**TEACHER'S TRAINING AND EXPERIENCE ON THE ACADEMIC
PERFORMANCE OF PRIMARY SCHOOL PUPILS OF
KABARNET ZONE BARINGO DISTRICT
KENYA**

**A RESEARCH THESIS SUBMITTED TO THE INSTITUTE OF CONTINUING
AND DISTANCE STUDIES IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF BACHELOR OF
EDUCATION – SPECIAL NEEDS OF
KAMPALA INTERNATIONAL
UNIVERSITY**

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JUNE, 2007

DECLARATION

I, CHEPKECHEI K JAMES, declare that this work is original and has never been submitted to any other university or institution of higher learning for either academic or other purposes

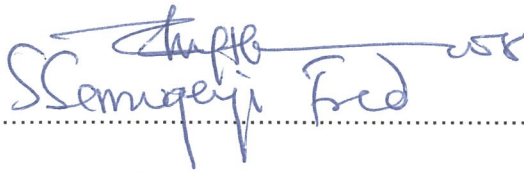
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DEDICATION

**The researcher dedicates this work to his patient family and the entire
kabaraot**

ACKNOWLEDGEMENT

For the successful completion of this study, I will to greatly thank my supervisor Mr. Ssemugenyi Fred for his advice and dedication of this study.

I specially thank my family and clan for encouraging me to soldiers on in academic work.

I also thank all and sundry for all the wishes while I was working on this study.

ABSTRACT

This study was an attempt to establish the relationship between the teacher's training and experience on the academic performance of primary school pupils. The objectives were clearly stated to unveil the relationship of the teacher's training and experience on the academic performance of learners. The study employed a collection of data using questionnaire technique which was subjected to a cross-section of teachers. Data was analyzed by use of tables and bar graphs. The researcher then discussed the findings as per the objectives presented. The significant relationship between the teacher's training and experience on the academic performance of pupils was also established. Recommendations, conclusions and areas to note pertaining the findings were clearly highlighted.

TABLE OF CONTENTS

DECLARATION.....	ii
APPROVAL.....	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
 CHAPTER ONE	 1
1.0 Introduction.....	1
1.2 Background to the Study.....	1
1.3 Statement of the problem	2
1.4 Significance of the study	3
1.5 Objectives of the study.....	3
1.6. Statement of the null hypothesis	4
 CHAPTER TWO	 5
2.0 Review of the Related Literature	5
2.1 Introduction.....	5
2.2. Teachers training	5
2.3. Teaching experience and academic performance	9
2.4. Professional preparedness	10
2.5 Professional efficiency.....	11
 CHAPTER THREE	 13
3.0 RESEARCH METHODOLOGY	13
3.1 Introduction.....	13
3.4 Design	13
3.5 Environment	13
3.6 Respondents	13
3.7 Sample size	14
3.8 Instruments	14
3.9. Data collection procedures	14
3.10. Statistical treatment of data	14
3.11. DEFINITION OF TERMS	15
 CHAPTER FOUR.....	 16
PRESENTATION OF DATA AND ANALYSIS.....	16
4.0. Introduction.....	16

CHAPTER FIVE	21
SUMMARY OF FINDINGS	21
5.0 Introduction	21
5.1. Discussion of the results on methods of teaching	21
5.2. Discussion of the results on efficiency to work.....	21
5.3. Discussion of the results on curriculum implementation.....	22
5.4. Discussion of the results on the preparedness of professional documents.	22
5.5. Discussion of the results on the teaching experience.....	22
5.6. Discussion of the results on the academic performance of pupils.....	23
5.7. Limitations	23
5.8. Recommendations	23
5.9. Conclusions	24
BIBLIOGRAPHY.....	25
APPENDIX A.....	26
TRANSMITTAL LETTER.....	26
APPENDIX B.....	27
QUESTIONNAIRE FOR TEACHERS.....	27
APPENDIX C.....	31
APPENDIX D.....	34
CURRICULUM VITAE.....	35

LIST OF TABLES

Table 1: Methods of teaching.....	16
Table 2: Efficiency to work.....	17
Table 3: Curriculum Implementation	17
Table 4: Preparation of professional documents	18
Table 5: Teaching experience	19
Table 6: Academic performance of pupils	20

CHAPTER ONE

1.0 Introduction

Education is a dynamic process which affects the life of every human being, it is for this reason the researcher seeks to unveil the significant relationship between the teacher's training and experience on the academic performance of primary school pupils.

1.2 Background to the Study.

It has come to the notice of the researcher that the teacher's training and experience has an impact on the academic performance of learners in the education process.

Education is the acquisition of knowledge, skills and attitudes which will influence the way a person behaves or acts. It is one of the prerequisites to behaviour change hence the appropriate modification to a better living

Education involves new ways of doing things. It operates in the individual's attempts to overcome obstacles or adjust to new situations. Education is manifested in the progressive change in the way an individual reacts to experiences in an effort to adapt his behaviour effectively to the demands made upon by an individual. At the end, education will enable one satisfy certain interests or to attain certain goals.

Education is the right of every child in the whole world irrespective of political, religious, social and economic affiliations.

Children have divergent needs in education which may include mentally challenged, hearing impaired, gifted and talented, physically challenged, visually challenged, learning difficulties, behavioural problems and the specific learning difficulties. Due to

these differentiations, the teacher needs to be well informed on how to deal with the learner's needs, interests, aspirations and experiences. The teacher needs to strive to modify the learner's shortcomings to make them enjoy life.

In the world over, since 1948 world conventions have emerged, education trends have changed for the betterment of the learners. The curricula have undergone rigorous modifications to accommodate learners in their learning. There has been an avenue for teacher's trainings to equip them with the necessary skills and knowledge to counter the differentiations among the learners.

In the teaching and learning process the teacher, being the artist in the process must prepare adequately so that the learners can achieve the maximum from it. The teacher should continue to grow on the job. He should constantly remain on the move on the road to improving the learners.

It is therefore necessary to note that accomplished teachers are models of educated persona, exemplifying the virtues they seek to inspire in students – curiosity, tolerance, honesty, fairness, respect for diversity, and appreciation of culture differences. They draw on their understanding of their students to make principles judgements about sound practice. Their decisions are grounded not only by professional training but also in their experience.

1.3 Statement of the problem

This study is based on the theory that the teacher's training and experience plays an important role on the academic performance of primary school pupils

The researcher intends to investigate the impact of the teacher's training and experience on the academic performance of the learners.

1.4 Significance of the study

This study will be of great benefit to the teachers, education, officials, parents and scholars. Teachers will utilize the findings to understand how best to handle learners with a view to achieving academic excellence.

The ministry of education will use the findings to further broader on the policy of acquisition of universal basic education to all.

The parents on the other hand will sparingly use the findings to provide to acquire knowledge and attitudes appropriately.

Scholars will benefit from the finding as they will benefit from the finding as they will use it a reference and a basis for future academic research work.

1.5 Objectives of the study

General: the research work will determine the impact of the teacher's training and experience on the academic performance of primary school pupils.

Specific: this study seeks to:

1. Determine the profile of the respondents

1.1 Teacher

1.1.1 Gender

1.1.2 Age

1.1.3 Teaching experience

1.1.4 Professional training

2. Determine the level of teachers training to
 - 2.1 Methods of teaching
 - 2.2 Efficiency to work
 - 2.3 Curriculum implementation
 - 2.4 Preparation of professional documents
3. Determine the level of teaching experience of the teachers.
4. Determine the level of academic performance of pupils.

1.6. Statement of the null hypothesis

There is no significant relationship between teachers training and experience on the academic performance of the learners.

CHAPTER TWO

2.0 Review of the Related Literature

2.1 Introduction

In this chapter the researcher tried to unveil scholar's work on the teachers training and experience on the academic performance of pupils.

2.2. Teachers training

According to Farrant, in the past there were people who argued that teachers did not need training; that what they learned on the job was of far greater value than anything taught in the collage. He continues to say that few people would support that view today since teaching has become a much professional job, with the teacher called upon to fill roles and perform skills that need precise preparation and training. Farrant gives the forms of training as Pre-service training. This is usually provided in a teacher's college where the student teacher is introduced to knowledge and skills needed to do a professional job in teaching. It nearly introduces the student teacher to practical work of actually teaching in a school but it is no more than an initiation, the student teacher is introduced to the principles of teaching such as aims of teaching, the curriculum, the nature of the characteristics of a child development, methods of learning and teaching and the resources on which pupils and teachers can draw for learning and teaching. Induction begins when the student teacher changes from being a part-time teacher, visiting schools for only a few weeks at a time, and takes on the responsibilities of a full-time professional.

In-service training is a lifelong process in which the teacher is constantly learning and adapting to the new challenges of the job. Much of this training is self-directed and is carried out by reading books and articles on education, concludes Farrant.

Training is the act of enhancing the knowledge and skill of an employee for accomplishing a specific job. He continues to explain that training is of two types: operatives and development of managers. The advantage of training includes enhanced productivity, improved morale, minimised supervision, lowered accidents and enhanced organisational stability and flexibility. (Dwivedi, 1984)

Many initiatives in education fail because although they were expected to be practiced at school level, the appropriate training for teachers was never provided. Teachers are expected to teach children of mixed abilities in the same classes. They cater for youngsters who might have found themselves in special schools and many new measures with little or no relevant training. This attitude is falsely based upon the assumption that the teacher's initial training equipped them for anything that might come their way during their professional life. He concedes that this is not true and suggests that teachers like all other professionals need to keep themselves highly informed and up to date with developments in their fields if they are to be effective in their delivery. He strongly believes that the truth is that if the education machinery is to respond to the different demands which will be inevitable as society becomes more sophisticated, then our teachers will need to keep their eyes open and their fingers on the social pulse. They do this by way of informative updating, indulging in in-service training and in some case outright retraining. Duncan, finally states that failure to keep

training the teacher increases the probability of failure in the area of new initiatives. (Duncan, 1988).

"Teachers should remain academically and professionally well equipped by undertaking reading, private study, in-service trainings, visits to other schools and take part in in-school professional debates." (South worth, 1990).

Training is not simply being better at a skill but being able to benefit from subsequent training experiences on the job. Troffs continues to state that that training must achieve the multiplier effect. This sharpening of perceptions is one of the most important elements in training. He summarises that under ideal circumstances, the trainee is more attentive to the possible learning experiences that will occur after formal training has ceased (Troffs, 1982)

Durojaiye classifies teacher's professional training includes the preparation of the teacher to ensure that he can effectively put the theories he has learned into practice. He stresses that the teacher's training sensitizes the teacher to different factors involved in being a teacher, enabling him to perform his role effectively. Consequently, skills, techniques, attitudes, and outlook are hopefully to be effected in the teacher training programme. When the teacher leaves the shelter of the college of education for the world of teaching, he will be equipped to act as an agent of socialization and a custodian of cultural mores.

Feldman posed the questions listed on "Why Am I Going to College?" and received the following responses as to get a good job when I graduate, My parents want me to go, I

couldn't find a job, to get away from home, to get a better job, to gain a general education and appreciation of ideas, to improve my reading and study skills, to become a more cultured person, to make more money, to learn more about things that interest me, a mentor or role model encouraged me to go and to prove to others that I can succeed.

Feldman then summarises the questions and comes up with the following conclusions as the reasons for going to college as to learn to think and communicate better. to be able to deal better with advances in knowledge and technology that is changing the world, to learn to adapt to new situations, to be better prepared to live in a world of diversity, to learn to lead a life of civic engagement, to make learning a lifelong habit and understand the meaning of one's own contributions to the world.

Feldman therefore underscores the importance of college as a prerequisite to productivity. (Feldman, 2003).

Professional training is always a matter of degree states Longsdon. He adds that the fact is, no one is ever fully trained professionally, or at least, one's preparation is never finished. He believes that continuous training (in-service) for teachers is paramount as no amount of pre-service training is ever fully satisfactory. Longsdon maintains that training of teachers for specific assignments should be carefully checked by their superiors if he does not already have their qualifications clearly in mind. Teachers are found frequently assigned the field in which they have insufficient training. Longsdon cautions that when class sections are assigned to teachers and any necessary new appointees should be elected to fill existing combinations.

(Longsdon, 1964)

In the teaching of science Yadav, asserts that a science teacher is expected to possess certain academic qualifications as well as professional qualifications. In addition to the minimum academic qualifications, anyone who wishes to be appointed as a teacher in science has to undergo a teachers training course. This professional training is all the more important these days when the new techniques of teaching and evaluation are being introduced. Trained science teachers also require the stimulus of a refresher course to keep themselves informed about the latest methods of teaching and to refresh their knowledge of science, provide opportunity to see some latest books and apparatus concerning science teaching and to obtain instructions in arts and scientific hobbies. (Yadav, 2002).

2.3. Teaching experience and academic performance

The teacher will be called upon to act as an educator and as an instructor who is expected to impart academic, technical and social skills. Durojaiye accepts that the teacher will be expected to act as an assessor and evaluator of the efficiency of the educational process in all the ramifications. He continues to add that the teacher may be held up as a role model of good behaviour and expected to be a behaviour modifier. Thus the inputs are the experiences to which the teacher is exposed to in colleges of education and the outputs are the roles he is called upon to perform as a practicing teacher. (Durojaiye, 1983).

On the experience of the job, Durojaiye underscores that the teacher's experience, his personality, his skills, his group members and his reference group, his aspirations and ambitions will influence the way he sees his role as a teacher. (Durojaiye, 1983).

Feldman suggests that performance changes with maturation and those changes are brought by experience. He gives the example that pupils become better tennis players as they grow older partially because their strength increases with their size. The view is true as professional training is always a matter of degree. The fact is that, no one is ever fully trained professionally or at least, one's preparation is never finished hence continuous training (in-service) for a teacher is paramount. (Feldman, 1996)

2.4. Professional preparedness

Of all the factors, which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant says Chand. He argues that nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective, he concludes.(Chand, 1999)

According to Sadker teachers can be wonderful learners. They can master just about any kind of teaching strategy or implement almost any kind of sensible curriculum-if the appropriate conditions are provided. He protests that those who criticise the motivations of teachers, worry about their willingness and ability to learn, or believe that the only way to improve the teaching profession is to change its personnel are



fundamentally wrong. Sadker progresses to pose that research on how people learn teaching skills have developed a knowledge base that can guide us as we try to expand our teaching repertoire. This knowledge can also help us deal with ourselves as we learn how to teach students to respond to a rich array of learning environment (sadker, 2000)

2.5 Professional efficiency

Sidhu agrees that professional training is a precondition of a teacher's professional efficiency. In its absence the teacher will not face the students with confidence and is likely to commit serious pedagogical blunders. Sidhu continues to state the advantages of pre-service training as improving and ensuring efficiency by giving the teacher a command over the method, enhances his skills in questioning, acquainting the teacher with objectives of teaching by giving him the knowledge of psychological principles of learning and psychological principles of governing the behaviour of the child and equipping him with a number of devices, techniques and tricks of the trade.

Ornstein deduces the demands of teacher professionalism as: Reform of teacher education so that prospective teachers are well-educated and knowledgeable about teaching. He adds that to ensure a qualified teacher in every classroom, all teachers will receive liberal arts education, know the subjects they teach as well as the professional and pedagogical knowledge bases of teaching and be able to apply that knowledge in daily practice.

Reform of state licensing so that prospective teaches must demonstrates that they have acquired the knowledge and developed the skills necessary to practice independently.

Reform of schools so that they can accommodate the professional practice of Teaching. (Orstein, 1995).

On the other hand, Clark emphasises that it is important not to underestimate the essential role in curriculum renewal played by teacher experiential wisdom gained from classroom practice. This is an essential counter- balance to abstract theoretical speculation – some have argued that since education is such a complex process, teacher's experience is likely to prove of much more value than abstract conceptualization. (Clark, 1991).

Southworth strongly asserts that the dominant factor in the achievement of high standards was the strength of commitment on the part of the teachers to ensure that pupils were making progress. It was characteristic that the teachers are consistently faced with the question: Is that a sufficient high standard for that particular child? (Southworth, 1990).

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

The focus of the study is the teachers training and experience on the academic performance of primary school pupils. This chapter lays the tools to be used in the study.

3.4 Design

The study utilized non-experimental descriptive comparative to determine the impact of the teacher's training and experience on the academic performance of primary school pupils.

3.5 Environment

This study involved five primary schools in Kabarnet educational zone Baringo District, Kenya.

The schools are Mumol, Kapkut, visa Oshwal , Kaptimbor and Kapropita primary schools . Due to the vastness of the study area the researcher settled with the five schools.

3.6 Respondents

The zone has twenty one schools with a population of 168 teachers, but the researcher only deal with 25 teachers.

3.7 Sample size

The sampling technique used simple random sampling.

3.8 Instruments

This study utilised a researcher's made questionnaire to acquire the required information

3.9. Data collection procedures

A letter was sent to the school to carry out the study and allow the researcher to distribute the relevant questionnaires. After the data was obtained, the total percentage was worked out in order to find out the impact of the teacher's training and experience on the academic performance in primary school pupils.

3.10. Statistical treatment of data

The frequency percentage method was used to determine the teacher's training and experience on the academic performance of primary school pupils.

3.11. DEFINITION OF TERMS

For the purpose of the study, the following terms are defined functionally

Academic

This is the general learning process and the acquisition of knowledge.

Experience

This is what is acquired after doing something for a certain period of time. It is determined by age.

Impact

This is an act which causes things to happen.

Performance

The process of doing something and the causative effects.

Teacher's training

This is the process of enabling teachers acquire knowledge on handling learners.

CHAPTER FOUR

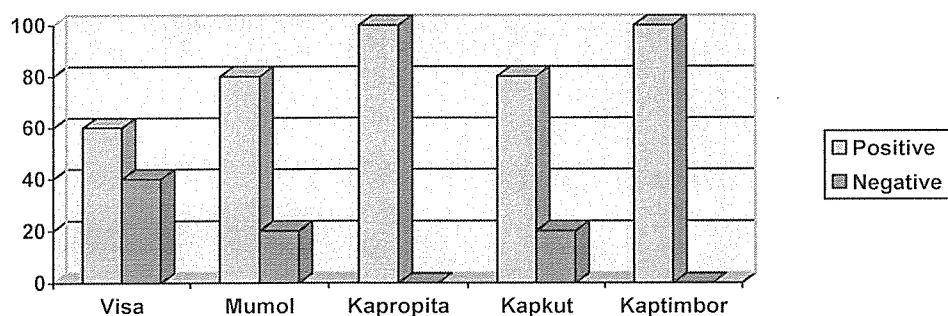
PRESENTATION OF DATA AND ANALYSIS

4.0. Introduction

In this chapter the presentation of data and their analysis are under taken. The research findings are presented in tables and graphs. The positive and negative responses are considered alongside percentages.

Table 1 : Methods of teaching

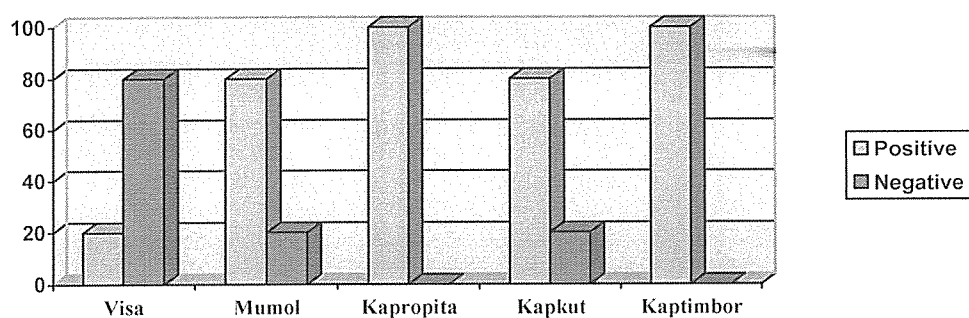
School	Respondents	Positive	%	Negative	%
A/C VISA OSHWAL	5	3	60	2	40
MUMOL	5	4	80	1	20
KAPROPITA	5	5	100	0	0
KAPKUT	5	4	80	1	20
KAPTIMBOR	5	5	100	0	0
TOTAL	25	21	84	4	16



From the above respondents, it is clear that one of the prerequisites to the teachers' training and experience is the methods of teaching employed by the teacher. The findings indicate that majority of the respondents strongly agree to incorporating various methods and are adhered to in order for the learners to acquire success in their academic work.

Table 2: Efficiency to work

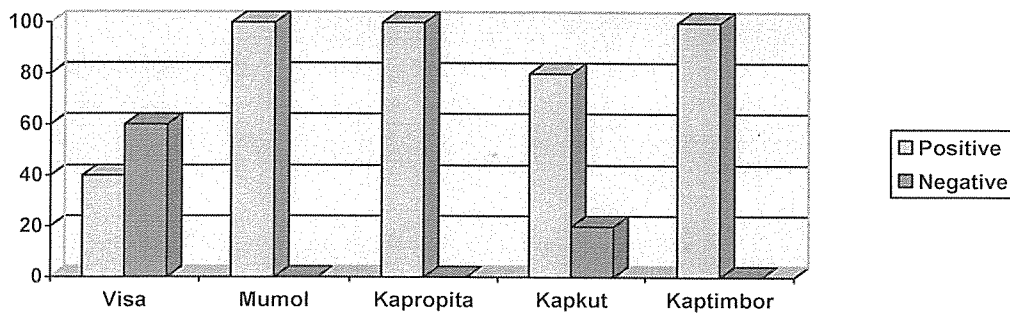
School	Respondents	Positive	%	Negative	%
A/C VISA OSHWAL	5	1	20	4	80
MUMOL	5	4	80	1	20
KAPROPITA	5	5	100	0	0
KAPKUT	5	4	80	1	20
KAPTIMBOR	5	5	100	0	0
TOTAL	25	19	76	6	24



The representations above state clearly that efficiency to work is of paramount importance. Learners cannot achieve academic excellence if the teacher is not efficient in his/her professional work.

Table 3: Curriculum Implementation

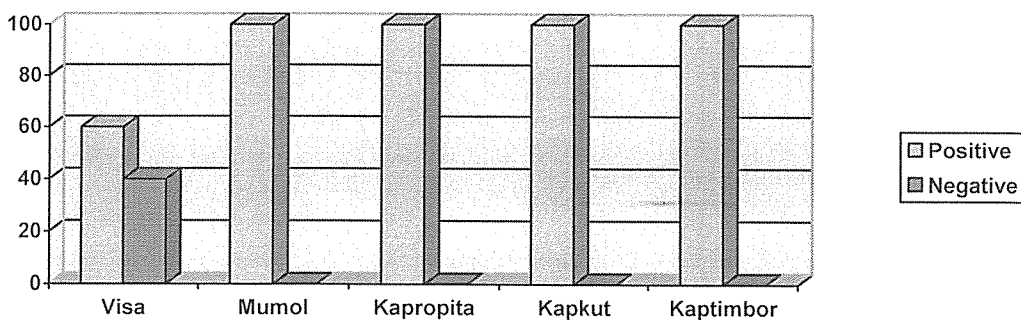
School	Respondents	Positive	%	Negative	%
A/C VISA OSHWAL	5	2	40	3	60
MUMOL	5	5	100	0	0
KAPROPITA	5	5	100	0	0
KAPKUT	5	4	80	1	20
KAPTIMBOR	5	5	100	0	0
TOTAL	25	21	84	4	16



It is clear that curriculum is the key thing in the education of the learners. The responses indicate that 84% vehemently deduce to the fact that the curriculum has to be executed and implemented to achieve the desired academic standards in the learners.

Table 4: Preparation of professional documents

School	Respondents	Positive	%	Negative	%
A/C VISA OSHWAL	5	3	60	2	40
MUMOL	5	5	100	0	0
KAPROPITA	5	5	100	0	0
KAPKUT	5	5	100	2	0
KAPTIMBOR	5	5	100	0	0
TOTAL	25	23	92	2	8



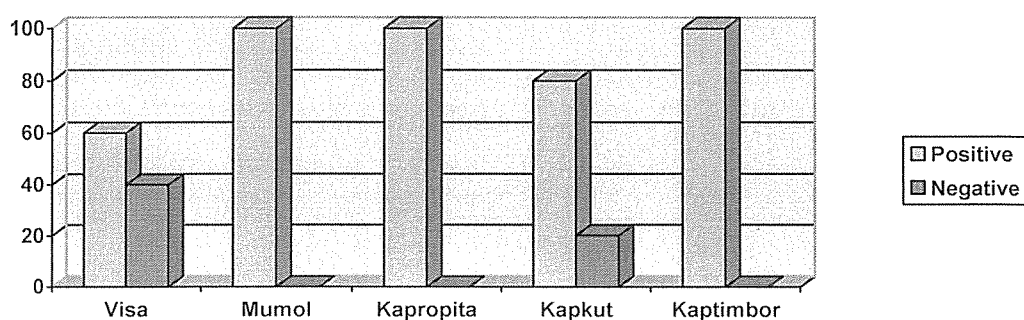
It is worth noting that there is no professional who can set to work without having the necessary tools to enable him/her perform his/her duties expeditiously.

The above representation goes to confirm that a professional teacher prepares his/her professional documents in order to present his educational skills, attitudes and knowledge to the learners.

92 % of the respondents undoubtedly agreed that preparation of professional documents of work is crucial.

Table 5: Teaching experience

School	Respondents	Positive	%	Negative	%
A/C VISA OSHWAL	5	3	60	2	40
MUMOL	5	5	100	0	0
KAPROPITA	5	5	100	0	0
KAPKUT	5	4	80	1	20
KAPTIMBOR	5	5	100	0	0
TOTAL	25	22	88	3	12



It goes without saying that experience is the best teacher.

From the representation, 80% of the respondents stated clearly that teaching experience is one of the tenets needed by one teacher in order for him/her to impart

the desired academic knowledge to the learners. The meagre 12% of the respondents fairly that experience counts.

Table 6: Academic performance of pupils

School	Respondents	Positive	%	Negative	%
A/C VISA OSHWAL	5	4	80	1	20
MUMOL	5	5	100	0	0
KAPROPITA	5	5	100	0	0
KAPKUT	5	4	80	1	20
KAPTIMBOR	5	5	100	0	0
TOTAL	25	22	92	2	8

It is of no consequence to a teacher if his/her pupils are not gaining any academic mileage in their work.

The 92% of the respondents strongly agreed that the paramount thing in the learning process is the fact that learners have to perform in their academia.

Conclusively, from the data obtained from the respondents, five issues have emerged that for meaningful academic achievement of pupils a teacher must choose the appropriate teaching methods to use, he/she must be efficient to work, he/she has to implement the intended curriculum, prepare his/her professional documents and must have gained some teaching experience.

CHAPTER FIVE

SUMMARY OF FINDINGS

5.0 Introduction

This chapter seeks to lay bare the findings of the research on the teachers' training and experience on the academic performance of primary school pupils. It discusses, establishes and summarizes the findings.

5.1. Discussion of the results on methods of teaching

The methods of teaching area the path to the correct procedure to teaching approaches. No teacher can present his lesson without first designing the best approach in order to successfully achieve his professional goals. The pupils will therefore benefit if what they are given is presented to them in systematic manner.

The respondents strongly agreed that the teacher has to employ rich methods befitting the age of the learners to promote learning. The negative responses of 16% have not realized the impact of haphazardly getting to the classroom without considering the formula of presenting the work in a harmonious way.

5.2. Discussion of the results on efficiency to work

Efficiency is the general preparedness to approaching any duty or work before hand.

It is common talk that efficiency leads to high productivity. This means that time is saved and discipline to work is maintained.

The findings endorsed that 76% support the view that efficiency is key to satisfactory work while paltry 24% need to understand the importance attached to it.

5.3. Discussion of the results on curriculum implementation

A teacher has to understand, interpret, and execute the curriculum correctly and as appropriately as possible.

The respondents categorically accepted the importance attached to the curriculum as manifested by the 84% scored on the curriculum implementation. The 16% of the negative response are yet to understand the importance attached to the curriculum implementation in order for the pupils to achieve sound academic performance.

5.4. Discussion of the results on the preparedness of professional documents.

The majority of the respondents, 92% strongly deduced that one must have the tools to execute a certain task. They agreed that the teacher must have his/her documents prepared before setting out to the teaching job. Their training must have enabled them to acquire this and with their experience on the job has made them to understand the meaning of having these documents at hand.

5.5. Discussion of the results on the teaching experience.

The teachers' experience coupled with his/her training yield excellent academic gains. From the findings 88% highly accepted that ones experience is quite of great importance if the learners are to gain academically. The dictum experience is the best teacher seemed to get the better part of the respondents as opposed to the 12% who contented that experience may not matter much.

5.6. Discussion of the results on the academic performance of pupils

For meaningful academic performance of pupils, a teacher needs to put in place some prerequisites. These are training, experience, preparedness, efficiency to work and the teaching methods involved.

The 92% of the positive responses understood the need of ensuring that learners acquire the necessary skills, knowledge and attitudes for the purpose of academic success. The 8% of the negative responses are yet to come to terms on the need of academic success of the learners.

5.7. Limitations

Owing to the vastness of the district under study the researcher settled for only five schools. This may not have the full representation of the matter studied hence not give the true picture of the desired findings. The other factor which hindered conclusive research was the small number of the respondents used to determine the research factors. Some of them were not positive in answering questions as they considered a waste of time. The time and financial aspects may not have been adequate to conduct a conclusive research finding.

5.8. Recommendations

It is now clear from the research findings that the process of teaching is dependant on some factors by those purporting to be the masters of education.

The teachers' training came with general knowledge by the teachers to just undertake the task of teaching. The teachers needed to have incorporated the aspect of experience acquired on the job to enrich their work and derive job satisfaction.

Southworth (1990) underscores the need of teachers to remain academically and professionally well equipped by undertaking in-service trainings in order to remind them of what they might have ignored. There is need for the teachers to be efficient to work, use various teaching methods, understand the curriculum well, prepare their professional documents and use their experience gained on the job for the benefit of the learners' academic acquisition.

A lot of concern should be placed on the retraining of the teachers to ensure that they continue delivering meaningfully.

It is upon the education officials to ensure that they monitor and evaluate the education process and make the necessary training adjustments for the benefit of the learners.

5.9. Conclusions

From the observations made and the analysis done, it has been established that there is a significant relationship between the teachers training and experience on the academic performance of pupils. It is clear that the two variables go along way in the acquisition of knowledge, skills and attitudes by the learners.

The other factors worth noting which must be involved in their restructuring are the teaching methods, efficiency to work, how the curriculum is implemented, preparation of professional documents, while the teaching experience is a natural additive to the achievement of academic success.

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APPENDIX A

TRANSMITTAL LETTER

**THE HEADTEACHER,
KAPKUT PRIMARY SCHOOL,
P.O BOX 70,
KABARNET, KENYA**

**CHEPKECHEI K. JAMES
KAMPALA INTERNATIONAL UNIVERSITY
P.O BOX 20000, GGABBA ROAD
KAMPALA, UGANDA**

Dear Sir,

I am a continuing student pursuing Bachelor of education in special needs in Kampala International University. In partial fulfilment of degree programme, I am to carry out a study and present it in form of a research proposal.

I am seeking for permission to carry out the study and allow me to distribute the relevant questionnaires to the relevant staff in your school.

The information provided will only be used for academic purposes and will be treated with utmost confidence.

Respectfully yours,

CHEPKECHEI K. JAMES

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

KAMPALA INTERNATIONAL UNIVERSITY

P.O BOX 20000

KAMPALA- UGANDA

Faculty: Education- Special Needs Education

QUESTIONNAIRE FOR TEACHERS

**TITLE: TEACHER'S TRAINING AND EXPERIENCE ON THE ACADEMIC
PERFORMANCE OF PRIMARY SCHOOL PUPILS IN KABARNET ZONE, BARINGO
DISTRICT, KENYA.**

My respondent, with utmost sincerity, I kindly ask you to answer the questions as elaborated in the questionnaire.

Answer freely as appropriately stated. Remember that your response will be confidently kept.

QUESTIONNAIRE

Please write the number that best answers the statements.

Use the given rating.

- | | |
|---|-------------------|
| 4 | Strongly agree |
| 3 | Agree |
| 2 | Disagree |
| 1 | Strongly disagree |

1.1 Gender ☐ Male ☐ Female

1.2 Age ☐ 25-30 years ☐ 30-35 years
☐ 35-40 Years ☐ over 40 years

1.3 Teaching Experience
☐ 2-5 years ☐ 6-9 years ☐ 10-13 years
☐ Over 14 years

1.4 Professional training
☐ Certificate ☐ Diploma ☐ Degree

2.1 **Methods of teaching**

The methods of teaching:

- 2.1.1 Are varied.
- 2.1.2 Are relevant to the lessons.
- 2.1.3 Suitable to the age of learners.
- 2.1.4 Encourages talk in learners.
- 2.1.5 Are adapted to new situations.
- 2.1.6 Encourages remedial work.
- 2.1.7 Promotes learning.
- 2.1.8 Use of the right medium for the learners.
- 2.1.9 Always improves with experience gained on the job.

2.2 **Efficiency to work**

Being efficient:

- 2.2.1 Taking lessons punctually.
- 2.2.2 Prepares adequately before teaching.
- 2.2.3 Deliver the subject matter in the best way possible.
- 2.2.4 Understands the subject well.
- 2.2.5 Needs of learners are catered for.

- 2.2.6 Always endeavoring to read more in the subject.
- 2.2.7 Having enough teaching/ learning resources.
- 2.2.8 Learners are given adequate work for practice.
- 2.2.9 Maintaining discipline.

2.3 Curriculum implementation

The curriculum:

- 2.3.1 Is correctly interpreted.
- 2.3.2 Always undertaken for the learners.
- 2.3.3 Presented at the appropriate time.
- 2.3.4 is monitored and evaluated.
- 2.3.5 Prepares learners academically, physically, socially, spiritually.
- 2.3.6 Always modified to suit the needs of the learners.

2.4 Preparation of professional documents

The professional documents

- 2.4.1 Professional documents.
- 2.4.2 Are duly approved by the head teacher.
- 2.4.3 Are guides to the teaching and learning process.
- 2.4.4 Show what resources are used in each lesson .
- 2.4.5 creates systematism in the teaching and learning process.
- 2.4.6 Encourages efficiency of the work.
- 2.4.7 Ensures that the curriculum is appropriately covered at the right time and stages.

3. Teaching experience

- 3.1 Helps one teach better
- 3.2 increases with advancement of age
- 3.3 Is important in management of learners
- 3.4 Enables the teacher use what are learnt in college



— 3.5 is enriched when are reads widely.

— 3.6 Experience is the best teacher

4 Academic performance of pupils

The academic performance of pupils:

— 4.1 Improves with maturity of learners.

— 4.2 Is better if the teacher understands his learners.

— 4.3 Is better if the teacher is trained.

— 4.4 Is better if the teacher is experienced.

— 4.5 Is increased with the use of varied methods.

— 4.6 Is improved when learners are given remedial teaching.

THE END

Thank you for your co-operation.

APPENDIX C

Sample tables

Table 1

Teaching experience

Table 7: Methods of teaching

School	Respondents	Positive	%	Negative	%
A/C VISA OSHWAL	5	3	60	2	40
MUMOL	5	4	80	1	20
KAPROPITA	5	5	100	0	0
KAPKUT	5	4	80	1	20
KAPTIMBOR	5	5	100	0	0
TOTAL	25	21	84	4	16

Table 2

Efficiency to work

School	Respondents	Positive	%	Negative	%
A/C VISA OSHWAL	5	1	20	4	80
MUMOL	5	4	80	1	20
KAPROPITA	5	5	100	0	0
KAPKUT	5	4	80	1	20
KAPTIMBOR	5	5	100	0	0
TOTAL	25	19	76	6	24

Table 3**Curriculum Implementation**

School	Respondents	Positive	%	Negative	%
A/C VISA OSHWAL	5	2	40	3	60
MUMOL	5	5	100	0	0
KAPROPITA	5	5	100	0	0
KAPKUT	5	4	80	1	20
KAPTIMBOR	5	5	100	0	0
TOTAL	25	21	84	4	16

Table 4**Preparation of professional documents**

School	Respondents	Positive	%	Negative	%
A/C VISA OSHWAL	5	3	60	2	40
MUMOL	5	5	100	0	0
KAPROPITA	5	5	100	0	0
KAPKUT	5	5	100	2	0
KAPTIMBOR	5	5	100	0	0
TOTAL	25	23	92	2	8

Table 5**Teaching experience**

N

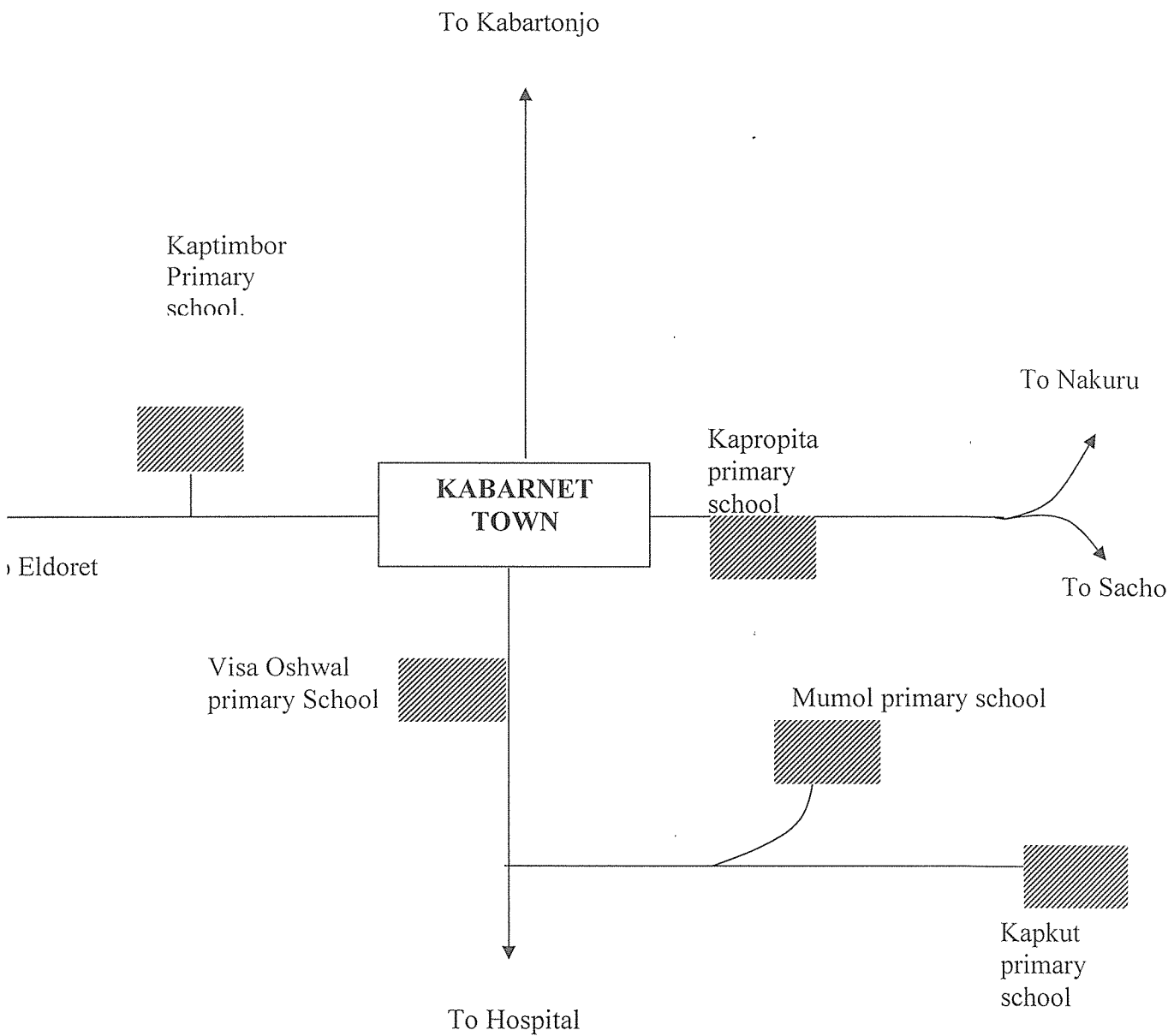
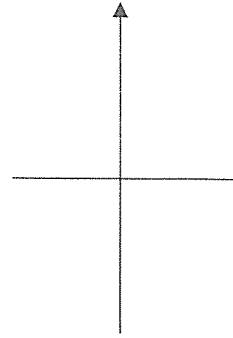
School	Respondents	Positive	%	Negative	%
A/C VISA OSHWAL	5	3	60	2	40
MUMOL	5	5	100	0	0
KAPROPITA	5	5	100	0	0
KAPKUT	5	4	80	1	20
KAPTIMBOR	5	5	100	0	0
TOTAL	25	22	88	3	12

Table 6**Academic Performance of pupils**

School	Respondents	Positive	%	Negative	%
A/C VISA OSHWAL	5	4	80	1	20
MUMOL	5	5	100	0	0
KAPROPITA	5	5	100	0	0
KAPKUT	5	4	80	1	20
KAPTIMBOR	5	5	100	0	0
TOTAL	25	22	92	2	8

APPENDIX D

Map of the study area
(Kabarnet Zone)



CURRICULUM VITAE

PERSONAL BACKGROUND

Name : Chepkechei K. James
Registration Number : BED/7109/511/DF
Age : 40
Gender : male
Civil status : Citizen
Address : P.o Box 179, Kabarnet Kenya.
Date of birth : 1st January 1966.

EDUCATIONAL BACKGROUND.

College : Kampala International University- Uganda
Secondary : Ng'ambo Secondary school
Elementary : Sibilo primary school – Kenya

RESEARCH EXPERIENCE

Bachelor of Education in Special Needs.

"Teacher's training and experience on the academic performance of selected primary school pupils of Kabarnet Zone, Baringo District, Kenya."

