

TEACHER CHARACTERISTICS AND ACADEMIC ACHIEVEMENT
IN ENGLISH AND KISWAHILI OF PUPILS IN SELECTED
PRIMARY SCHOOLS IN KABARNET
MUNICIPALITY BARINGO
COUNTY KENYA

A Thesis

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Degree of Masters of Educational
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DECLARATION A

I CHEPKIYENG C. JULIUS KARANEI MED/21824/81/DF, declare that this is my original work and has never been submitted to any university for the award of any degree in educational administration management or for any other degree.

Signed

Chepkienyeng C. Julius Karanei

Date

17-12-2013

CHEPKIYENG C. JULIUS KARANEI



DECLARATION B

"I, confirm that the work reported in this Thesis was carried out by the candidate under our supervision".

Dr. Sarah Sarah Elsayed

Name and Signature of Supervisor

[Signature]

Date

DEDICATION

I dedicate this research to my beloved wife Agnes who stayed with our children Mercy Jeptoo, Michael Kimitai and Abigail Jerop during my prolonged absence. To my dear parents, brothers and sisters who have always believed in me, and my supervisor for all the love, understanding, encouragement, material and moral support. Without them my studies would not have been a success. To my dear brothers and sisters together with my colleagues and friends, I love you all.

ACKNOWLEDGEMENT

I thank God for His great faithfulness, bringing to completion what He long began in my life. Your name for ever be glorified in me!

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TABLE OF CONTENTS

DECLARATION A	i
DECLARATION B	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
ABSTRACT	ix

CHAPTER ONE1

INTRODUCTION.....1

1.0 Introduction.	1
1.1 Background of the Study.....	1
1.1.1 Historical perspective	1
1.1.2 Theoretical perspective	4
1.1.3 Conceptual perspective.....	5
1.1.4 Contextual perspective.....	5
1.2 Statement of the Problem.....	6
1.3 Purpose of the Study	7
1.4 Research Objectives.....	8
1.5 Research Questions	8
1.6 Hypothesis	9
1.7 Scope.....	9
1.7.1 Geographical scope	9
1.7.2 Content scope.....	10

1.7.4 Time Scope	10
1.8 Significance of the Study	11
1.9 Operational Definition of Key Terms	12
CHAPTER TWO	14
LITERATURE REVIEW	14
2.0 Introduction.....	14
2.1 Theoretical review.....	14
2.2 Conceptual frame worker.....	16
2.3 Related Studies.....	18
CHAPTER THREE	32
METHODOLOGY	32
3.1 Research Design.....	32
3.2 Research Population	32
3.3 Sample Size	33
3.4 Sampling procedure.....	33
3.5 Research Instruments	34
3.6 Validity	34
3.8 Data Gathering Procedures.....	35
3.9 Data analysis.....	37
3.9 Ethical Considerations.....	37
3.9 Limitations of the Study	38

CHAPTER FOUR	40
PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS	40
4.0 Introduction	40
 CHAPTER FIVE	 48
DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	48
5.0 Introduction	48
5.0 Discussion	48
5.2 Conclusions	50
5.3 Recommendations	52
Areas that need further research	53
REFERENCES:	54
APPENDICES	57
APPENDIX I: TRANSIMITTAL LETTER	57
APPENDIX II B STUDENT’S ACHIEVEMENT MARK SHEET	59
APPENDIX III TIME PLAN	61
APPENDIX IV ESTIMATED BUDGET	62
APPENDIX V PROPOSED DATA PRESENTATION THROUGH TABLES / GRAPH	63
CURRICULLUM VITAE	64

LIST OF TABLES

Table 4.1(a) Teacher Gender	40
Table 4.1 (b) Teacher age	41
Table 4.1 (c) Teacher qualification	41
Table 4.1 (d) Teacher Experience.....	42
Table 4.1 (e) Subject Summary.....	42
Table 4.2 Extent of Pupil's achievement in English and Kiswahili	43
Table 4.3 Significant difference in academic achievement in public and private pupils in selected Primary schools of Baringo County Kenya.....	45
Table 4.4 Significant relationship between Teachers' qualification and Students' achievement in selected Primary schools of Baringo County Kenya.....	46

ABSTRACT

The study sought to establish the relationship between Teachers' qualification and their academic achievement in selected Primary schools of Baringo County Kenya, it also sought to identify whether there was a significant difference in academic achievement of pupils in public and private selected Primary schools of Baringo County Kenya. This study was guided by four specific objectives namely; to determine the level of teacher characteristics of the respondents in terms of gender age, marital status and education qualification, ii) to determine the level of pupils achievement in English and Kiswahili, iii) to establish whether there is a significant difference in academic achievement of pupils in public and private schools in selected Primary schools of Baringo County Kenya, iv) To establish whether there is a significant relationship between Teachers' qualification and the academic achievement of their pupils in the selected Primary schools of Baringo County Kenya. The research employed descriptive correlational design to describe the relationship between the variables. The findings revealed the following; the majority of respondents in this sample were male, between 31-40 years of age, these had P1 certificates as their highest education qualification and had spent over 5 years in their current schools. The researcher concluded that in both English and Kiswahili subjects the performance was average with English posting a mean of 53 and Kiswahili 47. There was a positive and insignificant difference in academic achievement between public and private pupils in selected Primary schools of Baringo County Kenya. There was no significant relationship in Teachers' education qualification and students' achievement in public and private selected Primary schools of Baringo County Kenya. The researcher recommended that there is need by the schools' administrations to employ more competent and experienced English teachers since few pupils are scoring.

CHAPTER ONE

INTRODUCTION

1.0 Introduction.

This chapter includes the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope of the study, definitions of key terms and all were discussed deeply since there are roots of this research..

1.1 Background of the Study

1.1.1 Historical perspective

In the past ten years, a burgeoning research base has increasingly shown that teachers are among the most important players influencing student achievement and the key to sealing the gaps in students' achievement outcomes in USA (Ferguson 1991). In 1998 the single largest factor affecting academic growth of populations of students is differences in effectiveness of individual classroom teachers was done to improve education by improving the effectiveness of teachers (Sanders, 1997).

Pupil's performance in the Kenya Certificate of Primary Education [KCPE] exams has been used to decide placement of the pupils who have completed class 8, into the country's available national, provincial and district day and boarding schools. Therefore, most of the class eight pupils' choices of secondary schools have been usually done with the future of the child in mind. Depending on how the pupils score in the Kenya Certificate of Primary Education [KCPE] exams, they were placed or selected to join national, provincial or district schools, depending on their marks. Those who have been getting 250 marks and below have been missing out secondary school places and are left to join village polytechnics or repeat class 8 or seven. Those pupils who score high marks to secure themselves places in the elite national school, provincial or district schools have the best chances to qualify for university or institutions of higher learning.

According to Boit, Njoki and chagaich (2012) the purpose of education is to equip the citizenry to reshape their society and eliminate in quality.

Provision of quality secondary education is there fore important in generating the opportunities and benefits of social and economic development (Onsumu, Muthaka, Ngware and Kosembei, 2006).

Below is the scale, which has generally been followed after the KCPE to place pupils to secondary schools:

National school	–	usually above 400 marks and above
Between 350 and 400	–	provincial schools
300 – 359	–	district boarding schools
250 – 300	–	district day schools

Another criteria used by government is quotas to each district at the elite schools to enable, the children of the marginalized communities also to find places at the elite National provincial schools.

Table 1.1: Baringo district KCPE results for the last few years are as shown below;

S/No	Subject	YEARS				
		2006	2007	2008	2009	2010
1.	Maths	54.87	54.20	53.30	53.86	55.25
2.	English	49.80	48.39	48.61	51.30	49.24
3.	Science	56.52	54.23	54.48	56.93	56.96
4.	Kiswahili	51.30	48.25	50.81	47.56	49.29
5.	SST / RE	56.52	54.09	55.37	55.45	55.19

Source: Baringo district KCPE results 2010

Yusuf and Andigun (2010); Lydia and Nasongo (2009) noted that the academic performance of students in any academic task has always been of special interest to the government, educators, parents, and society at large.

Odhiambo (2005) contends that there is growing demand from the Kenyan government and public for teacher accountability schools one commonly evaluated using students achievements data (Heck, 2009).

From the set of the results, it is clear that the performance in the subjects of English, and Kiswahili are low both registering below 50%. Mathematics is a little higher at above 50%. The study endeavored to study whether or not there is a link between this low performance and the teacher characteristics of age, qualification, gender and experience.

1.1.2 Theoretical perspective

The scientific theory of management by Fredrick Taylor (1999) which states that workers can reproduce more if they get the proper tools for their work, careful selection and appropriate training results in productivity should be observed first. This informs the careful selection and the two year training programmes to equip the teachers with appropriate skills to undertake their teaching duties. Key attributes expected of a teacher

having completed the training programme include; Professionalism, Content of teaching, the practice of teaching, interaction with families and community and Skinners theory of motivation.

1.1.3 Conceptual perspective

Teacher characteristics was examined in terms of age, gender, qualification and experience and yet academic achievement of pupils in English and Kiswahili was examined by using of students' achievement mark sheet for the end of term II results for the year 2011.

1.1.4 Contextual perspective

Kabarnet municipality of Baringo district-Kenya has three private schools and 18 public schools in three zones of Kabasis, Chap – Chap and Kabarnet, and these schools have both rural and urban settings. There has been a substantial theoretical and practical shift of emphasis, mostly in mainstream education, towards acknowledging that teachers are among the principal components of any pedagogical program Alexander (2005).

Since government froze employment of teachers and limiting it to only replacing those who living the professions. Many public schools are now manned by older and more experienced teachers. Some young teachers

tired of waiting for a chance to be employed by government and resorted to go back to college to get advanced certificates and degrees. The old teachers in schools have also taken an advantage of in service programmes in colleges and universities to advance their education. More teachers are therefore having advanced colleges and university degrees. Most of the young teachers also join private schools who easily open up to them due to lower cost of hiring them public schools pay better and they assurance of job security causes them to live private schools for public schools.

1.2 Statement of the Problem

Academic performance of pupils in the Kenya Certificate of primary education (KCPE) has been low over the years, especially the top performers, with only 3.5%, 4.1% and 6.15% of the candidates who sat for KCPE scoring 350 marks and above in the years 2010, 2008 and 2007 respectively, out of a total of 500 marks, in Kabarnet Division Baringo county. It is also important ant to note that the performance of pupils in KCPE, especially in languages of English and Swahili and has been consistently low from 2006 with english mean score being; 49.80, 48.39,48.61, 51.30,and 49.34 respectively up to 2010. Kiswahili fared no

better with mean score of 51.30 (2006), 48. 25, 50.81, 47. 56 and 49. 29 respectively up to 2010.

Most of the primary schools being adequately staffed and with each school having unique challenges in terms of enrolment and pupil characteristics, teacher characteristics may explain the gaping discrepancies in pupil performance from one school to another and from one teacher to another. As a result, there is a need to establish whether there is a relationship between the pupils' performance and the teacher characteristics of qualification, experience, age and gender.

1.3 Purpose of the Study

The purpose of this study was to identify a significant relationship between Teachers' qualification and their gender in selected Primary schools of Baringo County Kenya, it also identified a significant difference in academic achievement in public and private pupils in selected Primary schools of Baringo County Kenya. This study also bridged the gaps of previous studies and validated the existing information based on the theory on which this study was based on.

1.4 Research Objectives

The objectives of this study were to:

- i) To determine the level of teacher characteristics.
- ii) To determine the level of pupils achievement in English and Kiswahili.
- iii) To establish whether there is a significant difference in academic achievement of pupils in public and private schools in selected primary schools of kabarnet Municipality, of Baringo county Kenya.
- iv) To establish whether there is a significant relationship between teacher's qualification and students achievement in selected Primary schools of Baringo County Kenya.

1.5 Research Questions

- i) What is the level of teacher's characteristics?
- ii) What is the level of pupil's achievement in English and Kiswahili?
- (iii) Is there a significant difference in academic achievement of pupils in public and private schools in selected Primary schools of Baringo County Kenya?

(iv) Is there a significant relationship between Teachers' qualification and their pupils academic achievement in selected Primary schools of Baringo County Kenya?

1.6 Hypothesis

- 1) There is no significant difference in academic achievement in public and private pupils in selected Primary schools of Baringo County Kenya
- 2) There is no significant relationship between Teacher qualification and the academic achievement their pupils in selected Primary schools of Baringo County Kenya.

1.7 Scope

1.7.1 Geographical scope

This study was carried out in selected primary schools in Kabarnet municipality, Baringo district-Kenya, the municipality has three private schools and 18 public schools in three zones of Kabasis, Chap – Chap and Kabarnet.

1.7.2 Content scope

In terms of content Teacher characteristics was examined in terms of age, gender, qualification and experience and yet academic achievement of pupils in English and Kiswahili was examined by using of students' achievement mark sheet for the end of term II results for the year 2011.

1.7.3 Theoretical scope

This study was based on the scientific theory of management by Fredrick Taylor (1999) which states that workers can reproduce more if they get the proper tools for their work, careful selection and appropriate training results in productivity should be observed first. This informs the careful selection and the two year training programmes to equip the teachers with appropriate skills to undertake their teaching duties. Key attributes expected of a teacher having completed the training programme include; Professionalism, Content of teaching, the practice of teaching, interaction with families and community.

1.7.4 Time Scope

The study was conducted between 2011 and 2013 when it was accomplished in December 2013. The study idea was initiated in 2011 and

was critically analyzed and developed with the guide of the supervisors in 2013.

1.8 Significance of the Study

The teachers will appreciate the importance of preparation for teaching in order to improve their teaching skills and enhance teacher effectiveness.

The teachers Service Commission and policy makers in the ministry of education and government may use the information during recruitment and promotion of teachers, to make sound policy decisions.

Educational planners will also benefit in the sense that they need to keep the teachers updated on improved teaching methods and curricular changes through seminars and in-service courses for teachers.

School boards will also see need to support staff development programmes that target improvement of teacher qualification and effectiveness. This is because schools are ranked according to student achievement reflected in test results especially of National exams

The learners will also benefit in attaining better academic outcomes and work with their teachers to create a working environment that would ensure their success.

1.9 Operational Definition of Key Terms

Teacher characteristics – These are personal teacher attributes such as qualification, age, gender and experience.

Teacher Qualification

Qualification is a quality or accomplishment that makes someone suitable for a particular job or activity. It is the action or act of becoming qualified as a practitioner of a particular profession or activity. It is also defined as units of recognized outcome of learning. For the purpose of this study, a teacher is one who has undergone the mandatory college training and as a result is certified and registered with the Teachers service commission, TSC. Teachers in this study are qualified if they are holders of P1 Certificate, a Diploma Certificate and Masters Certificate.

Teacher's experience is the number of years a teacher has been in uninterrupted, active service.

Gender. For the purpose of this study the teachers where either Male or Female.

The teacher's age is the number of years the teacher has lived

Academic achievement – This is the marks scored by pupils in tests given .

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the theoretical review, conceptual frame work, and related studies.

2.1 Theoretical review

According to the scientific theory of management by Fredrick Taylor (1999) which states that workers can reproduce more if they get the proper tools for their work, careful selection and appropriate training results in productivity should be observed first. This informs the careful selection and the two year training programmes to equip the teachers with appropriate skills to undertake their teaching duties. Key attributes expected of a teacher having completed the training programme include; Professionalism, Content of teaching, the practice of teaching, interaction with families and community.

Skinner's theory of motivation

According to Skinner's theory of motivation, student's motivation to undertake a task depends on expected reward. In this regard, a positive perceived reward leads to negative attitudes and achievements. It is also

implicit that students' high performance is influenced by the teaching experience of the teacher, available institutional materials and the strategies. (Orodho, 1996)

The expectancy theory

The expectancy theory proposes that people will behave based on their perceived likelihood that their effort will lead to a certain outcome and on how highly they value that outcome. The expectancy of (teachers) employees is their perception of the likelihood that their efforts will enable them to attain performance goals. Teachers are motivated to work hard in the belief that efforts will result in good performance of their pupils.

The ERG theory

The ERG theory is a human needs theory by Alderfers. This theory postulates three sets of needs; existence, relatedness and growth. Existence needs are all material and physiological needs. Relatedness needs involve relationship with other people and are satisfied through the process of sharing mutually, thoughts and feelings.

Growth needs motivate people to productively or creatively change themselves or their environment. Satisfaction of growth need from fully utilizing personal needs can be operating at once.

David McClelland's Theory of needs

David McClelland also indicates a number of basic needs that guide people. The most important needs for managers, according to him, are the needs for achievement, affiliation and power.

The need for achievement is characterized by a strong orientation towards an accomplishment and obsession with success and goal attainment. The need for affiliation reflects a strong desire to be liked by other people. Individuals who have high levels of this need are oriented towards getting along with others and may be less concerned about performing at high levels.

2.2 Conceptual framework

According to Wobmann (2004) student achievement is produced by several inputs in the educational process, such inputs include but are not limited to student's family background characteristics, class size, availability of teaching and learning materials and teachers characteristics.

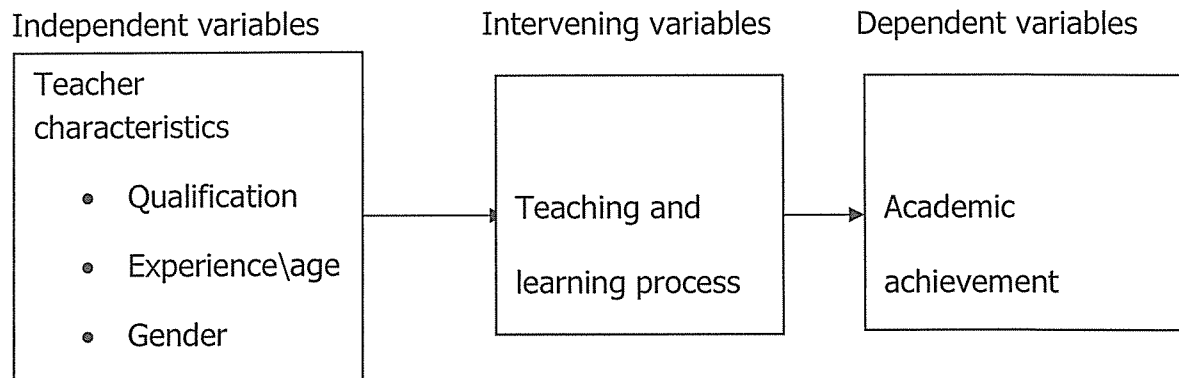
principal factor in education provision and thus affects the quality of education in a significant way.

According to Ankomah, Koomson, Bush and Oduro (2005) as cited by G.Kimani et-al (2013), teacher factors on post teacher pupil ratio, teacher qualification and the personal characteristics of the individual teacher. The personal characteristics include academic qualifications, pedagogical training, content training aptitude and years of service/ experience.

A teacher brings these characteristics to class to facilitate the being process and the extend to which teachers effectively use the inputs to improve the teaching and learning process.

This study therefore sought to investigate the influence of selected teacher background characteristics on student academic achievements

Conceptual framework for the study.



2.3 Related Studies

Teacher qualification and student achievements

Qualification according to Viascenan et al [2007] is any higher education award [degree, diploma or certificate] issued by a competent, registered authority, attesting to the successful completion of a course programme. It is important as it signifies competencies and a range of knowledge and skills. Sometimes it is equivalent to a license to practice.

Teacher certification confers professional standing. It indicates that a professional group recognizes (certifies) that a teachers is competent and has met certain standards. The intent of certification is to maintain high standards for teachers. (Myra and David Sadke,2004).

There is debate in the USA between those who favour full certification (Darling Hammond, 1999; Darling Hammond et al., 2001) and those who agree that students of teachers who hold full certification achieve secondary to those who study under temporary or emergency credentials (Goldhaber and Brewer, 2000). These authors agree that relaxing requirements for certification is a way in not only of attracting talented (academically) college graduates to teaching but also of recruiting a more diverse pool of candidates needed for a diverse students population. Comparisons to Israel could not be done because to all participating teachers in the study comes out TIMSS 2003, were fully certified.

Adam [2004, pg 27] defines qualification as limits of recognized outcome of learning. It is a quality of accomplishment that makes someone suitable for a particular job or activity.

Teaching is helping other people to learn [World Book, 2001]. It helps people to acquire the knowledge they need to become responsible citizens, to earn a living and lead rewarding lives. Teaching also transfers knowledge from one generation to the next. That teaching takes place outside school as parents communicate values and teach their children

many types of skills and habits in industry and businesses, employees are taught necessary job skills and children also share information and skills with one another.

When we speak about teaching in this context however, we mean the instruction provided in schools by professional teachers.

Today, most countries require teachers to undergo a specialized training programme and to meet professional standards of skill, performance and conduct [World Book, 2001]

Teacher training should emphasize the teacher's ability the function affectively in the classroom. Teachers in training have to show that they could teach, that they know their subject areas thoroughly and that could maintain discipline,

Most curriculums over the years have expanded to include such topics as use of computers, respect for different cultures and education for exceptional children.

Teacher skills and attitudes influence everything that happens in their classrooms and during the time or years young people spend in school; teachers are among the most important people in their lives.

The findings of study carried out by the National Assessment Of Educational Progress [NAEP] in the USA, seems to suggest that policy investments on teacher quality may be related to their improvement in student performance [Linda Darling Hammond [2000]

In the USA and Canada, every state requires public elementary and high school teachers to obtain a teaching certificate before they teach in that state. The certificate provides official recognition that teachers meet the state basic requirements for professional education and certain other conditions.

To qualify to be registered as a primary school teacher in Kenya today, one needs to meet the minimum basic qualification of going through a two year training programme at the Primary Teacher's Training Colleges, be they public or private. Entry requirements to these colleges is now a C [plain] in KCSE but were lower at C- earlier and could be even lower [D+] when they consider the marginalized arid areas. This special offer is given to those areas because teachers who come from other areas find it difficult to work in those areas hence causing perennial teacher shortages in those communities.

Once the two years training is complete, the teacher is awarded a P1 certificate and may then registered with the Teachers' Service Commission [TSC], to await employment, either by the government or by private primary schools. Primary school teachers are a jack of all trades i.e. teaches any of five subjects Maths, English, Sciences, Social Studies and Religion and Kiswahili.

A number of teachers teaching in primary schools are holders of P1 certificate diploma certificates University degrees and even post-graduates certificates. Diploma programmes take 3 years in Kenya university programmes take 4 and post- graduate take about 2 years.

Studies carried out by Andrew (1990) suggests that five- year programmes result in high retention rate and career satisfaction of their graduates than do four year programmes.

Goldhaber and Brewer (1998) noted that rewards for additional experience and degrees can be substantial for example, Public school teachers with master's degree earned an average of 11% more than they would earn if they held a bachelor's degree only. They earned 14% more if they held an education specialists degree and 17% more for a doctorate. But documentary evidence suggests that teacher effectiveness

consistently improves with an additional year of experience and each advance degree.

Rice (2003) found out that teachers having completed an advanced degree had no significant effect on student performance, elementary teachers were no more or no less effective than others at raising student achievements with one exception, elementary teachers with master's degrees appeared to be less effective on average than those without advanced degrees if they earned the degree more than five years after they started teaching.

AOS, Miller & Pennucci (2007) in their Meta-analysis on a larger number of studies also found no consistent relationship between holding a graduate degree and teachers' ability to increase student learning gains.

Aaronson, Barrows and Sanders (2007) carried out a study on Chicago public school teachers and found out that 90 percent of the variance in teacher effects on student learning was not explained by teacher characteristics such as highest level of education, experience, and credential and the selectivity of the college that the teacher attended.

Teacher Experience and Student Achievement

Experience is any situation, event or happening that a person has or meets in life. It is the information, knowledge, skill learned by doing something knowing by doing or seeing.

A studies on the effects of teachers experience on students leaning have found a positive relationship between teacher's effectiveness and their years of experience, but the relationships Is observed is not always a significant or an entirely linear one (Klitgaard and Hall, 1974;Murnane and Philips, 1981). The evidence currently available suggests that while in experienced teachers are less effective than more senior teachers, the benefits of experience level off after few years (Rivkin, Hanushek, and Kain 2000).

According to the Thought Action, the NEA Higher Education Journal, volume 22 of Fall, 2006, experienced teachers are mindful of the multi – dimensional nature of the teaching skill and of their weaknesses as well as strengths. For purposes of being better teachers, awareness of our weaknesses is probably more important because there is so much room for improvement. Feedback, on the teacher's skills, over long periods of

time also helps the teacher to refine their teaching methods and is better able to prepare learners for examinations.

An experienced teacher will be interested in observing his/her colleagues more closely, giving some thoughts to her weaknesses as a teacher, and actively probing for what her students don't know and can't do. In this way, he/she can always find information on approaches and techniques for improving his /her teaching.

Most successful schools have a healthy combination of experienced teachers and new teachers. The successful teachers give the school stability and serve as mentors to the new teachers. The new teachers bring fresh ideas and enthusiasm and energy.

The relationship between teacher experience and student achievements is different to interpret because this variable is highly affected by market conditions and / or motivation of women teachers to work during the child bearing period. Harris and Sass (2007) point to a selection bias that can affect the validity of conclusions concerning the effect of teachers years of experience: if less effective teachers leave the profession, this may give the mistaken impression the teachers experience raises teachers effectiveness. The selection bias if the more able teachers

with better opportunities to earn are those teachers most likely to leave to the profession.

Grissmer et al (2000) in his analysis of state data on the National Assessment of Education progress he revealed positive effects on student achievement in states with large proportions of teachers who had at least two years of experience years were associated with higher achievement.

Ferguson (1996) carried out a study on teacher characteristics and revealed that teacher experience effects may be evident for a longer period of time, he also added that teachers' experience had a significant positive effect on elementary student achievement among their students during their first seven years of teaching.

Teacher age and student achievement

According to the National Association of Independent Schools, Washington DC, in an article published in 2002, new teachers usually are of the ages 20 – 29, and at this stage have 0–5 years of experience. They usually bring in enthusiasm, creativity, energy, idealism, openness and optimism to the teaching force.

The mid career teachers, usually of ages 30 – 39 and years of experience 6 – 20, normally are experienced. They are confident and are a bridge between the old and the new. They are usually loyal, stable, role models and have the ability to take new assignments. They usually need leadership and mentoring opportunities, recognition and money

The veteran teachers, usually of the ages 50 – 69, have 21 and more years of experience. They are wise, stable and give the school a sense of tradition and history. They are also a good link between the outside and community. They need training for challenges of change, understanding and security.

Teacher Gender and Academic Achievement

The term gender refers to all attributes associated with women and men which are socially and culturally ascribed and which vary from one society to another, overtime. For the purposes of this study, a teacher is either male or female. [World Book, 2001].

Teachers employed to teach in Kenya's primary schools are both male and female. Female teachers occasionally take maternity leave for three months to go and bring up the baby. Fathers on the other hand are given a two weeks paternity leave to assist their wives during this period.

With such a policy, in place, teachers of either sex have an opportunity to teach and also play their parental roles as father and mother. The demands of motherhood are more than those of fatherhood – may be this is why the father teachers are given two weeks paternity leave compared to their female counterparts who get three months.

During the times when these teachers are on leave, their colleagues have to shoulder a greater burden of teaching their lessons till they return, with government making no provisions [financial] to hire other teachers to help. Private schools, however, hire temporary staff, to assist bridge such gaps.

Teachers, who utilize such policies may be seen as uncommitted and may sometimes suffer victimization and transfers. Women may also suffer cultural stereotyping in the workplace and sometimes may suffer for their competences and self assertiveness.

Fathers who seek to participate in childcare may also experience family responsibility discrimination at work.

A large literature establishes that boys and girls are treated differently in the classroom and research suggests that this treatment depends on the gender of the teachers [Krieger, JN, 2005, April 12].

Findings the study carried out by the TIMSS 2003 data for Israel seems to suggest that achievement of students with high academic aspirations was fostered by female teachers.

Sumrall (1993) carried out a study on students' characteristics of distance education in some of Oxford Japanese language program students and found out that student' characteristics like motivation, learning styles, gender, and, learning strategies played a very important role in academic achievement.

Lee (2002) examined gender differences in motivational and behavioral learning strategies in the Internet-based cyber-learning environment and found highly significant gender differences in the category of textual encoding strategies, in which males showed stronger behavioral and motivational learning strategies.

Granstrom (2002) after observing 40 class sessions, he found out that male teachers increase the attention paid to girls as pupils age while female teachers consistently give more attention to boys.

Rodriguez (2002) in his survey of 20 teachers indicated that male teachers are likely to select a more aggressive approach towards boys while teachers of either gender tended to ignore boys' disruptive

behaviors than that of girls when the behaviour was not aggressive, he also suggested that male teachers tend to be more authoritative where as female teachers tend to be more supportive and expressive.

Claxton (1996) surveyed teachers' perceptions on student abilities and found out that male teachers are more likely to believe that boys are superior visual learners while girls are more helpful in the classroom. On the other hand, female teachers do not demonstrate these differences in belief but do tend to think that boys are better with quantitative skills.

Gaps Identified

The literature review above outlines the relationship between student' characteristics like motivation, learning styles, gender, and learning strategies and their academic performance, but it did not talk about the relationship between teachers' characteristics and academic achievement of pupils, therefore there is a need to close this gap by the researcher.

Whereas the studies in the reviews outlines the findings on the relationships between student achievement and teachers characteristics and other students achievement gains like motivation, the researcher would like to establish whether these teacher characteristics may explain

the poor performance witnessed in Kabanet municipality in the two subjects of English and Kiswahili.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

The study adopted a descriptive correlational, ex-post facto and a cross-sectional survey research design. The descriptive correlational design was used to establish the relationship between Teacher qualification and Students' achievement. The ex-post facto design was used because respondents were asked things that had already happened. The cross-sectional design was employed because a cross-section of Teachers were selected to participate in the study all at once. It was a survey since many respondents were included in answering of questionnaires and only used cross section (a few) of the said sample.

3.2 Research Population

This study was conducted in selected primary schools in Kabarnet municipality of Baringo district in Kenya. The municipality has three private schools and 18 public schools in three zones; Kabasis, Chap – Chap and Kabarnet, teachers from primary schools of Kabarnet municipality of Baringo district in Kenya were selected and provided the

Students' mark sheet for the end of term II results 2011 to the researcher.

3.3 Sample Size

The sample size was determined using D.W. Morgan (1970) method of determining the sample size for research activities.

[At least 72/4 schools = 18 schools]

Respondents	Population (N)	Sample Size (N)
Teachers	65	57

3.4 Sampling procedure

Purposive sampling was used basing on the following criteria

Where male or female only class 4 and 7 teachers Kiswahili and English teachers thus the same was done for the learners

Census sampling was used for the teachers and learners in private schools.

3.5 Research Instruments

The researcher used a researcher-devised questionnaire and a mark sheet.

3.6 Validity

To ensure content validity of the instruments, the researcher requested a panel of 6 experts: 3 professors and 3 senior lecturers to validate the instrument. The experts looked at relevance, semantics and clarity of questions in the instrument in view of the problem, objectives research questions, hypotheses and literature (which was duly provided to them). The experts were requested to rate validity/relevancy of each item/question using the following codes:

VR = very relevant, R = relevant, I = irrelevant, VI = very irrelevant.

After the researcher collected the questionnaires and established a content validity index of 0.7 which was used as basis for reasonable use of the instrument (Amin, 2003).

3.7 Reliability

The test-retest method was used in order to test the reliability of the questionnaire, here the researcher pre-tested the questionnaire on a few people before administering it to the sample size. The researcher gave the questionnaire to a few respondents (10 teachers) and they answered it, after a period of two weeks, the researcher gave the same questionnaire to the same group (10 teachers) to answer it again. Responses from the first time (test) were compared to responses of the second test (re-test), since the t-test results indicated a significant difference (Sig-value=0.002), the research instrument was declared reliable.

3.8 Data Gathering Procedures

Before the administration of the questionnaires

1. An introduction letter was obtained from the School of Post Graduate Studies and Research for the researcher to solicit approval to conduct the study from respective heads of secondary schools.
2. When approved, the researcher then secured a list of the qualified respondents from the school authorities in charge and they were

selected through systematic random sampling from this list to arrive at the minimum sample size.

3. The respondents were then explained to about the study and were requested to sign the Informed Consent Form (Appendix 3).
4. The researcher then reproduced more than enough questionnaires for distribution.
5. Research assistants were selected who would assist in the data collection; they were briefed and oriented in order to be consistent in administering the questionnaires.

During the administration of the questionnaires

1. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.
2. The researcher and assistants emphasized retrieval of the questionnaires within five days from the date of distribution.
3. On retrieval, all returned questionnaires were checked to certify if all questions had been answered.

After the administration of the questionnaires

The data gathered was collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

3.9 Data analysis

Frequency table and percentage distribution were used to determine teacher characteristics. Means and percentages were used to determine the level of academic achievement of learners. T-test was used to determine a significant difference in teacher characteristics between private and public schools and chi-square tests were used to establish whether there was a significant relationship between teacher qualification and academic achievement of the learners.

3.9 Ethical Considerations

While carrying out this study, cognizance was taken of the fact that this study would be investigating teacher characteristics and their pupils' performance –which is sensitive as the teachers may think that they are a subject of evaluation. The respondents were informed and a willing cooperation sought. There was a wide consensus among social scientists

that research involving human participants should be performed with the informed consent of the participants [Nachmias and Nachmias, 1996].

Adequate explanations were given in advance to inform the participants of their rights, the confidentiality of the information and to seek their willing cooperation.

3.9 Limitations of the Study

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. Measures were also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

1. Extraneous variables beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.
2. Instrumentation: The research instruments on resource availability and utilization were not standardized. Therefore a validity and reliability test was done to produce a credible measurement of the research variables.

3. Testing: The use of research assistants can bring about inconsistency in the administration of the questionnaires in terms of time of administration, understanding of the items in the questionnaires and explanations given to the respondents. To minimize this threat, the research assistants were oriented and briefed on the procedures to be done in data collection.

Attrition/Mortality: Not all questionnaires were returned completely answered nor even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researchers reserved more respondents by exceeding the minimum sample size. The respondents were also reminded not to leave any item in the questionnaires unanswered and were closely followed up as to the date of retrieval.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter shows the profile information of respondents, the level of pupil's achievement in English and Kiswahili and the significant relationship between schools and academic achievement of learners in selected primary schools in Kabarnet Municipality Baringo County Kenya.

Profile of respondents

Respondents were asked to provide information regarding their gender, age, education and number of years teaching experience. Their responses were summarized using frequencies and percentage distributions as indicated in table1;

Table 4.1(a) Teacher Gender

Category	Frequency	Percent
Gender		
Male	29	53.7
Female	25	46.3
Total	54	100

Results in Table 4.1 indicated that male respondents (over 54%) were more than female respondents (over 46%), therefore indicating a gender gap in the distribution of teachers.

Table 4.1 (b) Teacher age

Age		
20-30 years	19	34.5
31-40 years	20	36.4
41 and above	16	29.1
Total	55	100

Regarding age group, the respondents in this sample were dominated by those between 31-40 years (over 36%), suggesting that most of the respondents in this sample are adults of about middle age.

Table 4.1 (c) Teacher qualification

Qualification		
Certificate	22	38.6
Diploma	12	21.1
Bachelors	11	19.3
Masters	12	21.1
Total	57	100

With respect to education qualification, majority of the respondents (over 39%) were certificate holders, followed by those with diploma and master both with (21%) indicating that all of respondents in selected Primary Schools in in Kabarnet Municipality Baringo County Kenya were qualified or met minimum requirements for registration by the TSC.

Table 4.1 (d) Teacher Experience

experience less than 1 year	7	12.3
1-2 years	11	19.3
3-4 years	1	1.8
5-6 years	38	66.7
Total	57	100

On the number of years in teaching experience, results show that most of them had spent over 5 years (66.7%), these were followed by those between 1-2years (9.3%), less than 1 year (12.3%) and 3-4 years (1.8%).

Table 4.1 (e) Subject Summary

subject English	30	52.6
Kiswahili	27	47.4
Total	57	100

Concerning subjects taught English was performed better (over 53%) compared to Kiswahili (over 47%). And those in private schools did slightly better (over 54%) were slightly more than those in public schools (over 46%)

Pupil's achievement in English and Kiswahili

The independent variable in this study was pupil's achievement in English and Kiswahili, for which the researcher wanted to determine its

level, to which the level of pupil's achievement in English and Kiswahili is performed good or poor, therefore their responses were analyzed using SPSS and summarized using frequencies and percentages as indicated in table 4.2;

Table 4.2

Extent of Pupil's achievement in English and Kiswahili

Subjects	Frequency	Percent
English marks (100%)		
Below 20	1	.1
21-40	138	15.9
41-60	566	65.1
61-80	161	18.5
81 and above	3	.3
Total	869	103.5
Kiswahili marks (100%)		
Below 20	7	.8
21-40	10	1.2
41-60	91	10.5
61-80	161	18.5
81 and above	56	6.4
Total	325	44.6

Results in table 4. 2 indicated that only 3 students performed well (81 and above) and this implies better performance among only 3 out of 869 students in English class, these were followed by those between 61-80

marks and this implies that these are just improving on their performance in English, still in English majority of pupils got between 41-60 marks (65.1%) which implies a moderately fair performance of pupils in English, 138 pupils scored between 21-40 marks and these were 15.9%, therefore this implies a poor performance of these pupils which could be as a result of not being attentive in English lessons or failure of the Teachers to make this pupils understand.

Significant difference in academic achievement in public and private pupils in selected Primary schools of Baringo County Kenya

The third objective in this study was to establish whether there is a significant difference in academic achievement in public and private pupils in selected Primary schools of Baringo County Kenya. To achieve this objective and to test for the null-hypothesis, the researcher used the students' independent samples t-test and the results are indicated in table below;

Table 4.3

Significant difference in academic achievement in public and private pupils in selected Primary schools of Baringo County Kenya

Variables compared	Type of School	Means	t-value	Sig	Interpretation	Decision
Scores	Public	3.36	.942	.351	No significant difference	Accepted
	Private	3.24				

The results in table 4.3 indicate that there is no significant difference in academic achievement between public and private pupils in selected Primary schools of Baringo County Kenya, still results indicate that the t-value and sig-value are, ($t=.942$ and $\text{sig}=.351$). Therefore basing on these results, the null hypothesis is accepted leading to a conclusion that academic achievement does not significantly differ among pupils in public and private schools of Baringo County Kenya.

Table 4.4

**Significant relationship between Teachers' qualification and
Students' achievement in selected Primary schools of Baringo
County Kenya**

Teachers' qualification	Students' achievement			X ²	Sig	Interpretation	Decision on Ho
	English	Kiswahili	Total				
Certificate	8	16	24	11.679	.009	No significant correlation	Accepted
Diploma	7	7	14				
Bachelors	5	8	13				
Masters	11	1	12				

The results in table 4.4 indicate that there is no significant relationship in education qualification among male and students' achievement in public and private selected Primary schools of Baringo County Kenya, still results indicate that the X²-value and sig-value are, (X²=11.679 and sig=0.009). Therefore basing on these results, the null hypothesis is accepted leading

to a conclusion that teachers' education qualification is not significantly correlated with students' achievement among public and private selected Primary schools of Baringo County Kenya.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the findings, conclusions, recommendations and suggested areas that need further research following the study objectives and study hypothesis.

5.0 Discussion

This study was set to find out the relationship between the teacher characteristics and performance of their pupils in set tests of public and private primary Schools in Baringo district. It was guided by four specific objectives, that included determining the; i) determining teachers qualification; ii) the level of pupils' achievement in English and Kiswahili; iii) to establish whether there is a significant difference in academic achievement of pupils in public and private schools; iv) the relationship between teachers' qualification and students' achievement in selected Primary schools of Baringo County Kenya.

The findings indicated that majority of respondents were male (54%) between 31-40 years (46%) of age, and these had certificate (39%) under qualifications and these had spent 2-4 years in their current schools (57%), this is in line with Granstrom (2002) who observing 40 class sessions and found out that male teachers increase the attention paid to girls as pupils age while female teachers consistently give more attention to boys.

Data analysis using frequency and percentages on level of pupil's achievement in public and private results indicate that only 3 out of 869 students in English class, these were followed by those between 61-80 marks, still in English majority of pupils got between 41-60 marks (65.1%), 138 pupils scored between 21-40 marks and these were 15.9%, therefore this implies a poor performance of these pupils which could be as a result of not being attentive in English lessons or failure of the Teachers to make this pupils understand.

The comparative analysis in table 3 indicated a positive insignificant difference in academic achievement in public and private schools in selected Primary schools of Baringo County Kenya. This is indicated by the

fact that the sig. value was less than the maximum sig. value of 0.05 considered in social sciences.

Finally, the findings indicated a positive insignificant relationship between the level of teachers' qualification and students' achievement in selected Primary schools of Baringo County Kenya. This is shown by the fact that the sig. value was less than the maximum sig. value of 0.05 considered in social sciences, therefore this is in line with Rodriguez (2002) in his survey of 20 teachers indicated that male teachers are likely to select a more aggressive approach towards boys while teachers of either gender tended to ignore boys' disruptive behaviors than that of girls when the behavior was not aggressive, he also suggested that male teachers tend to be more authoritative whereas female teachers tend to be more supportive and expressive.

5.2 Conclusions

From the findings of the study, the researcher concluded that majority of respondents in this sample were male (54%) between 31-40 years (46%) of age, the majority also were certificate holders (39%) and had spent over 5 years in their current schools (57%).

From the results of this study the general performance/ achievement of pupils in the two subjects English and kiswahili does not seem to point into to any specific teacher's characteristics of qualification, experience, age and gender. This study also does show any significant difference in performance between public and private schools and hence does not answer the questions of which schools are better in terms of performance.

There is no significant difference in academic achievement between public and private pupils in selected Primary schools of Baringo County Kenya ($t=.942$ and $\text{sig}=.351$). Therefore basing on these results, the null hypothesis was accepted leading to a conclusion that academic achievement does not significantly differ among public and private pupils in selected Primary schools of Baringo County Kenya.

There is no significant relationship in Teachers' qualification and students' achievement in public and private selected Primary schools of Baringo County Kenya ($X^2=11.679$ and $\text{sig}=.009$). Therefore basing on these results, the null hypothesis was accepted leading to a conclusion that teachers' education qualification is insignificantly correlated with students' achievement in public and private selected Primary schools of Baringo County Kenya.

5.3 Recommendations

From the above findings, the following recommendations were made;

1. The researcher recommends that the schools' administration should hire more female teachers in order to overcome this problem of gender imbalance among teachers.
2. The schools' administrations should encourage teachers to go for further education since majority of teachers are certificate holders and this can be done by sponsoring them.
3. There is need by the school administrations to employ more competent and experienced English teachers since few pupils are scoring 81 and above marks in English subject.
4. There is need by the school administrations to always motivate Kiswahili teachers such that they maintain their good performance since very few pupils are scoring below 20 marks.
5. Teachers also need to re-evaluate their teaching methods and teacher educators need to pursue the possibility of introducing in-service courses to improve the teacher's pedagogical methods or enhance their understanding of the subject matter being taught

Areas that need further research

Prospective researchers and even students are encouraged to research on the following areas;

- 1.** Teacher characteristics and students achievement at lower elementary levels (class 1-3) and at secondary levels especially in forms 3 and 4 when the students are a little older and especially when the other subject areas are considered.
- 2.** Teachers variables that influence students leaning in primary and secondary schools.
- 3.** .Pupil variables that influence student learning in languages and science

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APPENDICES

APPENDIX I: TRANSIMITTAL LETTER



Ggaba Road - Kansanga
P.O. Box 20000, Kampala, Uganda
Tel: +256- 41- 266813 / +256- 41-267634
Fax: +256- 41- 501974
E- mail: admin@kiu.ac.ug,
Website: www.kiu.ac.ug

**OFFICE OF THE COORDINATOR OF EDUCATION
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)**

August 25, 2011

Dear Sir/Madam,

**RE: REQUEST FOR CHEPKIYENG C. JULIUS KARANEI
MED/22824/81/DF: TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Educational Management and Administration.

He is currently conducting a field research of which the title is **"Teacher Characteristics and Academic Achievement in English, and Kiswahili of Pupils in Selected Primary Schools in Kabarnet Municipality, Baringo, and County Kenya."**

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,


Ms. Kyolaba Sarah
Coordinator Education, (SPGSR)

"Exploring the Heights"

APPENDIX II A

DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

TEACHERS' QUESTIONNAIRES

Gender [please tick]: 1) Male ☐

2) Female ☐

Age _____

Qualification under education discipline [Please Specify]:

1) Certificate _____

2) Diploma _____

3) Bachelors _____

4) Masters _____

5) PhD _____

Other qualifications other than education discipline; _____

Number of years teaching experience [please tick]:

Less than / below one year

1) 1 – 2 years ☐

2) 3 – 4 years ☐

3) 5 – 6 years ☐

4) 7 years and above ☐

APPENDIX II B

STUDENT'S ACHIEVEMENT MARK SHEET

END OF TERM II RESULTS 2011

S/NO	GENDER		PUPIL SCORES		
	MALE	FEMALE	MATHS	ENGLISH	KISWAHILI
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

Teacher's signature :

Date :

School stamp :

APPENDIX III

TIME PLAN

Phase / activity	Time [months]	Dates [2011]
Development Of Proposal	4	April – August
Development & Piloting of Instruments	1 week	August
Data Collection	2 weeks	September
Data Organisation, Analysis & Interpretation	2 weeks	September
Typing & Editing	1 week	September

APPENDIX IV

ESTIMATED BUDGET

No	Item	Description	Cost [K shs]
1.	Stationery	<ul style="list-style-type: none"> • 4 reams of photocopying paper @ 800/= 4 X 800 • Flash disc & Cd • Foolscaps & pen 	3,200 1,500 1,000
2.	Personnel	Five field assistants @ 400/= per day for 5 days = 2000 X 5	10,000
3.	Library		5,000
4.	Transport		20,000
5.	Communication		5,000
6.	Internet		4,200
7.	Analysis and miscellaneous expenses		15,000
	Total		64,900/=

APPENDIX V

PROPOSED DATA PRESENTATION THROUGH TABLES / GRAPH

The data collected will be tabulate as shown in the table below

			Subject mean				
Age [yrs]	Exp [Yrs]	Qual.	All	Boys	Girls	SD	Correlation Coefficients
A1							
A2							
A3							
A4							
A5							
A6							
A7							
A18							

NB: There will be four tables of this type for each of the four classes

under study

CURRICULLUM VITAE

PERSONAL INFORMATION

Name : Chepkiyeng C. Julius Karanei

Date of Birth : September 4.1969.

Sex : Male.

I.D No : 9959695.

Citizenship : Kenyan

Languages : Kiswahili, English, Marakwet

Marital Status : Married

Permanent Address : P.O. Box 46. Kapsowar, Via Eldoret

Next Of Kin : Agnes Neleah Mlama

Relationship with Next Of Kin : Spouse

Address of Next Of Kin : Kabamet H School. Box 26 Kabarnet

EDUCATIONAL BACKGROUND

Year	Institution	Award
Sept. 1990- April 1994	Kenyatta University	BEd (Science), Second Class (Hons.)-Lower Division.
Feb.1988 - Nov. 1989	St. Patrick's High School - Iten	K.A.C.E: -Mathematics B - Physics D -Chemistry D
Feb. 1984 - Nov. 1987	Kitale Technical School - Kitale	K.C.E. Division 1. 18 pts.
Jan. 1977 - Nov.1983	Sinon Prmarv School	CP.E. -33 Pts.

EMPLOYMENT HISTORY

Period	Employer	Destination
Sept. 1994 - April, 1997.	Teachers' Service Commission (TSC) IMMEDIATE SUPERVISOR: Headmaster - Saos Secondary School. P. O. Box 401 - Eldama Ravine.	Teacher RESPONSIBILITIES: To teach Maths and Physics. Other responsibilities: Patron. Christian Union (Sept. 1994 - April. 1997) Exams Officer (1996 - April. 1997).
April 1997 to date	Teachers' Service Commission (TSC) IMMEDIATE SUPERVISOR: Headmistress - Kapropita Girls' High School, P.O. Box 11. Kabamet	To teach Maths and Physics. Other Responsibilities: - Ag. HOD. Maths Dept.(April, 1998 to date) - Patron, Christian Union.(April. 1997 - date) - Ag. Senior Master.(Jan. 1999 - date) - Coach - Lawn Tennis, KLTA LEVEL I

Availability; Contact address - P.O. Box 11-30400, Tel: **+254 725 898470**

E-mail: ***jkaranei@yahoo.com***

REFEREES:

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