

**FACTORS INFLUENCING PERFORMANCE OF ENGLISH AS A SUBJECT IN
KENYA CERTIFICATE OF PRIMARY EDUCATION IN NAKURU TOWN,
EAST SUB-COUNTY, KENYA**

KOTUT, JANE BETTY

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DECLARATION

This Research Project is my original work and has not been presented for a Degree award in any other university.

Signature.....

Date.....

Jane Betty Kotut

E56/70698/2013

Supervisors' Approval

This research project has been submitted for consideration with my approval as the university supervisor.

1. Signature.....

Date.....

Ms. Alice Masese

Department of Educational Foundations

University of Nairobi

DEDICATION

First and foremost, I would like to dedicate this work to my loving and caring husband John Home, my best friend ever, my confidant and a constant source of encouragement. He has had to make more than enough sacrifices to enable me to complete this project successfully. His support both at home and during my study period has been tremendous, and I will be forever grateful.

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ABBREVIATIONS AND ACRONYMS

USA:	United States of America
LOI:	Language of Instruction
KCPE:	Kenya Certificate of Primary Education
OLS:	Ordinary Least Squares
2SLS:	2 Stage Least Squares
CLT:	Communicative Language Teaching
ESL:	English as a Second Language
EFL:	English as a Foreign Language
NACOSTI:	National Commission for Science, Technology and Innovation
TSC:	Teachers Service Commission
CDE:	County Director of Education

ABSTRACT

Over the years, the language of instruction in Kenyan schools has been English. Thus, students' proficiency in English goes to a long extent to determine the student academic achievement in the overall. Student's failure to understand the English language becomes a challenge in academic achievement. Performance in English determines the performance in other subjects since it is the language of instruction in schools. This study sought to investigate factors influencing performance of English in the KCPE in primary schools in Nakuru Town East Sub-County. The study established the influence of the training of teachers, availability of teaching and learning materials, and student's and teacher's attitude towards English learning on the performance of English in primary schools in Nakuru Town, East Sub-County. The study employed a descriptive research design. The study sample included 92 teachers and 352 students drawn from 30 primary schools in Nakuru Town East Sub-County. Data collection was done using a questionnaire structured on a likert scale. The collected data was analyzed in form of descriptive and inferential statistics with the aid of Statistical Package for Social Sciences (SPSS) version 22. Findings were presented in tables and discussions thereof. It was established that teacher training though an essential recruitment requirement had no significant effect on performance of English in primary schools. Availability of teaching and learning materials was found to have an average significant relationship with English performance. Teachers' attitude towards teaching and learning of English was shown not to have a significant influence on students' performance. However, students' attitudes on learning English had a significant effect on performance. The researcher therefore concluded that teacher training alone was not sufficient to enhance students' performance. The research further concluded that presence of learning materials was important in enhancing students' performance in English. Additionally, the study concluded that students' attitude influences their performance in English. The study recommended that the ministry of education should provide more training for teachers to improve on their teaching methods. Moreover, the school management boards should ensure the provision of teaching and learning materials in the schools. The study further recommended that both the school administration and the teachers should work together to help the students develop positive attitudes towards the learning of English.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Pupils' performance has been an issue of great concern since the beginning of modern education. Majority of the countries have realized that in the heart of educational process are the pupils. Further it has been noted that all the innovations being seen in education without good performance are destined for failure (Glewwe2002). Globally, the main objective of education in any democratic society is to provide learners with quality education that enlightens them to be productive members of the society (Kundu & Tutoo 2000). With globalization, English has been embraced as one of the commonly used means of communication all over the world. English is the language used in the world of science, globalization, commerce, trade, politics, history, education, entertainment, media and technology (Kagan, 1984).

Low academic performance has been a problem faced by students with low Proficiency in English (PiE) as literature has reported through many researches that have been carried out at school as well as at graduation level in a several countries around the world. In the United States of America, it is recorded that schools comprehensively focuses on the various tasks involved in learning English for pupils with low PiE. The transition and preparation of students academically in moving to a new culture is often lost on the wayside (Pardeep, 2014). In the U.S. students who have low Proficiency in English are placed in low track classes and are considered to be low level learners. They instructed using lecture as well paper and pencil method.

Scholars have demonstrated that Learners of English become poor performers not as a result of low proficiency in English but as a result of the method used in instructing them. Therefore the

students feel that academics are not interesting, challenging, and also not engaging. Furthermore, less is expected from them thus they become bored leading to a decline in their performance. Studies therefore conclude language proficiency is not majorly the issue but the method of instruction and the program that is offered which outweighs the issue of language proficiency. Therefore it is paramount that schools emphasize on improving on methods of instruction to enhance English performance. This can be done through improved training of teachers which goes along way also in improving their attitude towards teaching the language.

On the other hand, there are recommendations that schools should ensure they offer meticulous academic curricular for the students Learning English with the intentions of making them succeed (Rebecca, 2005). The instruction language as well as the method used was considered as the only way ensure that students do not fall behind academically in the process of learning English. The presence immigrants in the US high schools with low level of English proficiency, inconsistent preceding schooling becomes a barrier to the students' success. The increase in the dropout rate among the Learners of English may be indicative of the academic disconnect experienced by the minority and linguistic minority students alike (Gandara, 2002). Proficiency in English gives confidence to the learners and enables them to interact freely even with the teachers. This consequently creates an enabling environment for learning.

In some studies, authors have advanced an argument that students entering schools having declined academic performance, should be taught in a simplified remedial manner which also allows those students who are better prepared to move unhampered by their slow classmates. In some few schools, students considered weak in English are taught in a very poor way in consideration of the fact that they are academically weak thus making them become more weaker

in academics (Fortuny & Chaudry 2011). A study carried out to assess the academic performance among school students in U.S. established that the learning of English is neither the sole nor the primary determinant of the academic achievement of learners' of English. Availability of trained as well as prepared teachers also brings all the difference in improving the academic performance.

In the African context, Orgunsiji & O. (2009) observed that as a means of instruction English language plays a fundamental role in Nigerian schools right from primary to the tertiary level. The comprehension of the contents of school subjects is transmitted to students in all the levels of education using English language as the main medium of communication. As such, it is presumed that student academic achievement is dependent to a large extent on their level of proficiency in English language. In a study by Orgunsiji and O. (2009), their findings indicated that English language proficiency significantly impacted the students' overall academic achievement. Further they found a positive significant relationship between English language proficiency of the students and their overall academic achievement. Therefore, performance of English is shown to influence the students overall academic. The study recommended that further research ought to be conducted to ascertain the contribution of English to the overall academic performance.

Studies carried out in Tanzania established that students' English language achievement in National Examination has been poor for a long period of time. Nearly half of the students obtained between divisions four and zero in rural as well as urban secondary schools students (Nyamubi, 2003; Yohana, 2012). That sadly meant that the students graduated and left school with little proficiencies in English. As such, Tanzania just like other multilingual communities

globally has not been able to eradicate the problem of language performance in education. The Language of Instruction (LOI) for many years since independence has always been a matter of public intense debate.

Therefore, the poor academic achievements of students in national examinations, for many years have been attributed to low proficiency of the language of which in this case is English. The major cause of the decline in academic achievement has been considered to be the proficiency in the language of instruction and also the general decline of the standards of education. Indeed, adeptness in the language of instruction is a pre-requisite factor in the attainment of successful performance in education. Fakeye and Ogunsiji (2009) observed that students' success in school is based on being proficient in the language of instruction (LOI). In addition according to Harb and El-Shaarawi (2006) a pre-requisite factor having positive effect on students' performance has been considered to be competence in English. If the students are good in communication skills and are well versed in English, their academic performance is increased.

The ministry of education in Kenya has expressed concern over the apparent decline in the performance of learners in English at the Kenya Certificate of Secondary Education (KCSE) National Examinations (KNEC Report, 2006). It has also classified English among the core subjects in the curriculum. This means that for one to obtain a better grade in national examinations and therefore gain admission to a public University, he/she must pass in English. The growth and expansion of the education sector in Kenya has been an enduring endeavor of the Government since independence in 1963. Education is considered to be a basic need and a basic right needed for the economic development of a country.

Performance is ranked very highly on the national agenda, with educators and policymakers focused on testing, accountability, curriculum reform, and teacher quality, school choice and related concerns. The one thing that has been conspicuously absent is an examination of the effect of school conditions on the teaching and learning process, despite the existence of extensive literature linking school facilities with the quality of education and to the teacher morale and teacher productivity (Mark, 2003).

Education is a key component of human quality essential for generating high incomes and sustainable socio-economic development. It is characterized as an essential ingredient in poverty eradication (Ogawa, 2010). According to UNESCO (2007), from the time the Universal Declaration of Human Rights was adopted in 1948, education was officially acknowledged as a human right. According to Samoff (2007), cited in Ogawa, (2010) the mastery of curriculum is determined through the national examination. As such the best indicator of high quality education is a high score on the national examination. There is need therefore to emphasize on improving students' performance in National examination as a sign of quality in education. This can only be achieved through improving the quality of teachers' methods of instruction to enhance better mastery of the curriculum.

The importance of primary education cannot be overemphasized. Mwangi (2013) points out that the foundation of literacy and acquisition of other basic skills accompanied with positive social attitudes and values which make life worthwhile in modern society is primary. He also asserts that, primary education is the basis where all the other structures of modern educational and training systems are built. The Ministry of Education (2005b) indicates that primary education cycle lasts eight years and caters for learners of between 6-13 years leading to Kenya Certificate

of Primary Education (KCPE) as recommended by the Presidential Working Party on the Second University in Kenya of 1982.

Owiti, (2001) observed that the major functions of any examination system is to assess the outcome of the educational system in which it operates. This is often referred to as pupils' achievement which reflects the system internal efficiency. He outlined three primary objectives of Kenya Certificate of Primary Education (KCPE) examination which included the ranking candidates in consideration of their attainment of knowledge, skills and attitudes as is required of the syllabus; improving the process of learning in primary schools through provision of constant feedback information on candidates performance; and selecting pupils to secondary schools and to post primary technical training institutions using the academic performance as a base. Considering this view, they measure the mastery of curriculum. Ogawa (2010) claimed that high scores in examinations are the best pointer of a high quality education. Similarly, Abagi, Olweya and Otieno, W. (2000), pointed out that in Kenya, examinations are used as measures of achievement of the education system's objectives and in assessing the quality of the education offered. They contend that schools that perform well in national examinations are viewed as offering high quality education as opposed to those that perform poorly. Considering the contribution English may have on the overall performance in the examinations, measures need to be taken to improve on performance of English language.

The importance of English language for enhancing educational attainment through improved communicative skills and ability can never be over emphasized. Students who have so much difficulty with their communication skill may not function effectively in English. This is also reflected in their academic performance because of the fact that English language in Kenya today

is the language of textbooks and the language of instructions in schools (Aina,Ogundele, & Olanipekun, 2013). Therefore this study is aimed at establishing factors influencing the performance of English subject in primary schools in Kenya.

Focusing on school related factors, this study will examine the relationship between the presence of teaching and learning materials, students and teachers attitude towards learning of English and the performance in English language.

1.2 Statement of the Problem

The system of education in Kenya is subjugated by examination-oriented coaching, in which the only benchmark for performance is passing examinations because there lacks internal systems of monitoring the achievements in learning at other levels within an education cycle. There is a general agreement that quality education is manifested through literacy, cognitive abilities, performance and progression to higher levels of learning. There have a great reliance on high scores in examinations and transition rates to higher levels of education as core measures of achievement. In Kenya, the generally accepted measure of academic achievement has been examinations. Most of the subjects in primary school curriculum use English as the main instructional language. Thus performance in KCPE is largely dependent on the student proficiency in English. Although funds have been channeled into basic education by the government, performance of English at KCPE still remains a big challenge to many students. The problem may be attributed to lack of sufficient teaching materials, insufficient training of teachers and both the teachers and students attitudes in teaching and learning the English language. Improving performance in English language would mean that students' performance in

KCPE would also be enhanced. In light of the foregoing, this study set out to establish factors influencing performance of English in primary schools in Kenya.

1.3 Purpose of the Study

The study set out to establish factors influencing the Performance of English in the KCPE examination in public and private primary schools in Nakuru town East Sub-County, Kenya.

1.4 Objectives of the Study

The study's objectives were to;

- i. Establish the influence of teacher training on performance of English in primary schools in Nakuru Town East Sub-County.
- ii. Establish the influence of teaching and learning materials on performance of English in primary schools in Nakuru Town East Sub-County.
- iii. Examine the influence of teachers' and students' attitude towards learning of English on performance of English in primary schools in Nakuru Town East Sub-County

1.5 Research Questions

The researcher was guided by the following research questions.

- i. How does the training of teachers influence English performance in primary schools in Nakuru Town East Sub-County?
- ii. Does the availability of teaching and learning materials influence English performance in primary schools in Nakuru Town East Sub-County?
- iii. What is the effect of teachers' and students' attitude towards the learning of English on the performance of English in primary schools in Nakuru Town East Sub-County?

1.6 Significance of the Study

Primary schools in Kenya form the foundation for further learning in the post primary institutions. As such, the performance of students in English is very important for the academic progression of every student. English is the main language used for instruction in all subjects in the school thus the performance in English is paramount for all students who do well in their academic work. This study would be important in bringing out the strategies that enable teachers and students work on improving the performance of English in their schools. Further the study serves as an eye opener to primary schools management on the best practices that would help them improve Performance of English in their schools. In addition the study helps the school policy makers to come up with school language policies that will help in enhancing Performance of English in primary schools. Finally, the study findings contribute to the existing literature and serve as a reference point to future scholars who might be interested in this area.

1.7 Limitations of the Study

This study was carried out in an area with so many primary schools thus requiring a lot of time to conduct data collection. As such the researcher engaged the help of research assistants who were trained on how to go about collecting data. The research also required a substantial amount of financial investment to have a comprehensive study. The researcher therefore was constrained financially. The researcher in this case tried to come up with a sample that is representative for effective generalization of the results. The researcher further was faced by non-response due to the respondents' unwillingness to respond. However the researcher had to assure the participants that their information will be treated with strict confidentiality and that it will only be used for the purpose of this study only.

1.8 Delimitation of the Study

The study was confined to Nakuru Town, East Sub-County only. Financial constraints limited the researcher from expanding the scope of the study to other sub-counties. However the researcher sampled adequate schools to enable her come up with more generalizable results.

1.9 Basic Assumptions of the Study

The study assumed that the responses given by the respondents were sincere and honest and as such represent their true perception of the subject under the study. The study further assumed that the respondents are familiar with the trend in the performance of English in their schools and in the sub county in general.

1.10 Definition of Terms

Primary School: These are schools offering basic primary education run from class 1 up to class 8 comprising of students aged between 7 to 14 years.

Performance: This refers to scores obtained in an examination, and in this study it will refer to the KCPE performance.

Attitude: This refers to the set of values that the pupil or teacher holds towards members of the target group and also towards his own culture. In this study, it will be used to imply attitude towards English learning.

Student: This term refers to a person/pupil enrolled in a school to pursue academic objectives. In this study, the term refers to primary schools pupils.

Teacher: This refers to an expert capable of imparting knowledge to help learners to build, identify and acquire skills to be used to face challenges in life. In this study, the term refers to the teachers of English in primary schools

Teacher training: Refers to processes designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students. In this study, the term refers to the professional training for English teachers in primary schools.

Teaching and Learning Materials: These are objects or devices which help the teacher to make a lesson much clearer to the learner. They also refer to the objects or devices that learners require to facilitate their learning process. In this study, these materials refer to stationery and school infrastructure required for day to day running of the schools.

1.11 Organization of the study

This thesis was structured in four chapters. The first chapter presented background of the study, statement of the problem and purpose of the study. Included also in this chapter are the objectives of the study, research questions, significance of the study and limitations. Besides, this section also featured the delimitations of the study, basic assumptions of the study and definitions of significant terms as used in the study. Chapter two featured a detailed review of literature related to this area of study. It also captured the study's theoretical framework, conceptual framework and summary of literature review.

Chapter three focused on the research methodology and discussed the research design; target and sample population; sample selection and sample size; research instruments; piloting; validity and reliability of the research instruments; data collection procedures; data analysis and ethical considerations.

Chapter four of the study presented the study findings from the analysis of data. The findings were in line with the study variables and presented in both descriptive and inferential statistics.

Chapter five presents a summary of findings, conclusions and recommendations derived from the findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a discussion of literature relevant to the study. The chapter discusses the empirical studies based on the study variables followed by the conceptual framework, theoretical review and finally a summary of literature will be provided.

2.2 Teacher Training and Performance of English

Previous studies have established that education quality is depended upon the capability, effort as well as the commitment of the instructor. The failures of the teacher in keeping him/herself in pace with the brisk scientific and educational advancements leads him/her to become inefficient and ineffective. In their studies Aaronson, *et al.* (2007) established the lack of a significant correlation linking teacher experience to student academic performance. Clotfelter, *et al.* (2007) on the other hand found the presence of a strong positive correlation between student academic achievement and the experience of the teacher.

A study by Farooq and Shahzadi (2006) compared professionally trained and untrained teachers effectiveness in teaching and the effect of students' gender on achievement in Mathematics. The outcomes of the study confirmed that better results were obtained by students taught by trained teachers as compared to those taught by untrained teachers. In addition, Moon, Mayes and Hutchinson (2004) sought to explain that Teachers' professional distinctiveness, their skillfulness in teaching and the atmosphere they build to teach has significant influence on learners' performance. Evidently, studies have not been conclusive on how teacher training impacts on the academic performance. Various findings have been put across that contradict each other necessitating the need for further studies in the area.

According to Jacob and Lefgren (2004) there is no statistically significant effect as far as marginal increases in in-service training is concerned on either reading or math achievement. This suggests that the academic accomplishments of children in elementary schools in extremely poor areas may not be sufficiently increased by modest investments in staff development. Harris & Sass (2006) in their research looked at the effects of various types of education and training on the capability of teachers to advance student attainment of high performance in academics. They discovered that there is no evidence that the ability to increase student achievement is not influenced by either teachers' undergraduate training or their scholastic propensity.

Apart from the positive correlations between ownership of a Master's Degree and elementary mathematics attainment established by Betts *et al.* (2003), Dee (2004) and Nye, *et al.* (2004), recent research indicated the presence of either insignificant associations or in some instances even negative associations between possession of graduate degrees by a teacher and their students' achievement in either arithmetic or reading. Contrary to the familiarity and possession of advanced degrees, the pre-service undergraduate training of teachers has attracted less attention in the recent literature.

According to Goe (2007), qualification of the teacher is vital as it is used as an indicator in the assessing the quality of teachers. Furthermore, Aaronson & Barrow (2003) asserts that there are two key teacher academic qualification variables which produce positive results in the teaching of English language. Learning of English in primary school level appears that those teachers having stronger English knowledge produce better student achievement as compared to those teachers with less knowledge (Goe, 2007). Wenglinsky, (2003) identifies that the subject matter

knowledge is vital in production of better results in English language. Therefore teachers need to continuously be updated on current trends in English language to remain competent in teaching.

The assertion on the association of the specific teachers' qualification in relation to the performance of the pupils in English varies in the grade level. There is a very strong connection between the primary school expertise in English and the performance of the pupils. The completion of a teacher training at undergraduate level with the performance of the pupils is associated with high academic performance in English language (Aaronson & Barrow, 2003). In another study, Goe (2007) ascertains that the recruitment of teachers on the basis of merit has a positive marginal relationship in the performance of English in primary schools. Consequently recruitment of highly qualified teachers may have a big impact towards improving the performance of students

According to Lafayette (2009) if the English teacher has a strong command of the language it is automatic that s/he would deliver well in class. This gives the teacher confidence in the mastery of English language leading to improved grades of the learners. Poor command of English as the language of instruction places the teacher at a very weird situation considering the nature of the dynamic classroom state of affairs. Thus, in communicative language teaching, it is very important to understand that the knowledge of the target language should be taken more cautiously. Furthermore, Al-Mutawa & Kailani (2009) agree that if a teacher does not have a great command of English language, poor knowledge of English sound system, vocabulary, grammar and communications skills would fail the English teacher administering maximum performance.

Cullen (2009) posits that teaching methodology and communicative language requires the respective teachers to have higher level of proficiency in English language and parts of speech. Thus, Teachers of English should be able to acclimatize to the changing trends in teaching of English languages in primary schools. A majority of studies have found out that teacher training is an important aspect in teaching and learning of English language. Some of the studies have established that the pre-service education as well as training matter. Other studies have indicated that in-service training could be considered to be more effective. The existing data is rather convoluted and diverse; no reservation varying by the eminence of research design and data. However the overall suggestion observes that well educated teachers are more effective in terms of cognitive accomplishment.

However, doubts have been cast on the necessity of university educated teachers to teach in primary schools in low-income countries. Further it has been observed that it is not necessary to have training of teachers in colleges taking very long durations of time (more than 2 years) after secondary school. In the early levels of primary, it is often sufficient and more cost-effective to give a one-year pre-service coupled with well designed in-service follow-up and support (Verspoor, 2003). There are three key issues that have been identified for teacher effectiveness in the World Bank 1990 policy paper that are based upon a broad literature analysis. These include awareness of subject matter; didactic skills; and teacher stimulus, of which remuneration is only one part. Thus, apart from extensive training of teachers, other factors must be considered in improving the students' outcomes in the learning of English.

With the current trend in language development especially with the coming up of unstandardized languages like sheng, it is paramount that teachers keep themselves abreast of the situation. The required qualification for a primary school teacher is a P1 (Primary 1) certificate which is a 1

year training course. This is considered sufficient for teaching students in primary schools. Currently though, many teachers are pursuing further education to improve their professional qualification. However little research has been done to establish how this trend is influencing the performance in primary schools in Kenya. Moreover, it is not clear whether there is sufficient in service training and the extent this would influence Performance of English in schools. It remains a matter of research whether the amount of training one acquires have any bearing on the performance of English in primary schools. This study will therefore seek to establish how training influences Performance of English in primary schools.

2.3 Teaching and Learning Materials and Performance of English

The literature reviewed in this study has indicated the importance of teaching resources in the whole process of teaching as well as learning of any subject. The teaching material together with the learning materials make learning more enjoyable and interesting to the students since they provide practical experience which goes a long way in stimulating self-activity and creativity among the students. The materials also provide tangible foundation for abstract thoughts thus reducing pointless word responses from students (Nyamubi, 2003). According to Kapoli (2001) authentic resources assist the learners in exploring the verbal communication in everyday life that is customized to meet their needs and interests. UNESCO (2000) noted that availing the teaching and learning resources particularly books is a valuable way of improving results.

Nevertheless, according to the World Education Report (1998) in many countries, difficult conditions exist in relation to the substantial states of schools as well as to the accessibility of training materials, class sizes, or the dynamic distinctiveness of the learners' population. This lack of sufficient resources could result in poor performance in English and to a large extent, the

overall academic performance. The presence and utilization of training materials influence the efficacy of a teacher's lesson. Moreover, Rachel, (2013) observed that the ingenious use of an assortment of media in teaching enhances the likelihood of the student to learn more, preserve better what they learn and enhance their achievement on the skills that they are projected to develop.

Additionally, Francisca (2012) avowed that little children are able to understand conceptual ideas if they are provided with enough resources and practical experience with the event that they are to comprehend. Thus, a variety of teaching materials enhances the ability of the students to grasp the curriculum content. On the other hand, class size has been acknowledged as major determinant of academic performance. Further studies have shown that schools with smaller class sizes achieve superior academic performance than schools with bigger class sizes. Michael, Daniel and Steffi (2011) made a conclusion to the point that class sizes above 40 negatively affect the achievement of students.

Theresa (2014) demonstrated that given that children have differences as far as motivation, interests and abilities are concerned and that they also differ in health, private and group alteration and inventiveness, good teaching is generally well done in classes with smaller numbers that permit provision of individual attention. This requires sufficient number of teachers and expansion of school infrastructure to ensure that schools have comparatively smaller class sizes. Karemera (2003) observed that students' academic performance is extensively interrelated with satisfaction, with scholarly environment and the amenities such as library, computer lab and others in the institution of learning. Schneider (2003) also discovered that school amenities have

an express effect on coaching. Text books facilitate the pupils to trail the teacher's order of presentation and assists in understanding of the lessons (Ubogu, 2004).

Evidence exists that indicates that the quantities of time students are provided for instruction always have a positive consequence on their accomplishment. Students that take a large percentage of their time in learning activities premeditated to enhance their skill knowledge raise their chances of raising those skills more than students that spend less time in such activities (Nanyonjo 2007). Hence provision of sufficient learning materials and teaching aids would enhance the teaching and learning process. Constant interaction of students and teachers in learning may significantly determine the student performance.

Since the year 2003, the government undertook the responsibility of financing primary schools. This led to an increase in the demand for primary school education in all public primary schools. The increased enrollment has brought about a constraint in the resources necessary for effective teaching and learning in schools. Also as a result of this, many private schools have come up to complement public schools in catering for this demand. This study will be seeking to establish the sufficiency of the available teaching and learning materials and how they influence Performance of English in primary schools.

2.4 Attitude and Performance of English

Attitude can either hinder or enhance learning and thus is considered an important aspect in learning. Consequently a highly motivated pupil who learns and sees its usefulness can be successful in language learning as compared to one who has a lower degree of aspirations, interest and motivation. If one is encouraged to learn, and he or she appreciates the value of learning, chances of performing well are very high (KESSP, 2006). Mary (2014) asserts that

when a class is made up of intentional learners some degree of self-motivation can be undermined and taken advantage of, but when learners are involuntary, the trainer has to arouse and preserve the enthusiasm.

Mokono (2004) confirms the assertion by noting that little has been done to change the pessimistic attitudes of learners in learning despite the presence of set school policies. Soakpa (2005) carried out a study in regard to the attitudes of pre-secondary school learners towards learning in the Democratic Republic of Congo. The study used survey design and questionnaires to collect data and his study established that the economic status of the pupils influenced the attitudes they form towards English learning considering that they ascribe the language to the well-to-do people in society. In this study, the researcher aims at ascertaining whether the same results could be obtained in the case for Kenya. A descriptive survey research design will help to elicit responses regarding the behavior of teachers' students in the learning of English.

Empirical studies have established that language attitude is important because it influences the process of learning a given language. A research by Gardner (2002) on attitudes and motivation found the existence of an association with linguistic achievement of learners, underscoring the importance of attitudes and impetus as a precursor in language learning. It is also normally acknowledged among scholars that upbeat attitudes assist the learning course, though mind-set does not decide the behavior (Mary, 2014).

In schooling, attitudes have been regarded as both an input and as an output. A study by Xu (2008) found out that attitudes are positively correlated with achievement in learning the second language since they enhance the learners' self-drive to gain knowledge of the language. In addition, the study observed that persons' attitudes regarding a given language that they are

learning meet imperative desires as they gratify certain functions among them being the achievement of high scores in language assessment. Language learning is intimately linked to the attitudes of the learners regarding that particular language (Firdevs, 2007).

Studies have been conducted on language attitudes (Mary, 2014; Fadel & Khaled (2013) and Momani 2009). Fadel and Khaled (2013) in their study noted that students' attitudes relating to a second language influences their learning and mastery of the language. They made a conclusion to the effect that attitude improves the progression of learning the second language, influencing the learner's conduct and sentiment towards the language, its customs and society. Momani (2009) undertook a study to examine the attitudes in learning English as an alien language and their success in reading a comprehension among students at secondary stage. The study discovered that students had impartial attitudes regarding the learning of English which influenced their success in reading comprehension. Therefore, attitudes formed on a given Language influence the views that a language learner has regarding that language. The attitude formed on a language can either hinder or enhance the learning and performance in that particular language.

The feeling of teachers in regard to the languages they encounter in a school location predicts their usage of these languages in class instructions. The use of these languages further predicts how these languages are to be used by learners. In general, the presence of several language options prompts an individual to a deliberation of the linguistic attitudes formed by the individual (Omulando, 2004). The mind-set possessed regarding a language determines the way a language is acknowledged and exercised by a person or group of people. Consequently the

higher the value of a language the more its readily accepted and the more the language is used. On the other hand the lower the value the colder the reception and the less the language is used.

According to Mary (2014) the status placed on a given language, its value and importance is most oftenly and mainly measured by the mind-sets formed on that language. As such, this study will be seeking the value placed on English language by both learners and teachers and how this influences English performance.

Mwale (2001) conducted a survey in Malawi on secondary school learners' attitudes towards the teaching and learning in primary schools. The study purposed to examine the learners' attitudes towards learning and their effect on performance. The study found out that majority of the learners disagreed that they hated learning. The learners had a strong desire to learn. However, teachers frustrated them by embarrassing them. The study used a Likert scale as the main instrument for the study, which is an appropriate instrument in measuring attitude. This study found out that the learners can be interested but if the teachers cannot use positive reinforcement, they kill the morale in the learners.

There is a correlation between attitudes, self-concept and teaching effectiveness that reveals that when teachers were teaching effectively, there was a closer relationship between attitudes and self-concept than when teaching effectiveness was varied. The satisfaction of a teacher is positively related to his/her achievements in the good performance of his/her pupils/students (Ngaruiya, 2013).

The above discussion brings out the importance of positive attitude in the subject of teaching and learning. Positive attitude from both the teachers and students is required for effective teaching

and learning. In this study the researcher will seek to establish how learners and teachers attitude towards English influences learners' achievement in English language.

2.5 Performance in primary schools

A lot of studies on have been done on student performances that have focused on urbanized countries settings. Many of these studies related the performance of learners to several dimensions' of learning, including school value, training excellence, teacher income, group size, and sexual characteristics. The core practical problem is that though the immeasurable inputs are as significant as the quantifiable ones, there exist various other aspects that require paying attention to. Most importantly, there has been some disquiet in that while learners are trained by several numbers of teachers, it is almost impossible that the performance of a particular learner can be linked to a particular teacher (Kingdon & Teal, 2002). However, it can be asserted that the quality of the teachers concerned with the teaching determine the performance of the individual students. Additionally, it is possible that teacher's attitude shape the students attitudes towards a given subject.

A study that was conducted in Indian schools investigating the connection linking performance related pay to student accomplishment considered the aspect relating to endogeneity in the association connecting pay and achievement (Kingdon & Teal, 2002). The researchers' established convincing indication suggesting that performance linked pay in privately run sector influenced the achievement of the students, but the same was not true for public schools. This study will seek to establish the situation in the Kenyan context and provide information regarding public schools.

Studies have given inconsistent findings in regard to the effect of class size on the performance of students, both in the case of developing as well as developed countries. On the one side, a comparative researching involving public schools in various US states established that in Tennessee, students learning is positively influenced by smaller class sizes and in particular in fields involving elementary reading (Darling-Hammond, 2000). In an additional evaluation, Danny, Mark, and Ehud (2009) used regression methods in their analysis. Their study established that reducing class size enhances the performance of students in tests for fourth- and fifth-grade in Israeli public schools.

Moreover, Esther & Haroon (2014) considered a study that separated their section of South African statistics based on races that included the Blacks and the Whites. They looked how pupil-teacher proportion affects education achievement, admissions, and arithmetical and literacy test grades. Most importantly they considered grades obtained from tests among the Blacks. The study established that when school resources and education success are incorporated as control measures, an elevated pupil-teacher share negatively affects students' math score but positively and insignificantly affect literacy levels. In addition, they found that amongst the White race, the pupil-teacher fraction have a positive even though insignificant effect on the performance of students on both tests.

On the contrary, several studies have established that small class sizes do not matter as far as student performance is concerned (Hoxby, 2000; and Urquiola, 2001). Further, Jones (2001) reviewed two hundred and seventy seven econometric analyses that focused on how class sizes affect student achievement. The review established that among the 277 studies, 28 percent of them showed estimates that were statistically significant while thirteen percent of those studies

produced negatively significant estimates. Further a study that was done in Bangladesh among secondary schools also established that class size was insignificant in determining student achievements, having applied both ordinary least square methods as well as IV regressions. The study concluded that reducing class size is not important for a developing country such as Bangladesh (Asadullah, 2005). This study sets out to authenticate the role of class size being one of the requirements in the teaching and learning process influences the performance of English in Nakuru Town East Sub-County.

Armentano (2003) while considering the importance of teachers argued that teachers significantly influenced student progress greatly than the economic status of the student and the location of the school. Moreover, Darling-Hammond (2000) concluded that the parameters used in preparation of the teacher and their subsequent certifications have a strong correlation with the learners' performance in both reading and mathematics. On the other hand, a randomized experimental study by Banerjee *et al.* (2005) in India found that in an after class program, where the learner is given individual attention in an afterschool tutoring, the learning of the student significantly increases. However this may not be conclusive given that most of the time is consumed by student being in school. Research should establish whether there is proper time utilization in schools and whether it is sufficient for maximum academic outcomes for learners.

Studies have also discussed the impact of choice of school by the parents and the type of school on the achievement, although most of these studies use data from countries which are developed more so involving Catholic schools. A study by Altonji *et al.* (2005) established that students from Catholic school have high chances of to complete high school and proceeding for post secondary schools levels. The study however did not find any disparity in regard to test scores. In

the same way, Hanushek *et al.* (2005) carried an assessment of chartered schools in Texas. They found out that on those schools the average achievement by the student was not significantly varying from those of regular schools. In the meantime, Tooley and Dixon, (2005) utilized data from urban areas in India and established that the choice of public or private schools was not strongly significant in determining student achievement. This was taken to mean that parents in urban India did not have a preference as far as school types were concerned.

Absenteeism of teachers as an apparent determinant of the effort of the teacher and their performance has formed the basis most recent studies. Chaudhury *et al.* (2004) reported findings on researches conducted in six different developing countries. The researches yielded data relating to teachers and health workers absenteeism. The study averaged the data across the six different countries and established a 19 percent absenteeism rate for teachers in primary school. In comparison, the estimated absence rate in Indonesia's was placed at 19 percent, thus making it to be among the countries in the sample with lowest absenteeism rate among the teachers as compared to India (25 percent) or Uganda (27), but a slightly higher absence rate in comparison to Peru (11), Ecuador (14), or Bangladesh (16). In addition, studies by Kremer *et al.* (2004) gave some initial results showing the linkage that exists between absence and student achievement. The studies showed that in India, higher rate of absence of teachers in primary school is correlated with the predicted test scores, while in Bangladesh, the rate of absenteeism among teachers results to diminished scores in English but the same does not apply to maths (Chaudhury *et al.* 2004). Teacher absence results in a reduction in time students have to interact with their teachers for learning purposes. They may have an impact on students' academic performance.

A study by Das *et al.* (2005) using a section dataset from Zambia on student as well as teachers focused their attention on classroom inspection of teacher presence. The study found that a 5 percent rise in teacher's absence rate resulted in a decline in learning by 3.75 percent in English and 4 percent in mathematics of the average gains over the period. One of the pioneer studies that related student achievement to teacher absenteeism was by Miller (2008) which related teacher absenteeism as measured by leave days used, as noted in administrative records to student pass rates in various tests using data from schools in New York. The study treated the teacher and student absenteeism as exogenous variables. It was found out that teacher absenteeism lowered student pass rates only in one elementary level test but had no impact on high school level tests. These studies have not been significantly replicated in developing countries and therefore there is scanty information to prove the same in developing countries.

2.7 Conceptual framework

A conceptual framework is a model that employs the use of drawings/diagrams to explain the interrelationships between variables (Orodho, 2009). The study conceptualized a framework consisting of both independent and dependent variables. The independent variables included teacher's training, teaching and learning materials and attitude. The dependent variable was Performance of English. The study conceptualized that the independent variables influenced the dependent variable where the independent variables could either lead to a good or poor performance in English.

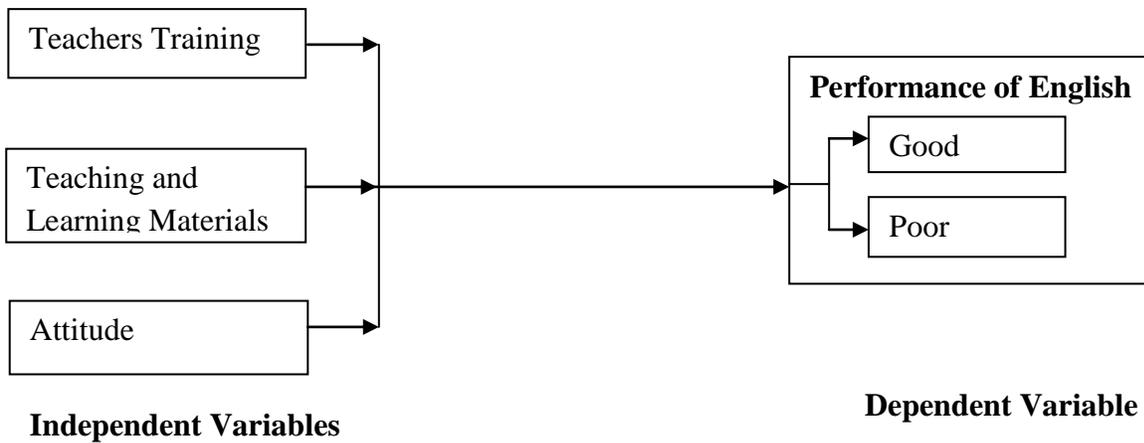


Figure 2.1: Conceptual Framework

2.8 Theoretical review

This study was grounded on The Communicative Language Teaching (CLT) theory. CLT was developed out of the changes that arose from the teaching tradition of the British language since late 1960s and on a general note during the developments of both Europe and the Northern part of America. It was postulated in 1972 by linguists D. Hymes (1972) and D. A. Wilkins (1972). Language has been taken to be the vehicle that transmits meaning while knowledge is conveyed through communication that engages two parts including the speakers and listeners; as well as writers and readers. Basing on the fact that knowledge and learning have been embraced as having been socially developed in the course of negotiations according to socio-cognitive views, another dimension of CLT is learner-centered and experience based. In other terms, CLT views learners as active players in the learning process.

The language for the teachers do not take a prominent part but assumes diverse responsibilities which occur in form of communication facilitator, autonomous contributor, needs forecaster, analyst, and team development supervisor. CLT actions in most cases demand that teachers acquire less teacher-centered classroom management skills. The teacher is tasked with the

responsibility of organizing the classroom to be a setting for communication and communicative actions. According to a study that was done by Richards together with Rodgers in 2001, the creation of extra captivating encounters for the pupils, gives the trainer a very important role in facilitating the information transmission progression linking all participants in the learning process, and the various activities and texts.

Further Richards together with Rodgers in the year 2001 described some other significant characteristics of the CLT approach. It considered the extra efforts undertaken to make various roles and verbal communication applicable to a target congregation of pupils. This is done in the course of analyzing legitimate, pragmatic circumstances, its prominence on the use of valid, naturally occurring resources, and its effort to establish a safe and sound, non threatening atmosphere both at school and at home. The entirety of these endeavors follows the chief doctrine of communicative outlook of verbal communication and the learning of the language: assisting the learners to undertake learning of a language through dependable and meaningful verbal communication, which occurs through a process of creative construction, to attain the required ease of communication. In addition, in conditions of classroom processes, group works, as well as task-work, information-gap activities, in addition to projects are part and parcel of the processes.

By definition, CLT pays all the attention to the targeted student. The students' chatty desires provide a framework for expounding the curriculum aims focused on functional proficiency. Functional goals mean universal, qualitative valuation of novice accomplishment in contrast with quantitative assessment of distinct linguistic features. This theory affirms that the explanation of suitable communicative proficiency for novices requires a comprehension of the socio-cultural

contexts of the use of the language. Learners should be coupled or work groups and attempt to work out problematic tasks with the present language understanding (Richards & Rodgers, 2001).

There are lots of supporters as well as plentiful opponents, who criticize the CLT approach and the relatively diverse traditions in which it is interpreted and made use of. All the same, it is a language theory of teaching originating from a communicative form of verbal communication and the use of language, and that aims to decipher this into a blueprint for a coaching system, for materials, for the instructor and the learner roles and behaviors', and for classroom activities and techniques. The major aspect in Communicative Language Teaching is communicative proficiency. According to Hymes, competence is considered to be what a speaker needs to know to achieve competency in a communicative speech.

Language use beyond the classroom is a very important element of a communicative prospectus. Despite the variety of communicative actions in the classroom, their main aim consistently remains to be that of preparing the learners in the use of a foreign language in the universe. That is why the component of home background should be considered. The home background is the world that learners will look up to for the continuance and growth of their communicative competence once lessons are over. The classroom is but a run through session. The use of a Language further than the classroom in a communicative course starts with the realization of the interests of the learners and needs and opportunities available in responding to and survey those interests and needs through foreign language use away from the classroom itself.

The weakness of CLT is that some people contend that it has failed to give a substantial description of EFL philosophy notwithstanding its preliminary development in the teaching of

foreign language teaching in Europe. Norouzi, (2011) observed that absence of speakers of the native community language is a great challenge in trying to make learning in a class room to be communicative. Actually, CLT has been outstanding in Europe, where English is taken in foreign Language (ESL) context for the reason that students by and large have a very accommodating learning environment beyond the school environment. They have more access to dependable contact with indigenous speakers of the language that they learn in school, which boosts what they are taught in class. Moreover, they have the impetus to practice their verbal English as it is a prerequisite in their lives. On the contrary, when English is taken in the Foreign Language (EFL) context, and especially in Kenya, given the prevailing physical disadvantages, including the reason of learning English, learning environments, proficiency of teachers in English, and the availability of material for English learning that are authentic, CLT encounters more hindrances during its application.

2.9 Summary of reviewed literature

For humans, the most useful tools for communication purposes is the language. Without language it could be difficult to think thoughts that can be transmitted to others, nor could we be able to engage in activities that most frequently take place in the community we build ourselves (Mary, 2014). In Education language is equally important. In consideration, according to Yohana, (2012) education is run basically through the medium of language, and as such language is very noteworthy in the education process. Furthermore, Language has a paramount role in learning. A learner who is constrained in the language used for instruction, makes harder for learning to take place at all as the instructor and the learner will not be communicating (Malekela, 2003).

The language of instruction in primary education and post primary school in Kenya is English. English subject is taught with consideration of the objectives stipulated in the syllabus. For example, the objectives are important since they provide means through which the goals of education in Kenya could be achieved. The curriculum in Kenya is such that it is through the syllabus that the teacher assures if or whether he has achieved the goals or objectives of the course. This consequently isolates other factors that may contribute towards comprehensive accomplishment of the teaching and learning objectives. It is important that as the teachers and students undertake the learning of English language, they consider all the possible scenarios of improving the performance. This study therefore will be seeking to establish how various factors; teacher training, teaching and learning materials and learners and teachers attitude towards English influences performance in English. This will go a long way in filling the gap and ensure comprehensive attainment of the teaching and learning goals by both teachers and students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives a detailed description of the methods that were used to carry out the study. It comprises the research design appropriate for this study followed by the target population from which possible findings from the study were generalized, the sample size and sampling techniques, which gave a representative inference of the population on all major variables. The chapter then identifies and describes the research instruments that were used in the study, stating their validity and reliability tests. The section concludes by identifying the methods that were used to analyze the data.

3.2 Research Design

This research adopted a research design that was descriptive in nature. Mugenda (2008) noted that a research design that is descriptive helps to determine and report things naturally and attempts to present issues as feasible behavior, attitudes, ideals and characteristics. This study sought to describe the current situation on teaching and learning of English in primary schools. This design was suitable for this study because it elucidates facts regarding the nature and position of a circumstance, as it occurs at present time of study. It also sheds light on the prevailing relationships and practices, values and processes that are occurring, effects that are being felt or trends that are developing

3.3 Target Population

Target population is considered to be the particular populace from which, information is to be obtained (Ngechu, 2004). Therefore the population that was targeted in this study included the class 7 and 8 pupils and Teachers of English in primary level schools in Nakuru Town East sub-

county Kenya. This was guided by the fact that besides the standard 8 being the main examination group, class 7 is considered as the next major group of pupils. There are 64 public and 41 private schools in this area (Nakuru Town East Sub-County education office data 2015). Therefore 105 schools formed the study target population.

3.4 Sampling Size and Sampling Procedure

A sample is part of the population that has been procedurally selected to represent the population once the sample has been scientifically taken, the result can be generalized to the entire population. According to Burns and Groove (2001) the process of sampling involves the selection of a group of people, events or behavior that the study would consider as the unit of analysis.

3.4.1 Sample size

The purpose for which sampling is done is to secure a group that is representative of the whole population (Mugenda, 2008). Burns and Grove (2003) further state that sampling is a process where a collection of people, events or behavior is selected in conducting a study. The researcher selected 30 schools to be included in the study. According to Fink (2003), financial, accessibility and time constraints can be taken into consideration in using purposive sampling technique. Cohen, Manion, and Morrison (2001) observed that the entire populace should be divided into homogenous groups, with each grouping possessing comparable characteristics. The researcher, therefore, targeted to collect data from class 7 and 8 pupils in the schools factoring in the consideration of the huge population of students in primary school. The total population of the pupils in class 7 and 8 is 4,536 students. The teachers of English in these schools are 120 in total. Sample size determination for the study was based on Krejcie and Morgan (1970) table (Appendix 3) for sample size determination. Therefore, the sample size for this study as prescribed in the table was 92 teachers and 351 students. These figures are illustrated in appendix 4.

3.4.2 Sampling Procedure

The study employed multistage sampling with 3 stages. In the first stage the researcher used purposive sampling to select 30 schools from the 105 schools in this area. A major area of the project was obtaining data that is workable from the population that was targeted. Devoid of this, the research would have been superficial, biased and deficient of any valid proof. Therefore, the researcher chose to use purposive sampling. This was in consideration of the financial, accessibility and time constraints in the conduct of the study. In the second stage the researcher employed proportionate random sampling to select the number of respondents in each selected school. The process of sampling randomly involves selecting a sample (random sample) from a statistical population considering that every element in the population has a predetermined level of probability to be selected. Proportionate sampling is a method for gathering participants for a study that is used in the case where the population constitutes several subgroups that are enormously diverse in number. The number of participants from each subgroup is determined by their number relative to the entire population. This was calculated as follows;

$$n_i = (x_i/N) * n$$

Where:

n_i = sample drawn from one school

x_i = Total of class 7 and 8 students in a school

N = total student/teacher population in all schools

n = sample size as derived from Krejcie and Morgan table (Appendix 3)

Finally, I used systematic random sampling to select teachers and pupils in all the schools to participate as respondents. Systematic sampling is a method of probability sampling where the sample members obtained from an entire population are selected following a starting point that is random and an unchanging periodic interval. This interval is referred to as the sampling interval, and is calculated by dividing the population size by the desired sample size. Thus, the researcher sought to randomly select 92 teachers and 351 pupils to serve as the study's respondents. The list of the selected schools and proportionate samples is shown in the appendix 4 of this document.

3.5 Research Instruments

The study employed the use of a questionnaire in the collection of data. According to Kothari (2004) a research questionnaire constitutes a number of questions that are in an explicit order on a form or set of forms. The questionnaire was constructed to contain close ended statements that elicited responses relative to the study variables (Appendix 2). All the respondents were expected to return responses in form of Likert scale. The researcher considered using a questionnaire because it is free from bias and respondents would have adequate time to read and understand the statements before responding to them.

3.5.1 Pilot Testing

In conducting the pilot study, the researcher sought to establish whether the respondents understood the questions and thus offer the information required. Mugenda and Mugenda (2003) argue that conducting a pilot study is important before the main study. It assists the researcher in checking the suitability and the clarity of questions on the instruments designed, relevance of the information being sought, the language used and the content validity of the research instrument. The pilot testing was done using 10% of the sample population who were later

excluded during data collection stage. This enabled the researcher to conduct reliability tests and familiarize herself with the research environment.

3.6 Validity and Reliability of Research Instruments

The questionnaires were tested for validity confirmation and checking the reliability of the instrument prior to administration. The following sub-sections explain how the two processes were conducted.

3.6.1 Validity

According to Mugenda (2008), Validity is interpreted to envisage the correctness and precision of inferences that are based on the research outcomes. Data collection instrument is considered valid if the content selected and included is relevant to the need or gap established. The research instruments were tested for validity to ascertain whether they measure the variables under study. According to Borg and Gall (1999), to improve the validity of an instrument, expert judgment is sought. Therefore, to ascertain the content validity of the research instrument I engaged my research supervisor in checking and assessing the frequency of errors and the accuracy of data expected. Further the researcher considered literature reviewed in coming up with the questionnaire in addition to consulting with various professionals in the faculty in seeking guidance in the development of the questionnaire. The process of validation enabled the researcher to test the suitability of the questions, the adequacy of the instructions provided the appropriateness of the format and sequence of questions. Some corrections were made to the questionnaires and the final version was printed out.

3.6.2 Reliability

According to Kohl (2005) reliability refers to the ability of a questionnaire to over and over again yield similar outcomes when recurring measurements are taken of the same individual under the

same conditions. A few subjects that possess similar characteristics to those of the sample should be used to run Trial tests of the measuring to ascertain the feasibility of the study (Sekaran 2003). The reliability of the research questionnaire for this study was determined through half split technique. The questionnaire was piloted by taking 10% in the sample population who were later excluded in the actual data collection process. Reliability coefficient values were computed using Cronbach alpha coefficient method. Cronbach's alpha reliability coefficient normally ranges between 0 and 1. However, there is actually no lower limit to the coefficient. The closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale. The formula used in the calculation is

$$\alpha = r*k / [1 + (k - 1)r]$$

Where:

k - Number of items considered

r - Mean of the inter-item correlations.

The size of alpha is determined by both the number of items in the scale and the mean inter-item correlations. George and Mallery (2003) provided the following rules of thumb: $\geq .9$ – Excellent, $\geq .8$ – Good, $\geq .7$ – Acceptable, $\geq .6$ – Questionable, $\geq .5$ – Poor, and $< .5$ – Unacceptable. Values above .7 were assumed to indicate that the instrument is reliable.

3.7 Data Collection Procedure

The researcher sought for research permit from National Commission for Science, Technology and Innovation (NACOSTI). Prior to the commencement of data collection, the researcher sent an introductory letter to the identified respondents and request them to participate in the study. The research instrument was clearly communicated to the research assistants in order to gather the required data. Afterwards, questionnaires were administered to the respondents. After the

data collection, clean up, coding and removal of errors and inconsistencies was undertaken. The responses were then summarized with percentages, frequency counts and means. Inferences were drawn about a particular population from the responses of the sample population.

3.8 Data Analysis Techniques and Presentation

According to Polit and Hungler (1997), data analysis means to organize, provide structure and elicit meaning. The primary data collected in this study was coded and tested for completeness and then analyzed using descriptive statistics and inferential statistics and presented using tables. Descriptive statistical techniques (frequencies, percentages, means and standard deviation) were employed to analyze field data from questionnaires to assist the interpretation and analysis of data using Statistical Package for Social Sciences (IBM SPSS Version 21). Inferential statistics, in form of Pearson correlation coefficient was used to check the relationship between the variables.

3.9 Ethical Issues

The ethical concerns in this instance did not only apply to methods and procedures employed but also on the subject matter itself. Respondents' anonymity, confidentiality and privacy was observed during data collection. Permission was sought from Deputy County commissioner (TSC) to facilitate the collection of data from respondents. I also sought for permission [permit] from NACOSTI for authorization to collect research data. The questionnaire was accompanied by a cover letter (Appendix 1) which described the objectives of the study, and assured the respondents of confidentiality of the information they provide and requested them to be honest in answering the questions. Furthermore, no respondent was coerced into the exercise at any level. The respondents were assured that their responses would be treated with confidentiality. Further respondents were assured that the information they provide would be used for academic

purposes only. The study's findings were presented without any manipulation or influence by the researcher in any way.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings as derived from the data analysis and discussions thereof. The researcher essentially presented the findings in line with the study and objectives. The study sought to establish factors influencing KCPE performance of English language in primary schools in Nakuru Town East Sub-county, Kenya. The analysis delved into the influence of training of teachers, availability of teaching and learning materials, and student's and teacher's attitude towards English learning on performance of English in primary schools in Nakuru Town East Sub-County. The findings were presented starting with the response rate, followed by the background information of the respondents, then descriptive statistics presented as per every variable and finally the inferential statistics. This was done in tables and discussions thereof.

4.2 Response Rate

A total of 92 questionnaires were distributed for the English teachers in primary schools. All of them were filled and returned representing a response rate of 100% among the teachers. Of the 351 questionnaires distributed to the students, 312 of them were filled and returned. This represented a response rate of 89% for students' questionnaires. Essentially, the response rate that every researcher would pursue would be 100%. In reality however this is not possible due to sampling measurement and coverage errors. A response rate below 51% is considered inadequate in social sciences (Pinsonneault & Kraemer, 1993). Babbie (1990) suggested that a response rate of 60% is good; 70% is very good.

4.3 Background information on Teachers

The study sought to establish the background information about the teachers of English. Thus information regarding teachers experience, qualifications and the total number of students they teach per class was established. The findings are discussed in the following sub-sections.

4.3.1 Teachers Work Experience

The number of years teachers had been in the profession was established based on their responses to the questionnaire. The findings from the analysis were as presented in table 4.1

Table 4.1: Experience

	Frequency	Percent
1-5	16	17.4
5-10	25	27.2
10-15	19	20.7
Over 15	32	34.8
Total	92	100.0

It was found from the table that 55.5% of the respondents had over 10 years of work experience. 27.2% of the respondents had worked for between 5 and 10 years while 17.4% had worked for between one and five years. Therefore the study noted that a majority of the teachers had amassed enough experience in their teaching career.

4.3.2 Academic Qualification of the Teachers

The findings relating to academic qualifications of teachers from the analysis were as presented in table 4.2

Table 4.2: Academic Qualification

	Frequency	Percent
P1	41	43.3
ATS	12	13.5
Diploma	19	20.2
Degree	19	20.2
Masters	1	2.9
Total	92	100.0

It was confirmed from the analysis that 67% of the respondents' utmost a diploma while 23.1% had either a first degree or a Masters degree. Therefore a majority of the respondents had achieved the minimum requirement for teaching in primary schools.

4.3.3 Number of students per class

The questionnaire elicited responses to establish the number of students per class in different primary schools in Nakuru East sub-county. The findings from the analysis were as presented in table 4.3

Table 4.3: Number of students

	Frequency	Percent
25-35	8	10.6
35-45	12	14.4
45-60	36	37.5
Over 60	36	37.5
Total	92	100.0

Table 4.3 showed that a majority of schools had class sizes of above 45 students per class with 37.5% having more than 60 students per class. However, 25% of the respondents indicated that their schools classes had less than 45 students per class.

4.4 Descriptive Statistics

In the study, the researcher sought the respondents' perceptions towards the various variables under the study. Their level of agreement or disagreement was assessed through a likert scale of 1 to 5 ranging from strongly disagree to strongly agree. The findings were presented relative to the study variables as discussed hereafter.

4.4.1 Teachers Training

Analysis was done to ascertain the respondents' perceptions with regard to how training influences their work. To begin with, the distribution of responses in frequencies and percentages across the Likert scale were established. The findings were as presented in Table 4.4

Table 4.4: Distribution of Responses on Training of Teachers

	N	SD	D	U	A	SA
i. Training is a key requirement in teaching English in this school	92	1(1.1%)	3(3.3%)	6(6.5%)	32(34.8%)	50(54.3%)
ii. Trained teachers produce excellent students in performance of English	92	1(1.1%)	6(6.5%)	11(12%)	30(32.6%)	44(47.8%)
iii. In service training helps in improving teaching methods of teachers.	92	0	2(2.2%)	5(5.4%)	47(51.1%)	38(41.3%)
iv. Qualification of teachers of English determines performance of English of students	92	5(5.4%)	13(14.1%)	13(14.1%)	33(35.9%)	28(30.4%)
v. Teachers well trained in English produce better student achievement	92	3(3.3%)	2(2.2%)	13(14.1%)	40(43.5%)	34(37%)
vi. Through training the teacher acquires confidence in the mastery of English language	92	1(1.1%)	3(3.3%)	3(3.3%)	45(48.9%)	40(43.5%)
vii. The school provides training opportunities for teachers of English regularly.	92	11(12%)	35(38%)	17(18.5%)	17(18.5%)	12(13.1%)
Valid N (listwise)	92					

It was established from the table, that a majority of teachers comprising of 54.3% and 34.8% strongly agreed or agreed that training is a key requirement in teaching English in their school. On the other hand the teachers were in agreement (80.4%) that trained teachers produce excellent students in performance of English while others agreed or strongly agreed (92.4%) that in service training helps in improving teaching methods of teachers. Further, the respondents agreed

(66.3%) that qualification of teachers of English determines performance of English of students while a good number of them were in agreement (80.5%) that teachers well trained in English produce better student achievement. In addition, teachers alluded (92.4%) that through training the teacher acquire confidence in the mastery of English language. However some of the teachers disagreed (50%) that the school provides training opportunities for teachers of English regularly while others were undecided (18.5%).

Secondly, the study sought to establish the average responses on each element of teacher training. The means and standard deviations of responses were established to help the researcher derive pertinent inferences. The findings from the analysis were as demonstrated in table 4.5

Table 4.5: Teachers perceptions on training

	N	Mean	Std. Dev
i. Training is a key requirement in teaching English in this school	92	4.40	.807
ii. Trained teachers produce excellent students in performance of English	92	4.22	.924
iii. In service training helps in improving teaching methods of teachers.	92	4.32	.672
iv. Qualification of teachers of English determines performance of English of students	92	3.83	1.202
v. Teachers well trained in English produce better student achievement	92	4.10	.961
vi. Through training the teacher acquires confidence in the mastery of English language	92	4.34	.771
vii. The school provides training opportunities for teachers of English regularly.	92	2.88	1.275
Valid N (listwise)	92		

The teachers observed that training was a key requirement in teaching English in their schools, that trained teachers produce excellent students in performance of English and that in service training helps in improving teaching methods of teachers. Further they agreed that the qualifications of English teachers determines the performance of students and that well trained

teachers produce better student achievements in examinations. They also agreed that through training, teachers acquire confidence in the mastery of English language. All this assertion had means averaging at 4 (Agree). However, respondents were undecided on whether the school the school provides training opportunities for teachers of English regularly. This aspect had a mean of 2.88 (Undecided). It was further established that safe for two aspects, all the other aspects had standard deviations less than one. This indicated that respondents were in agreement in most of their responses and there were no extreme views expressed.

4.4.2 Teaching and Learning Materials

The study further established the opinions of teachers and students in regard to the availability of teaching and learning materials. The findings from the analysis were as presented in table 4.6

Table 4.6: Distribution of Teachers Responses Regarding Teaching and Learning Materials

	N	SD	D	U	A	SA
i. The school has got sufficient English teaching and learning materials	92	4(4.3%)	20(21.7%)	17(18.5%)	38(41.3%)	13(14.1%)
ii. Availability of teaching and learning materials improves the effectiveness of teaching	92	0	0	4(4.3%)	33(35.9%)	55(59.8%)
iii. The class sizes of the school are small hence enhancing teacher student interaction in teaching	92	28(30.4%)	23(25%)	6(6.5%)	24(26.1%)	11(12%)
iv. Small class sizes enable individual student attention in the teaching in English	92	2(2.2%)	3(3.3%)	5(5.4%)	30(32.6%)	52(56.5%)
v. Sufficient time is allocated for learning of English thus facilitating its improvement	92	6(6.5%)	9(9.8)	9(9.8%)	48(52.2%)	20(21.7%)
vi. Presence of learning materials have build students interesting learning of English	92	3(3.3%)	3(3.3%)	9(9.8%)	48(52.2%)	29(31.5%)
vii. Use of variety of materials stimulates students involvement in the learning process	92	0	0	7(7.6%)	39(42.4%)	46(50%)
viii. Availability of enough teachers of English has improved student achievement in English	92	4(4.4%)	7(7.6%)	18(19.6%)	39(42.4%)	24(26.1%)
Valid N (listwise)	92					

It was observed that a majority of the respondents agreed or/and strongly agreed (51%) that the school has got sufficient English teaching and learning materials. On the other hand teachers further agreed or/and strongly agreed (88%) that the availability of teaching and learning materials improves the effectiveness of teaching. However, the respondents disagreed and/or strongly disagreed (51%) that the class sizes of the school are small hence enhancing teacher student interaction in teaching. Conversely, respondents agreed and/or strongly agreed (82%) that small class sizes enable individual student attention in teaching English. Teachers further agreed (48%) and strongly agreed (20%) that sufficient time is allocated for learning of English thus facilitating its improvement. Respondents also agreed (48%) and strongly agreed (29%) that the presence of learning materials has built students interest in learning of English. On the other hand, teachers agreed (39%) and/or strongly agreed (46%) that the use of a variety of materials stimulates students involvement in the learning process. In addition they agreed (39%) and/or strongly agreed (24%) that availability of enough teachers of English has improved student achievement in English.

The study further established teachers' perceptions in regard to teaching and learning materials. The means and standard deviations were established to enable the researcher to draw inferences from the findings. The results were as presented in table 4.7

Table 4.7: Teachers Perceptions on Teaching and Learning Materials

	N	Mean	Std. Dev
i. The school has got sufficient English teaching and learning materials	92	3.36	1.123
ii. Availability of teaching and learning materials improves the effectiveness of teaching	92	4.56	.588
iii. The class sizes of the school are small hence enhancing teacher student interaction in teaching	92	2.67	1.451
iv. Small class sizes enable individual student attention in the teaching in English	92	4.21	1.094
v. Sufficient time is allocated for learning of English thus facilitating its improvement	92	3.72	1.119
vi. Presence of learning materials has built students interest in learning of English	92	4.03	.908
vii. Use of variety of materials stimulates students involvement in the learning process	92	4.43	.619
viii. Availability of enough teachers of English has improved student achievement in English	92	3.80	1.046
Valid N (listwise)	92		

The analysis demonstrated that teachers agreed that availability of teaching and learning materials improves the effectiveness of teaching, that small class sizes enables individual student attention in the teaching of English and that sufficient time is allocated for learning of English thus facilitating its improvement. Further, teachers agreed that the presence of learning materials has built students interest in learning of English and that the use of a variety of materials stimulates students' involvement in the learning process. On the other they observed that the availability of enough teachers of English has improved students achievement in English. However teachers were indifferent on whether the school has got sufficient teaching and learning materials for English and whether the class sizes of the school are small hence enhancing teacher student interaction in teaching.

On the other hand, students' perceptions regarding teaching and learning materials were as depicted in table 4.8

Table 4.8: Distribution of Students Responses Regarding Teaching and Learning Materials.

	N	SD	D	U	A	SA
i. The school provides enough textbooks for English	313	22(7%)	55(17.6%)	62(19.8%)	93(29.7%)	81(25.9%)
ii. There are sufficient English revision books in the school	313	81(25.9%)	64(20.4%)	55(17.6%)	68(21.7%)	45(14.4%)
iii. We feel we have the best teachers of English	313	11(3.5%)	5(1.6%)	29(9.3%)	95(30.4%)	173(55.3%)
iv. Presence of learning aids makes learning of English friendly	313	17(5.4%)	18(5.8%)	40(12.8%)	107(34.2%)	131(41.9%)
Valid N (listwise)	313					

The findings indicated that teachers agreed and/or strongly agreed (55.6%) that the school provides enough textbooks for English. However the students disagreed and/or strongly disagreed (24.6%) that the school provides enough textbooks while a good number of the students were undecided (19.8%) on the same. On the other hand, students strongly disagreed (25.9%) and disagreed (20.4%) that there are sufficient English revision books in the school. Only a few of the students agreed or/and strongly agreed (35.2%) that there were sufficient English revision books while others were undecided (17.6%). The findings further indicated that the students agreed and/or strongly agreed (85.7%) that they feel that they have the best teachers in English. In addition, students agreed and/or strongly agreed (82.1%) that the presence of learning aids makes learning of English friendly.

The study sought for an overall view of the students regarding learning materials. The means and standard deviations from responses in all statements were computed and presented as in Table 4.9

Table 4.9: Students Perceptions on Learning Materials

	N	Mean	Std. Dev
i. The school provides enough textbooks for English	313	3.50	1.245
ii. There are sufficient English revision books in the school	313	2.79	1.413
iii. We feel we have the best teachers of English	313	4.33	.960
iv. Presence of learning aids makes learning of English friendly	313	4.01	1.127
Valid N (listwise)	313		

The students demonstrated that they were not certain that the school provides enough textbooks for English and that there were sufficient English revisions books in the school. They however agreed that they have the best teachers of English and that the presence of learning aids makes learning of English friendly. The findings however indicated that the students had very diverse views with three of the statements registering standard deviation values greater than one. In general, teachers and students tended to have the same views in regard to the availability of enough textbooks for English where they remained non-committal on the sufficiency of books.

4.4.3 Attitudes towards Learning and Teaching of English

The analysis was also done to establish the teachers and students attitudes in learning and teaching English. The findings were as shown in Table 4.10

Table 4.10: Distribution of Teachers Responses Regarding Learning and Teaching of English

	N	SD	D	U	A	SA
i. The school administration supports teachers of English in improving performance of English	92	1(1.1%)	18(19.6%)	7(7.6%)	53(57.6%)	13(14.1%)
ii. Teachers have positive attitude towards learning of English	92	3(3.3%)	5(5.4%)	17(18.5%)	43(46.7%)	24(26.1%)
iii. Newly admitted students have negative attitude towards learning of English	92	12(13%)	40(43.5%)	19(20.7%)	17(18.5%)	4(4.3%)
iv. Students are highly motivated when it comes to speaking and learning of English	91	4(4.3%)	23(25%)	16(17.4%)	38(41.3%)	11(12%)
v. Students are very inquisitive on issues pertaining to the subject of English	92	3(3.3%)	22(23.9%)	16(17.4%)	45(48.9%)	6(6.5%)
vi. To improve students' attitude in learning of English, various rewards are given to excellent pupils	92	2(2.2%)	20(21.7)	19(20.7%)	31(33.7%)	20(21.7%)
vii. Students attitude in learning of English greatly determines their success in learning	92	1(1.1%)	0	6(6.5%)	39(42.4%)	46(50%)
viii. Teachers support weak students by building their motivation in learning of English	92	0	6(6.5%)	10(10.9%)	59(64.1%)	17(18.5%)
Valid N (list wise)	91					

The findings indicated that respondents agreed (57.6%) and/or strongly agreed (14.1%) that the school administration supports teachers of English in improving performance of English. Further

the respondents agreed and strongly agreed (72.8%) that the teachers have a positive attitude towards learning English. A majority of the teachers disagreed and/or strongly disagreed (53.5%) that newly admitted students have negative attitude towards learning of English. Further they agreed and strongly agreed (53.3%) that students are highly motivated when it comes to speaking and learning of English. On the other hand respondents agreed and/or strongly agreed (55.4%) that students are very inquisitive on issues pertaining to the subject of English. Further teachers were undecided (17.4%) while the rest disagreed with the assertion. Respondents agreed and/or strongly agreed that to improve students' attitude in learning of English, various rewards are given to excellent pupils. A majority of the respondents strongly agreed and/or agreed (92.4%) that students attitude in learning of English greatly determines their success in learning. Lastly, 82.6% of the teachers agreed and/or strongly agreed that teachers support weak students by building their motivation in learning of English.

Further, the means and standard deviation values were computed to obtain the general views of the teachers in regard to their attitudes towards teaching and learning of English. The findings were as presented in Table 4.11

Table 4.11: Teachers Perceptions on attitudes towards teaching and learning of English

	N	Mean	Std. Dev
i. The school administration supports teachers of English in improving performance of English	92	3.65	.963
ii. Teachers have positive attitude towards teaching of English	92	3.86	.929
iii. Newly admitted students have negative attitude towards learning of English	92	2.62	1.099
iv. Students are highly motivated when it comes to speaking and learning of English	92	3.29	1.063
v. Students are very inquisitive on issues pertaining to the subject of English	92	3.26	1.033
vi. To improve students' attitude in learning of English, various rewards are given to excellent pupils	92	3.45	1.122
vii. Students attitude in learning of English greatly determines their success in learning	92	4.39	.689
viii. Teachers support weak students by building their motivation in learning of English	92	3.95	.716
Valid N (listwise)	92		

The results showed that teachers felt that the school administration supports teachers of English in improving the performance of English and that teacher have positive attitude towards learning of English. In addition they agreed that the students' attitude in learning of English greatly determines their success in learning and that the teachers support weak students by building their motivation in learning of English. The teachers however were in disagreement with the assertion that newly admitted students have negative attitude towards learning of English. On the other hand, teachers were undecided on whether the students are highly motivated when it comes to speaking and learning of English, whether students are very inquisitive on issues pertaining to the subject of English and on whether to improve students' attitude in learning of English, various rewards are given to excellent pupils. There was greater cohesion in responses for four of the statements with standard deviation values of less than 1 while diverse views were observed on the other four statements registering standard deviation values greater than one. Regarding

students attitudes in learning of English, the findings from the analysis were as shown in Table 4.12

Table 4.12: Distribution of Students Responses on their Attitudes in Learning English

	N	SD	D	U	A	SA
i. Our teachers are sensitive to our individual attention	313	14(4.5%)	11(3.5%)	40(12.8%)	105(33.5%)	143(45.7%)
ii. The teachers are committed to helping the students	313	7(2.2%)	7(2.2%)	13(4.2%)	95(30.4%)	191(61%)
iii. I like studying English	313	16(5.1%)	15(4.8%)	32(10.2%)	103(32.9%)	147(47%)
iv. English is my favorite subject	313	21(6.7%)	30(9.6%)	52(16.6%)	100(31.9%)	110(35.1%)
v. Students are motivated to study English	313	26(8.3%)	33(10.5%)	70(22.4%)	92(29.4%)	92(29.4%)
vi. We often communicate in English during our free time	313	96(30.7%)	61(19.5%)	33(10.5)	53(16.9%)	70(22.4%)
vii. We are punished for speaking in mother tongue	313	39(12.5%)	14(4.5%)	34(10.9%)	81(25.9%)	145(46.3%)
viii. Speaking in English makes me proud	313	13(4.2%)	14(4.5%)	30(9.6%)	67(21.4%)	189(60.4%)
Valid N (listwise)	313					

It was established that 79.2% of the students agreed and/or strongly agreed that their teachers are sensitive to their individual attention while on the other hand they strongly agreed and/or agreed (91.4%) that the teachers are committed to helping the students. Further, 79.9% of the students agreed and/or strongly agreed that they like studying English and they also agreed and/or strongly agreed (67%) that English is their favorite subject. 22.4% of the students were undecided on whether they were motivated to study English while about 58.8 either agreed or strongly agreed that they were motivated to study English. However, 50.2% of the students disagreed that they often communicate in English during their free time while 39.3% agreed

and/or strongly agreed that they communicate in English during their free time. 46.3% strongly agreed and 25.9% agreed that they are punished for speaking in mother tongue. 81.8% of the students agreed that speaking in English makes them proud.

Analysis in regard to the general view of the students regarding their attitudes on learning English gave the findings presented in Table 4.13

Table 4.13: Students Attitudes in Learning of English

	N	Mean	Std. Dev
i. Our teachers are sensitive to our individual attention	313	4.12	1.057
ii. The teachers are committed to helping the students	313	4.46	.859
iii. I like studying English	313	4.12	1.102
iv. English is my favorite subject	313	3.80	1.209
v. Students are motivated to study English	313	3.61	1.242
vi. We often communicate in English during our free time	313	2.81	1.569
vii. We are punished for speaking in mother tongue	313	3.89	1.367
viii. Speaking in English makes me proud	313	4.30	1.075
Valid N (listwise)	313		

The students were shown to demonstrate positive attitudes towards the learning of English. They agreed that their teachers are sensitive to their individual attention needs and that the teachers are committed to helping the students. The students also agreed that they like studying English, that English is their favorite subject and that they are motivated to study English. In addition students agreed that speaking in English makes them proud though they acknowledged that they are punished for speaking in mother tongue. However the students could not ascertain that they communicate in English during their free time. It was observed that the students' views were very diverse from each other registering standard deviation values greater than one.

4.4.4 Performance of English

The study further sought the respondents' perceptions in regard to the performance of the students in English. Means and standard deviation values were computed to help the researcher

make deductions in regard to the students' performance in English. The findings from the analysis were as shown in Table 4.14

Table 4.14: Distribution of Responses Regarding Performance in English

	N	SD	D	U	A	SA
i. The school registers high performance in English	313	30(9.6)	43(13.7%)	87(27.8%)	62(19.8%)	91(29.1%)
ii. Students perform better in English than in other subjects	313	49(15.7%)	96(30.7%)	88(28.1%)	44(14.1%)	36(11.5%)
iii. Most of the students do well in English	313	24(7.7%)	42(13.4%)	69(22%)	99(31.6%)	79(25.2%)
iv. English speaking improves the performance	313	7(2.2%)	5(1.6%)	8(2.6%)	80(25.6%)	213(68.1%)
v. Group discussions helps improve student's performance of English	313	6(1.9%)	5(1.6%)	19(6.1%)	94(30%)	189(60.4%)
vi. Students strive to acquire higher grades in English	313	10(3.2%)	18(5.8%)	56(17.9%)	105(33.5%)	124(39.6%)
vii. Teachers have been highly committed to improve school performance in English	313	14(4.5%)	16(5.1%)	38(12.1%)	94(30%)	151(48.2%)
viii. To encourage better performance, best performing students are rewarded	313	30(9.6%)	20(6.4%)	33(10.5%)	94(30%)	136(43.5%)
ix. Performance of English in the school has steadily been improving	313	14(4.5%)	20(6.4%)	72(23%)	108(34.5%)	99(31.6%)
Valid N (listwise)	313					

The table indicated that the students were undecided (27.8%) on whether their school registers high performance in English. On the other hand, they agreed and/or strongly agreed (38.9%) that their schools registered high performance in English. Additionally, the students disagreed and/or

strongly disagreed (46.4%) that they perform better in English than in other subjects while a significant number of them were undecided (28.1%) on the same. However, students agreed and/or strongly agreed (56.8%) that most of the students do well in English. A majority of students agreed and/or strongly agreed (93.7%) that English speaking improves the performance. In addition, students agreed and/or strongly agreed (90.4%) that group discussions help improve student's performance of English. Moreover, the students agreed and/or strongly agreed (73.5%) that they strive to acquire higher grades in English. Also, a majority of the students agreed and/or strongly agreed (78.2%) that teachers have been highly committed to improve school performance in English. The majority of the students (73.5%) were of the opinion that to encourage better performance, best performing students are rewarded. Finally the students agreed and/or strongly agreed (66.1%) that the performance of English in their school has steadily been improving.

The general views of the students regarding performance were established by establishing the means and standard deviation values of the responses. The findings were as presented in Table 4.15

Table 4.15: Students Perception on Performance

	N	Mean	Std. Dev
i. The school registers high performance in English	313	3.45	1.298
ii. Students perform better in English than in other subjects	313	2.75	1.215
iii. Most of the students do well in English	313	3.53	1.219
iv. English speaking improves the performance	313	4.56	.815
v. Group discussions helps improve student's performance of English	313	4.45	.835
vi. Students strive to acquire higher grades in English	313	4.01	1.047
vii. Teachers have been highly committed to improve school performance in English	313	4.12	1.095
viii. To encourage better performance, best performing students are rewarded	313	3.91	1.287
ix. Performance of English in the school has steadily been improving	313	3.82	1.085
Valid N (listwise)	313		

The students agreed that most of the students do well in English and that English speaking improves the performance. On the other hand there was an acknowledgement that group discussions helps improve students' performance and that students strive to acquire higher grades in English. Additionally, students agreed that teachers have been highly committed to improve school performance in English, that to encourage better performance, best performing students are rewarded and that the performance of English in the school has steadily been improving. However, the students were undecided on whether the school registers high performance in English and on whether students perform better in English than in other subjects. Nonetheless, the students indicated greater disparities in their responses with most of the aspects having standard deviation values greater than one.

4.5 Inferential Statistics

Inferential analysis was done to establish the relationships between the study variables. This was done in line with the study objectives and presented in tables and discussion thereof. The questionnaires elicited responses that were on a 5 point Likert scale. This therefore enables the transformation of the variables into a composite score of their means. The composite scores of the means then enable the analysis of inferential statistics. The study employed Pearson product moment correlation coefficient to illustrate the relationships between variables.

4.5.1 Teacher Training and Performance of English

The study moreover, sought to find out the relationship between the training of teachers and the performance of students in English. As such, the composite score of means of responses in regard to teacher training were correlated with a composite of means of responses regarding performance of English. The findings from the analysis were as presented in Table 4.16

Table 4.16: Relationship between teacher training and English performance

		TeacherTraining	EnglishPerformance
TeacherTraining	Pearson Correlation	1	.194
	Sig. (2-tailed)		.064
	N	92	92
EnglishPerformance	Pearson Correlation	.194	1
	Sig. (2-tailed)	.064	
	N	92	313

It was demonstrated that there was a weak positive relationship ($r=.194$, $p=.064$) between teacher training and the performance of English in primary schools in Nakuru East Sub-County Kenya. However, the relationship was found to be statistically insignificant at $p<.05$ level of significance. Therefore it was concluded that teacher training does not have a significant effect on the performance of English in primary schools in Nakuru East Sub-County, Kenya.

4.5.2 Teaching and Learning Materials and Performance of English

The study also investigated whether there was any relationship between the presence of teaching and learning materials and the performance of students in English. This was analyzed from the teachers' perspective and also from the students' perspectives. The findings from the analysis were as presented in Table 4.17

Table 4.17: Relationship between Learning Materials and Students Performance in English according to Teachers.

		Teaching&LearningMaterials	EnglishPerformance
Teaching&LearningMaterials	Pearson Correlation	1	.048
	Sig. (2-tailed)		.649
	N	92	92
EnglishPerformance	Pearson Correlation	.048	1
	Sig. (2-tailed)	.649	
	N	92	313

Table 4.11 shows the teachers' results on the relationship between the presence of teaching and learning materials and the students' performance in English. The table indicated the there was a very weak positive relationship ($r=.048$, $p=.649$) between availability of teaching and learning materials. This relationship was however insignificant at $p<.05$ level of significance. Therefore from the teachers' perspective, the performance of students in English is not influenced by the presence or absence thereof of teaching and learning materials. A correlation was then done for the findings from students on availability of teaching and learning materials and performance of English. The findings from the analysis were as presented in Table 4.18

Table 4.18: Relationship between Learning Materials and Performance of English of Primary School Students

		LearningMaterial	EnglishPerformance
LearningMaterial	Pearson Correlation	1	.441**
	Sig. (2-tailed)		.000
	N	313	313
EnglishPerformance	Pearson Correlation	.441**	1
	Sig. (2-tailed)	.000	
	N	313	313

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

This research demonstrated that from the students perspective there was a weak positive significant relationship ($r=.441$, $p=.000$) between the availability of teaching and learning materials and the performance of English. Therefore, it was observed that the availability of teaching and learning materials was a significant determinant of students' performance in English.

4.5.3 Teachers and Students Attitudes and Performance of English

This research, more so, investigated the effect of attitude on the performance of English in primary schools in Nakuru East Sub-County Kenya. Correlations were done for attitude perceptions and performance for both teachers and students data. The findings from the analysis on teachers were as demonstrated in Table 4.19

Table 4.19: Relationship between Teachers Attitude and Student Performance of English

		TeachersAttitude	EnglishPerformance
TeachersAttitude	Pearson Correlation	1	.088
	Sig. (2-tailed)		.402
	N	92	92
EnglishPerformance	Pearson Correlation	.088	1
	Sig. (2-tailed)	.402	
	N	92	92

The analysis confirmed that there was a very weak insignificant relationship ($r=.088$, $p=.402$) between teachers attitude and the performance of English in primary schools in Nakuru East Sub-County. This implies that teacher's attitude is not a determinant of student performance in English in primary schools in Nakuru East Sub-County.

The relationship between student's attitudes towards learning of English and performance of English was as exhibited in Table 4.20

Table 4.20: Relationship between Students Attitude and Performance of English

		StudentsAttitudes	EnglishPerformance
StudentsAttitudes	Pearson Correlation	1	.498**
	Sig. (2-tailed)		.000
	N	313	313
EnglishPerformance	Pearson Correlation	.498**	1
	Sig. (2-tailed)	.000	
	N	313	313

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

The findings manifested that there was an average positive significant relationship ($r=.498$, $p=.000$) between students' attitudes and the performance of English among primary school students in Nakuru East Sub-County Kenya. Therefore it was concluded that students' attitudes play a very significant role in the performance of students in English in this locality. Hence, building positive attitude in students would enhance their performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

After the data was collected and analyzed in form of both descriptive and inferential statistics, the researcher compiled a summary of major research findings. The researcher then drew conclusions from the summary of the study findings. Finally, the researcher put across pertinent recommendations in line with the effect of independent variables on the dependent variable and suggested areas for further research.

5.2 Summary of Findings

The research was to investigate factors influencing performance of English as a subject in KCPE in primary schools in Nakuru Town, East Sub-county, Kenya. More specifically, the study sought to determine the influence of teacher training, presence of teaching and learning materials and teachers and students attitude on performance of English in public schools. The findings were in form of both descriptive and inferential statistics. The study summarized the findings as per every objective in the study.

5.2.1 Teacher Training and Performance of English

Descriptive statistics indicated that teachers observed that training was a key requirement in teaching English in their schools, and that trained teachers produce excellent students in performance of English. These statistics also showed that in-service training helps in improving teaching methods of teachers. They were also of the same opinion concerning the qualifications of English teachers determining the performance of students, just like well trained teachers produce better student achievements in examinations. They also agreed that through training,

teachers acquire confidence in the mastery of English language. However, respondents were undecided on whether the school provides training opportunities for teachers of English regularly. Correlation analysis indicated that teacher training had no significant relationship with performance of English in primary schools in Nakuru East Sub-County, Kenya. As such, the researcher observed that teacher training has no significant effect on performance of English in primary schools.

5.2.2 Availability of Teaching and Learning Materials and Performance of English

In regard to availability of teaching and learning materials, descriptive statistics indicated that teachers agreed that availability of teaching and learning materials improves the effectiveness of teaching. They also concurred that small class sizes enables individual student attention in the teaching of English and that sufficient time is allocated for learning of English thus facilitating its improvement. In addition, teachers agreed that the presence of learning materials have built students' interest in learning of English and that the use of a variety of materials stimulates students' involvement in the learning process. On the other hand, they observed that the availability of enough teachers of English has improved students achievement in English. However, teachers were indifferent on whether the school has got sufficient teaching and learning materials for English and whether the class sizes of the school are small hence enhancing teacher student interaction in teaching. Correlation analysis indicated that teachers' perceptions on availability of teaching and learning materials had no significant relationship with students' performance of English in primary schools in Nakuru East Sub-County Kenya.

Additionally, students observed that they have the best teachers of English, and that the presence of learning aids makes learning of English friendly. However, they were not certain that the school provides enough textbooks for English and that there were sufficient English revisions

books in the school. Correlation analysis that there was an average significant relationship between availability of learning materials among students and their performance of English in primary schools in Nakuru East Sub-County, Kenya.

5.2.3 Teachers and Students Attitudes and Performance of English

Findings indicated that teachers felt that the school administration supports teachers of English in improving the performance of English, and they have a positive attitude towards learning of English. In addition, they were of the same opinion that the students' attitude in learning of English greatly determines their success in learning. They were also in agreement that the teachers support weak students by building their motivation in learning of English. The teachers, however, were in disagreement with the assertion that newly admitted students have negative attitude towards learning of English. On the other hand, teachers were undecided on whether the students are highly motivated when it comes to speaking and learning of English. They were also uncertain on whether students are very inquisitive on issues pertaining to the subject of English, and on whether to improve students' attitude in learning of English, various rewards should be given to excellent pupils.

Students concurred that their teachers are sensitive to their individual attention needs and that the teachers are committed to helping the students. Additionally, they agreed that they liked studying English, that English is their favorite subject, and that they are motivated to study English. They further concurred that speaking in English makes them proud though they acknowledged that they are punished for speaking in their mother tongue. However, the students could not ascertain that they communicate in English during their free time.

Inferential statistics indicated that there was no significant relationship between teachers attitude and students performance of English. This demonstrated that teacher's attitude towards teaching

and learning of English does not influence the student's performance of English in Nakuru East Sub-County, Kenya. On the other hand, the findings demonstrated that there was an average positive significant relationship between students' attitudes towards learning of English, and their performance in English. Thus, enhancing students' attitude towards the learning of English would result in better performance.

5.3 Conclusions of the Study

The study derived various conclusions regarding factors influencing KCPE performance of English language in primary schools in Nakuru Town East Sub-county, Kenya, as a result of the findings from the study. Firstly, the study concluded that training of teachers have no significant influence on the performance of students in English in KCPE. Correlation analysis indicated that teacher training has statistically significant relationship with students' performance of English in primary schools in Nakuru East sub-county. Therefore, teacher training alone is not sufficient to enhance students' performance of English.

Secondly, The study came to the conclusion that for the students, the presence of teaching and learning materials has a significant influence on their performance of English. Consequently, providing sufficient learning materials to the student is of paramount importance in as far as performance of English is concerned. However, the presence of teaching materials for the teachers has no significant influence on the performance of the students in English. As such, it is much more important to provide students with the learning materials since the same are used by the teachers in teaching.

Thirdly, the study concluded that students' attitudes significantly influence their performance of English in primary schools in Nakuru East sub-county, Kenya. The findings indicated a positive

significant relationship between students' attitude, and the performance of English. Thus, boosting students' attitude in learning English would enhance their performance. To the contrary, teachers' attitude on teaching and learning had no significant relationship with the performance of students in English. As a result, the study concluded that it is only students' attitude and not teachers that influences students' performance of English in primary schools in Nakuru East Sub-County.

Additionally, the study led to the conclusion that on overall, teacher training, presence of teaching and learning materials, and students attitudes significantly influences students' performance of English in primary schools in Nakuru East sub-county Kenya. Thus, performance of English would greatly be enhanced through improving on all these factors.

5.4 Recommendations of the Study

The study came up with several recommendations from the study findings. First, the researcher would recommend that the ministry of education provides more training for teachers to improve on their teaching methods. Respondents acknowledged that well trained teachers produce excellent students' performance in English. More in-service training should be provided to the teachers to enhance their experience in teaching. Additionally, the school management boards should ensure the provision of teaching and learning materials is sufficient in the schools. This will go a long way in improving students' performance of English. The study's findings showed that the performance of students in English is dependent upon the provision of the learning materials. Teachers also indicated that availability of teaching and learning materials improves the effectiveness of teaching and builds the students interests in learning English. Further, the researcher would recommend that the schools find ways of providing more classes so as to

reduce the number of students in a class. This improves the interaction of the teachers and students and ensures more individualized teaching.

The researcher would also recommend that both the school administration, and the teachers work together to help the students develop positive attitudes towards the learning of English. The study showed that positive attitudes in students towards learning English influence their performance. Teachers also acknowledged that the students' attitude in learning of English greatly determines their success in learning. Students with positive attitudes are enthusiastic about learning and are very inquisitive wanting to know more. This improves even the learning environment as students become more cooperative with the teachers.

5.5 Suggestions for Further Studies

The findings, from the study, indicated that primary schools have large class sizes with more than 45 students per class. The researcher noted that respondents were concerned about the large class sizes. Therefore, the study's suggestion is that further study should be conducted to establish the relationship between class size and the performance of primary schools not only in English but also in other subjects. In addition, the researcher recommends that future researchers should replicate this study in different sub-counties to allow for the generalization of the findings.

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APPENDICES

Appendix 1: Introduction Letter

Jane Betty Kotut

P.O. BOX 9688,

NAKURU-20100

Dear Respondent,

RE: RESEARCH QUESTIONNAIRE

I am a Masters student at the University of Nairobi conducting a research entitled “Factors Influencing Performance of English in KCPE in Public Primary Schools in NakuruTown East Sub-County, Kenya”. This research forms part of the requirement for my masters’ qualification. I would appreciate if you would kindly take a little of your time to complete a questionnaire that I will provide. Any information provided from you is purely for academic purposes and all responses will be treated with utmost confidentiality. Your response will be of utmost importance to this study and the information you provide will help improve the academic performance in Public primary schools. Your cooperation is most valued and appreciated.

I take this opportunity to thank you in advance for your quick return of your completed questionnaire.

Yours Faithfully,

Ms. Jane Betty Kotut

Appendix 2: Questionnaire for Teachers

This questionnaire refers to a research on Factors Influencing Performance of English in KCPE in NakuruTown East Sub-County, Kenya. The questionnaire forms an integral part of the study and the respondents are kindly requested to complete and give any additional information they feel is necessary for the study. The researcher will uphold utmost integrity and ethics by ensuring that the data collected will be used absolutely for academic purpose and will be treated with strict confidentiality.

Background information

1. How many years have you been teaching?

1-5 years 5-10 Years 10-15Years

Over 15 Years

2. Qualifications.

P1 ATS Diploma Degree

Masters

3. How many English lessons do you have per class in a week

4. How many students are there in a class on average

25-35 35-45 45-60 over 60

5. In this section, use the scale of 1 to 5 to show the extent of your agreement or disagreement with the given statements.

1-Strongly Disagree (SD), 2- Disagree (D), 3- Neutral (N) 4- Agree (A) and 5- Strongly Agree (SA)

A. Teacher Training

S/N	Statement	SD	D	N	A	SA
1.	Training is a key requirement in teaching English in this school					
2.	Trained teachers produce excellent students in Performance of English.					
3.	In-service training helps in improving teaching methods of teachers.					
4.	Qualification of teachers of English determines Performance of English of students.					
5.	Teachers well trained in English produce better student achievement.					
6.	Through training the teacher acquires confidence in the mastery of English language.					
7.	The school provides training opportunities for teachers of English regularly					

B. Teaching and Learning Materials

S/N	Statement	SD	D	N	A	SA
1.	The school has got sufficient English teaching and learning materials					
2.	Availability of teaching and learning materials improves the effectiveness of teaching					
3.	The class sizes of the school are small hence enhancing teacher student interaction in teaching					
4.	Small class sizes enable individual student attention in the teaching of English					
5.	Sufficient time is allocated for learning of English thus facilitating its improvement.					
6.	Presence of learning materials has built students interest in learning of English					
7.	Use of a variety of materials stimulates students involvement in the learning process					
8.	Availability of enough teachers of English has improved students achievement in English.					

C. Attitude towards the learning of English

S/N	Statement	SD	D	N	A	SA
1.	The school administration supports teachers of English in improving Performance of English					
2.	Teachers have positive attitude towards learning of English					
3.	Newly admitted students have negative attitude towards learning of English					
4.	Students are highly motivated when it comes to speaking and learning of English					
5.	Students are very inquisitive on issues pertaining to the subject of English					
6.	To improve students' attitude in learning of English, various rewards are given to excellent pupils.					
7.	Students attitude in learning of English greatly determines their success in learning					
8.	Teachers support weak students by building their motivation in learning of English					

Thank You for Your Cooperation

Students' questionnaire

Background information

1. You are in class

2. In this section, tick where appropriate using the following scale

1-Strongly Disagree (SD) 2-Disagree (D) 3-Neutral (N) 4-Agree (A) 5-Strongly Agree (SA)

S/N	Statement	SD	D	N	A	SA
1.	The school provides enough textbooks for English					
2.	There are sufficient English revision books in the school					
3.	We feel we have the best teachers of English					
4.	Our teachers are sensitive to our individual attention					
5.	The teachers are committed to helping the students					
6.	I like studying English					
7.	English is my favorite subject					
8.	Students are motivated to study English					
9.	We often communicate in English during our free time					
10.	We are punished for speaking in mother tongue					
11.	Presence of learning aids makes learning of English friendly					
12.	Speaking in English makes me proud					

Performance of English

S/N	Statement	SD	D	N	A	SA
1.	The school registers high performance in English					
2.	Students perform better in English than in other subjects					
3.	Most of the students do well in English					
4	English speaking improves the performance					
5	Group discussions helps improve students'Performance of English					
6	Students strive to acquire higher grades in English					
7	Teachers have been highly commitment to improve school performance in English					
8	To encourage better performance, best performing students are rewarded					
9	Performance of English in the school has steadily been improving					

Thank You for Your Cooperation

Appendix 3: Morgan and Krejcie Table

Table for Determining Sample Size for a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
"S" is sample size.

Source: Krejcie & Morgan, 1970

Appendix 4: List of schools and Sample drawn

Public schools

S/N	School	Enrolment	Student Sample	Teacher sampled
1.	Baharini	194	15	4
2.	St. Theresa's	57	4	1
3.	Bondeni	76	6	2
4.	St. Mary's	268	21	5
5.	St. Paul's	108	8	2
6.	St. Xaviers	143	11	3
7.	Jamhuri	221	17	4
8.	Moi	493	38	10
9.	Kenyatta	179	14	4
10.	Lanet	263	20	5
11.	Hyrax	348	27	7
12.	Kisulisiuli	175	14	4
13.	Lenana	110	9	2
14.	Madaraka	134	10	3
15.	Crater Primary	230	18	5
16.	Nakuru Primary	157	12	3
17.	Nakuru East	210	16	4
18.	Menengai	256	20	5
	TOTAL	3576	277	72

Private Schools

S/N	SCHOOL	Enrolment	Student sample	Teacher sample
1.	AGC Lake View	24	2	1
2.	AIC Nakuru	32	3	1
3.	Angalo	39	3	1
4.	Carol	201	15	4
5.	Cheerful Child	38	3	1
6.	Chrisco	112	9	2
7.	Christ the King	163	13	3
8.	Crater Academy	76	6	2
9.	East African mission	37	3	1
10.	Echoes of Joy	47	4	1
11.	Excel	123	9	2
12	Grace Baptist	68	5	1
	TOTAL	960	75	20

THIS IS TO CERTIFY THAT:

MS. JANE BETTY KOTUT

**of THE UNIVERSITY OF NAIROBI,
0-20100 Nakuru, has been permitted to
conduct research in Nakuru County**

**on the topic: FACTORS INFLUENCING
KCPE PERFORMANCE OF ENGLISH
LANGUAGE IN PRIMARY SCHOOLS IN
NAKURU TOWN EAST SUB-COUNTY,
KENYA**

**for the period ending:
16th November 2017**

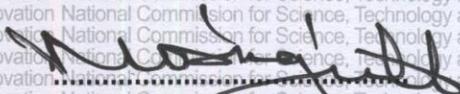

**Applicant's
Signature**

Permit No : NACOSTI/P/16/78919/12338

Date Of Issue : 16th November, 2016

Fee Received :Ksh 1000




**Director General
National Commission for Science,
Technology & Innovation**

CONDITIONS

- 1. You must report, to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officer will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA



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

**11926
Serial No.A**

CONDITIONS: see back page



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

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/16/78919/12338**

Date:

16th November, 2016

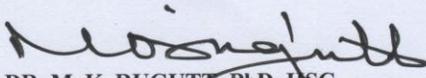
Jane Betty Kotut
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing KCPE performance of English language in primary schools in Nakuru Town East Sub-County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **16th November, 2017.**

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. M. K. RUGUTT, PhD, HSC.
DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.