



## **Evaluating Teaching Effectiveness in Determining Quality Educational Outcomes in Kenya**

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### **Abstract**

The yearnings for quality education is the driver to national socio-economic developments. This is well articulated by various local, national and international frameworks including Kenya's Vision 2030 and Sustainable Development Goals. Teachers are considered pivotal in quality education. However, research studies document that teachers' pedagogical practices reveal gaps in achievement of quality education outcomes. This study analyzed the role of teaching effectiveness on quality educational outcomes in Kenya. The study was guided by the Social Constructivism Theory and through a comprehensive review of literature, the study identified gaps in teachers' pedagogical practices that guided the present study. 400 teachers were selected for the study and through purposive sampling method, 24 principals were sampled. Also, systematic random sampling method was employed to yield a research sample of 80 teachers and 144 students. The principal research instruments were questionnaires for the teachers and students while interview guides were used to collect data from principals. Validity was enhanced by the piloting of instruments prior to collecting the final data. To enhance credibility, an adjustment of the tools was done according to the opinions obtained from respondents and peer reviews. Reliability of the instruments was calculated using the Pearson product-moment correlation coefficient and found to be  $\rho = .77$ , hence considered reliable. To test the internal consistency for reliability within questionnaire items, Cronbach alpha based on the standardized items was used which yielded  $\alpha = .759$ . Quantitative data was analyzed using SPSS Version 25 for both descriptive and inferential statistics. Measures among variables was described using standard deviations, SD, while chi-squared test,  $\chi^2=12.496^a$  was arrived at to determine the statistical significance of the study hypotheses at 0.05 level (2-tailed). The reporting of the quantitative data was in percentages, tables and charts. The study findings indicated that teachers are pivotal in determining educational outcomes through their pedagogical practices as corroborated by respective research objective findings. The study recommends that teachers should undergo continual professional development to improve in curriculum delivery. Also, the Government should enhance quality assurance and monitoring strategies in the schools to ensure that the school curriculum is highly implemented to achieve the educational goals in Kenya and beyond.

**Keywords:** Curriculum; Effectiveness; Management; Outcomes; Pedagogy; Teaching

## **Introduction**

Research studies have had a keen focus on determinants of quality educational outcomes. Some of the variables include having a clear and focused mission, high expectations for success, instructional leadership, frequent monitoring of student progress, opportunity to learn and student time on task, a safe and orderly environment, and a conducive home-school relationship (Kunje, Selemeni-Meke, and Ogawa, 2009). Other scholars like Lai, Sadoulet, and Janvry (2009) found that teacher quality significantly influences the learner's academic performance. Musah, Ali, Al-Hudawi et al. (2015) in their research examined the mediating effect between exogenous and endogenous variables that affect such outcomes. Further considerations affirm that blended learning activities that support the unit of content; the instructional approach such as active learning, constructivist model, student-to-student engagement; teaching to multiple learning styles and a variety of assessments are also contributors to quality learning.

Teachers are one of the most important school-based resources in determining students' future academic success and lifetime outcomes, yet have simultaneously had difficulties in defining what teacher characteristics make for an effective teacher (Burroughs et al. 2019; Chetty, Friedman, & Rockoff, 2014; Rivkin, Hanushek, and Kain, 2005; Rockoff, 2004). Teacher effectiveness is often measured by the student achievement (Darling-Hammond, 2000). The practice is of important for understanding and improving educational outcomes. They are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students' learning environment and influence student motivation and achievement. Furthermore, they can be expected to mediate the effects of job-related policies such as changes in curricula for teachers' initial education or professional development on student learning.

Through classroom teacher decisions, the curriculum is actualized (Hamilton-Ekeke, 2012). The curriculum is often the target of reform and governments use a range of accountability measures to ensure compliance (Harris, Courtney, Ul-Abadin and Burn, 2020). Therefore, there is a greater need for enhanced teacher competency during the process of imparting knowledge and skills. This is necessary because the valid measure of the success of a curriculum is the knowledge acquisition by learners. Learners' active participation in the learning process is dependent on a teacher's skills, and wisdom in the management of learning activities (Copriady, 2014). The skills and personality demonstrated by a teacher in the management of the teaching process through teaching approaches and utilization of resources is referred to as teacher pedagogical competency (Ugbe, 2000).

Teacher pedagogical practices in this study imply to the component of teaching effectiveness. Studies on teacher characteristics confirms the logical conclusion that poor academic performance of students correlates strongly with poor quality of teachers

teaching them in school (Anselmus, 2011). Students learning and academic performance is hampered by weaknesses in teachers' pedagogical content knowledge and classroom practices (Akyeampong, Pryor, & Ampiah 2006). For instance, the application of effective teaching approaches would contribute to new knowledge and skills whereas ineffective teaching methods would stifle acquisition, retention and application of new concepts resulting in low performance in academics (Chang, 2010).

Teacher's pedagogical practices vary from one country to another, depending on the information or skills that are being taught and also be influenced by the aptitude and enthusiasm of the student. Furthermore, the methods of teaching are dictated by the medium of instruction for example, where English is used, the method of instruction has to be more interactive than passive (Pillar & Skilling, 2005). It also argued that classroom teachers urgently need to know more about effective strategies for teaching English learners (Thompson, 2004). The commonly used teaching methods especially in developing countries are teacher-centered (Guloba, Wokodola, & Bategeka, 2010), which are viewed to be somewhat ineffective in the impartation of knowledge.

The influence of instructional media in teaching can be far reaching (Ampiah, Hart, Nkhata & Nyirenda, 2003) with textbooks and teachers' guides being a common component of instructional media that teachers have been using in the classroom. According to World Bank (2001), instructional teaching materials are critical ingredients in improving pupils' academic performance and the intended curriculum cannot be easily implemented if they are not utilized (Baylor & Ritchie, 2002). The provision of adequate teaching and learning resources has been identified as a fundamental factor that can enhance or stifle the quality of education).

### **Theoretical Context**

Teachers' effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation. Schacter and Thum (2004) suggested that effective teaching is a significant predictor of students' academic achievement. Therefore, effective teachers should produce students of higher academic performance hence have important effects on school improvement and school outcomes (Ellett & Teddlie, 2003; Heck, 2009).

Poor academic performance of students in Kenya has been linked to poor teachers' performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation. This study therefore observes that conditions that would make for effective teaching such as resources available to teachers, general conditions of infrastructure as well as instructional materials in public secondary schools in Kenya. Other factors that may contribute to teachers' effectiveness include; relationship between the students and the teacher; teachers' teaching experience

and qualifications. The prevailing conditions would definitely show a negative or positive influence on the instructional quality in public schools, which may translate to either good or poor academic performance, attitude and values of secondary school students.

Agharuwhe and Ugborugbo (2009) examined the influence of teachers' classroom effectiveness on students' academic performance in public secondary schools in Delta State, Nigeria. Their descriptive cohort of 979 teachers in public secondary schools in the State showed that effective teachers produced better performing students. However, the observed differences in students' performance were statistically not significant but the influence of student and school environment related factors which were not included in their study concluding that teachers' effect is not the only determinant on students' academic achievement.

Tuckman (1975) in his seminal research evaluated the effects of using graduate student instructors rather than regular faculty in a macro course. He found out that experienced faculty presumably have a positive effect on student performance, yet graduate instructors appear to be as effective in teaching macro principles. What may be involved are different sets of skills: experienced faculty may have a greater depth of understanding of the material, more self-confidence, and a more critical approach. Graduate instructors, on the other hand, may be able to grasp what students don't understand, and may make up in enthusiasm and approachability what they lack in understanding.

Although teachers' strong effect would significantly influence students' academic achievement, other factors such as socio-economic background, family support, intellectual aptitude of student, personality of student, self-confidence, and precious instructional quality have been found to also influence students' examination score either positively or negatively. To this end, (Blankstein, 1996) had stated that students' grades and test scores are not good indicators of the quality of teachers' instruction.

Since students' academic scores are not the only predictors of teachers' effectiveness, researches have sought other fairer ways of evaluating teachers' effectiveness. Students, administrators, colleagues and the teachers' self-evaluation have been used to evaluate teachers' effectiveness. Students' competence in the evaluation of the effectiveness of their teachers has been of great concern to researchers in education. However, studies have shown that students' ratings are valuable indicators of teachers' effectiveness (Barnett, Matthews, & Jackson, 2003).

Studies have failed to identify consistent and statistically significant associations between student achievement and teacher experience (Blomeke, Olsen, & Suhl, 2016; Gustaffsson & Nilson 2016; Hanushek and Luque 2003; Luschei & Chudgar 2011). Ekwesili (2006) however, opined that students' success depends on the amount of learning that takes place in the classroom. The school administrators' evaluation has also been used to evaluate teachers' effectiveness. The accuracy of school administrators' evaluation of teachers' effectiveness has also been studied. The above study suggests that administrator's

rating may also be one of a comprehensive evaluation system to measure teachers' effectiveness in secondary schools.

Bangbade (2004) found that out that teachers' attribute has significant relationship with students' academic performance. Such attributes according to Bangbade (2004) include teachers' knowledge of the subject matter, communication ability, emotional stability, good human relationship and interest in the job. Rena (2000) explained that for students to perform well in any examination one of the prerequisites is that their teachers must know them and have profound knowledge of their state of physical, intellectual and psychological readiness.

In many countries, teachers' qualifications that are considered to be related to student learning have become desirable targets of teacher education reform. Some of these reforms call for the professionalization of teacher education by making it longer, upgrading it to graduate programs, and regulating it through mechanisms of licensure, certification, and promotion align with standards. Professional development activities can be conducted by many different organizations, in schools and out of school, on the job or on sabbatical leave. On these occasions, practicing teachers update their content knowledge and teaching skills to adjust to the introduction of new curricula, new research findings on teaching and learning, changes in the needs of students, population etc. Studies by Wenglinsky (2000) found a positive effect of professional development on students' achievement. Other studies on the effect of teacher experience on student learning have found a positive relationship between teachers' effectiveness and their years of experience. The evidence currently available suggests that inexperience teachers are less effective than more senior teachers (Rivkin, Hanushek and Kain, 2000).

The literature reviewed indicates that effective teachers positively influence the academic achievement of students. However, students' related factors were also found to have influence either positive or negative on students' academic outcomes. Interpretation of the results reveals that there is no clear balance in what is being measured or in what has emerged as themes in teacher effectiveness research.

Brassard (2006) conducted a study to compare the teaching effectiveness of part time and full time clinical nursing faculty. The sample included two groups: clinical nursing students in Associate Degree Nursing programmes at schools in a mid-Atlantic state and the part time and full time faculty who taught those students. Results of the study indicated that student's rank part time faculty as significantly less effective than full time faculty on each of the five categories measured by effectiveness inventor as important in clinical nursing instruction i.e. Teaching ability, Nursing competence, Evaluation, Interpersonal relationship and Personality traits. The findings support the result that there is no significant difference in the ways that students rate the effectiveness of teachers and the self-ratings the teachers themselves.

Service-learning is a pedagogical approach that integrates academic learning and

community service. It involves partnership among various stakeholders like students, faculty members, community members, and social agencies. (Poon, Chan, & Zhou, 2011). To be effective teachers and make a positive impact on first-year students' learning necessitates that academics have an ability to draw on key knowledge, skills and attributes. However, these constructs are not finite and to be responsive to the evolving needs of students, professional learning for academics should be multi-faceted, ongoing and integral to everyday practice (Ambler, Solomonides, Smallridge, McCluskey, & Hannah, 2019).

The potential value of extending worker models to teaching in this way is reinforced by the fact that the three teacher characteristics mentioned above predict effectiveness in similar ways among teachers and other workers. Second, by outlining multiple models of effectiveness, it is possible to identify the important dimensions on which they vary, such as the unit of analysis and the assumed roles of the individual worker in relation to the organization.

The review of literature shows that inadequate research has been conducted on role of effectiveness to enhance quality educational outcomes. This study sought to find out whether role of effectiveness has an effect on quality educational outcomes in both counties.

## **Method Study Area**

The study was undertaken in the selected secondary schools located in Nyeri and Laikipia counties of Kenya.

### **Sample and Sampling Techniques**

A sample is a small portion of the target population. According to Orodho (2006), a sample should constitute 10% of the population when the population is large and 20% when the population is small. Therefore, a sample size of 20% was adopted for this study to enhance generalization.

Twenty (20%) percent of each category of respondents from the different sub counties was randomly obtained. Each member of the entire population had an equal probability of being selected (Pearls, 2005). The sample consisted of 24 principals, 80 teachers and 144 students as indicated in the Table 1. The respondents were selected using stratified sampling method with a smaller error of estimation than would be produced by a simple random sampling of the same size. This result is particularly true if measurements within strata are very homogeneous.

Table 1: Sample size

County	Principals		Teachers		Students	
	Target Pop-ulation	Sample Size	Target Population	Sample Size	Target Population	Sample Size
Nyeri	20	12	200	40	360	72
Laikipia	20	12	200	40	360	72
Total	40	24	400	80	720	144

Source: Researcher (2020)

### **Instrumentation Questionnaires**

The study used both primary and secondary data sources since the nature of the data was quantitative and qualitative. Purposive sampling was used in selecting the respondents. The researcher collected primary data by use of a semi structured questionnaire and interview guide. The interview concerned principles of the selected schools in both Laikipia and Nyeri Counties. Secondary data was obtained from the learners' performance record year 2015-2017 of the selected schools.

Questionnaire being a set of carefully designed, written down, and tested questions were asked to individual respondents to gather information in research. The questionnaire was structured into two sections; the first section seek data on the general information of the respondents, the second section sought data on the objective under study. This included only the alternative questions where the respondent had to choose only from the alternative levels using the Likert scale ranging from 1 for strongly disagree to 5 for strongly agree. Questionnaires were distributed to the selected respondents that is principals, teachers and learners of secondary level and later on the researcher picked them after 7 days.

### **Results and Discussions**

#### **Questionnaire Return Rate**

The researcher administered 24 questionnaires to secondary school principals and 20 were successfully filled and returned. At the same time 80 questionnaires were administered to teachers where 73 were responded. Also the questionnaires were submitted to a total of 144 students and out of the total 140 were also successfully filled and returned.

Table 2: Questionnaire return rate

Respondent Categories	Sampled Respondents	Returned Questionnaires	Achieved Return Rate
Principals	24	20	83%
Teachers	80	73	91.0%
Students	144	140	97.0%
Total	248	233	94.0%

Table 2 shows that the total questionnaire return rate was 94% asserting the point that the questionnaire return rate was appropriate and above 75% of the suitable levels to enable generalization of the results to the target population (Creswell, 2014).

## Results

### Role of Effectiveness in Teaching on Quality Teaching

The researcher sought to find out from the respondents whether teachers possess adequate content knowledge in all subjects. Their responses are presented in Figure 1.

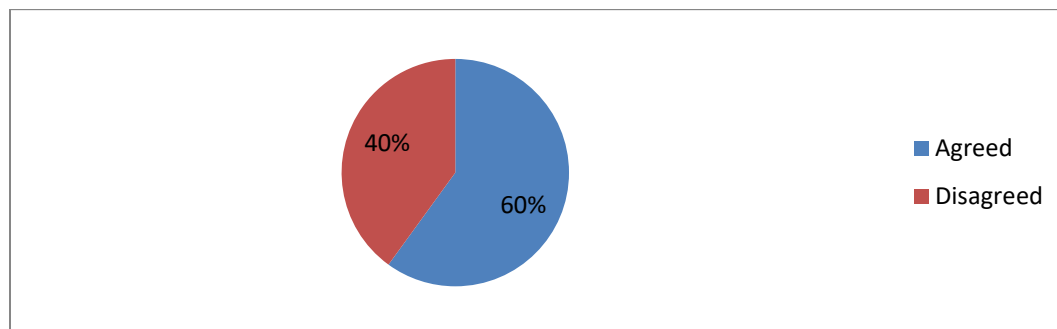


Figure 1: Responses on teachers' adequate knowledge in their subject area

Majority of teachers, 60 % agreed that teachers have an adequate content on their teaching areas while 40% of the respondents argued that some of the teachers do not have adequate knowledge on their area of teaching. This indicates that most of the teachers in secondary school are capable of delivering an adequate knowledge to the students thus enhancing best quality education outcomes. The researcher aimed at finding out whether a teacher provides clarity, enthusiasm and task-oriented opportunity to their learners.



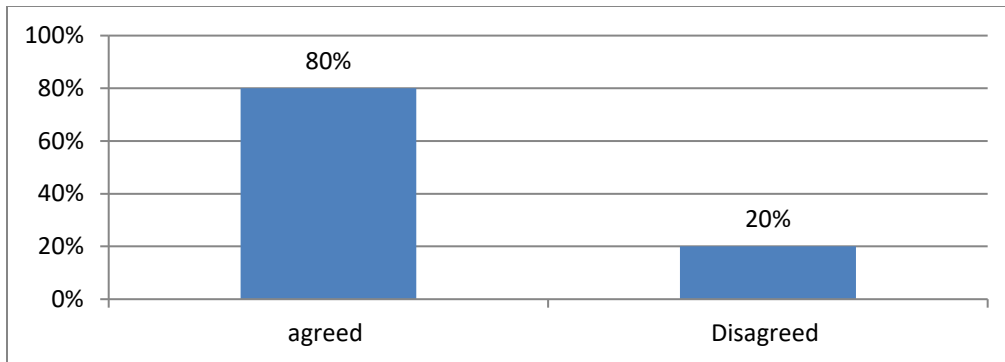


Figure 2: Teachers provides clarity, enthusiasm and task-oriented opportunity to their learners

46 respondents representing 20% reported that teachers do not provide clarity, enthusiasm and task oriented opportunity to their learners. Majority of the teachers 187 representing 80% said that teachers provide clarity, enthusiasm and task oriented opportunity to their learners. The study determined whether participation of teachers in evaluations by giving students tests has an impact on quality education outcome. The response was presented on the Table 3 and Figure 3 below:

Table 3: Participation of teacher in evaluation by giving students tests

Responses	Frequency	Percentage
Always Evaluate	149	63.88 %
Often evaluate	71	30.56 %
Do not evaluate	13	5.56%
Total		100%

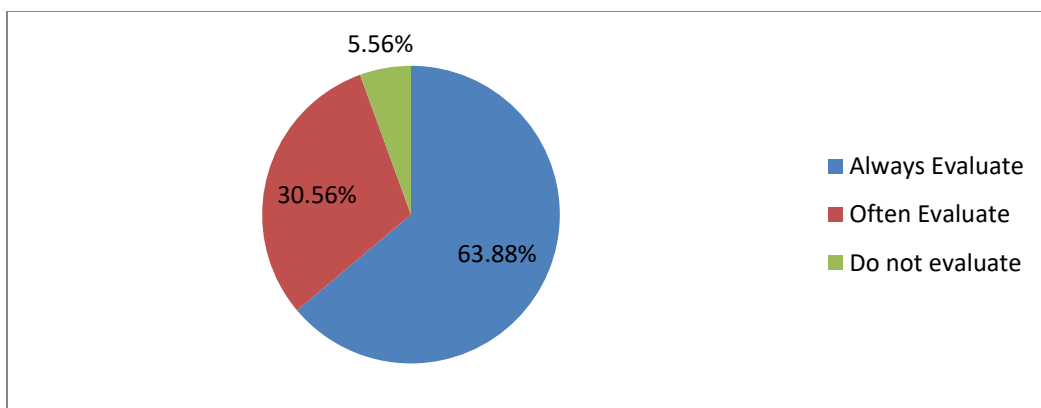


Figure 3: Participation of teacher in evaluation by giving students tests

The above Table 3 and Figure 3 shows that high number of respondents, 63.88% always evaluate pupils at the end of the lesson. This is an evidence of teachers caring attitude. It encourages on checking of what the learners have learnt. A less number, 30.56% of the teachers often evaluate learners while a few others 5.56% of the teacher's do not evaluate learners. The researcher finds out whether students are being involved in carrying out activities during the lessons. The findings were presented on the table below:

Table 4: Involvement of pupils in carrying out activities during the lesson

Responses	Frequency	Percentage
Involved	200	85.75 %
Rarely involved	33	14.25 %
Total	233	100 %

The findings from data above depicts that 85.75% of the respondents involved learners in carrying out activities during the lesson. This suggests that learners' manipulation skills are appropriately developed. However, 14.25% of the respondents rarely or even do not involve students in any activity in their lessons. This could be one of the major drawbacks of academic performers to pupils. The study investigated whether teachers have a good relationship with their students. Figure 4.12 explains the responses below:

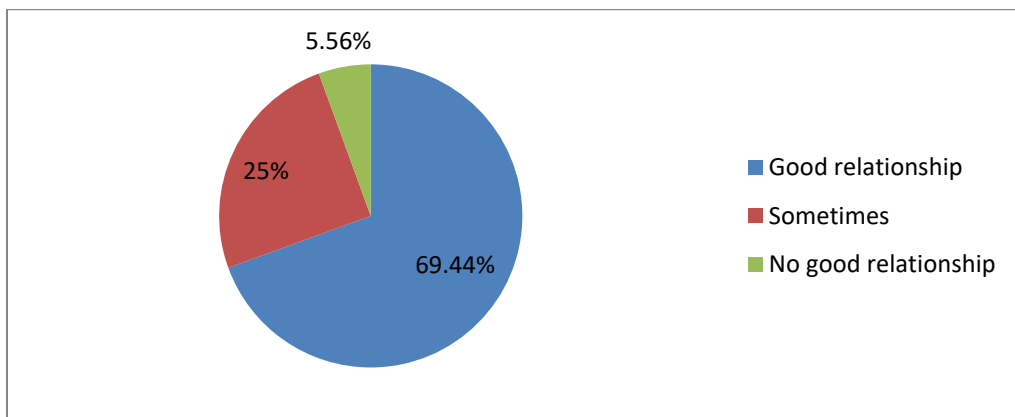


Figure 4: Teacher's relationship with students

It is clear from the data shown above that 69.44% of respondents had always created good relationship with their pupils. This implies that majority of the teachers had concern of their learners. This is a positive attitude portrayed by teachers as it demonstrates the genuine caring and kindness to pupils. A less number, 25% of respondents think that teachers sometimes create good relationship with the pupils while 5.56% teachers do not

create any relationship with the learners.

### The Significance Effect of Effectiveness of Teachers on Quality Educational Outcome in Kenya

The fourth hypothesis sought to establish whether there is significance effect of effectiveness of teachers on quality educational outcome in Kenya. To verify possibility of significance effects between effectiveness of teachers on quality educational outcome in Kenya, data was collected on whether outcome-based instructions is given by teachers and teachers set learning goals in advance and ensure they are achieved.

Table 5: Outcome Based Instructions is given by teachers and teachers set learning goals in advance and ensure they are achieved

		outcome based instructions is given by teachers					
		Teachers					
		SD	D	N	A	SA	Total
teachers set learning goals in advance and ensure they are achieved	Strongly Disagree	0	0	0	0	0	0
	Disagree	0	0	0	0	0	0
	Neutral	0	0	0	0	0	0
	Agree	0	0	0	21	19	39
	Strongly Agree	0	0	0	11	22	33
	Total	0	0	0	32	41	73
		Learners					
	Strongly Disagree	0	0	1	1	0	2
	Disagree	0	0	0	3	3	6
	Neutral	1	1	9	14	8	35
	Agree	1	3	12	30	22	70
	Strongly Agree	0	0	5	10	16	31
Total		2	4	27	58	49	140

Table 6: Chi Tests; outcome based instructions is given by teachers and teachers set learning goals in advance and ensure they are achieved

teachers					learners		
		Value	Df	Asymp. Sig. (2-sided)	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	Chi-	2.349 <sup>a</sup>	1	.125	12.496 <sup>a</sup>	16	.709
Likelihood Ratio		1.674	1	.196	15.099	16	.517
N of Valid Cases		2.370	1	.124	144		

\* Association is significant at the 0.05 level (2-tailed).  
 \*\* Association is significant at the 0.00 level (2-tailed).

From Table 4.20, the findings are presented in a matrix form such that the significance influences are replicated. A Chi square test was run to determine whether there is significance effect of effectiveness of teachers on quality educational outcome in Kenya. The data generated a Chi values of  $\chi(1) = 349^a$  and  $12.496^a$  with corresponding significance of  $p = .709$ , and  $p = .517$  which are greater than pre-determined value of  $< .005$  thus indicating there is no statistical significance of effectiveness of teachers on quality educational outcome in Kenya. The fourth hypothesis  $H_{04}$  that stated that there is no significance effect of effectiveness of teachers on quality educational outcome in Kenya is therefore accepted. This results confirms the findings by Hyland, (2007) failure to achieve what it purports to do in relation to these education ideals, outcomes schemes are prone to becoming dehumanizing and educationally trivializing to result in curricular fragmentation and simplification; the externalization of educational reward; student dependence; and educational conservatism, tokenism, inflexibility, centralization, instrumentalism and functionalism. The emphasis on the instrumental and economic value of learning outcomes resonates with those educational goals that are contingent and immediate. Often times, proximate and short-term goals are found to be in tension with longer term and broader realities and goals.

To get an in-depth finding of the study, principals were also interviewed. The interviewees were asked to highlight what they do to ensure teachers possess adequate content knowledge for their subject area in their institution. According to principals echoed that teachers in their schools have acquired enough knowledge for their subjects however, they stated lack of enough resources for professional development has been a challenge to many schools. For instance, *“we have teachers who are competent in their subjects, have relevant knowledge and fit for the task. However, lack of finances and necessary resources for professional development remains a major challenge”*.

Further, principals were supposed to highlight strategies use to ensure teachers promote student learning for acquisition of knowledge, skills, values and attitudes. Principals echoed that teachers are supposed to attend lessons, regular students' assessments and motivates learners during classroom teaching. Over 50% of principals remarked that "*principals ensure teachers attends lessons effectively, have regular tests to assess learners and often motivates learners to acquire knowledge*". These remarks clearly indicate that principals' roles of ensuring teachers promotes learning for acquisition of knowledge, attitudes, skills and values is critical in achieving educational goals.

Concerning which activities do principals apply in the institution to provide clarity, enthusiasm and task oriented opportunities for learners. Principals states that they provide conducive environment for learners to improve their academic performances, avails resources necessary for learning and organizes lessons to motivate learners. "*Schools have programs meant to motivate learners, encourages learners to perform their best and provide resources for teaching*".

These findings align with that Glewwe & Kremer (2006) the existing evidence on the association between teacher knowledge and student achievement be it in level or value-added form is still likely to suffer from bias due to unobserved student characteristics, omitted school and teacher variables, and non-random sorting and selection into classrooms and schools. Obvious examples where such bias would occur include incidents where better-motivated teachers incite more student learning but also accrue more subject knowledge; where parents with a high preference for educational achievement both choose schools or classrooms within schools with teachers of higher subject knowledge and also further their children's learning in other ways; and where principals place students with higher learning gains into classrooms of teachers with higher knowledge.

Regarding on views that necessary measures principals take to ensure teachers promote outcome based instruction. Principals echoed that they ensure teachers' covers curriculum in time and teachers met set targets. Most principals remarked that "*we make sure curriculum is totally achieved and targets met*". Further, to capture measures principals take to ensure teachers promote outcome based instruction, principals stated that they ensure they conduct regular assessments and brings feedback on students' reports on academic performances. Most principals highlighted "*we ensure teachers have tests to give their students and provide feedback on their academic performances*". This spells out that principals ensure students are assessed regularly to capture their progress.

According to Babyegeya, (2002) who stated that leaders have not only a vision but the skills to communicate that vision to others, to develop a "shared covenant, they invite and encourage others to participate in determining and developing the vision. All leaders have the capacity to create a compelling vision, one that takes people to a new place, and the ability to translate that vision into reality. Babyegeya, (2002) found out that principals in schools where at-risk students are achieving practice the skills and apply the knowledge

of effective instructional leadership. They have a vision - a picture of what they want students to achieve. They engage teachers, parents, students and others to share in creating the vision. Principals should encourage them to join in the efforts to make that vision a reality. They keep the vision in the forefront by supporting teachers' instructional efforts and by guiding the use of data to evaluate the progress of the school.

To establish which strategies do principals use in problem solving approaches for students, principal stated that friendly conversation and fair discussions are uphold. They mentioned that *“friendly approach in solving problems is encouraged when tackling problems in schools.”* This ensures that learners get fair treatment, are given ample time for discussions and necessary problems solving are maintained. These findings affirm that students must be given the time and opportunities to be able to go through all the steps of the creative process in order for them to come up with creative solutions to unique problems. There needs to be sufficient time and place allowed for creative students to share and build upon their individual creativity. Schools must provide supportive environments which will enable students to feel free to combine and connect things. Original thinking must be allowed, accepted and encouraged. All students must feel free to explore any and all possibilities, not just the practical, logical and viable. To be able to make creative problem-solving a reality, students in the schools must have the opportunity to pursue personal satisfaction, fulfillment and self-actualization. Setting the problem aside for a time after a period of preliminary work can facilitate novel solution ideas. This also supports the idea for a structured incubation time to create more successful solutions.

### **Conclusion**

Education is the best legacy that a nation can give to her citizens. This is so because education impacts knowledge, skills, attitudes and values to an individual learner. These values would make an individual more useful to the society. It is also a common believe that education determines the society social economic development. The role of teachers is to educate learners. This implies that the development of any nation is on the hand of teachers because they are the dispersers of education to the learners. The influence of teacher's characteristics on pupil's academic performance is therefore a key determinant to any development in the society and the nation at large. The study revealed that teachers' attitude on teaching played a big role in determining the pupils' academic performance. The failure to cover syllabus is a behavioral attitude and could to low academic performance. The large numbers of pupils handled by teachers could also prevent individual education programme being implemented to all learners.

Nevertheless, teachers' qualifications and experiences and no clear prove on it influence on pupils' academic performance. Further, researcher established that there is no significance effect of effectiveness of teachers on quality educational outcome in Kenya.

Among the qualified teachers, weakness in classroom pedagogy is still an issue as pre-service education is of poor quality with little transferability to the classroom.

In regard to classroom practices most teachers give positive feedback, but only half or less ask a mix of lower and higher order questions, plan the lessons or introduce and summarize the lesson. Very few teachers engage in all of the above practices (5%). These weaknesses have led to a larger focus on in-service education and especially Continuous Professional Development (CPD) which systematically update competences that teachers require in the classroom. The CPD program is coordinated by the primary teachers' collages through Coordinating Center Tutors (CCTs). Tutors are typically recruited from experienced teachers and head teachers. They are responsible for providing workshops on Saturdays and during the school holidays and school-based support such as classroom observations and feedback to teachers and head teachers. However, one of the main challenges is to improve the technical capacities of the CCTs as much of the training they receive is too short to enable them to develop their own understanding of various teaching approaches and methods to best mentoring other teachers.

### Recommendation

It is important to note that school is an important social institution that determines the destiny of learners. The following recommendations were therefore arrived. Firstly, the government should increase the number of teachers to reduce the learners' ratio thus enabling individual education programmes being taken to all learners and the relevant bodies of education stake holder should device the correct way of monitoring and evaluating curriculum implementation in all schools to ensure complete syllabus coverage. Forum of stakeholders should be created to check provision of education resources and care for the same and also the government should review its free fund allocation to allow regular in servicing of teachers. This would equip teachers with new knowledge and skills required in teaching.

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