

# **INFLUENCE OF TEACHER'S PREPARATION OF PROFESSIONAL DOCUMENTS ON STUDENTS' ACADEMIC ACHIEVEMENT OF KISWAHILI LANGUAGE IN PUBLIC SECONDARY SCHOOLS IN KATHONZWENI SUB-COUNTY, KENYA**

**<sup>1</sup>Elizabeth Welu Kiamba, PhD student.**

School of Education, Department of Educational Communication and Technology, Machakos University in Kenya. Email: [kiambaelizabeth@yahoo.com](mailto:kiambaelizabeth@yahoo.com). Tel. 0729817995

**<sup>2</sup>Dr. Francis Mutua, Lecturer**

School of Education, Department of Educational Communication and Technology, Machakos University in Kenya. Email: [bfmutua50@yahoo.com](mailto:bfmutua50@yahoo.com) . Tel. 0791679945

**<sup>3</sup>Dr. David Mulwa, Senior Lecturer**

School of Education, Department of Educational Management and Curriculum Studies, Machakos University in Kenya. Email: [davimulwa@gmail.com](mailto:davimulwa@gmail.com). Tel. 0729482924

## **ABSTRACT**

*Poor performance in the Kenya Certificate of Secondary Education (KCSE) Examination has been of a great concern by all stakeholders particularly the students' academic achievement of Kiswahili language. For five years Kathonzweni Sub County has been posting poor results in Kiswahili language. The purpose of the study was to establish the influence of teacher's preparation of professional documents on students' academic achievement in Kiswahili language. This study was guided by Teacher Efficacy theory. The study was conducted in Kathonzweni Sub County, Kenya. The target population comprised of 60 Kiswahili language teachers and 39 principals in all the 39 public secondary schools in the Sub County. The Kiswahili language teachers and the principals were purposively sampled. The sample size was all the 39 principals and 60 Kiswahili language teachers hence Census Survey. Questionnaires for principals and teachers were used as instruments of data collection. The objective of the study was; to establish the influence of the teacher's preparation of professional documents on students' academic achievement in Kiswahili language on students' academic achievement in Kiswahili language in public secondary schools in the Sub County. Both questionnaires were piloted for reliability and yielded Chronbach Alpha Coefficient of 0.833 for principal's questionnaire and 0.838 for teachers' questionnaire. The data collected was quantitatively analyzed using Statistical package of Social Sciences (SPSS). Frequencies and percentages were used to summarize and describe data whereas Pearson correlation was used to establish relationships. The findings established that; teacher's preparation of professional documents did not have a significant influence ( $r=0.273$ ,  $p\text{-value}=0.649$ ). The findings of the study will be useful in advising the Ministry of Education (MOE) on ensuring thorough grounding of teachers in teacher training colleges and universities to produce fully baked Kiswahili teachers. It may be used for future researches on related studies.*

**KEYWORDS: Teacher Preparedness, Student Achievement, Professional documents, Kiswahili Language.**

## INTRODUCTION

Brown (1994) states that teaching is extremely complex endeavor which involves classroom management, lesson preparation, and organization of teaching and learning activities for effective classroom instruction. Rosenshine (1995) advises that planning to teach should be the first thing a teacher should do when beginning to teach in order to achieve educational goals intended. Marino (2007) indicated that teachers need initial and continuing professional development and training to have a very positive impact on students' academic achievement in the teaching and learning process. Adegoroye (2004) asserted that improving performance depends on improvement of quality of classroom practices of the subject teacher and the more organized the teacher is the better the academic achievement. Kimosop (2015) explains that teachers are required to prepare all stages of the implementation of curriculum documents before they are actually the students' use through their assistance. Kiswahili language academic achievement has been affected by the belief that it is a native language hence lacks the seriousness it deserves from teachers and students. Odhiambo (2005) indicates that there is extremely growing demand and desire from the Kenyan government and public for accountability from the classroom teachers.

### Statement of the Problem

Students' academic achievement in the KCSE at national level has been dismal over the years. Students' academic achievement in Kathonzwani Sub County has been poor in the last 5 years as shown in the **Table 1.1** below. The table shows that the number of candidates in this Sub County has significantly increased from 1580 to 2070 over the years but the mean scores have decreased over the last five years. They are not only low but very poor given that the maximum mean score should be 12.00 (A).

**Table: 1.1 General analyzed KNEC Results for Kathonzwani Sub County.**

Year	2013	2014	2015	2016	2017
Entry	1580	1643	1723	1949	2070
Mean scores	5.200 C-	4.491 D+	4.662 C-	3.480 D	3.353 D

### Source: Kathonzwani Sub County Examinations Office

The performance of Kiswahili language in the Sub County has been increasingly dropping for the last five years as shown in **Table 1.2** below

**Table: 1.2 Kiswahili Language analyzed KNEC Results for Kathonzweni Sub- County**

<b>Year</b>	2013	2014	2015	2016	2017
<b>Entry</b>	1580	1643	1723	1949	2070
<b>Mean scores</b>	5.943 C	5.531 C	5.242 C-	4.112 D <sup>+</sup>	3.719 D <sup>+</sup>

**Source: Kathonzweni Sub County of Education Examinations Office**

The low academic achievement in **Table 1.2** above is worrying despite the infrastructure as well as technical support from the government and other development partnerships as well as other stakeholders. This dismal academic achievement is of great concern to parents; the government and general public since each of them expect very good results especially after making a huge investment in the secondary education in terms of money and human resources.

**Purpose of the Study**

The purpose of the study was to investigate the influence of teacher’s preparation of professional documents on students’ academic achievement of Kiswahili language in public secondary schools in Kathonzweni Sub County, Kenya.

**Theoretical Framework**

The study adopted Teacher Efficacy theory. This theory was first developed by RAND researchers in 1960’s. According to Berman, McLaughlin, Bass, Pauly and Zelman (1977) teacher efficacy has been defined as the extent to which the teacher believes he or she has the capacity to affect student academic achievement. This can be done or achieved mainly through confidence in content delivery, class management and other teaching practices. Gusky and Passaro (1994) indicate that it can also mean the teachers believe or conviction that they can influence how well students learn, how they retain the subject matter, even those who may have difficulties or unmotivated. Teacher efficacy correlates with teacher preparedness and actually suggests strategies which are used for improving the efficacy of in- service teachers (Rotter, 1966).Teacher preparation according to him includes the teacher’s ability to be able to deliver instructional process with confidence and be able to prepare the recommended documentation. In this case therefore documentation needed may include lesson plan, schemes of work, lesson notes, and records of work. Implementation of teaching practices as discussed by Gusky (1982) are parameters used to measure teacher efficacy. Therefore, this theory was well connected with the study carried.

**Literature Review**

### **Teacher's Preparation of Professional Documents**

Urevbu (1985) indicates that the teacher needs teaching documents which are items any serious and committed teacher must know, is able to develop and use in teaching and learning process. They spell out the teaching professionalism. Any serious teacher should take the following measures before beginning to teach ;(a) Read the official syllabus description of the subject. (a) Select the broad content areas to be covered by the teacher (c) Consider teaching within the stipulated time (Oketch & Asiach, 1986). Kimosop (2015) states that a syllabus book is a document that guides a teacher to plan for effective classroom instruction where they should use it to identify objectives, write schemes of work and lesson plan. Kimosop (2015) states that effective classroom instruction entails 3 main stages. One of the stages include; preparation stage (planning stage) which involves identification of the content to be covered, identification of objectives, scheming of the content, and lesson planning. According to KICD (2017) professional documents are documents which are used by the teacher in the preparation, implementation and evaluation of teaching and learning process. They include; schemes of work, lessons plan, records of work, progress reports and Individualized Education Program (IEP).

Eshiwani (1985) that good administration practices of principals like checking of teachers' professional records are always reflected in the good performance of the school and administration have impact in teaching and learning of a given subject.

### **Students' Academic Achievement**

Stolp and Smith (1994) defines academic achievement as the extent to which a student, teacher or institution has achieved their intended educational goals. Darling-Hammond (2006) says that classroom teachers are primary responsible for student academic achievement. They should work towards that primary goal; academic achievement. Bass (2009) on his study on under achievement in schools and colleges found that overpopulated class, teaching and learning resources as well as teachers' pedagogy significantly related to learners' academic achievement. Heneveld (1994) notes that heads of institutions should be able to supervise and support teachers' work through lesson observation, schemes work, lesson plan and work records . Dessarollo (2008) states that academic achievement is dependent of various factors including the institutional leadership, teacher motivation, student attitude and availability of resources.

### **Summary of the Literature Review and Gaps**

From the studies cited above it is clear that teacher's preparation of professional documents and students' academic performance is dependent on other several factors including overpopulated class, teacher motivation, institutional leadership, availability of instructional materials for teaching learning process and teachers' pedagogy. The academic achievement of students in Kiswahili language Kathonzweni Sub County in the KNEC examinations has not been promising in the last five years.

### **Research Methodology**

The study adopted mixed method research design. The target population was the 39 principals and 60 Kiswahili teachers in the 39 public secondary schools in Kathonzweni Sub County. The sample size was all the 39 principals and 60 Kiswahili language teachers hence census survey. Questionnaires for the principals and Kiswahili teachers were used as the main instruments of data collection. A Pilot study was done in accordance to a recommendation by Mugenda and Mugenda (2008) that 1% of target population is examined to ensure reliability of the instruments before the actual study. One school was selected for the study. The collected data was quantitatively analyzed using Statistical Package of Social Sciences (SPSS).

### **Research Findings**

#### **Influence of Teacher's Preparation of Professional Documents on Students' Academic Achievement in Kiswahili language.**

The main objective of the study was to establish the influence of teacher's preparation of professional documents on students' academic achievement on Kiswahili language in public secondary schools in Kathonzweni Sub County. The principals and teachers were asked to tick on their level of agreement on listed statements on influence of teacher's preparation of professional documents. The data were analyzed in form of percentages and frequencies. **Table 1.3** Presents principals' agreement level on influence of teacher's preparation of professional documents on students' academic achievement in Kiswahili language

**Table 1.3: Principals' Level of Agreement on influence of Teacher's Preparation of Professional Documents on students' academic achievement in Kiswahili language.**

<b>NO</b>	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
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		%	%	%	%	%
1	My Kiswahili language teachers prepare the professional documents always.	68.6	31.4	0.0	0.0	0.0
2	Preparation of professional documents has influence on students' academic achievement.	40.0	57.1	2.9	0.0	0.0
3	Kiswahili language teachers take preparation of professional document seriously.	28.6	68.6	2.8	0	0
4	Institutional leadership supervises the preparation of professional documents.	65.7	34.3	0	0	0
5	All the professional documents are prepared in time and well used in preparation for classroom instruction.	17.1	51.4	8.6	22.9	0

N=35

Findings in **Table 1.3** show that: 68.6% of the principals strongly agreed that Kiswahili language teachers prepare the professional documents always and 31.4% disagreed; 57.1% agreed that preparation of professional documents has influence on students' academic achievement, 40% strongly agreed and 2.9% were undecided; 68.6% agreed that Kiswahili language teachers take preparation of professional document seriously, 28.6% strongly disagreed and 2.8% were undecided; 65.7% strongly agreed that institutional leadership supervises the preparation of professional documents and 34.3% agreed. 51.4% of the principals strongly agreed that all the professional documents are prepared in time and well used in preparation for classroom instruction, 17.1% strongly agreed, 8.6 % were undecided and 22.9% disagreed. This implies that the principals always play their role of supervising their teachers' preparation of their professional documents. Timely preparation of professional documents ensures that teachers are well prepared to teach which have an impact on students' academic achievement. The findings concur with Adegoroye (2004) that improving performance depends on improvement of quality of classroom practices of the subject teacher and the more organized the teacher is the better the academic achievement. **Table 1.4** Presents teachers' agreement level on influence of teacher's preparation of professional documents on students' academic achievement in Kiswahili language.

**Table 1.4: Teachers' Level of Agreement on teacher's Preparation of Professional Documents in Kiswahili language.**

No	Statement	SA	A	U	D	SD
		%	%	%	%	%
1	Preparation of schemes of work has influence on performance of Kiswahili language.	36.0	54.0	4.0	6.0	0.0
2	Reference to the syllabus in preparation of schemes of work has influence on performance in Kiswahili language.	42.0	56.0	2.0	0.0	0.0
3	Preparation of lesson plan has influence on performance of Kiswahili language.	28.0	58.0	4.0	10.0	0.0
4	Preparation of lesson notes has influence on the performance of Kiswahili language.	46.0	52.0	2.0	0.0	0.0
5	Preparation of records of work has influence on the performance of Kiswahili language.	28.0	32.0	36.0	4.0	0.0
6	Preparation of the progress records has influence on students' academic achievement in Kiswahili language.	38.0	56.0	6.0	0.0	0.0

N=50

Findings in **Table 1.4** show that: 54% of the teachers agreed that preparation of schemes of work has influence on academic achievement of Kiswahili language, 36% strongly agreed, 4% were undecided and 6% disagreed; 56% agreed that reference to the syllabus in preparation of schemes of work has influence on academic achievement in Kiswahili language, 38% strongly agreed and 6% were undecided; 58% agreed that preparation of lesson plan has influence on academic achievement of Kiswahili language, 28% strongly agreed, 4% were undecided and 10% disagreed; 52% agreed that preparation of lesson notes have influence on the academic achievement of Kiswahili language, 46% strongly disagreed and 2% were undecided; 36% were undecided on whether preparation of records of work has influence on the academic achievement in Kiswahili language, 28% strongly agreed, 32% agreed and 4% strongly disagreed; 56% of the teachers agreed that preparation of progress records has influence on students' academic achievement in Kiswahili language, 38% strongly agreed and 6% were undecided. This implies that teacher's preparation of

professional documents have an influence on achievement in Kiswahili language. The finding is in line with Urevbu (1985) who asserted that the teacher needs teaching documents which helps them in teaching and learning process.

### **Summary of the Findings**

In line with the objective of the study; findings established that teacher's preparation of professional documents did not have a significant influence on student's performance in Kiswahili language ( $r=0.273$ ,  $p\text{-value}=0.649$ ). However, teachers were in agreement that preparation of schemes of work has influence on performance of Kiswahili language; reference to the syllabus in preparation of schemes of work has influence on performance in Kiswahili language; preparation of lesson plan has influence on performance of Kiswahili language; preparation of lesson notes have influence on the performance of Kiswahili language; preparation of progress records has influence on students' academic achievement in Kiswahili language. The finding concurs with Eshiwani (1993) that good administration practices of principals like checking of teachers' professional records are always reflected in the good performance of the school and that good administration have impact in their teaching and learning process.

### **Conclusion and Recommendations**

Teacher's preparation of professional documents was found to have influence though insignificant on the quality of education standards and schools where teachers prepare their professional documents without supervision. A well done lesson helps the teacher to organize the content, plan and prepare learning resources, present concepts and skills systematically, manage time well, select and design appropriate assessment methods and make connections between components. The study suggests that a research on the role of principals in ensuring effective supervisory functions in public secondary schools could be done to find out how the principals ensure the effective supervision of the schools they head.

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