

Influence of Teacher Training on Academic Achievement of Kiswahili Language in Public Secondary Schools in Kathonzweni Subcounty, Makueni County.

Francis Mutua, Senior Lecturer

*Department of Educational Communication Technology, School of Education
Machakos University in Kenya.*

Email: bfmutua50@yahoo.com

Elizabeth Welu Kiamba, Graduate student

*Department of Educational Communication Technology School of Education,
Machakos University in Kenya.*

Email: kiambaelizabeth@yahoo.com

ABSTRACT

The purpose of the study was to establish the influence of teacher training on students' academic achievement in Kiswahili language. Though studies have been done on teacher training and academic achievement in other subjects, no known research has been done on Kiswahili language. This study was guided by Teacher Efficacy theory which connects teacher training and academic achievement. The study was done in Kathonzweni sub county Kenya, the target population was 39 principals who were sampled purposively. 60 Kiswahili teachers in 39 public secondary schools were sampled through simple random sampling. The objective of the study was to determine the influence of teacher training on students' academic achievement in Kathonzweni Sub County, Makueni County, Kenya. The study adopted a descriptive research design. Questionnaires for principals and teachers were used to collect data. The quantitative data collected was analyzed using Statistical Package of Social Sciences (SPSS). The study showed the pre-service training and in –service training was very paramount in informing the teacher of the emerging trends in the subject hence improved performance. It also showed that trained teachers were able to deliver classroom instruction better than the untrained teachers, hence trained teachers posted good performance in Kiswahili language. The administration support for teacher development programs through facilitation was evident. The findings in this study will be useful in advising the Ministry of Education (MOE) on the need to have teacher trainees in the teaching colleges and universities be thoroughly grounded in their preparation for classroom instruction. It will also advise on establishment of Teacher Capacity Building Centers to offer refresher courses for in service Kiswahili language. It will help in future researches on teacher training and academic achievement in other levels or subjects.

Keywords: Teacher training, academic achievement, classroom instruction.

INTRODUCTION

The original objectives of Franklin Benjamin in 18th Century when he started teacher education program were to; Produce highly qualified teachers, high quality teachers and teachers who can also train others how to teach (Hagger&McIntyre, 2000). Since then Educational policy makers as well as practitioners have maintained a long standing and high interest in trying to improve the quality of the teacher. In this regard they have really tried to champion for the in-serve teacher

training or development programs in order to instill more subject knowledge as well as pedagogical skills to help improve performance of the learner. Harris and Sass (2008) in their study on teacher training, teacher quality and student achievement found that content focused professional development which highly influences middle and high school Mathematics and on the job training acquired through experience correlated with enhanced effectiveness in teaching hence influencing academic achievement.

UNESCO (2005) maintains that the system of education in Kenya is exam oriented as a result of the benefits which the graduates get after completing their courses successfully. Teacher quality is an element which is widely acknowledged to be key in improving students' outcomes. Gamoran (2006) posit that teacher training lead to better delivery of the subject content in classroom hence enhancing academic achievement among the students. Gursky (2000) also noted that teacher training has a positive influence on teachers' classroom practices. The Government of Kenya (GOK) considers teacher training of a great significance not only as prerequisite in pre entry qualification to the profession but also in upward mobility in serving the teachers (GOK, 1999). Teacher training is considered as a very crucial element in improving effectiveness in classroom instruction (Orora, 1988). Muya (1994) argues that there exists many teacher instructional malpractices in Kenya due to inadequate or lack of training skills and thus development of human resource skills enhances better performance.

Statement of the problem

Ministry of education has been mandated with training teachers for all levels through teacher training colleges and universities. The main aim is to ensure that the learners get quality learning from well grounded teachers. The teachers are assumed to have acquired the necessary knowledge skills and pedagogical skills which otherwise would affect learners performance for better. Training of teachers can be categorized into two namely; Pre-service training and in-service training. These two are offered in colleges as well as universities and on job (service) respectively. Different researchers have tried to carry out research on the relationship between teacher training and students' outcomes on different subjects but no known research has been done on Kiswahili language. This therefore prompted the researchers to investigate the influence of teacher training and students' academic achievement in Kiswahili language in Kathonzweni Sub County.

Purpose of the study

The purpose of the study was to investigate the influence of teacher training on academic achievement of Kiswahili language in public secondary schools in Kathonzweni Sub County.

Research objective

To investigate the influence of teacher training on students' academic achievement in public secondary schools in Kathonzweni Sub County.

Significance of the study

The findings of this study will advise the MOE on the need to ensure that teacher trainees are thoroughly grounded in preparation to classroom instruction. It will also advise on establishment of Teacher Capacity Building Centers to offer refresher courses for in service Kiswahili language.

It will help in future researches on teacher training and academic achievement in other levels or subjects. The findings may further be helpful to the school managers in ensuring that teachers are allowed to attend workshops, seminars and any other teacher development courses to enhance the schools' academic achievement.

THEORETICAL FRAMEWORK

The study adopted Teacher Efficacy theory for the purpose of the study.

Teacher Efficacy Theory

According to Berman, McLaughlin, Bass, Pauly and Zelman (1977) teacher efficacy is the extent to which the teacher believes he or she has the capacity to affect student performance. This can be done mainly through confidence in content delivery, class management and other teaching practices. Guskey and Passaro (1994) indicate that it can also mean the teachers' believe or conviction that they can influence how well students learn, even those who may have difficulties or unmotivated. Proponents of this theory believe that student motivation and performance are very significant reinforcers for teaching behavior and hence teachers who have high level of efficacy are able to control or at least be able to strongly influence students' achievement and motivation (Rotter, 1966).

Teacher efficacy correlates with teacher training and actually suggests strategies used for improving the efficacy of in-service teachers (Rotter, 1966). Improving efficacy of in-service teacher includes matters of training teachers on teaching methodology which is extremely paramount in classroom instruction. Riggs (1995) states that teachers who implemented methods they learned in training saw improved students' academic achievement. Teacher's sense of efficacy has been shown to be powerful construct related to students' outcomes such as academic achievement.

CONCEPTUAL FRAMEWORK

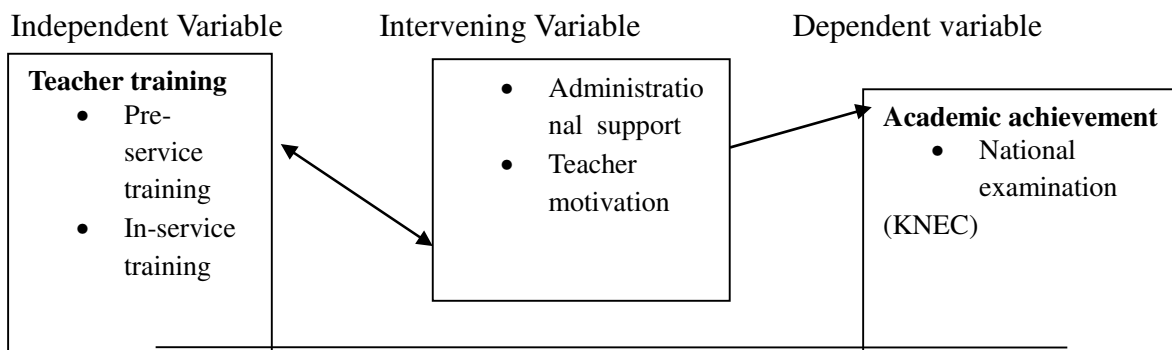


Figure 1: Conceptual framework showing the relationship between Teacher training and students' academic achievement in Kiswahili language.

Conceptual framework is defined as a model of presentation of relationship between variables in the study. It shows independent variables, intervening variables and dependent variable (Orodho, 2005). The conceptual framework shows that the independent variable is training whose components include Pre-service and in-service training. The study showed that independent

variable had influence on the academic achievement of students which was the dependent variable in National examination as its main component. Intervening variables such as administration support and teacher motivation were seen to influence the relationship of teacher training and students' achievement in Kiswahili language.

LITERATURE REVIEW

Teacher training

Teacher training is the process in which teacher trainees are equipped with knowledge and pedagogical skills to help them deliver classroom instruction.

(a) Pre-service training.

Peter (1977) emphasizes that if anything is to be regarded as a specific preparation for teaching, priority must be given to thorough grounding to teaching. Fullan (1982) indicates that the effectiveness and efficiency in teaching and learning is always determined by teachers' academic professional character as well as his or her experience as a teacher. Grist and Lary (2001) found that teacher training increased students' performance of learners. Taiwo (2009) established that there is a significant difference between trained and untrained teachers. The trained teachers are able to use teaching materials and methods effectively. Agyman (2013) states that, a teacher without both academic, as well as professional qualification would not be effective in teaching and learning process. Akinsolu(2010) elaborates that availability of highly qualified teachers determines academic achievement in schools. Muhammad and Rashid (2011) argue that professional qualifications, academic qualifications are the most important qualities of a classroom teacher. Teacher education is an integral component of education. This involves the preparation of properly identified and selected individuals for the teaching profession. Teacher education program should be designed and administered to produce a cadre of components of teacher to suit a prescribed education system (Bogonko, 1992). Sifuna (1990) argues that teacher training is usually done in order to equip the teacher with knowledge, skills and attitude that will enable them teach effectively.

(b) In –service training

Teachers involved in in-service training were more effective in classroom instruction compared to teachers who had not undergone any in-service training. In-service teacher training can be used to improve teacher quality and student educational performance in developing countries. Studies have shown that under-qualified teachers and poor quality facilities suppressed the academic performance of learners (Song, Prashat, & Wei, 2010). Mwaura (2003) says that teachers need to improve on teaching through training and in-service courses or programs. Training is necessary condition for effective performance of teaching roles and responsibilities. Aneth and Orodho (2016) recommended that more in-service courses and seminars to be organized at zonal and divisional levels to reach as many teachers as possible in schools thus giving practicing teacher necessary skills to deal with new trends for their subjects. Wanzare and Ward (2000) on staff training and development in Kenya noted that in order to improve teacher effectiveness and students' achievement, there was a dire need to improve the in- service programs for all teachers.

Academic Achievement

Achievement is the extent to which a student, teacher or institution has achieved the educational

goals (Stolp & Smith, 2013). Kuenzi (2008) elaborates that this achievement is commonly measured by examination or continuous assessment though there is no general agreement on how it is best tested or which aspects are important. Terrence and Peters (2010) expounds academic achievement or performance as the outcome of education. Academic achievement is arguably always as a primary business of education.

Polloway, Edgar and Edward (1994) have outlined two indicators of students' performance namely; course grades and perception of teachers. Measuring academic performance do occur at multiple levels and serves multiple purposes, for example; classroom teachers often conduct formative and summative tests to evaluate student mastery of course content and provide grades for students and parents. Adegoroye (2004) posits that improving performance depends on improvement of quality and efficiency of classroom practices of the subject teacher. The researcher further argues that there are cases where there are qualified teachers and adequate materials but students' achievement is not high. Walaba (2008) found out that academic performance in schools is always attributed to adequate preparation by teachers for classroom instruction and their laxity on the same seriously hampers its achievement.

Teacher training and student academic achievement in Kiswahili language.

Kiminza (1999) confirms that teachers can employ good teaching and learning methods which are liked by many students and are effective. Teaching methods used in teaching Kiswahili affect students' academic achievement very much. Odundo (2005) argues that the use of traditional teaching methods like the lecture methods will not make the students to achieve more. KICD (2007) advises that the teacher should be able to put into operation the syllabus content given to the specific objectives in their report on survey carried out during monitoring of the implementation of the integrated Kiswahili syllabus.

Literature review summary and research gap

From the different studies highlighted above it is clear teacher training has a great influence on performance on the different subjects studied. This study was to determine the influence of teacher training in Kiswahili subject because no known studies to the best of the researchers' knowledge had been carried out in public secondary schools in Kathonzi Sub County.

RESEARCH METHODOLOGY

The study adopted a descriptive research design. The target population was 39 principals and 60 Kiswahili teachers in 39 public secondary schools in Kathonzi Sub County. Simple random sampling was employed in selecting Kiswahili teachers and purposive sampling was used to sample the principals. 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 (2009) that 1% of target population is examined to ensure reliability of the instruments before the actual study. One school in neighboring Makueni Sub County was selected for the pilot study. The collected data was quantitatively analyzed using Statistical Package of Social Sciences (SPSS).

RESULTS

The study found that teachers who had pre-service training as well as other teacher development

courses in Kiswahili were more effective and efficient than those who had not undergone any teacher training program. This was evident in the results they had posted in their Kenya National Examination Council examination in their schools. The following are the findings as per the responses given by principals and teachers on influence of teacher training on students' academic achievement in Kiswahili language.

Table 1: Responses of the principals on the influence of Teacher training on students' academic achievement in Kiswahili language.

Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree,SD-Strongly Disagree.

STATEMENT	SA F (%)	A F (%)	U F (%)	D F (%)	SD F (%)
1 I always encourage my teachers to undertake in-service trainings.	30(76.9)	9 (23.1)	0.0(0.0)	0.0(0.0)	0.0(0.0)
2 I always facilitate my teachers to attend seminars and workshops.	9 (23.1)	30(76.9)	0.0(0.0)	0.0(0.0)	0.0(0.0)
3 I have always encouraged my teachers to enroll in teacher development courses.	14(35.9)	25(64.1)	0.0 (0.0)	0.0(0.0)	0.0(0.0)
4 I do update my teachers on the upcoming advanced learning opportunities.	9(23.1)	30(76.9)	0.0(0.0)	0.0 (0.0)	0.0 (0.0)
5 Teacherprofessional development affects students' academic achievement.	11 (28.2)	28 (71.8)	0.0(0.0)	0.0 (0.0)	0.0 (0.0)

The study showed that most of the principals 30(76.9%) strongly agreed that they do encourage the teachers to undertake in-service training to equip them with skills on the new trends in Kiswahili language classroom instruction. Most of the principals 30(76.9%) agreed that they do facilitate the teachers to attend seminars and workshops to be updated with the emerging issues in teaching Kiswahili language. (25)64.1 % of the principals agreed that they do recommend their Kiswahili language teachers to undertake further studies in order to improve in their classroom instruction hence improved performance. (30)76.9% of the principals agreed that they do inform their teachers on the upcoming advanced learning opportunity for the teachers which effect academic performance. Therefore according to the most of the principals agree that teacher training influence students' achievement in Kiswahili language. Most principals 28(71.8%) agreed that teacher professional development programs affect students' academic achievement.

Table 2: Responses of Kiswahili teachers on influence of Teacher training on students' academic achievement in Kiswahili language.

Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree.

STATEMENT	SA F (%)	A F (%)	U F (%)	D F (%)	SD F (%)
1 Teacher productivity in Kiswahili language increases with advanced training.	21 (35)	30(50)	3 (5)	3 (5)	3(5)
2 Students' achievement is higher when the teacher trained compared to the untrained teachers.	25 (42)	26 (43.3)	2 (3.3)	5 (8.3)	2 (3.3)
3 In service programs and other teacher development programs influence students' performance.	20 (33.3)	25(42)	2 (3.3)	8 (13.3)	5 (8.3)
4 The administration supports in service trainings through facilitations.	20 (33.3)	30 (50)	1 (1.7)	7 (11.7)	2 (3.3)
5. There exists very many opportunities for advanced learning for Kiswahili language teachers.	5 (8.3)	40 (66.7)	3 (5)	10 (16.7)	2 (3.3)

From these responses the study showed that most of the teachers 30(50%) agreed that teacher productivity in Kiswahili language increases with advanced training. The teachers are able to employ alternate teaching methodologies and other teaching practices hence students' academic achievement. Most of the teachers 26(43.3%) agreed that students' academic achievement was higher when the teacher was trained compared with the untrained teacher because of the pre-service skills acquired in the college on preparation for teaching. 25(42%) of the teachers agreed that in-service programs i.e. workshops, seminars etc were useful in Kiswahili language teachers since they equip them with new trends in the language hence enhancing achievement. 30(50%) of the teachers agree that the administration do offer support by facilitating them to attend their in-service training hence improving students' achievement. Most of the teachers 40(66.7%) agreed that there existed opportunities for advanced learning for Kiswahili language teachers which translates to high students' academic achievement. Therefore most teachers agree that teacher training whether pre-service or in-service or both are paramount and key to students' academic achievement.

CONCLUSION

It is clear from the findings that training forms a very integral part of teaching profession and it influences students' academic achievement. The more the knowledge skills the teacher acquires through teacher training either pre-service or in-service or both, the better he/she becomes in

classroom instruction hence high academic performance. It is evident that teacher development requires administration support for teachers to be able to advance their knowledge skills which in turn influences students' academic achievement in Kiswahili language. Prior knowledge on the different in-service training opportunities was found to be extremely helpful to Kiswahili teachers.

RECOMMENDATIONS

From the findings above the researchers recommend that teacher education curriculum be improved to cater for new trends in education. Regular in-service programs for Kiswahili language are very critical for Kiswahili teachers to improve teacher productivity. Teachers need to be updated regularly on the changes in the curriculum in order to strategize on their teaching methodologies and other teaching practices. The colleges and universities entrusted in training Kiswahili teachers to thoroughly ground them for proper classroom instruction for Kiswahili language. Administrators also advised to play a great role in ensuring that classroom teachers for Kiswahili language acquire more skills by facilitating them fully for the different in-service training programs organized for Kiswahili language. Teachers need to tap every golden opportunity they get to advance their Kiswahili language knowledge skills since it helps in influencing students' academic achievement.

REFERENCES

- Adegoroye, B.S. (2004). *Influence of some Nigerian principals personnel attributes on Job fulfillment and satisfaction*. *Edu. Perspectives*, 7(2):54
- Agyeman, D. (2013). *Sociology of Education of African student*. Accra Black Mask limit.
- Akinsolu, A.O. (2010). Teacher and Student's Academic performance in Nigeria secondary schools: Implication for planning. *Florida Journal of Educational Administration & Policy*, 3, 86-103.
- Aneth, C. and Orodho, J.A. (2016). Preparedness of Teachers of Kiswahili in teaching the Integrated Kiswahili course in Secondary Schools in Kericho County, Kenya. *ISOR Journal Research & Method in Education (ISOR-JRME)*. ISSN 2320-737X Volume 6, issue 6 pp12- 21.
- Angrist, J.D., and Lavy, V. (2001). "Does Teacher Training Affect Pupil Learning? Evidence from Matched Comparison in Jerusalem Public Schools." *Journal of Labor Economics* 19(2):343 -369.
- Berman, P., McLaughlin, M., Bass, G., Pauly, E. & Zellman, G. (1977). *Federal programs supporting educational change: Vol. II. Factors affecting implementation and continuation (Rep. No. R-158917-Hew)*. Santa Monica, CA: RAND. (Eric document reproduction service no. 140432.
- Bogonko, J.N. (1992). *Reflection on Education in East Africa*. Nairobi: Oxford University
- Fullan, M. (1991). *The new meaning of Educational change*: New York Teacher College Press. USA.
- Gamoran, A. (2006). *Strong Professional Community Benefits Teachers and Students*. Madison: University of Wisconsin Press.
- Gusky, T.R., & Passaro, P.D. (1994). Teacher efficacy. A study of construct dimension. *American Educational Research Journal*, 31, 627-643

- Guskey ,T. (2000). *Evaluating professional Development*. Thousand Oaks CA:Corwin Press.
- Government of Kenya (1999).*Expansion of University Education:Government Printers*.
- Hagger, H., &McIntyre, D. (2000).*Learningteachingfromteachers: Realizingthe PotentialofSchoolBasedTeacherEducation*. London, McGraw-Hill Education.
- Harris, D.N. & Sass,R.T.(2008) . *TeacherTraining, TeacherQualityandStudents Achievement: USA*.
- KICD, (2007).Report on monitoring of the implementation of phase four of the revised Secondary Education: *Research Report section No 85.Nairobi, Kenya*.
- Kiminza, O. (1999). *National study of science and Mathematics in primary and secondary schools in Kenya*, Nairobi; KIE
- Kuenzi, J.J. (2008) .*K-12 Teacher quality: Issues and Legislative Action*.CRS Report For Congress.
- Mugenda, O.M., &Mugenda, A.G. (2009).*Research methods: Quantitative and Qualitative Approaches*. Nairobi: Acts press.
- Muhammad, A.D. & Rashid, A.D. (2011).Impact of Teacher Quality on Academic Achievement of students in Secondary Schools in Punjab.*European Journal of Social Sciences*.9 (1), 23-29.
- Muya,M.(1994). “*Proper Management of Teachers*,”*Daily Nation* .
- Mwaura,T. (2003). *FasihinaLugha*.Nation Media group: Nairobi.
- Odundo,P.A. (2005).*The impact of Instructional Methods on Students Achievement in BED.In Kenya’s SecondarySchools*.UnpublishedDoctorial thesis; Nairobi:Universityof Nairobi.
- Orodho, A.J. (2005). *ElementsofEducationalandSocialSciencesResearchMethods*, Bureau of Education Research Institute and Development.Kenyatta UniversityNairobi, Kenya White test score institution process.
- Orora,J.(1988).*The role of the principal*. DalhouseUniversity Press.
- Peters, R.S. (1977).*Educationandtheeducationofteachers*. London: Routledge and Keganpau.
- Polloway, Edgar& Edward, A. (1994). Education for Adolescents with Disabilities: Curriculum and Placement Issues. *The Journal of Special Education, Vol, 27, No 4, PP. 438-432*
- Riggs, I. (1995). *The characteristicsof high and low efficacyelementary teachers*. Paper presented at the annual Meeting of the National Association for research in science teaching, San Francisco.
- Sifuna, D.A. (1990). *DevelopmentofEducationinAfrica*.The Kenya Experience Nairobi Initiative Publishers.
- Stolp,S.,&Smith,C.S.(1995).*TransformingschoolCulturestories, valuesand leadersroles*,Eugene, University of Oregon.
- Taiwo. (2009).Teachers’ Perception of the Media in Teaching in Secondary Schools in Oyo state. Nigeria.*Cite Journal Vol. 3*.
- Terrence, E.D, &Peterson, K.D. (2010).*Shapingschoolculture: Pitfalls, paradoxesand promises*.2nded.University of Wisconsin-Madison.
- Rotter, J.B (1966).Generalized expectation for internal versus external control of Reinforcement,*psychologicalmonography 80, 1-28*
- Song,Y., Prashant,L.,and Wei,J.(2010). “*DoesGoingtoPublicSchoolsMatterfor*

Migrant Children's Academic Achievement in China?" A Presentation at the Center for Chinese Agricultural Policy workshop on Education for Migrant Children, China Institute for Educational Finance Research and Peking University, Beijing, April 8.

Walaba, A.A. (2008). *Historical Development of learning and teaching of CRE from pre-colonial to modern times*, Eldoret Bookshelf publishers.