

Influence of Teacher's Experience on Pupils' Academic Performance in Kenya Certificate of Primary Education in Public Schools in Loima Sub-County, Kenya

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ABSTRACT

The success of schools and learning results have historically been determined by a small number of elements, which in all educational systems include instructors' performance. The heart of any educational system is its teachers. The purpose of this thesis was to investigate influence of teachers experience on pupils' academic performance in Kenya certificate of primary education. The structural functionalism theory served as the study's direction. Descriptive research design was employed. The population of the study comprised of 35 primary schools, 35 head teachers, 779 applicants, 235 educators, two quality assurance and standards officials, and two curriculum support officers from the Turk well and Lorugum zones in the Loima Sub-County were the study's target population. A census was utilized to choose the two-quality assurance and standards officers, while a purposeful sample method was employed to choose the 11 head teachers, 71 instructors, and 234 students who together made up the 30% target population. Questionnaires and schedules for interviews were the instruments utilized in the study to collect data. Two schools that weren't involved in the study had a pilot study run in them. The reliability of the research instruments was evaluated using the test and retest approach. Both quantitative and qualitative data were produced by the study. Pie charts and frequency tables were used to illustrate and analyze quantitative data that had been broken down into frequencies and percentages. Thematic analysis and prose discussion were used to discuss qualitative data. The study concluded that teachers' experience influences pupil's academic performance in Kenya Certificate of Primary Education to a moderate and great extent.

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KEYWORDS: Academic Performance, Primary Schools, Pupils, Teacher Experience

1. INTRODUCTION

A well-qualified teacher is one who is fully certified and has the academic standing of a major in the subject matter being taught, according to Darling-Hammond (1998). Although a teacher's formal education is a crucial sign of their knowledge and ability, it is of limited use in determining how well prepared teachers are to instruct in classrooms (Kosgey et al., 2013). According to Akinsolu (2010), the performance of students in schools is determined by the availability of qualified teachers. This includes formal education, subject-matter expertise, pedagogical studies education for teachers, as well as certification and licensing status, which are all related to student achievement. (2003) Bett and Zau

According to Monk and King (1994), there are both good and negative effects of field-experienced teachers on students' academic performance and teachers. It is argued by Goldhaber and Blewer (2000) that teachers must hold a complete certification.

Studies in industrialized nations found widespread worry over instructors' confidence in their ability to teach due to a lack of qualifications; in Australia, there were low completion rates for teacher education courses with a focus on instruction Ballaynte, Blaine (2001). The availability of teachers is significantly influenced by teacher certification. The certification

status of both current and aspiring teachers influences the teacher shortage. A fully competent teacher is defined operationally as having a standard certification (Boe 1990). Most people believe that hiring teachers with partial qualification will just be a band-aid solution to the shortage situation.

According to the Global Monitoring Report from 2002, teachers' credentials are crucial to students' learning outcomes and are even more crucial in developing nations than in wealthy ones. The qualification of teachers was cited by several emerging nations as being essential for high-quality education. As a result, some of these nations, including Botswana, Tanzania, and Mozambique, increased the requirements for elementary and secondary school teachers (Nilsson 2003). However, all of these nations contend with a very high percentage of incompetent teachers. Many teachers in African classrooms lack the necessary credentials (World Bank, 2003).

According to studies on the relationship between teacher experience and qualification, new teachers with little experience who are between the ages of 20 and 29 have positive personality traits like enthusiasm, creativity, energy, and optimism, while mid-career teachers with experience between the ages of 30 and 39 have traits like experience, confidence, and loyalty. According to Bennel (2007), fulfilling the education-related MDGs—basic education for all by 2030—represents a significant challenge for national governments, particularly in light of the growing worry that teachers in sub-Saharan Africa and Asia are suffering from a lack of enthusiasm. According to Bennel (2007), a sufficient number of teachers must be qualified to provide all children with a high-quality basic education if the MDGs are to be met.

Beginner teachers are rarely fully equipped to handle fundamental classroom demands, such as classroom management. However, unless experienced teachers have received ongoing training to advance their abilities and knowledge in those areas, experience may not always transfer into enhanced teacher preparedness for particular classroom activities in the context of educational reform. Being prepared to manage classrooms may differ depending on prior teaching experience, as this area of knowledge can be particularly challenging for new teachers (Jepsen, 2005). Less experienced instructors are less likely to say they are very well equipped to maintain order and discipline in the classroom than more experienced teachers. The degree to which instructors feel prepared to apply state curriculum also varies by teaching experience, with rookie teachers reporting

being less well-prepared for this classroom requirement than more seasoned teachers. In terms of feeling extremely well equipped to meet the needs of students with limited English proficiency or from different cultural backgrounds, newer teachers did not vary from more seasoned teachers. The amount of experience a teacher has, which is influenced by the training they receive and the time they spend teaching, has a substantial impact on how effective they are.

Odumbe, Simatwa, and Ayodo (2015) list high teacher experience as one of the elements that improve school performance. Ong'ele (2007) also found that teachers with more classroom experience outperform those with less experience in actual classroom instruction. This can be explained by the fact that experienced professors are well informed in examination processes, have a knowledge of the subject matter, and have a keen interest in revision and examination strategies (Omariba, 2003). According to Rosner (1985), a teacher's level of experience, as well as how she interacts with her students and how receptive she is to new ideas, can all have a big impact on how well a new curriculum is received by her students (Posner, 1992). The research mentioned above have demonstrated that a teacher's credentials directly affect the level of education they provide to their students. Mastery of any subject's content material improves teachers' abilities to support students' cognitive development. The ability to teach effectively is made possible by content mastery, which raises students' academic accomplishment (Downes, 2003).

Due to poor pay, unfavorable living and working conditions, and a shortage of teachers in most schools, primary school teachers in Kenya are under a lot of pressure to provide high-quality instruction (Oyugi, 2014). In the Loima subcounty, this has led to an accuracy of education that falls short of standards and has an impact on student performance on standardized tests.

2. RESULTS AND DISCUSSIONS

2.1. The Influence of Teacher Experience on the Pupils' Academic Performance in Primary Schools in Loima Sub-County

The objective of this study was to assess the influence of teacher's experience on pupils' academic performance in primary schools of Loima Sub-County. Towards achieving this objective, the pupils were presented with several statements regarding teachers' experience and its influence on pupils' performance and the findings are as reported in Table 1.

Table 1: Pupils' Response on Teachers' Experience

	Yes	No
During lessons, does your teacher involve you in providing answers and discussing the topics?	104 (53.9%)	89 (46.1%)
Does your teacher use teachings aids (Charts, maps, structures e.t.c) to explain concepts and teach topic?	92 (47.7%)	101 (52.3%)
Are you happy with what you are being taught and how it is being taught?	129 (66.8%)	64 (33.2%)
Do the teachers teach in a way you easily understand?	141 (73.1%)	52 (26.9%)
Have you improved your performance in the last two exams?	117 (60.6%)	76 (39.4%)

Source: Research Data (2020)

Majority of the pupils as shown by 53.9% (104) agree that teachers involve them in providing answers and discussing the topics while 46.1% (89) disagree. The findings also demonstrate that 52.3% (101) of the pupils disagree that teachers use teaching aids such as charts, maps, structures etc. to explain concepts and teach relevant topics, 47.7% (92) disagree. Majority of the pupils as shown by a response of 66.8% (129) agree that they are happy with what they are being taught and how it is taught, 33.2% (64) disagree. Also, majority of the pupils as shown by a response 73.1% (141) agree that teachers teach in a way that they understand, 26.9% (52) disagree. Lastly, 60.6% (117) agree that they have improved performance in the last two exams, 39.4% (76) disagree on having improved performance in the last two exams.

The teachers were presented with several Likert scale statements regarding teachers' experience and pupils' performance and their responses are as presented in Table 2.

Table 2: Teachers' Response on Influence of Teachers' Experience on Pupils' Performance

	Strongly Disagree	Disagree	Moderately Agree	Agree	Strongly Agree
Beginning teachers are rarely totally prepared to meet core classroom requirements, including classroom management	19 (28.4%)	10 (14.9%)	6 (9.0%)	13 (19.4%)	19 (28.4%)
Experience may not necessarily translate into better teacher preparedness for certain classroom activities	13 (19.4%)	7 (10.4%)	8 (11.9%)	11 (16.4%)	28 (41.8%)
Teachers with fewer years of teaching experience are less likely teach effectively than more experienced	24 (35.8%)	16 (23.9%)	6 (9.0%)	5 (7.5%)	16 (23.9%)
Teachers do maintain order and discipline in the classroom	11 (16.4%)	1 (1.5%)	4 (6.0%)	10 (14.9%)	41 (61.2%)

Source: Research Data (2020)

From the findings as reported in Table 2, 28.4% (19), 28.4% (19), 19.4% (13), 14.9% (10), 9.0% (6) of the teachers strongly agree, strongly disagree, agree, disagree and moderately agree respectively that beginning teachers are rarely totally prepared to meet core classroom requirements, including classroom management. In addition, 41.8% (28), 19.4% (13), 16.4% (11), 11.9% (8) and 10.4% (7) of the teachers strongly agreed, strongly disagreed, agreed, moderately agreed and disagreed respectively that experience may not necessarily translate into better teacher preparedness for certain classroom activities. The findings also show that 35.8% (24), 23.9% (16), 23.9% (16), 9.0% (6) and 7.5% (5) of the teachers strongly disagreed, strongly agreed, disagreed and moderately agreed that teachers with fewer teaching experience are less likely to teach effectively than more experienced teachers. The statement "Teachers do maintain order and discipline in the classroom" has 61.2% (41) of the teachers strongly agree, 16.4% (11) strongly disagree, 14.9% (10) agree, 6.0% (4) moderately agree and 1.5% (1) disagree.

The headteachers level of agreement or disagreement on Likert scale responses regarding teachers' experience and pupils' performance and the findings are as reported in Table 4.14. Evidently, 27.3% (3), 27.3% (3), 18.2% (2), 18.2% (2) and 9.1% (1) of the headteachers strongly agree, disagree, moderately agree, strongly disagree and agree respectively that beginning teachers are rarely totally prepared to meet core classroom requirements, including classroom management. Moreover, 54.5% (6), 27.3% (3) and 18.2% (2) of the headteachers strongly

agreed, agreed and moderately agreed respectively that experience may not necessarily translate into better teacher preparedness for certain classroom activities. Further, a total of 63.7% (7) of the headteachers disagreed and strongly disagreed that teachers with fewer teaching experience are less likely to teach effectively than more experienced teachers. Lastly, the findings as reported in the table 3 shows that 81.8% (9) of the headteachers strongly agreed that teachers do maintain order and discipline in the classroom, 9.1% (1) and another 9.1% (1) agreed and moderately agreed.

Table 3: Headteachers' Responses on Influence of Teacher-Experience on Pupils' Performance

	Strongly Disagree	Disagree	Moderately Agree	Agree	Strongly Agree
Beginning teachers are rarely totally prepared to meet core classroom requirements, including classroom management	2 (18.2%)	3 (27.3%)	2 (18.2%)	1 (9.1%)	3 (27.3%)
Experience may not necessarily translate into better teacher preparedness for certain classroom activities	0 (0.0%)	0 (0.0%)	2 (18.2%)	3 (27.3%)	6 (54.5%)
Teachers with fewer years of teaching experience are less likely teach effectively than more experienced	2 (18.2%)	5 (45.5%)	0 (0.0%)	1 (9.1%)	3 (27.3%)
Teachers do maintain order and discipline in the classroom	0 (0.0%)	0 (0.0%)	1 (9.1%)	1 (9.1%)	9 (81.8%)

Source: Research Data (2020)

The instructors and headteachers were also asked to indicate whether their backgrounds had any influence on students' KCPE scores. The results are shown in Table 4.

Table 4: Teachers' and Headteachers' Response on whether Teachers' Experience Affect Pupils' Academic Performance in KCPE

	Frequency	Percent	Cumulative Percent
Teachers			
Yes	40	59.7	59.7
No	27	40.3	100.0
Total	67	100.0	
Headteachers			
Yes	7	63.6	63.6
No	4	36.4	100.0
Total	11	100.0	

Source: Research Data (2020)

According to table 4, instructors' experience affects students' academic performance in KCPE, with 59.7% (40) and 63.6% (7) of teachers and headteachers, respectively, agreeing. Table 4 also reveals that 40.3% (27) and 36.4% (4), respectively, of the teachers and headteachers dispute that instructors' experience affects students' academic achievement in the KCPE. As stated by the teachers and headteachers, Table 5 illustrates the degree to which teachers' experience affects success in the KCPE.

Table 5: Extent to which Teachers' Experience Influence Pupils' Performance in KCPE

	No extent at all		Little extent		Moderate extent		Great extent	
	Teachers	Head teachers	Teachers	Head teachers	Teachers	Head teachers	Teachers	Head teachers
To what extent does teacher's experience affect the academic performance in KCPE in your school Loima?	4 (6.0%)	0 (0.0%)	3 (4.5%)	3 (27.3%)	43 (64.2%)	4 (36.4%)	17 (25.4%)	4 (36.4%)

Source: Research Data (2020)

From table 5, it is clear that 64.2% (43), 25.4% (17), 6.0% (4), and 4.5% (3) of the teachers believe that, correspondingly, the influence of teachers' experience on success in the KCPE is considerable, great, none at all, and little. On the other hand, 36.4% (4), 36.4% (4), and 27.3% (3) of the headteachers believe that, respectively, the influence of teachers' experience on KCPE success is great, moderate, and slight.

The findings support Jepsen's (2005) conclusion that inexperienced teachers are seldom fully prepared to fulfill the demands of the classroom. They also show that a teacher's level of experience affects their performance. Jepsen (2005) added that experience does not always equate to better preparation by the instructor for certain tasks in the class unless experienced teachers have consistently enhanced their skills and knowledge in teaching. Odumbe et al. (2015) highlighted teachers' experience as one of the factors impacting performance in schools, whilst Ong'ele (2007) demonstrated that instructors with more experience perform better in the classroom than their less experienced counterparts. This is so that students can prepare for tests by learning how to handle them from qualified instructors who are aware about the mechanics of exams and their subject matter inside and out (Omariba, 2003).

3. CONCLUSION

The study concludes that the use of NEMIS school student enrolment have a significant influence on

management of secondary schools in terms of accuracy and ease of retrieval of information and records.

4. RECOMMENDATION.

It is recommended that computers, printers, Wi-Fi and other ICT infrastructure be increased to schools since most schools lacked the needed ICT infrastructure to support NEMIS. This made it harder to implement NEMIS.

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