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CONFERENCE THEME :

THE TEACHER AS A RESOURCE: QUALITY AND UTILIZATION

SUB-THEME :

**PRINCIPLES AND PRACTICES OF EFFECTIVE TEACHING AND LEARNING IN
THE 21ST CENTURY**

Title

**PROFESSION BASED FACTORS INFLUENCE EFFECTIVENESS OF A
TEACHER IN SECONDARY SCHOOLS IN NJIRU SUB-COUNTY, NAIROBI
COUNTY KENYA.**

PRESENTED BY KIRIMI NEWTON KIOGORA

Background Information

Secondary level of education is an important stage of human resource development as well as formal educational ladder. Teachers in this stage has a specific role to play to make a student responsible, dynamic, skilled, resourceful, honest and an enterprising citizen of strong good moral character and conduct. Effective teachers are the key to maintain quality in education. Effective teachers set high expectations and educational aspiration for the students and communicate them directly to the students.

Evidence mounting from past researcher show that teacher quality can account for a large share of variance in student achievement (Jackson and Bruegmann 2009; Berry, 2010).

Globally a number of publications have reported on state and way forward for effective teaching. In context to this study determinants of quality teaching have not attained yet as non-impressive results are recorded in Njiru Sub County which prompted for the study.

Statement of the Problem

Evidence suggests that teacher effectiveness is highly determined by pedagogical components. Teaching and learning in Kenya is as scheduled and take place across the country at the set time. Holding other factors influencing students' performance this study peg effectiveness of the teacher to low students' value addition; performance and achievements in the sub county. Since facts low students' value addition; performance and achievements are directly related to teacher effectiveness and thus the paper aimed at establishing the extents to which profession based factors influence effectiveness of a teacher in secondary schools in Njiru Sub-County, Nairobi County Kenya.

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Research null hypotheses

The null hypotheses that guided the study were:

H01 Teachers' knowledge and content masterly has no statistical significance influence on teachers' effectiveness.

H0₂: ICT use as a teaching tool has no statistical significance influence on teachers' effectiveness.

H0₃: Education policies have no statistical significance influence on teachers' effectiveness.

Theoretical Framework

The study used choice theory. Choice Theory, developed by Dr. William Glasser (1998), is the explanation of human behavior based on internal motivation a social phenomenon

Variety of models explain social phenomena as outcomes of individual action that can in some way be construed as rational. Rational behavior; is behavior that is suitable for the realization of specific goals, given the limitations imposed by the situation, such as individual preferences, beliefs, and constraints. Preferences denote the positive or negative evaluations individuals attach to possible outcomes of their actions. Beliefs refer to perceived cause-effect relations, including the perceived likelihood with which an individual's actions will result in different possible

Concept of teacher effectiveness .

Teacher effectiveness has been defined by several school of thought. In a nutshell teacher effectiveness as the impact that classroom factors, such as teaching methods, teacher expectations, classroom organization, and use of classroom resources, have on students' performance (Campbell, Kyriakides, Muijs, and Robinson, 2004, Radha and Kumar, 2018).

Research Methodology

The study was carried in Njiru Sub County, Nairobi County in Kenya. The study targeted 1000 students and 132 teachers from 11 public secondary schools. Descriptive survey research design was adopted therefore all target respondents were sampled. Responses from the teachers were captured using the structured questionnaire.

Instrument Validity and Reliability

Retest method was used to test validity of the instruments were all the items in each instrument were tested based on the set study objectives. The pilot tests yield values 0.65 for teachers' questionnaire. The instrument were considered valid and reliable for the study.

Data analysis

Both qualitative and quantitative data. Descriptive and inferential statistics where obtained, and presented in tables. Multiple linear regression analysis was used, and as guide by the research design normality test, model viability test and hypothesis tests were done at 5% level of significance.

Study Findings

The respondents involvement was above 90% for all categories. 114 teachers questionnaire were analyzed which translated to 92.7% involvement while all form three students were involved. Gender homogeneity was blended well with 54.3% of the teacher respondents being females and 45.7% being males.



Education background was captured establish whether the teachers were competent enough. 24.1% had attained a Diploma and then upgraded to first degree, 52.6% had directly attained first degree, 19.4% had upgraded to graduate level and 3.9% had doctorate degree. Teaching experiences was captured and 28.3% had experience less than 5years, 31.7% had taught for years between 5 to 10 and 40.0% had been in the profession for over 10 years. This demographic data indicated that the study data was homogenous.

The means were interpreted using a scale that ranged between 1 and 5. A value of the mean between 1 and 2.4 meant the respondents were in agreement, 2.5 to 3.4 meant the respondents was not certainty while 3.5 to 5 meant disagreement with the items.

As shown in the table 1 the overall mean of teacher knowledge and masterly was value 2.86 at 1.417 standard deviations. This meant that the teachers' respondents were not sure whether teacher knowledge and masterly had any significant influence on effectiveness of the teacher.

As shown in the table 2 the overall mean of cooperate learning was value 2.894 at 1.495 standard deviations. This meant that the teachers not sure whether ICT use had any significant influence on effectiveness of the teacher.

As shown in the table 3 the overall mean of education policies was value 3.225 at 1.823 standard deviations. This meant that the teachers were again not sure whether education policies had any significant influence on teacher's effectiveness.

Further probe Findings

Normality test was done using Shapiro Wilk test. The results obtained showed that the data gathered was normally distributed. Shapiro Wilk test statistics were all greater than the tests significance 0.05 (see table 4).

Model viability test was also done. The results obtained indicated that the model fit.

(The F statistics computed (167.722) was greater than the critical F (3,109,0.05)

2.60. From the model summary findings the variables investigated in the study

explained (67.88%) ----- see tables 5 and 6



Summary of the Regression Coefficients

	Beta Value	t statistics	pValue
(Constant)	1.415	5.667	0.000 ^b
Teachers knowledge and masterly of content	2.102	3.869	0.000 ^b
ICT use as teaching tool	1.847	2.466	0.003
Education policies	1.101	1.143	0.004

The study statistical model derived was $Y = 1.415 + 2.102X_1 + 1.847X_2 + 1.101X_3$ where X_i {123} are teachers knowledge and masterly of content, ICT use as teaching tool and education policies.

General over view of the hypotheses tests

All the study null hypotheses were rejected derived by the fact that all the sig value were less than 0.05 ref. table 7.

All the null hypotheses were all rejected and the study concluded that the variables investigated were all significance influencing the effectiveness teachers

Teacher knowledge and masterly was found to greatly influence the effectiveness followed by ICT use as a teaching tool and education policies was last.

Study Recommendations

The main recommendations include;

- That teachers in general should be trained earlier during their main training on how identify skills and link up content to boost masterly of content hence improving ones effectiveness.
- The curriculum may further revise the layout of how content is aligned in the syllabus to enable the teachers easily link up the units hence improving on masterly.



- School should have an ICT expert not necessary a teacher to help teachers increase their digitally literacy especially in developing material for teaching to enable innovation and skill development by students.
- The study recommend that ICT training materials be standardized to ensure equal opportunities to all learners in the country.
- The study recommend that the mode of evaluating effectiveness of a teacher be further review/revised, as it would still be ineffective.

should be carry out more research on the how the current policies governing the education system influence student-centred learning approach. Eg time allocation for lessons, content required to be covered during the course.

- iii. The study recommends that programmes should be put in place to sensitize the learners on the importance of group works in knowledge discovery as well as knowledge creation.

Suggested Further Research

The study suggests that research may be done to establish how the education policies influence the teaching quality in Kenya.

Thank you.