Teacher related factors influencing students performance in public primary schools in Nyakach sub County, Kisumu

Akinyi Onyango, Irene
Mount Kenya University

http://erepository.mku.ac.ke/handle/123456789/5180

Downloaded from Mount Kenya University, Institutional repository
TEACHER RELATED FACTORS INFLUENCING STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN NYAKACH SUB-COUNTY, KISUMU COUNTY

IRENE AKINYI ONYANGO
BEDA/ 113/ 00290

A research project submitted to the Department of Education for in partial fulfillment for the award for a degree of Bachelor of Education [Arts] in Mount Kenya University.

APRIL 2016
ABSTRACT
The purpose of the study was to investigate the influence of teacher related factors on student’s academic performance in public primary schools in Nyakach sub-county, Kisumu County. Four research objectives guided the study. The objectives sought to determine the influence of teacher motivation on students academic performance in public primary schools in Nyakach sub-county, Kisumu county, to assess the influence of teacher professional qualification on students academic performance in public primary schools in Nyakach sub-county, Kisumu county, to establish the influence of teacher professional experience on students academic performance in public primary schools in Nyakach sub-county, Kisumu county and to assess the influence of teacher job satisfaction on students academic performance in public primary schools in Nyakach sub-county, Kisumu county. The study employed a descriptive survey design and stratified sample was used to select the respondents. A sample of 20 teachers was used. The study revealed that teachers motivation influences students academic performance as indicated by the respondents from 16 [8%] of the teachers. It was also revealed that, teachers professional qualification is a key factor influencing students academic performance as indicated by 10 [50%] of teachers, the study established that, teachers professional experience also had a great influence on students academic performance. Experienced teachers found their jobs more enjoyable, meaningful and perform their jobs more effectively. Is indicated but 10[50%] of the teachers. The study revealed that, teachers job satisfaction influenced students academic performance as indicated by 14 [70%] of the teachers. The study recommends that, the schools should motivate their teachers and the ministry of education [MOE] should provide more opportunities for further educational training and those newly employed teachers should be given job training to enhance performance.