

THE RELATIONSHIP BETWEEN TEACHER QUALITY AND STUDENT ACADEMIC ACHIEVEMENT IN
PUBLIC SCHOOLS OF VIHIGA CONSTITUENCY IN VIHIGA COUNTY

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Abstract

The study involved a survey of the effects of some public schools teachers' quality on students' performance in Vihiga constituency of Vihiga County. The area of study comprised of five locations- South Maragoli, Central Maragoli, Lugaga, Wamuluma and Mungoma. Teachers are vital in the teaching and learning process and their role has been recognized as central in the delivery of knowledge and skills which ultimately influence the level of students' performance.

The main purpose of the study was to find out the relationship between teacher quality and student academic achievement and the extent of the relationship. The study was guided by Skinner's and Pavlov's theories of learning of operant and classical conditioning, whereby learners require extrinsic and intrinsic motivation to perform better as observed in their experiments involving rats and pellets and meat with salivating dogs and the bell.

Informants in the research were primary school teachers and secondary school teachers in Vihiga constituency. Sampling procedure consisted of stratified proportionate and simple random techniques.

In data collection questionnaires that contained items of both open and closed ended questions were administered. Also unstructured interviews were conducted through discussions. Vihiga constituency is found in Western part of Kenya, in Vihiga county. It has five locations namely South Maragoli, Central Maragoli, Lugaga, Wamuluma and Mung'oma locations.

The findings revealed also that there was some relationship between students performance and teacher quality whereby the more qualified the teacher was the better the performance.

The data was then interpreted and analyzed and the research paper finally written. It was found out that teacher qualification, teacher experience, teacher motivation/morale and in-service teacher training

were the main teacher quality variables affecting students' performance. It is recommended that more qualified teachers be posted to both primary and secondary schools.