

**FACTORS INFLUENCING PUPILS' ACADEMIC PERFORMANCE IN
ENGLISH LANGUAGE IN PUBLIC PRIMARY SCHOOLS IN MWINGI
CENTRAL SUB COUNTY, KENYA**

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DECLARATION

I declare that this document and the research it describes are my original work and that they have not been presented in any other university for academic work

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DEDICATION

I dedicate this thesis to my parents; daddy John Simba for always encouraging me to aim beyond the sun, and to my mum Agnes Simba for her unfailing spiritual support. Together, they have always inspired me to exploit my potentials.

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ABSTRACT

English language has a crucial role in not only as one of the official languages in government institutions but also the language of instruction in schools in Kenya. Students' success in school is to a large extent dependent on one being proficient in the language of instruction. However, despite the government effort to ensure that all youth achieve literacy and numeracy, some public primary schools in Mwingi Central Sub County have been posting very dismal results in Kenya Certificate of Primary Education (KCPE). The factors that lead to poor performance in English as a second or foreign language are many but cannot be universal since teaching and learning of the language are conducted in different contexts. The purpose of this study was to examine the influence of the school language policy, the availability of instructional resources, the teacher instructional techniques and the teacher evaluation practices in public primary schools in Mwingi Central Sub County, Kitui County, Kenya. The study was anchored on the Interlanguage theory by Selinker. The study adopted descriptive survey research design. The study targeted all the head teachers and class eight English subject teachers from the 94 public primary schools in the sub county. Through simple random sampling, 76 English subject teachers and 23 head teachers were selected to participate in the study. Data was collected through teachers' questionnaire and head teachers interview schedule. Piloting was conducted in the adjacent Sub County in order to check the validity and reliability of the research instruments. Two university supervisors were also used to ensure the instruments content and construct validity. Reliability was estimated by use of test-retest technique where a Pearson coefficient of 0.77 was obtained. Both descriptive and inferential statistics were used to analyze the collected data. Specifically, frequencies, percentages, means, standard deviations, charts and histograms were used to summarize and present the findings. Multiple regression analysis was used to test the study's four formulated hypotheses. Qualitative data was analysed as per the four objectives of the study. The study found that all the schools had a language policy but its implementation was weak. Most schools lacked audio and audio visual teaching and learning resources denying learners great opportunities to improve in listening and speaking macro skills. Further, only very few schools embraced pupils' self-assessment techniques that could greatly enhance pupils' competence in writing macro skill. The most significant relative predictor of pupils' academic performance in KCPE English language was the evaluation techniques ($\beta = 0.438$, $t = 5.271$, $p < 0.05$). The study recommended that teachers should explore and adapt various pupils' self-assessment techniques in order to not only nurture student writing achievement but also to easily manage the large classes.

ABBREVIATIONS AND ACRONYMS

ANU	Africa Nazarene University
DVD	Digital Versatile Disk
EFA	Education for All
ICT	Information Communication Technology
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examination Council
MOE	Ministry of Education
MOEST	Ministry of Education, Science and Technology
NACOSTI	National Council of Science, Technology and Innovation
ROK	Republic of Kenya
SMC	School Management Committee
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America

DEFINITION OF TERMS

English Instructional Resources: These are objects or devices which help the teacher to make an English lesson much clearer to the learner. They also refer to the objects or devices that learners require to facilitate their learning process. These materials include text books, e books and other resources, audio and visual materials (Sekyere & Akpalu, 2013).

English Language Learner. People who speak a language other than English at home and who have limited ability to understand, speak, read, and write English (Haneda, 2006).

English Language Teacher Evaluation Practices: Evaluation is the means by which a course or curriculum change can be monitored to see if it achieves in learners the intended outcomes (Johnston, 2005). Teacher evaluation practices entails the various forms of testing and assessing adopted by the teacher such as oral, written tests, observation and comments, group research work and presentations, all geared to enhance learning (Johnston, 2005).

Language policy in education: Also referred to as language in education policy is the stipulated language of instruction for pre-primary and lower primary school and also for child care programmes (Githinji, 2014)

Performance: Learners scores in relation to a certain predetermined criteria (Johnson, 2005)

Scaffolding. The strategy of providing, and gradually removing, external support during learning and producing activities. During scaffolding the task, it is not changed but what the learner initially does is made easier with support. As the learner takes more responsibility for performance of the task, less assistance is provided (McCloskey, 2010)

School Language Policy: This is the school statement providing guidelines on the language upheld by the school as the medium of communication and lesson instruction in the classroom. It is the school's language of choice for instruction. It can also provide guidelines on how other languages are to be used within a school setting (Corson, 1999).

Second Language: Second language (L2) means a language that is learned after the first language or mother tongue (L1) and is used for certain purposes such as education (Simasiku, 2006).

Teaching method: In this study, teaching method refers to a particular technique a teacher uses to help learners gain the knowledge which they need to achieve a desired outcome (Jacobs, Gawe & Vakalisa, 2002).

Teaching Techniques and Strategies: Teaching strategies are the approaches that can be used across curricular areas to support the learning of students while the term teaching techniques is defined as the body of specialized procedures and methods used in teaching (Ritchhart, Church & Morrison, 2011).

CHAPTER ONE

INTRODUCTION AND BACKGROUND INFORMATION

1.1 Introduction

This chapter deals with the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, scope of the study, limitations and delimitations of the study, assumptions of the study, theoretical and conceptual framework.

1.2 Background of the Study

With globalization, English has been embraced as one of the commonly used means of communication all over the world. Being an international language, it is spoken in many countries both as a native and as a second or foreign language (Rassool & Edwards, 2010). English is the language mostly used in the world of science, commerce, trade, politics, education, entertainment, media and technology. At present, it is the world's most common language, spoken by a quarter of the world's population, enabling a true single market in knowledge and ideas. In an emphasis on the importance of English as a language of communication, Kachru and Smith (2008) commented:

In the era of globalization and rapid diffusion of knowledge, all the nations are aware of the need to prepare their citizens to perform in ways that would ensure their prosperity and eminence in the world. In order to be competitive, they have to be able to function well in multinational industrial enterprises, international trade, diplomacy, and scientific technological areas of expertise. They have to be innovative and contribute to the knowledge-based of the world. In order to achieve

these goals, they need to be able to utilize the most widely used medium, English (p. 201).

Braj Kachru's model of World Englishes is the most influential and demonstrates using three concentric circles how English language has spread in the world (Kachru & Smith, 2008). The model has the inner circle, the outer circle and the expanding circle. The inner circle represents countries such as Britain, United States of America (USA), Australia, and New Zealand, where English is widely used as a first language; the outer circle represents countries such as Kenya, India, Uganda, Nigeria, and Malaysia, where English is institutionalized and a colonial legacy. The expanding circle represents countries where English is widely used as a medium of international communication as a matter of necessity and has no historical or governmental role. This includes much of the rest of the world's population, most of European, Asian or African countries such as Mali, China, Russia, Indonesia, Japan, and Korea.

However, despite the effort by many countries to ensure that most of citizens have acquired proficiency in English language, many learners of English as a second or foreign language experience difficulties in acquiring the language macro skills (reading, writing, listening, and speaking) and which are essential linguistics skills of language development. In USA, Stefanson (2012) notes that English language learners as a second language continue to struggle with literacy despite the No Child Left Behind legislation in 2001 and which was designed to close the achievement gap between typically successful and less successful populations, such as students with disabilities and English language learners (U.S.A. Department of Education, 2004). In one study about thirty percent of English language learners in U.S. schools were not able to graduate, compared to about ten percent of native English speaking students (Giouroukakis & Honigsfeld, 2010). According to Thang,

Thing, & Nurjanah (2011), English language has always played a key role in the Lao nation development, but the English proficiency level of Lao students has remained unsatisfactory. Some of the reasons attributed to Lao students' poor performance in English as a foreign language include the weakness of curriculum design, lack of English teachers, and lack of students' learning motivation (Souriyavongsa, Rany, Abidin & Mei, 2013; Thang et al., 2011).

In Ghana, Oppong-Sekyere and Akpalu (2013) aver that the adoption of the English language as an official language was a milestone towards fostering a national unity of different ethnic groups and different languages and dialects. However, large sibling size, lack of funding or resources, improper use of or inadequate supply of textbooks, pupils' use of Pidgin English, poor methods and strategies for teaching English by teachers and social stratification, have been identified as some of the major factors contributing to students' low performance in English. Similarly, there are many other countries in Africa where the dominance of English as a legacy of colonialism continues to influence the implementation of multilingual education policies (Rassool & Edwards, 2010) and affects language learning, language use and language choice in bilingual and multilingual communities, schools and classrooms, such as those in Kenya.

English language has a crucial role in not only as one of the official languages in government institutions but also the language of instruction in schools in Kenya. English language is compulsory in primary and secondary school curriculum and apart from Kiswahili, French, German and other foreign languages, the rest of the subjects make use of English Language as the medium of instruction. Fakeye and Ogunsiji (2009) posit that students' success in school is to a large extent dependent on one being proficient in the language of instruction. If the students are good in communication skills and are well

versed in English, their academic performance is increased. It is no wonder that the Kenya Ministry of Education become greatly concerned when poor grades in English are posted in National examinations.

Ogawa (2010) argues that the mastery of curriculum can be determined partly through the national examination. As such a high score in the national examination is an indicator of high quality education. Considering the contribution English may have on the overall performance in the examinations, there is a need to explore the measures geared to improve on performance of English language.

The factors that lead to poor performance in English as a second or foreign language are many and varied as documented by numerous studies conducted in different countries world over. These factors cannot be universal since teaching and learning of the language are conducted in different contexts. For instance, in USA where availability of teaching and learning resources may not be an issue, Stefanson (2012) explicates that avoiding more advanced, subject-specific content until mastery of the English language has been reached and correcting any error made by the learner are some of the factors limiting the progress of the second language learners resulting in poor performance in examinations. These factors can however be broadly classified as teacher related, pupil related and school based factors. Teacher related factors include such factors as competency, instructional methods, assessment methods, attitude and motivation. Pupil related factors include attitude, age, cognitive ability, mother tongue influence, and home environment while school based factors include school policy on languages and availability of English teaching and learning resources.

The importance of Kenyan pupil being proficient in English language cannot be overemphasized. Apart from being one of the core subject taught right from preschool, it is also the official language of instruction in Kenyan educational institutions. Thus, lack of mastery in English language may be an impediment to the acquisition of skills and knowledge in other subjects in the school curriculum (Mutai, 2012). In cognizance of the English language crucial role, the MOE primary and secondary schools' curricula have English as one of the compulsory subjects most frequent in the pupils' learning time table. However, despite the government effort to ensure that all youth achieve literacy and numeracy in line with Education For All (EFA) goals and the Sustainable Development Goal (SDG) number 4, pupils continue to experience difficulties in acquiring the English language macro skills (reading, writing, listening, and speaking) and which are essential linguistics skills of language development. The Uwezo (2010, 2012) damning reports brought to the fore the quality levels of primary education in Kenya. According to Uwezo (2010) report, four out every 100 pupils in class eight could not read in English a class two level story. Incidentally, the Uwezo (2012) findings showed that pupils' capability in reading and numeracy remained constant over the years. Learning remained low; one third of all children in class 3 could not read a class 2 level story. However, there was large regional differentials in level of literacy and numeracy. As such, Uwezo (2015) calls for measures to improve the situation by first analyzing the underlying factors at school level. Just like other primary schools in Kenya, Mwingi Sub County primary schools follow the MOE prescribed primary English curriculum and use the Kenya Institute Curriculum Development (KICD) recommended pupils text books. While Mwingi Sub County mean performance in English is slightly below the National mean score and compare fairly with other sub counties in Kitui County, its larger standard deviation is a pointer to the fact that

the while some schools are top performers others are performing dismally. Taking into account that the region is predominantly inhabited by Kamba ethnic group and that some of the best performing schools are not confined in the few town centers in the Sub County, pupils are relatively of the same age and teachers of English have relatively the same training, the factors leading to the great divide in performance can then be narrowed down. These factors are bound to be slightly different from those associated with urban-rural divide and differential in social economic status. The current study, therefore, set out to investigate the influence of availability of teaching and learning of resources, school language policy, teachers' instructional and evaluation techniques.

1.3 Statement of the Problem

According to Kitui County KCPE results analysis report (2017), Mwingi Central Sub County posted a mean of 41 % in English language and which was lower than the national mean of 48%. A keen scrutiny of the Sub County analyzed results performance reveals very disparate performance among the public schools; while the top school had a mean score of 62% the last school managed only 30%. Owing to the fact that the pupils have homogeneity in several factors such as age, diet, social economic status and the first language, the factors that influence the performance disparity can be narrowed down and investigated. The current study aimed at investigating the factors influencing pupils' performance in English language in public primary schools in Mwingi Central Sub County, Kenya. The study specifically delved into the school's policy on spoken and written languages, the teachers' content matter delivery techniques, the evaluation techniques and the availability of resources for teaching and learning English language.

1.4 Purpose of the Study

The purpose of the study was to investigate the factors influencing pupils' performance in KCPE English language in public primary schools in Mwingi Central Sub County with a view of making recommendations and suggestions for enhancing better performance.

1.5 Objectives of the Study

The study was be guided by the following objectives:

- (i) To establish the influence of school language policy on pupils' performance in English language in public primary schools in Mwingi Central Sub County
- (ii) To examine the influence of availability of teaching and learning resources on pupils' performance in English language in public primary schools in Mwingi Central Sub County
- (iii) To analyze the influence of Instructional techniques on pupils' performance in English language in public primary schools in Mwingi Central Sub County
- (iv) To explore the influence of evaluation Techniques on pupils' performance in English language in public primary schools in Mwingi Central Sub County

1.6 The Study Null Hypotheses

H₀₁: School language policy has no statistical significant influence on pupils' performance in English language

H₀₂: Availability of teaching and learning resources has no statistical significant influence on pupils' performance in English language

H₀₃: Teacher's instructional techniques have no statistical significant influence on pupils' performance in English language

H₀₄: Teacher's evaluation techniques have no statistical influence on pupils' performance in English language

1.7 Significance of the Study

Significance of a study refers to the relevance of the study in terms of academic contributions and practical use that might be made of the findings. It is a rationale of the study that highlights the contributions of the research to other researchers, practitioners and policy makers (Oso & Onen, 2009). The study findings are expected to be of use to English subject teachers, head teachers, board members, MOE officials and other education stake holders.

English subject teachers might be aware of the extent to which the study variables do influence learners' performance in English and thus embark on how to enhance the performance based on research data. Likewise, the head teachers may embark on school system restructuring based on the study findings in order to post better results in KCPE English language. The study findings might also be of importance to school BOM, MOE officials and Quality assurance since they may embark on the factors leading to the large discrepancy in English language performance in KCPE as found in the current study. This may subsequently inform policy formulation at both school and national level. Finally, the findings might add on to education theory and provide reference material for other researchers.

1.8 Scope of the Study

The scope of the study is the geographical area within which the study is done (Marylin & Goes, 2013). It also delineates the methodology boundaries. The study was conducted in public primary schools in Mwingi Central Sub County, Kitui County.

1.9 Delimitations of the Study

Delimitation refers to the information boundaries of the study that may affect the generalizability of the study but are within the researcher's control (Mutai, 2001). Though there are several factors that may influence learners' second language acquisition such as age and the training of the teacher, the current study was delimited to the influence of the school language policy, teaching and learning resources, teaching techniques and evaluation techniques. This was found necessary in order to analyze the objectives exhaustively.

1.10 Limitations of the Study

Limitations are possible short comings or influences that can affect the study and are not under control of the researcher. They limit the extent to which a study can go and may affect the end results of the study (Simon & Goes, 2013). As Sharma (2008) noted respondents' tend to over-rate themselves on desirable traits and under-rate themselves on undesirable traits with self-assessment survey instrument. Thus, some English subject teachers might have over rated their teaching practices in terms of teaching and evaluation techniques by ticking what they term as ideal. However, the researcher mitigated the situation by assuring the respondents of anonymity and that the gathered information was meant for academic purposes only. Additionally, information source triangulation was accomplished by interviewing the head teachers who provided more insight on the same information.

1.11 Assumptions of the Study

Assumptions are underlying ideologies that the researcher trusts or admits but that are difficult to attest in any actual way (Simon 2011). In other words, it refers to realistic

expectations believed to be true and out of the control of the researcher; they are believed to be facts necessary for the relevance of the study as they provide the basis of the development and implementation of the research (Simon, 2011). The study assumed that there existed a formal policy or a kind of understanding in regard to the language to be used between learners and between the learner and the teacher in the school environment. It was also assumed that the school language policy, the availability of teaching and learning resources, English subject teacher's teaching and evaluation techniques was a kind of a particular school culture and which did not change drastically and therefore, could be considered to have influenced the past few years KCPE results.

1.12 Theoretical Framework

Kombo and Tromp (2006), explicate that a theoretical framework is a collection of interrelated ideas based on theories. They further observe that the set of ideas or propositions in a theoretical framework are derived and supported by data or evidence. The study was guided by the interlanguage theory by Selinker (1972) as cited in Latu (1994). According to Selinker, interlanguage is the knowledge of the second language (L2) as a set of structural rules or inter mediate grammars constructed by second language learners on their way to the target language. Selinker further argues that although this grammar is incomplete and imperfect in nature, it forms a unified whole. Selinker considers this grammar as a product of different psychological mechanisms and its development is not like that of a natural language. Thus, interlanguage is a term that describes the language acquired by the learner on the journey from his native language (L1) to acquisition of the target language (L2). Interlanguage theory views language development as a combination of several factors including nature of input, environment, internal processing of the learner, and influence between L1 and L2.

Latu (1994) postulates that the process of learning a second language (L2) is characteristically non-linear and fragmentary, marked by a mixed landscape of rapid progression in certain areas but slow movement, incubation or even permanent stagnation (fossilization) in others. Further research on interlanguage theory has led to understanding interlanguage as embodying the characteristics of being systematic, dynamic, and variable (Nordquist, 2018).

Systematic: the learner forms an internal construct of grammatical rules and structures. These grammatical rules may or may not mirror the proper rules of the L2 being learned. Educators can extrapolate what rules the learner has formed through analyzing errors and the correct usage of the language. In other words, the language learner does not use language haphazardly, but uses a system of internal rules that can differ from the target language.

Dynamic: Although the internal rules are systematic, the rules are not static and have the ability to be altered through various means.

Variable: The context may determine the language and rules the learner acquires. There are numerous factors involved with language and rule acquisition that vary from person to person, such as the nature of input (instruction techniques, TV), the environment (classroom), and exposure (school language policy) to language.

Interlanguage theory is relevant in the proposed study in that the characteristics of being systematic, dynamic, and variable have implications in instruction and learning. Owing to the fact that the learner will form a systematic grammatical structures but which are different from the taught English language, the teacher should desist from giving exact rules and expect learners to follow to the letter but instead allow learners time to internally

work the information into what they already know. Since the systematic rules the students have formulated are dynamic and can be altered or transformed, the teacher should not lose hope with slow learners but or put so much pressure for them to get it right the first time. With more input, variation in teaching aids and strategic implementation the learners can alter their misunderstandings.

Interlanguage theory is also useful in that teachers should be alert on the stage where the learner has reached a plateau and there is a temporary stagnation of knowledge uptake. In such a situation the teacher should device some proactive strategies to maintain the learner motivated until the next stage of rapid knowledge uptake.

1.13 Conceptual Framework

Conceptual framework illustrates the association among variables of the study and is represented diagrammatically (Kamau & Njau, 2011). Figure 1.1 shows the conceptual framework

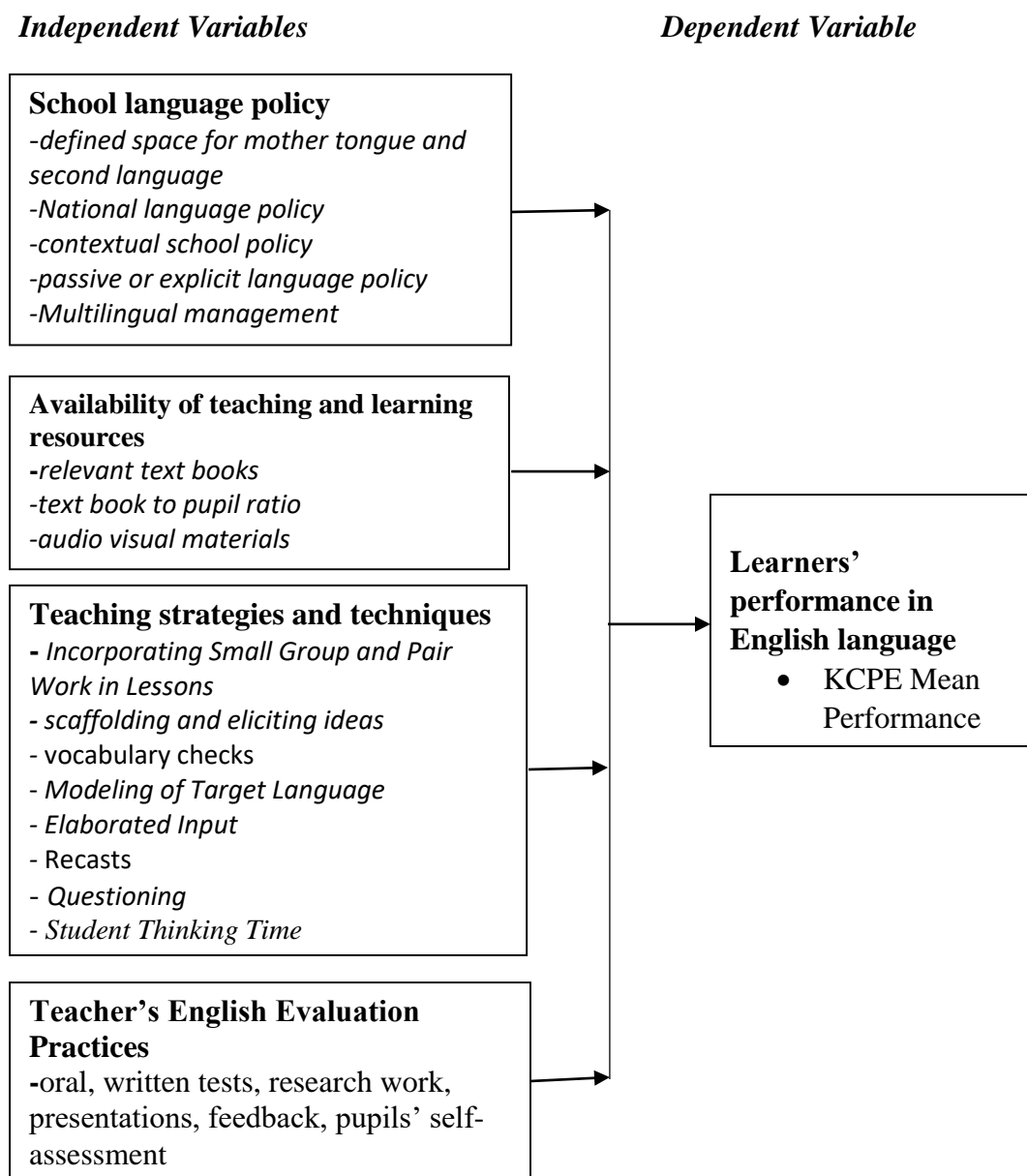


Figure 1.1: Conceptual Framework on how some identified Factors Relate to Pupils Performance in English

Figure 1.1 shows the school language policy, availability of teaching and learning resources for English language, English teaching and evaluation techniques as the four independent variables influencing pupils KCPE performance in English language. According to the Interlanguage theory, the process of learning a second language (L2) is characteristically non-linear and fragmentary, marked by a mixed landscape of rapid

progression in certain areas but slow movement, incubation or even permanent stagnation (fossilization) in others. Further, the second language development is viewed as a combination of several factors including nature of input, environment, internal processing of the learner, and influence between L1 and L2. In view of this, the school language policy and availability of essential teaching and learning resources do largely shape the environment for acquisition of English language. Additionally, the process being non-linear and fragmentally, teachers need to apply certain appropriate strategies and techniques for optimum results.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of the relevant literature in view of research problem. The chapter was organized according to the study objectives. Review of literature culminates with summary and research gaps.

2.2 Concept of Second Language Acquisition and Learning

Second language acquisition and learning is defined as learning a language, which is different from the native language. Second Language acquisition is a long process, which includes several stages (Nordquist, 2018). Language is the method of expressing ideas and emotions in the form of signs and symbols. These signs and symbols are used to encode and decode the information. There are many languages spoken in the world. The first language learned by a baby is his or her mother tongue. It is the language, which he or she listens to from his or her birth. Any other language learned or acquired is known as the second language. Nordquist (2018) further explicates that the terms "language learning" and "language acquisition" are used interchangeably by most scholars though they differ. Language learning refers to the formal learning of a language in the classroom. On the other hand, language acquisition means acquiring the language with little or no formal training or learning.

A second language is often called the target language "L2", while the native language is known as the first language "L1". The second language can be introduced by speakers of the second language or as a second language that is part of the curriculum at school (Haneda, 2006). There are several things one needs to consider when teaching a second language such as the language spoken at home, the willingness of the learner, and the

reason to learn the second language. Though all the students of second language acquisition go through the same stages of learning, the period of learning varies. Students can learn better by responding to pictures and visuals. Attention to listening comprehension and building a receptive and active vocabulary is essential.

The study of second language acquisition aims to describe and explain that process. Despite the fact that most researchers acknowledge that there is more than one type of English such as spoken, written, academic, or social, most studies have focused solely on English language ability in an academic context (Cole & Goldberg, 2010). This is a logical direction because school success is what most teachers, school psychologists, and school counselors can impact; however, it is important for schools to realize that students may be struggling with academic English while still being competent in other modalities (social or spoken English).

Research has found that there are two types of skills that people learn as they acquire a second language: basic interpersonal conversation skills (BICS) and cognitive academic language proficiency (CALP). BICS are commonly known as social language, or the type of language used in everyday life. Studies have shown that BICS can be learned through experience and do not need to be formally taught (Vanderwood & Nam, 2008). On the other hand, CALP can only be achieved through instruction and typically requires half a decade or more to become proficient (Vanderwood & Nam, 2008). Studies have shown that it takes people more time to learn to read and write in a foreign language than it does for them to learn to communicate orally (Dixon, Zhao, Shin, Wu, Su, Burgess-Brigham, Gezer & Snow, 2012). Because BICS are more quickly learned than CALP, students may be able to adequately communicate in informal or social settings yet not have the necessary skills to succeed in school. It is important that schools address the fact that students may

be proficient in some forms of English despite their problems with another. Academic English tends to be the most taxing for English language learners in the school settings (Echevarria et al., 2011). English language learners have trouble translating their knowledge into academic English and they may also find it difficult to comprehend knowledge when it is presented to them in a higher-level of English than that in which they are proficient. These barriers are only one of the reasons why English language learners tend to do worse in school than native English speakers (Echevarria et al., 2011). However, being that there is overlap between academic and social language, teachers should be able to draw on English language learners' life experiences and social knowledge to bring concepts and language from outside the school setting back into the academic realm (Coleman & Goldberg, 2010).

Odima (2015) notes that while English learners may become fluent in spoken English before being proficient in written in countries where English is the first language, the scenario may be different for pupils in rural Kenya. Pupils operate in an environment where mother tongue is the only language used and though some do considerably well in written English, their spoken English is rather poor.

2.3 School Policy on Languages and Performance in English

Swarts (2002) observes that the effectiveness of learning and teaching is limited by the fact that teachers and learners are working in a second language area, in which exposure to English in the community is low. In Namibia, especially in the northern regions where parental literacy and school resources are low, it becomes difficult for both teachers and learners to use English (Olivier, 2011). Simasiku (2006) asserts that for the learners to be able to acquire communication skills, they must be engaged in listening, speaking and writing activities not only during the English lessons but also when socializing outside the

classroom. One of the obvious functions of the spoken language in a classroom is for the teacher to give instructions to learners on what they have to do and how they have to do it. Thus, the language policy in the school environment becomes very crucial in places where exposure to English is very low. It is through speaking and listening, learners connect with others, learn new concepts and develop vocabulary and hence the need to enact a school policy which will impel pupils to socialize in English language (Odima, 2015).

Corson (1999) defines a language policy as an action statement that is concerned less with where the students in a school are going, but more with how they are going to get there. Further, Corson explicates that a language policy is derived from the school's language philosophy and is a statement of purpose that outlines goals for language teaching and learning. It is a statement of action describing practices for achieving and evaluating goals since it is constructed around pedagogical and learning beliefs.

According to International Baccalaureate (2008), since each school, exists in a unique social context with complex language and learning-related needs a language policy must take into consideration the particular socio-cultural circumstances of each school community. However, since these circumstances are not static, a language policy ought to be dynamic and flexible so as to evolve with the changing needs of the school population (Piper, Schroeder & Trudell, 2016). Thus it is essential that, when developing a language policy, there are initial and ongoing collaborative reflective practices in place that will monitor change and consider the views and wishes of the whole community.

A school policy, however proactive should not be in conflict with the country national policy. Many countries in Africa have enacted post-colonial language policies in which mother tongue or a predominant local language has been recognized as the lingua franca

from preschool to grade three (Omollo, 2014). This was in cognition that education in the mother tongue, especially in the lower primary cycle of basic education, is crucial for concept formation as well as literacy and numeracy attainment. In addition, a person's identity is contained in the language and the culture inherited from your forefathers. For instance, Kenya's language policy stipulates that the language of the catchment area or mother tongue be used for instruction in early childhood education (Republic of Kenya, 2012). The Kenyan language of instruction policy is anchored on the premise that the use of the language of the catchment area ensures that the child receives education in a familiar language (Republic of Kenya, 2012). As noted by Githinji (2014), the policy implementation has however, encountered various challenges in several areas. The rapid migration to urban centres in Kenya due to various economic reasons, schools have children from different ethnic backgrounds and English and Kiswahili becomes the unifying languages. It is also common to find the teacher is unfamiliar with the language of the catchment area.

Due to afore mentioned factors, the language used at preschool and lower primary vary depending on the geographical location of the schools. Omollo (2014) observed that language policy of the school differs, due to the geographical location of the schools. A school that is peri-urban will use Kiswahili in class one to three, since the area has Kenyans from different ethnic communities, while the school in the rural area learners are taught in mother tongue from class one to three, then from class four, English is introduced. Thus, since the language of instruction in all schools in Kenya, from class four is English, the school managers should not fail to come up with an explicit school policy. In some schools' learners are expected to use English for four days and reserve one day for Kiswahili. On the other hand, some schools do not operate on any policy and where both teachers and

pupils are predominantly from one community, the mother tongue reigns supreme. While competence in the first language is widely confirmed to be crucial as the foundation for learning additional languages lack of practice in interacting in the second language has the potential to jeopardize the academic performance in the second language.

Nkome (2015) focused on determining reasons for learners' failure to communicate through English in Lesotho Primary Schools. The study established that some of the factors that contributed to learners' failure to communicate in English included: non-implementation of the national language policy that recognized English language as the medium of instruction; failure to use teaching and learning aids; poor teaching techniques; teachers' poor time management; insufficient skills and techniques used to motivate learners to learn English as a second language; and inadequate interaction between the school and parents. However, while Nkome (2015) study was done in Lesotho and focused on pupils' failure to communicate in English, the current study embarked on the factors influencing the academic performance in English subject in public primary schools in Kenya.

A number of studies in regard to school language policy have been done in Kenya. A study by Omollo (2014) focused on the effects of language policy in the school on the learning of Kiswahili in Kapseret Division, Uasin Gishu Country. The study adopted descriptive survey research design and used observation schedule and questionnaires to collect data from 30 teachers and 150 class six pupils. The study established that different schools had different language policies that guided when to use Kiswahili. However, in most of the schools, Kiswahili language was used in one day in a week as a medium of communication in school. Consequently, learners who communicated in Kiswahili in any other day apart from the one stipulated was liable to punishment. It was in this context that Omollo (2014)

argued that punishing brings negative consequences and learners are less likely to practice or use Kiswahili resulting to dismal performance. The study recommended that all teachers, support staff and students should be encouraged to communicate freely in Kiswahili during the stipulated days and that teachers should desist from the use of punishment in enforcement of any language. Therefore, it is evident that due to such conflicting interests in use of other languages apart from English, implementation of school language policy is subject to subtleness and nuances that should not be ignored.

Atetwe (2013) sought to find out the influence of use of mother tongue on students' performance of English in KCSE in Gatundu District, Kiambu County, Kenya. Using a sample of 191 pupils and eight teachers, and employing a cross-sectional survey research design, the study found that use of mother tongue influenced the students' written and spoken English, leading to dismal performance of English in KCSE. It was further found that though almost all the schools under study had language policies in which students were prohibited from using mother tongue and punishments specified, little was accomplished through these policies. The study recommended formulation of more stringent language policies that are feasible and that schools should revamp their debating clubs so as to nurture a competitive environment that would propagate the use of English. However, since academic performance of a language subject is a function of several factors, Atetwe (2013) took a very narrow view and subsequently the study lacked internal validity. The current study took a broad view of the crucial factors that influence English language academic performance, use of mother tongue being one of them.

Githingi (2014) study aimed at establishing the language(s) used for instruction in lower primary school and also find out to what extent various factors related to school, teachers and parents influence the language choices for instruction in the respective classes and

schools in Nyeri County. Data was collected from private and public schools in rural and urban areas through lesson observations, interviewing teachers and focus group discussions with parents. Among other findings a variety of languages were being used in the classroom instruction with limited consideration to language policy in education. This was seen to be influenced by choices made by the teachers, parents and schools' management and locality. The study recommends a cross monitoring of implementation of language of instruction policy.

Oluoch (2017) investigated the language of instruction in lower primary in Kenya. The study found that despite the benefits accrued from using mother tongue as the language of instruction in lower primary in rural areas, many schools did not practice it. The study recommended that teachers should be more proactive and enable parents and other stakeholders understand how mother tongue helps the learners in teaching and learning process. However, while Githinji (2014) and Oluoch (2017) studies focused on language issues in the lower primary, the current study was concerned with English language performance as the language of instruction in the upper primary and beyond.

2.4 English Teaching and Learning Materials and English Language Performance

Teaching and learning materials or simply instructional materials are items that are designed to serve as tools for assisting in the instruction of subject or course. They include textbooks, exercise books, teaching aids, chalkboard, slides, films, and electronic media such as instructional computer programs, radio, projectors and television. Wilson (2007) observed that educational outcomes in schools are function of utilization and adequacy of teaching/learning resources in varied ways. The principles of facilitating effective learning and teaching requires acquisition and use of practical skills while tapping and putting into practice the learners own experience. Students receive inputs from the external

environment in form of human and material resources, process them and empty the same into the society as finished products and services. The quality of the products bears a direct relationship with the qualities of the facilities deployed in the process of production.

These facilities play a pivotal role in the actualization of the educational goals and objectives by satisfying the physical, emotional and cognitive needs of the staff and students. Abayomi and Olukayode (2006) state that resources in schools are important in education because learning takes place best through discovery, exploration, and interaction with the internal and external environments. As a result, one of the main emphases in education today is the shift from a teacher centred approach to a more learner centred approach. This involves actually putting the learners' needs at the centre of activities. To achieve this goal, teachers need to use a wide variety of resources, which can enrich the learning environment. Textbooks as resource materials being the basic tools that enable effective teaching and learning, their absence or inadequacy make the teacher handle subjects in an abstract manner thus portraying it as dry and non-exciting (Moore, 2008).

A study by Ghanney (2008) sought to investigate the extent to which instructional materials have been used in teaching and learning in primary schools in Winneba, Tanzania. The study found that about 83% of teachers in the primary schools relied heavily on the use of only chalkboard and text books for lesson delivery as opposed to the use of radio, television and computer. The study revealed that inability of teachers to use other instructional materials other than textbooks and chalkboard led to lack of interest in the subject and finally poor performance.

In USA, a study by California State Board of Education (2003) aimed at establishing the learners' use of internet resources as a primary instructional tool. The study revealed that

e-mail was the most useful tool employed in class and that learners believed they improved their writing skills over and above their listening and reading skills.

In Kenya, Njagi (2007) as cited in Isutsa (2015) concluded that language programs on radio help to increase the learners' mastery of vocabulary and pronunciation as learners learn to imitate radio presenters and that if learning resources are carefully selected and used, learning becomes interesting and effective. The presence and utilization of training materials influence the efficacy of a teacher's lesson. Pardeep (2014) postulates that the ingenious use of an assortment of media in teaching enhances the likelihood of the student to learn more, preserve better what they learn and enhance their achievement on the skills that they are projected to develop.

In Kenya, the rural electrification project has managed to install centricity to almost all schools, and as such English language teachers should be proactive and make learning more meaningful by incorporating the appropriate information technology in their instructions. The proposed study will investigate the availability and utilization of instructional resources with a view to establish whether their presence has influenced the KCPE English language performance in Mwingi Central Sub County.

Availability of instructional resources as a factor in pupils' mean performance in all subjects has attracted various studies world over but only a few have focused specifically on English language. Furthermore, none of these studies was done in Mwingi Central Sub County. Kotut (2016) examined the factors influencing performance of English as a subject in KCPE in Nakuru Town, East Sub-County, Kenya. One of the Kotut (2016) study objectives, was to establish the influence of teaching and learning materials on English performance. However, the questionnaire items were found to be invalid in that they could

not collect sufficient data to achieve the objective. The questionnaire items consisted of several statements in a five point Likert scale, and which did not specify particular teaching and learning resources but rather enquired the availability of materials in general. The proposed study aims at establishing the specific items or materials that the teachers used in a bid to enhance specifically learning in English language. The finding was expected to give insight into the observed differentials in KCPE mean performance among public primary schools in Mwingi Central Sub County.

A study by Kabau (2012) focused on the challenges to ICT in public primary school teaching and learning process in Nyeri central district. Though conducted in public primary schools, it found out that majority of schools in this rural setting had no computers and other ICT devices in their schools including even radios and TVs and teachers hardly use the internet in schools. It also found out that there is limited in-service training of primary school teachers on ICT proficiencies which may apply to principals since they are under MoE.

Another research was carried out by Wahome (2011) to assess the preparedness and extent of use of ICT in public secondary schools in Kandara District, Muranga County, Kenya. It concentrated on current status of ICT infrastructure; extent of use of ICT equipment in school management, teaching and learning, attitudes of principals towards ICT use and integration, challenges faced in ICT implementation and suggested strategies to overcome them. Schools owned computers, printers and LCD projectors whose availability were scored at 41.9%, 39.5% and 2.3% consecutively and 'perceived to be expensive' by principals. The study revealed the low availability of some ICT equipment which an ordinary school should reasonably afford. These include Radio 32.6%, Television 16.3%, Video Decks 4.7%, and DVD and VCD players 9.3%.

The implication of low availability of some basic ICT equipment means that learners do not learn by playing electronic content such as Kiswahili and English language set books or listen to the Kenya Institute of Curriculum Development (KICD) radio or TV programs. The study found out that 33.7% of students do not use any ICT equipment at all in learning and 39.5% of teachers do not use any ICT equipment for instruction. The study observed that the use and integration of ICT in secondary schools in Kandara was still at its infancy and majority of the schools were using the ICT equipment for only the basic use like typing, printing, and storing of examination and official documents. Based on this conclusion, the study identified challenges facing schools as they tried to integrate ICT. These include: lack of enough ICT resources and inadequate trained ICT teachers. The study does not specify the challenges which emanate from principals' management roles as suggested by this study. Internet connectivity in schools was found to be low because majority of principals felt it was expensive and that teachers were not interested with it. A very high proportion of principals 81.8% suggested that the government should provide more support for ICT and qualified personnel at the district level 72.8%. However, there are other ICT equipment such as TVs, radios and DVD players which most schools can afford and yet they are not available or they are under-utilized

2.5 English Instruction Strategies and Techniques, and Pupils' Performance

Schools are responsible for teaching English language learners course content as well as literacy skills (Haneda, 2006). Therefore, teachers must take into account the English language learners' growth in both subject knowledge as well as linguistic knowledge (Lewis-Moreno, 2007). Students should be encouraged to actively participate in class and group work even when they lack vocabulary and grammar. This means that the focus should be on the ideas and content supplied by the student rather than his or her linguistic

abilities. For instance, teachers can also help students improve literacy by instructing them in specific literacy building activities while allowing students to try new things and make mistakes (Lewis-Moreno, 2007). Teachers can do this by creating an environment in which the student feels comfortable exploring language and by providing immediate, encouraging feedback that helps the student understand what did or did not work and encourages him or her to experiment again in the future.

However, Lewis-Moreno (2007) also cautions teachers to desist from providing too much feedback: correcting every mistake simultaneously can have the opposite effect on students and discourage future participation. Therefore, teachers must find a balance that is informative while not being too overwhelming. Teachers can also encourage exploration through teaching students how to be aware of and use their own abilities, prior knowledge, strengths, and weaknesses (Koelsch, 2006). The main idea is to encourage students to be active participants in their own journey to literacy.

According to Thomson (2012), there are several language teaching strategies and techniques used to support students learning in a language other than their mother tongue. Some of these include: incorporating small group and pair work in lessons, scaffolding and eliciting ideas, vocabulary checks, modeling of target language, elaborated input, recasts, questioning and student thinking time, debating and role playing.

Incorporating small group and pair work in lessons entails pupils being given opportunities to work in small groups and with a partner which according to Hill and Flynn (2006) is a powerful tool for fostering language acquisition. When working in small groups, learners use considerably more language, and exploit a greater range of language functions. Moreover, when working in small groups, learners are able to hear language from each

other, a different source of input from the teacher and where students feel more comfortable and relaxed.

Eliciting is a strategy that helps a teacher to bring forward student's ideas and extend and sustain discussion (Fisher, 2005). Conversations that extend past a single exchange is bound to enhance a learner's language development. Furthermore, discussion might also help to reveal to a teacher the framework used by the learners to interpret new information. It is often hard for the English language learners' student to separate out the important terms from the unimportant ones (Lewis-Moreno, 2007). Scaffolding instruction is a useful technique to help students sort through the information effectively. Whereas building scaffolding is a structure that is built around the construction area to help support the creation of the building, lesson scaffolding is a structure that is built around the lesson to help support the understanding of the materials. Scaffolding instruction involves providing the students with a frame of reference with which to work through the lesson or unit. According to McKenzie (1999), scaffolding provides clear directions, clarifies purpose, and keeps students on track. The key to scaffolding is to help the students deduce which information is important and what information is supporting. It is therefore important to use scaffolding with care and to always examine the match between the student's abilities and the demands of the task (Lewis-Moreno, 2007). It is important for a teacher to appropriately determine when to scale down scaffolding to a particular student as well as how and when to eliminate the scaffolding altogether. One example of scaffolding occasionally used by English subject teachers is to give them some key terms highlighted before asking them to read.

The strategy of oral reading involves choosing a skilled reader to read the passage to the entire class while other students follow along in their own books. Oral reading is normally

most effective when presented after a brief introduction to the topic at hand, thus giving them the needed cultural and background knowledge to understand the text (Stefanson, 2012). During lessons, teachers can use elaborated input instructional technique that involves the use of repetition, paraphrasing, paraphrase, slower speech and so on and according to research may be more effective than a teacher using simpler syntax and vocabulary. Brewster, Ellis and Girard (2002) affirms that the uses of language with actions, illustrations, context or prior knowledge, holds the key to children learning of a second language.

A teacher can also do a recast. A recast is the repetition of a student's utterance making changes to convert it to a correct phrase or sentence (Lightbrown & Spada, 2006). This may provide a teacher with the opportunity to model how a sentence or phrase should be used without having to obviously highlight the student's error. The 'student thinking time', is a teaching technique that is in line with the interlanguage theory of acquisition of the second language. The strategy is normally employed by teachers after asking the learners a question. Interlanguage embodies the characteristics of being systematic, dynamic, and variable. Thus, the learner forms an internal construct of grammatical rules and structures. These grammatical rules may or may not mirror the proper rules of the L2 being learned. Students need to be provided with the opportunity to think about questions after they have been asked before attempting to answer them. In a research investigation, it was shown that by extending thinking time from three to five seconds after asking a question, there was a rise in student participation and a significant increase in the quality of student answers (Fisher 2005). Therefore, by consciously allowing silence after asking a question a teacher may be fostering a conducive environment for thoughtful responses and language development.

English subject teachers can also guide the learners on how they can read utilizing their knowledge of their first language to enhance English literacy (cross-language reading strategies). Haneda (2006) observes that students who struggle to communicate in English or are having difficulty with a specific aspect of literacy have the ability to use techniques, they learned in their home language. A study by Dixon et al., (2012) found that a combination of native language literacy and oral English ability when the student entered schools, predicted better English literacy 6-8 years later. This is because the students are able to compensate for lack of vocabulary by drawing from their prior knowledge of their own language. Therefore, it is imperative for the teachers to work with English language learners to identify personal strengths and to teach them how to use them when communicating in English.

Several empirical studies in regard to factors influencing English performance have been conducted in Kenya but very few have investigated the influence of teaching strategies and techniques. A study by Odima (2015) had the teacher teaching methods as one of the factors to be examined. However, Odima study focussed on some few teaching methods as applied in preschool education such as role play, dramatization and singing as methods of enhancing English language. While these methods are feasible at preschool level, learners in upper classes of seven and eight require other strategies as reviewed in this section.

Mutai (2012) aimed at assessing the extent to which teaching techniques affect the performance of students in English language as a subject. The study sought to identify the teaching strategies employed by English language teachers in secondary schools and recommend how performance in the subject can be improved in secondary schools within Eldoret Municipality. The study adopted a mixed methods research design and involved a sample size of 180 form three students drawn from six secondary schools within Eldoret

Municipality, form three English teachers, heads of the selected schools and education officials in the district. The study employed interviews, questionnaires, and documentary data and non-participant observation for data collection. The study found that apart from oral questioning strategy that was utilized by all teachers, lecture and group discussion were the other methods that were frequently used. On the other hand, the more interactive learner-centred approaches, such as debating and role-play or drama were rarely used by teachers. This study was however, done in a secondary school setting had longer period of interacting in English language.

2.6 English language Teacher Evaluation Practices and Pupils' Performance

Through the use of appropriate classroom assessment strategies and techniques, English subject teachers can increase their students' motivation, sustain their focus and show them how well they have learned the language. Baranovskaya and Shaforostova (2017) observe that evaluation goes beyond learners' achievements and language assessment to consider all aspects of teaching and learning. The terms 'assessment' and 'evaluation' are often used interchangeably though different. Nevertheless, they can be considered as two parts of the same process. While assessment is the process of gathering evidence using methods such as testing and observation of what the learner has done, evaluation is the process that follows this collection of data, including analysis and reflection, culminating in a decision based on the data (Baranovskaya & Shaforostova, 2017).

Kuzmenkova (2011) maintains that the quality of the assessment and evaluation in the educational process has a profound link to learners' academic performance and above all motivate and induce the learners into regular self-assessment, a noble practice in English language proficiency. Regular classroom assessment has gained credence in many countries as a major factor in learners' proficiency in English. For instance, in Philippines

and Indonesia, classroom assessment importance has been increasingly recognized since the change of old curriculum paradigm into the newest concept of curriculum that places students as the center of learning (Saefurrohman & Balinas, 2016).

Most educators have realized that classroom assessment should be viewed as a process rather than as a product in which assessment purpose is getting the students' score and determining whether they pass the requirements or not but it is more on how to know the students' progress in learning and mediating them to get success in learning. Black and William (1998) cited in Saefurrohman & Balinas (2016) caution that educators are forbidden to see a classroom as a black box where certain inputs, teachers, pupils, parental anxieties, management rules and requirements, and tests with high stakes, and so on, from the outside are fed into the box. Some outputs are supposed to follow: better results, pupils who are more knowledgeable and competent, and teachers who are reasonably satisfied. However, educators have to appreciate that a classroom is a place for the students to construct knowledge through hands-on activities, critical thinking, manipulatives, and primary resources (Weegar & Pacis, 2012).

While most of the pupils' assessment and evaluation is conducted by the teacher, pupils' self-assessment has however, been found to be very potent in improvement of pupils' academic performance (Baranovskaya & Shaforostova, 2017; Fahimi & Rahimi, 2015; Jabbarifar, 2009). Self-assessment is the ability to identify strengths and weaknesses and points for improvement in one's own performance, has attracted considerable attention from researchers. Zimmerman (2002) explicates that self-assessment in writing indicates any method or incorporation of any activity that causes writers think about, evaluate and revise their writing. By doing so, the writer not only improves the piece of writing in hand but also gets the skills for later use. Through this process one is able to engage in all

exercise possible and get encouraged to reflect for further improvement. In order to help learners to succeed in self assessment it is imperative for one to know the criteria and standards to which performance should be compared (Miller, 2003).

Fahimi and Rahimi (2015) aimed at investigating the incorporation of self-assessment in writing and its influence on improving writing skill among forty-one female teen-aged students in four classes in the intermediate level in a private institute in the city of Tehran, Iran. Using a quasi-experimental design, learners were given the self-assessment questionnaire and were asked to fill in it without any information about the concept of self-assessment. Learners were then required to write some composition and assess it despite having no idea of how to assess their work. This was done to be the benchmark for the following writings. The teacher also gave marks after assessing the same work. In the following session, the criteria for assessing writing and the procedure were taught and practiced with them. Both learners and the teacher based their assessment on the language content, mechanics, organization and vocabulary used in the writing and decided on its rate based on the rubrics. After several exercises, it was found that there was an agreement between ratings awarded by their teacher and students' self-awarded ratings has been reported implying that students were able to assess their language proficiency accurately. There was a noted significant improvement of students not only in assessment ability, but also in writing ability. The results suggested that self-assessment instruction has equipped learners with the knowledge of how to plan and revise their essays. Self-evaluation helped students to evaluate the progress of their writing and the ability of writing, as well.

Oredein and Oloyede (2007) posit that teacher management of homework and assignments given to students, have an impact on student achievement especially when it is well explained, motivational, corrected and reviewed during class time and used as an occasion

for feedback to students. Likewise, Kimani, Kara and Njagi (2013) study found that administration of students' classroom assignments, teachers' weekly teaching workload, evaluation of students' Continuous Assessment Test (CATs) results, provision of individualized attention to weak students, time of completion of syllabus and setting performance targets significantly affected students' academic achievement.

Odima (2015), sought to investigate effect of teaching on acquisition of English language skills in primary schools in Busia County, Kenya. Among other findings, Odima found that despite the fact that most teachers indicated that they were trained, they lacked skills and knowledge in teaching English and most had not attended any capacity building seminar/workshop on English language. The study further indicted teachers for not preparing and using English resource materials in their teaching. The study did not however, examine the influence of teacher's evaluation practices, and which are crucial in motivating learners. Similarly, several studies done in Kenyan and other countries (Fakeye & Ogunsiji, 2009; Isutsa, 2005; Kotut, 2015; Oppong et al., 2013; Stefanson, 2012; Saefurrohman & Balinas, 2016) have focused on among others the teacher professional training, home environment, shortage of personnel, motivation of teachers, learners and teachers' attitude and availability of teaching materials as factors influencing English language proficiency and academic performance among learners. Thus, there was a need to investigate the influence of the English language teacher evaluation practices being a potential factor in acquisition of the second language.

2.7 Summary of Literature Review and Research Gaps

The study has reviewed literature on the factors that influence learners' proficiency and academic performance in English as a second or foreign language from global, regional to local perspectives. Most of the reviewed literature pointed to the fact that the major factors

that influence or affect learners' performance in developed countries such as USA and Japan are different from the ones in developing countries such as Kenya. In well-developed economies, instructional resources and adequacy of teachers were non issues while most schools had well elaborated language policies. The current study focused on factors that influence English language KCPE pupils' performance in public primary schools Mwingi Central Sub County. Taking into account that the schools are almost homogenous in training of teaching personnel, the learners age bracket, social economic status and first language background, other specific factors were singled out and formed the basis of the study. These factors include the school language policy, availability of instructional resources, teaching strategies and techniques and teacher's English language evaluation practices. The reviewed studies by Githinji (2014), Kotut (2015), Odima (2015), Ombati et al., (2013) and Omollo (2014), did not consider school language policy and English language teacher evaluation techniques as factors potentially crucial to performance differentials in schools. Furthermore, the few studies that touched on teaching methods failed to delve into specific strategies and techniques such as incorporating small group and pair work in lessons.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter deals with the research methodology. Methodology involves procedures of data collection, processing and reporting. The chapter focuses on research design, location of the study, target population, sampling techniques and sample size, research instruments, piloting, validity and reliability, data collection techniques and data analysis, legal and ethical considerations.

3.2 Research Design

Creswell (2012) defines a research design as the scheme, outline or plan that is used to generate answers to research problem. It constitutes the blue print for the collection of measurement and analysis of data Kothari (2008). This study adopted descriptive survey design to obtain information from the selected sample without any attempt to manipulate, change the behavior or conditions but rather describe what is existing (Kothari,2008). Gatara (2010) observes that descriptive survey design is relatively cheaper and enables analysis of data from a larger area within a short duration. The study aimed at investigating and describing the language policy, the availability of teaching and learning resources, the teaching and evaluation techniques used in regard to English language in the schools under study. Further, the influence of these variables on pupils' performance in English language was ascertained. Thus, this design was appropriate for obtaining, recording and reporting conditions as they existed.

3.3 Research Site

The research site is the actual geographical location of the study (Creswell, 2012). This study was conducted in Mwingi Central sub county, Kitui County. According to Kitui County schools' census report, 2017, Mwingi Central Sub County public primary schools English language KCPE mean score has been not only consistently lower 50% but also has a notable variation between schools (MOE, 2017). While some schools have maintained a high mean score of over 60%, majority have stagnated at 30 to 40%. Owing to the fact that the schools are homogenous in regard to many factors critical to second language acquisition such as the mother tongue and age, Mwingi Central Sub County presented the appropriate research site for the study.

3.4 Target Population

Gall, Borg & Gall (1996), define population as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the study. Mwingi Central Sub County has 94 public primary schools that presented pupils for KCPE in 2017 (MOE, 2017). The Sub County had 109 English subject teachers who handle class eight since some schools had more than one stream (MOE, 2017). Thus the study targeted 109 class eight English subject teachers and 94 head teachers in the county public primary schools. Class eight English subject teachers were targeted since apart from teaching the language macro skills, they are expected to be in the fore front in promoting good performance of the subject in KCPE. Thus, they are in the best position to give information on the school language policy, the available teaching materials, teaching strategies and evaluation techniques. Though, a pupil performance is not only dependent on class eight learning experiences, the information given by Class eight teacher represented a general practice in that particular school, and which has a bearing on KCPE

English subject results. The school head teachers were targeted owing to the fact that being the school managers they are instrumental in shaping the school language policy, providing the teaching and learning materials and influencing the teachers teaching and evaluation techniques.

3.5 Sample and Sampling Procedures

A sample is a small proportion of the population that is selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it was drawn (Best & Kahn, 2006). Krejcie and Morgan (1970) table was used (see Appendix V) to get a sample size of 76 public schools from the targeted 94. The 76 schools were selected through simple random sampling and then ranked according to the 2017 KCPE English language mean score. The study purposively involved the 38 top ranking schools and 38 low ranking schools. The study involved one class eight English teacher from each of 76 sampled schools. In a school with more than one class eight English subject teachers, simple random sampling was used to select one teacher. Kombo and Tromp (2009) explicate that interview method of data collection takes time and a research should take a convenient number and which will generate sufficient information. Further, Gay, Mills & Airasian (2009) postulate that 10% to 30% of the population is sufficient for reliable findings. Thus, the study sampled 23 (30%) head teachers for interview schedules. Through simple random sampling, 11 head teachers were drawn from the upper ranking 38 schools while 12 were drawn from the 38 lower ranking 38 schools.

3.6 Description of Research Instruments

The study employed two data collection instruments: English subject teachers' questionnaire and head teachers' interview schedule.

3.6.1 English Subject Teachers' Questionnaire

According to Kothari (2008), questionnaires are usually free from the interview bias as the answers are in respondent own words. Respondents also have adequate time to give well thought out answers. Questionnaires also save time and information can be collected from a very large sample. The English subject teachers' questionnaire was divided into four sections (refer to Appendix II). Section A aimed at gathering general information of respondents' such as age bracket and teaching experience. Section B was set to gather information on the schools' policy on languages. Section C sought to capture information concerning the availability of teaching and learning resources, section D sought to gather information on the teachers' teaching techniques and section E gathered information on English teachers' evaluation techniques.

3.6.2 Head teachers' Interview Schedule

In order to get in depth information on the influence of some selected factors on pupils' performance in English language in public primary schools, a head teachers' interview schedule was used. According to Best and Khan (2001), interview method of collecting data is often seen as superior than other instruments in that it creates rapport between the respondent and the researcher. In addition, it guards against confusing the questions since the interviewer can clarify the questions thereby helping the respondent give relevant responses. The interview guide sought to gather information in accordance to the study's four objectives (see Appendix III).

3.7 Piloting of the Study

Creswell (2012) observes that it is vital for a researcher to test tools before using them to ensure their validity, reliability and practicability. Therefore, piloting was done in order to

ascertain the credibility of the tools by testing clarity of language, time taken to respond, procedure of administering, length and layout of tools. Piloting involved two head teachers and ten teachers of English at class eight from public primary schools in the neighboring Mwingi North Sub County but with similar characteristics with those who participated in the actual study. The participants were encouraged to comment and make suggestions which were later used to improve various items. The main aim of the pilot study was to enhance validity and reliability of the data collection instruments.

3.8 Validity and Reliability of Research Instruments

3.8.1 Validity

Validity refers to the correctness, meaningfulness of inferences and soundness of outcomes of conclusion, which are based on the research findings (Kothari, 2008). The researcher sought experts opinion on content and construct validity. The questionnaire was availed to two supervisors together with a panel of experienced researchers from Africa Nazarene University to review the instruments. Comments solicited from them were then used to develop the research instruments before commencing data collection. Moreover, the instrument was piloted to improve questions, formats and scales. The experts reviewed the items and confirmed that they covered a representative sample of the behavior domain. The results from the piloting together with the comments from the experts were incorporated in the final instrument review to improve on its validity.

3.8.2 Reliability

According to Saunders, Lewis and Thornhill (2009) reliability refers to the consistency of measurement after a number of trials. Reliability should therefore measure variables accurately and consistently and obtain the same results under the same conditions. To

determine the reliability of the English subject teachers' questionnaire quantitative items, the collected data was subjected to split half method where a correlation coefficient of 0.83 was obtained. According to Fraenkel, Wallen & Hyun (2012) a correlation coefficient of equal or more than 0.70 indicate that the instrument is reliable and acceptable. Further, according to Creswell (2014), the reliability of qualitative data in a research instrument depends on the following features; dependability, stability, consistency, predictability and lack of distortion. Thus to ensure reliability of qualitative data the study succinctly delineated the methodological approach and design followed by sampling procedures and though it was conducted in one Sub County in Kenya, it could be considered to portray what is be happening in other Sub Counties in Kenya.

3.9 Data Processing and Analysis

Upon completion of the data collection, the data collection instruments were checked for completeness and numbered as a form of identity during the data entry. Responses in all the questions were assigned numeric values that were used when entering the data. Data was then entered in the International Business Machines Statistical Package for Social Sciences (IBM SPSS) version 22, cleaned or checked for any mistakes in entry, before the data analysis. Both descriptive and inferential statistics were used to analyze the data. Descriptive statistics such as percentages, means, bar graphs, pie charts and frequencies were used to report the data. The study's four formulated hypothesis were tested by use of multiple regression analysis. Qualitative data generated from the head teachers' interview and English subject teachers' questionnaire open ended questions were analyzed thematically as per the research objectives.

3.10 Legal and Ethical Considerations

The researcher got a letter of introduction from Africa Nazarene University. The letter assisted the researcher to secure a research permit from the National Council of Science, Technology and Innovation (NACOSTI). A research Permission letter was sought from the Kitui County Director of Education to visit the sampled schools for data collection. In order to avoid suspicion and scepticism the researcher assured the respondents utmost confidentiality and that the information provided would be used for academic purposes only. Furthermore, the researcher has acknowledged all the sources of information collected from textbooks and other research materials.

CHAPTER FOUR

RESULTS AND ANALYSIS

4.1 Introduction

This chapter presents the results and analysis of the data collected in this study. The purpose of the study was to investigate the factors influencing pupils' performance in KCPE English language in public primary schools in Mwingi Central Sub County with a view of making recommendations and suggestions for enhancing better performance. The study objectives were: to establish the influence of school language policy on pupils' performance in English language, to examine the influence of availability of teaching and learning resources on pupils' performance in English language, to analyze the influence of instructional techniques on pupils' performance in English language, to explore the influence of evaluation techniques on pupils' performance in English language, in public primary schools in Mwingi Central Sub County. Data was collected through English subject teachers' questionnaire and head teachers' interview schedule. Both quantitative and qualitative data was collected. Data was analyzed as per the research objectives using both descriptive and inferential statistics. Thematic analysis was used for qualitative data.

4.2 Response Rate

The study sampled 76 English subject teachers and 23 head teachers. However, 67 English subject teachers filled and returned the questionnaires while 17 head teachers turned up for the interviews. Thus, the response rates for English subject teachers and head teachers were 88.2% and 74.0 % respectively. Babbie (2014) posit that a response rate of more than 70 per cent is considered sufficient for a study.

4.3 Demographic Information of Respondents

The researcher sought to establish the demographic information of respondents, which formed the basis under which some of the interpretations were made. The demographic information sought included: gender, age bracket and the highest level of professional training and working experience of English subject teachers and head teachers.

4.3.1 Gender of Respondents

The researcher sought to establish the gender distribution of the respondents. Table 4.1 depicts the finding.

Table 4.1: Gender Distribution of Respondents

Category	Gender				Total	
	Male		Female			
	f	%	f	%	f	%
English Subject Teachers	26	38.8	41	61.2	67	100.0
Head Teachers	7	41.2	10	58.8	17	100.0

Table 4.1 shows that 41 teachers constituting 61.2 % were female implying that teaching of English language was dominated by female teachers in Mwingi Central Sub County public primary schools. However, there was almost a gender parity (7males and 10 females) in the number of head teachers sampled for this study.

4.3.2 Age Bracket of Respondents

The researcher sought to establish the respondents' age bracket distribution. Table 4.2 depicts the finding.

Table 4.2: Respondents' Age Bracket Distribution

Age in years	Category			
	English Subject Teachers		Head Teachers	
	f	%	f	%
< 30	4	6.0	0	0
30-40	12	17.9	1	5.9
41-50	32	47.8	5	29.4
>50	19	28.4	11	64.7
Total	67	100.0	17	100.0

As shown in Table 4.2, most of the teachers (47.8%) were between 41 to 50 years while 28.4 % were over 50 years. Similarly, most of the head teachers were 41 years and above (94.1%). This implied that teachers' age demography was skewed towards retirement age. However, most of the teachers due to their experience and interaction with teachers from various schools, they could pinpoint the challenges that lead to dismal performance in English language.

4.3.3 Teachers' Highest Level of Professional Training

The study also sought to establish teachers and head teachers' highest level of professional training. Figure 4.3 shows the findings.

Table 4.3: Respondents' Age Bracket Distribution

Professional Training	Category			
	English Subject Teachers		Head Teachers	
	f	%	f	%
P1 Certificate	34	50.7	6	35.3
Diploma	20	29.9	7	41.2
Undergraduate	12	17.9	4	23.5
Post graduate	1	1.5	0	0.0
Total	67	100.0	17	100.0

It was evident from table 4.3 that most of English subject teachers were P1 certificate holders followed by 29.9% diploma holders. This implied that all the sampled teachers were trained and they had knowledge and skills to guide pupils in the subject. Furthermore, they were capable of responding to all questions in their questionnaire. Similarly, most of the head teachers (76.5%) were either holders of P1 certificate or diploma in education. This implied that they had learnt the various teaching approaches and strategies and were capable of supervising English lessons.

4.3.4 Respondents Teaching Experience

The study also sought to establish teachers and head teachers teaching experience. Figure 4.1 shows the distribution of teaching experience.

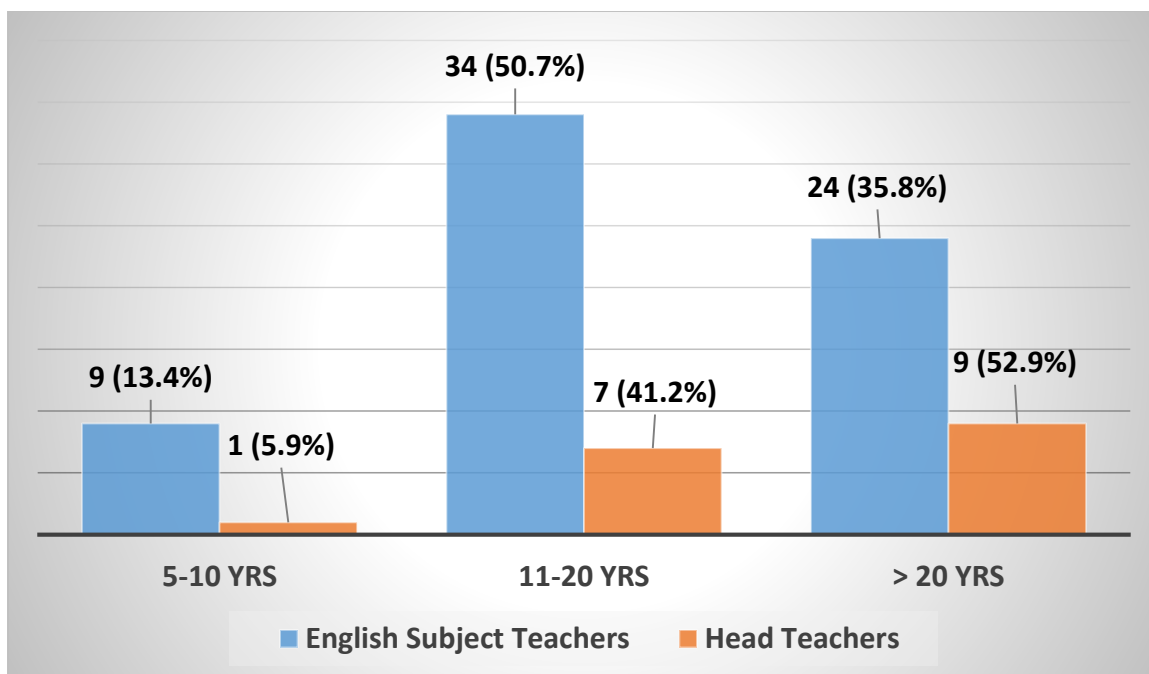


Figure 4.1: Respondents Teaching Experience

Figure 4.1 shows that most of English subject teachers (86.5%) had an experience of 11 years and above. Similarly, majority (94.1%) Of head teachers had an experience of 11 years and above. This implied that both teachers and head teachers had long experience in teaching, and as such they were aware of the several challenges that prevent learners from excelling in English language. Further, they could also tell generally the strengths and weaknesses of their learners in the four English language macro skills namely: writing, reading, listening and speaking.

4.4 School Policy on Languages and Pupils Performance in English

The study's first objective was to establish the influence of school language policy on pupils' performance in English language. To achieve the objective, the study commenced by establishing whether each school had a formal policy on languages used in teaching and interaction within the school hours. The study finding was that all teachers and head teachers affirmed that they have a school language policy. However, the manner in which

the policies were carried out varied. Fifty five teachers constituting 82%, their policies was that learners were to interact in English language from Monday to Thursday and converse in Kiswahili on Friday. A few other teachers indicated other days such as English to be used on Monday, Wednesday and Friday, while Kiswahili to be used on the other days. Four teachers indicated that in their schools, learners were free to use either Kiswahili or English Monday to Friday. In all schools, use of mother tongue was prohibited in school.

The next question in this section required the English subject teachers to indicate the language which was mostly used by pupils as they interacted outside the classroom environment. That is the language used by the majority of pupils as they socialize during games, lunch break, tea break and during cleaning of the compound.

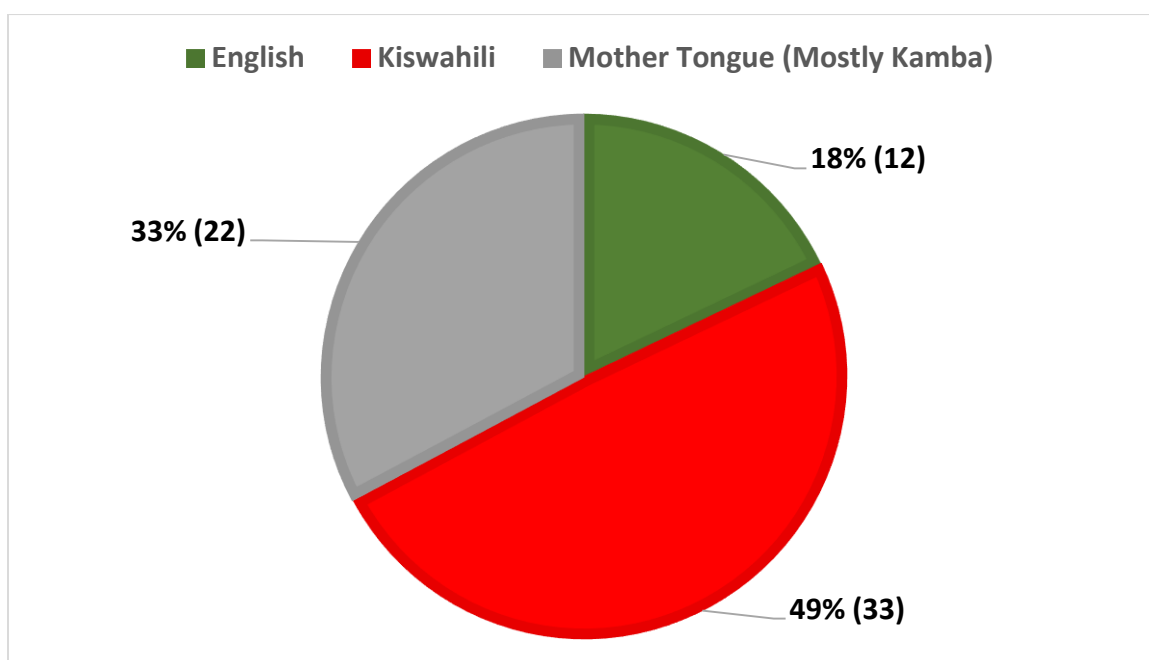


Figure 4.2: The language mostly used by Pupils during Interaction outside Classroom

It was evident from Figure 4.2 that most of the English subject teachers (49%) indicated Kiswahili as the lingua franca used by majority of learners as they interact outside their classrooms, followed by mother tongue at 33% and English 18%. However, one of the

interviewed head teachers submitted that in most of the schools outside the town of Mwingi, mother tongue (Kamba) is predominantly used. The head teacher commented:

Though many teachers will tell you that pupils use English and Kiswahili when interacting...the truth is that most of them converse in mother tongue....but some still get the best grades since they are good in written English...(Head teacher 10).

In a bid to get a deeper insight into the schools language policies, the study required the teacher to indicate the extent to which they agreed or disagreed with some given statements. The questionnaire responses were coded such that strongly disagree (SD) was rated number 1 while strongly agree (SA) was rated number 5. However, for easier interpretation, the responses were collapsed into three columns of Agree (A), Not Sure (NS) and Disagree (D) as shown in Table 4.4. Further the mean responses were computed such that: a mean response of above 3.0 was considered as agree while a mean of below 3.0 was considered as disagree. Table 4.4 shows the proportion in percentages of teacher respondents in various levels of agreement, the mean and standard deviation.

Table 4.4: Teachers response in regard to school Policy on Languages

Statement	D	NS	A	Mean	SD
	%	%	%		
The official language of communication for pupils in our school is English	6.0	12.0	82	4.3	0.5
Pupils communication in English is constantly enforced by all teachers	44.8	10.4	44.8	3.3	1.2
Most of the time teachers communicate to learners in English	31.3	13.4	55.2	3.2	1.1
We have a policy in which communication among pupils should be done in Kiswahili in some days of the week	17.9	7.5	74.6	4.0	0.8
Teachers in my school communicate mostly in English among themselves	62.7	10.4	26.9	2.5	0.8
Most of the gathering in our school such as assemblies are addressed in English	56.7	9.0	34.3	2.8	1.0
Students are supposed to use English language when interacting outside the class room	3.0	10.4	86.6	4.5	0.5
We have a way of enforcing use of English such as of buying novels for those who use mother tongue	29.9	4.5	65.7	3.4	1.3
Prefects normally give their reports or announcements during assembly in English	58.2	6.0	35.8	2.8	1.2
Aggregate Score				3.4	0.8

n = 67

In reference to Table 4.4, it was evident that in most schools (82%) the official language of communication is English, This is in line with the government directive that English should be the official language in educational institutions. However, the statement that ‘pupils communication in English is constantly enforced by all teachers’ elicited mixed responses from English subject teachers. While 44.8% agreed, 44.8% disagreed and 10.4% were not sure. This meant that there were some teachers who were not keen in ensuring pupils are using the official language in communication. The statement that ‘most of the time teachers communicate to learners in English’ was affirmed by 55.2% of teachers while 31.3% refuted. This implied that there were some schools where teachers were keen to use the official language when interacting with learners while in others, teachers do not adhere to the school policy. In order to demonstrate to the learners that it is possible to

communicate in English among themselves, teachers should be role models and let the learners practice using English. In other words, they should walk the talk. Most of the teachers (74.6%) affirmed that they have a policy in which pupils are expected to use Kiswahili in some days of the week. Most of the head teachers interviewed support the policy arguing that Kiswahili being the national language should be given preference. They further noted that English being the language of instruction for almost all subjects at primary school level and beyond, should be given greater emphasis.

The statement that ‘teachers in my school communicate mostly in English among themselves’ was refuted by 62.7% implying that teachers were mostly conversing using mother tongue or Kiswahili. Though teachers are at liberty to use any language among themselves, it would be better to demonstrate to the pupils that it was possible to use English in official communication, when cracking jokes and other social interactions. In addition when teachers use English in their conversations, they also find it easier to relate to pupils through the same language.

Over half of the teachers (56.7%) indicated that most of the gathering in our school such as assemblies are not addressed in English. However, 34.3% affirmed that they use English. Some the interviewed head teachers explicated that they normally try to strike a delicate balance between encouraging pupils to use and understand English and understanding the important message conveyed when addressing the school assembly. One of the head teacher commented:

Am normally in a dilemma when addressing the school assembly and so do my teachers...we use English as the official language and to be role models to the pupils but at the same time we want all the pupils to understand the particular

message well...in most cases the message is to be conveyed to their parents and to minimize distortion, we result to the use of mother tongue. (Head teacher 7)

Most of the English subject teachers (86.6%) affirmed that students are supposed to use English language when interacting outside the class room. This implied that their school policy on languages was elaborate and catered for the whole time the learner was in school. Constant use of the second language can result to the pupils becoming more confident, develop positive attitude and improve in written work.

In regard to the English language enforcement, 65.7% of teachers affirmed that they have a way of enforcing use of English such as buying of novels for those who use mother tongue while 30.0% of teachers disagreed. When well managed some enforcement methods can lead to improvement of both spoken and written English. However, when such methods are not well managed it can be a source of conflict between pupils and between teachers, pupils and parents.

The statement that prefects normally give their reports or announcements during assembly in English was refuted by 58.2% while 35.8% affirmed. Some teachers indicated that the school prefects are normally not given the chance of addressing the assembly while some noted that they have not been empowered and encouraged to take such roles. Prefects can be great role models to other pupils when empowered to demonstrate successful use of English language.

Overall, the teachers' response had a mean of 3.4 with a standard deviation of 0.8, showing that slightly more teachers agreed with most of the statements on school policy on languages. However, though the policies could lead to enhanced English language

performance if practiced with fidelity, only a few schools seemed to have adhered to the envisaged practices

4.5 Availability of English Teaching and Learning Resources and Pupils' Academic Performance

The second objective of the study was to examine the influence of availability of teaching and learning resources on pupils' performance in English language. To achieve the objective, a set of statements in form of five points Likert scale were posed to the English subject teachers to indicate the extent to which they agreed or disagreed with them. The questionnaire responses were coded such that strongly disagree (SD) was rated number 1 while strongly agree (SA) was rated number 5. However, for easier interpretation, the responses were collapsed into three columns of Agree (A), Not Sure (NS) and Disagree (D) as shown in Table 4.5. Further the mean responses were computed such that: a mean response of above 3.0 was considered as agree while a mean of below 3.0 was considered as disagree. Table 4.5 shows the proportion of teacher respondents in various levels of agreement, the mean and standard deviation.

Table 4.5: Teachers' response on Availability of Teaching Resources

Statement	D	NS	A	Mean	SD
	%	%	%		
We have adequate text books for English subject	25.4	17.9	56.7	3.5	0.9
Our textbook to pupil ratio in English subject has met the recommended ratio of 1:2	31.3	9.0	59.7	3.3	1.2
Apart from the main class text book, we have other reference books	23.9	4.5	71.6	3.5	1.1
Our school facilitates teachers to acquire tests and examinations for regular testing	31.3	12.0	56.7	3.3	1.2
We have equipment for audio purposes such radio to get broadcasted materials	74.6	4.5	20.9	2.4	0.7
We have equipment for audio visual materials such as DVD player and projector	73.2	10.4	6.4	2.3	0.7
Our school has a library	85.1	0.0	14.9	2.1	0.4
I have self-made charts for major topics in English	10.4	0.0	89.6	4.6	0.4
I can access materials to prepare teaching aids such as manila papers, felt pens, and tapes in the school	23.9	13.4	62.7	3.9	0.8
I sometimes do ICT integrated teaching	56.7	19.4	23.9	2.7	1.2
My school avails newspapers to learners	92.5	0.0	7.5	1.8	0.3
Aggregate Score				3.1	0.9

n = 67

According to Table 4.5, over half of the English subject teachers (56.7%), indicated that they have adequate text books for English subject in their schools, 25.4% disagreed while 17.9% were not sure. This implied that some schools in Mwingi Central Sub County had adequate text book while some lacked. The 17.9 % of teachers who were not sure showed that they were not aware of what was in the school store. Lack of the relevant text books was a great drawback and a disadvantage to students especially at class eight. At class eight, the pupils are expected to do most of the work on their own initiative and as such availability of several textbooks can enhance the performance to a great extent. On a related issue 59.7% of the teachers affirmed that the textbook to pupil ratio in English subject was within the recommended ratio of 1:2. Thus, it could be deduced that most of the public primary schools in Mwingi Central Sub County had adequate textbooks for English subject.

Further, 71.6% of teachers agreed that apart from the main class text book, they have other reference books.

Over half of the teachers (56.7%) indicated that their school facilitates teachers to acquire tests and examinations for regular testing. However, a considerable percentage (31.3%) refuted that they are facilitated. Regular testing is crucial for pupils who are preparing for examination and lack of facilitation implied that pupils may finally meet their examination before they are properly acquainted to examinations. Most of teachers (74.6%) indicated that they do not have equipment for audio purposes such radio to get broadcasted materials. Lack of audio equipment such as radio and recorder denies the students the chance to improve the language macro skills of listening and speaking. Similarly, 73.2% of teachers indicated that they do not have equipment for audio visual materials such as DVD player and projector. Lack of audio visual equipment also denies both students and teachers great and varied teaching and learning resources and which could greatly enhance the pupils' performance.

An over whelming majority of teachers (85.1%) indicated that their schools do not have libraries. However, 14.9% of schools had libraries. A library allows students to interact with variety of books at their own pace and which can lead to improvement in not only writing but also reading and speaking macro skills. Most of the teachers (89.6%) affirmed that they normally use self-made charts for major topics in English. This was a sign of a positive initiative for teachers as they could create useful resources using the locally available materials.

Over 60% of teachers indicated that they could access materials to prepare teaching aids such as manila papers, felt pens, and tapes in the school. However, a considerable 23.9%

of teachers could not access while 13.4% were not sure. Teachers should always find out what materials are at their disposal to use, otherwise in some schools materials get damaged through overstay in the store unused. The statement 'I sometimes do ICT integrated teaching' elicited varied responses from English subject teachers. While 56.7% of teachers disagreed that they do integrated ICT teaching, 23.9 affirmed and 19.4% were not sure. The relatively high percentage of teachers who indicated that they were unsure shows that perhaps most of the respondents did not conceptualize what the statement meant. Since most of the teachers had indicated that their schools did not have audio and audio visual instruments, it was then obvious that they could do very little to conduct ICT integrated teaching.

Finally, the statement that 'my school avails newspapers to learners' was refuted by almost all the teachers (92.5%) implying that public primary schools in Mwingi Central Sub County do not avail newspapers to pupils. However, two head teachers indicated that they do allow class seven and eight to peruse one kiwahili and one English newspaper after teachers have read. A teacher can make use of some articles in English or Kiswahili to assess the prowess of the pupils in these languages. In so doing, pupils can enhance their competence in macro skills in English.

4.6 Teaching Techniques and Pupils' Academic Performance in English Language

The third objective of the study was to analyze the influence of instructional techniques on pupils' performance in English language. To achieve the objective, a set of statements in form of five points Likert scale were posed to the English subject teachers to indicate the extent to which they agreed or disagreed with them. The questionnaire responses were coded such that strongly disagree (SD) was rated number 1 while strongly agree (SA) was rated number 5. However, for easier interpretation, the responses were collapsed into three

columns of Agree (A), Not Sure (NS) and Disagree (D) as shown in Table 4.6. Further the mean responses were computed such that: a mean response of above 3.0 was considered as agree while a mean of below 3.0 was considered as disagree. Table 4.6 shows the proportion of teacher respondents in various levels of agreement, the mean and standard deviation.

Table 4.6: Teachers' response on Teaching Techniques

Statement	D	NS	A	Mean	SD
	%	%	%		
Before I start a lesson, I briefly and deliberately engage learners in a discussion of a general topic of interest	40.3	14.9	44.8	3.4	1.3
I start a lesson by evaluating orally the content covered in the previous lesson	0.0	3.0	97.0	4.6	0.2
During lessons I normally give pupils opportunities to work in small groups	14.9	12.0	73.1	4.3	0.5
In some lessons learners listen to some audio content and subjected to questions later	74.6	4.5	20.9	2.7	0.9
I normally appoint a student to read aloud some passage while others listen	7.5	11.9	80.6	4.2	0.5
In each topic I give some research oriented group work	61.2	14.9	23.9	2.8	0.9
I give work for presentation before others	55.2	9.2	35.8	2.8	1.1
I occasionally organize a debate session on a controversial issue	53.7	17.9	28.4	2.9	1.0
I provide corrective feedback when grammar or pronunciation errors are made by modelling the correct English without overtly calling attention to the error	26.9	13.3	59.7	3.4	0.9
Aggregate Score				3.5	0.8

n = 67

As evident from Table 4.6, teacher had a mixed reaction to the statement that 'before i start a lesson, i briefly and deliberately engage learners in a discussion of a general topic of interest'. While 44.8% of teachers affirmed, 40.3% disagreed and 14.9 were not sure. This being a strategy (eliciting) to gage and stimulate the pupils' use of English language in an ordinary non examinable environment, is sometimes rarely used by teachers. Eliciting is a

strategy that helps a teacher to bring forward student's ideas, extend and sustain discussion. Conversations that extend past a single exchange is bound to enhance a learner's language development. Furthermore, discussion might also help to reveal to a teacher the framework used by the learners to interpret new information.

Teachers overwhelmingly affirmed (97.0%) that they start a lesson by evaluating orally the content covered in the previous lesson. Recapping a lesson remains one of the best techniques to start a lesson because it enables the teacher to diagnose the difficulties and misconceptions carried over from the previous lesson. Most of the teachers (73.1%) also affirmed that during lessons they normally give pupils opportunities to work in small groups. This is another teaching strategy where even the most conscious and shy learner can find a forum to air own views. These groups can be as small as composed of two pupils.

Over 70% of teachers indicated that they did not have some lessons where learners listened to some audio content and subjected to questions later. This was a clear indicator that the uptake of ICT technology has been very slow in most of public primary schools in Mwingi Sub County. However, there were 20.9% schools where teachers used listening from a radio as a way of enhancing some macro skills in English language. The statement that 'i normally appoint a student to read aloud some passage while others listen' was affirmed by 80.6% of teachers. This was a positive practice since pupils get a chance to perfect themselves in listening, reading and speaking.

Most of the teachers (61.2%) disagreed to the statement that 'in each topic they give some research oriented group work'. Research work in any subject is important because it challenges and provokes pupils to have their own original input into a task. In addition, students tend to grasp better their research findings than when it is dictated to them. Thus,

the 23.9% of the teachers who applied the research approach contribute much to pupils' capacity in tackling passage questions and writing compositions in English language. In a related issue, 55.2% of teachers refuted that they give work where pupils were expected to do presentation before others. This was unfortunate because for a student to present some work before others, so many English language macro skills to be tested and hence increasing the pupils' confidence and ability. Further, the finding that 53.7% of teachers disagreed that they occasionally organize a debate session on a controversial issue, could only deny learners the chance to sharpen their macro skills in English. Lastly, 59.7% of teachers affirmed that they provide corrective feedback when grammar or pronunciation errors are made by modelling the correct English without overtly calling attention to the error. This technique has the effect of encouraging learners to continue engaging in a task without scaring them by fault finding.

Overall teachers' mean response was found to be 3.5 with a standard deviation of 0.8 showing that most of the teachers were applying evidence based techniques in teaching and learning of English language and which could enhance academic performance in English.

4.7 Evaluation Techniques and Learners Performance in English Language

The fourth objective of the study was to explore the influence of evaluation techniques on pupils' performance in English language, in public primary schools in Mwingi Central Sub County. To achieve the objective, a set of statements in form of five points Likert scale were posed to the English subject teachers to indicate the extent to which they agreed or disagreed with them. The questionnaire responses were coded such that strongly disagree (SD) was rated number 1 while strongly agree (SA) was rated number 5. However, for easier interpretation, the responses were collapsed into three columns of Agree (A), Not Sure (NS) and Disagree (D) as shown in Table 4.7. Further the mean responses were

computed such that: a mean response of above 3.0 was considered as agree while a mean of below 3.0 was considered as disagree. Table 4.7 shows the proportion of teacher respondents in various levels of agreement, the mean and standard deviation.

Table 4.7: Teachers' response on Evaluation Techniques

Statement	D	NS	A	Mean	SD
	%	%	%		
Apart from the main scheduled monthly tests, I conduct other tests in between	53.7	3.0	43.3	2.8	1.2
Pupils are given assignment every day of the week	22.4	11.9	65.7	3.6	0.9
I give assignment feedback every day to each pupil	56.7	6.0	37.3	2.7	1.2
Testing learners through writing of composition is done weekly	55.2	16.4	28.4	2.8	1.2
I sometimes use my own made test to evaluate learners	59.7	14.9	25.4	2.8	1.1
Most of the assessed tasks are not assigned marks but encouraging comments	44.8	10.4	44.8	3.1	1.3
I keep close contact with parents to encourage their pupils do the given assignments	56.7	6.0	37.3	2.8	1.1
Pupils do self-evaluation using question answer books	56.7	19.4	23.9	2.7	1.2
My pupils use self-assessment techniques to enhance their skills in writing	74.6	15.0	10.4	2.2	0.4
Aggregate Score				2.8	1.0

n = 67

Table 4.7 shows that 53.7% of English subject teachers refuted that they conduct other tests apart from the scheduled monthly tests. However, a considerable percentage of teachers (43.3%) agreed that they give additional tests. Numerous tests in Languages are essential in order to reduce the influence of the first language in construction of sentences and spellings. Furthermore, regular testing, enable the learners to get accustomed timed evaluation without referring or seeking assistance from a dictionary, reference books, friends and family members as is the case when doing homework and other assignments.

In regard to the frequency of the assignments given to pupils, 65.7% of teachers affirmed that pupils are given assignment every day of the week. The percentage was found to be

far way below the expected 100%. English subject is one of the subjects that according to the primary and secondary school curricula should have at least a lesson daily implying that the teacher pupils meet happens on daily basis. Thus, failure to give an assignment on daily basis, may mean that there some sections where assessment is not done. In a related issue, only 37.3% of English subject teachers affirmed that they give assignment feedback every day to each pupil. This showed that some of the teachers who gave assignment on daily basis were not able to give the feedback immediately. Most of the interviewed head teachers and teachers' comments indicated that due to the high pupil to teacher ratio, it became difficult for teachers to give feedback as soon as it would be desirable.

Over half of the teachers (55.2%) disagreed to the statement that 'testing learners through writing of composition is done weekly. The low frequency was also attributed to the challenges of dealing with large numbers of pupils in each class in most schools. However, some of the interviewed head teachers explained how they managed to subject class seven and eight pupils to one composition per week. One of the head teachers and whose school had a mean of above 60 marks in KCPE, commented:

Marking of compositions and 'inshas' is no longer an issue in my school. All teachers agreed to take part in marking especially for class eight learners. By doing so, we are able to give one composition per week and give the feedback the following week. I am happy that the technique has led to tremendous improvement in English KCPE performance. I recommend other schools to try the same approach. (Head teacher 12)

Most of the teachers (59.7%) disagreed that they sometimes use my own made test to evaluate learners. This was attributed to the fact that most of the test are purchased ready made by some commercial oriented companies specializing in construction of tests and

revision books. According to head teachers, availability of readymade tests has enabled teachers to concentrate with teaching and assessment without constant interruptions. Additionally, the practice has reduced the incidences where some teachers had a tendency of pre-emptying the examination contents beforehand. Nonetheless, some schools found it better to combine readymade tests and teacher constructed ones. As explained by some head teachers, some of the commercial readymade tests have been found to be of low quality in terms of validity, reliability, difficulty level and discrimination. The following comment exemplifies the disappointment encountered in the readymade tests:

Some of these tests are compiled in a hurry...most of them are very repetitive and shoddy...the distractors are very poorly done and in some questions there occurs more than one possible answers, in some the wordings do not make sense....in a single paper of 50 questions, it is possible to cancel up to six vague questions. That is why I prefer teachers to try and construct at least two tests for each subject in a term. (Head teacher 8).

The statement that 'most of the assessed tasks are not assigned marks but encouraging comments' elicited mixed reactions from the teachers since 44.8% agreed, 10.4 were not sure while 44.8% disagreed. Putting some few ticks accompanied with compliments or word of hope in case of a learner who exhibits some difficulties, is a recommended evaluation technique in which a teacher can accomplish much within a short time. Thus, in order to deal with overcrowded classes, teachers should try this method.

Most of the English subject teachers (56.7%) disagreed that they keep in close contact with parents to encourage their pupils to attend to the given assignments. Some of the teachers and head teachers argued that it could be counterproductive to enforce accomplishment of assignments by involving parents for class seven and eight pupils. The practice was mainly

done for lower primary pupils. Conversely, 37.3% of teachers affirmed that they do involve parents in their schools. In support of parents' involvement, a head teacher explained how they do it in their school:

In my school, the parents' involvement in their children's' class work becomes more intense at class seven and eight...parents should be aware of the performance trend of their children and should not be surprise after KCPE results. Through this method, any significant performance deviation is communicated to the parent and a corrective measure is deliberated in case of a negative deviation. In doing so, parents have been of much help in enhancing their children grades... (Head teacher 10).

The statement 'pupils do self-evaluation using question answer books', was refuted by 56.7% of teachers, 19.4 were not sure while 23.9% agreed. According to some head teachers, most of the text books that they use at school do not have answers and the work done is either marked by the teacher for each pupil, given feedback as a class or discussed in small groups. However, some schools have invested also in revision books where learners are encouraged to attempt exercises in a group, exchange books and mark for each other. The exercise can be followed by a discussion so as to assist each other in weak areas. Overall, the teachers mean response was 2.8 with a relatively high standard deviation of 1.0. This meant that on average most of the teachers did not agree with most of the statements regarding the evaluation techniques.

In a related issue, 74.6% of English subject teachers indicated that their pupils do not use self-assessment techniques to enhance their skills in writing while 15.0% were not sure. This denied most of the pupils' meaningful ways to nurture their writing achievement through reflection and analysis. Self-assessment includes a wide range of practices and

varied terminology. Inclusion of self-assessment methods in the assessment of writing is likely to foster growth in student writing ability and transfer to future writing tasks. In addition, self-assessment's has been associated with the development of critical thinking, and the fostering of positive learner behaviors. In order to establish the extent to which the noted variations influenced pupils' academic performance in English language in KCPE, the study conducted a multiple regression analysis.

4.8 Hypotheses Testing

The study applied multiple regression analysis to ascertain both the composite and relative influence of the four independent variables in this study on the dependent variable (the school KCPE mean score in English language). The mean response values for each teacher associated with the study's four variables (school policy on languages, availability of teaching and learning resources, teaching techniques and evaluation techniques) were regressed against KCPE mean scores in English language. Tables 4.8, 4.9 and 4.10 depict the summary of multiple regression analysis.

Table 4.8: Multiple Regression Model Summary

Model	R	R ²	Adjusted R ²	Standard error of the estimate
1	0.792	0.627	0.564	0.2948

Predictors: (constant), school policy on languages, availability of teaching and learning resources, teaching techniques, evaluation techniques

Dependent variable: Pupils' academic performance in KCPE English

Table 4.8, shows that the multiple correlation coefficients R and which is the correlation between the observed values of dependent variable and the values predicted by the multiple regression model, had a value of 0.792. This meant that there was a strong positive correlation between the predicted and observed values of the pupils' academic performance.

The coefficient of determination R^2 which is the proportion of variance in the dependent variable that can be explained by the independent variables was found to be 0.627 implying that 62.7 % of variance in the pupils' academic performance in KCPE English was explained by the school policy in languages, availability of teaching and learning resources, teaching techniques and the evaluation techniques.

Table 4.9: Multiple Regression Model Significance (ANOVA)

	Model	Sum of Squares	df*	Mean Square	F	Sig.
1	Regression	25.208	4	6.302	24.713	0.003
	Residual	15.833	62	0.207		
	Total	41.041	66			

df*- degrees of freedom.

Table 4.9 shows the analysis of variance (ANOVA) output. The F -ratio in the ANOVA table tests whether the overall regression model is a good fit for the data. That is, the ANOVA shows whether the model, overall, results in a significantly good degree of prediction of the outcome variable. Table 4.9 shows that the joint independent variables statistically significantly predict the dependent variable, $F(3, 62) = 24.713, p < 0.05$ and that other variables not included in this model may have accounted for the remaining variance. Thus, the regression model was a good fit for the data.

Table 4.10: Summary of Multiple Regression Model Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig. value
	Beta	Std. Error	Beta		
1 (Constant)	0.413	0.118		5.24	0.054
School language policy	0.381	0.172	0.294	4.507	0.002
Availability of teaching and learning resources	0.492	0.184	0.336	3.427	0.014
Teacher's teaching techniques	0.213	0.152	0.174	2.026	0.075
Teacher's evaluation techniques	0.544	0.216	0.438	5.271	0.012

Dependent variable: Pupils' Academic Performance in KCPE English Language

Table 4.10 reveals the relative contribution of the four independent variables to the dependent variable, expressed as beta weights. The regression model capturing the hypothesized relationship was given as: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$ and where Y = pupils' academic performance in KCPE English language, X_1 = school policy on languages, X_2 = availability of teaching and learning resources, X_3 = teaching techniques, X_4 = evaluation techniques while ε is the error term. Assuming the error term ε to be zero and substituting the unstandardized coefficients β values, the estimated multiple regression equation becomes: $Y = 0.413 + 0.381 X_1 + 0.492 X_2 + 0.213 X_3 + 0.544 X_4$.

The β values indicate the individual contribution of each predictor to the model if the effects of all other predictors are held constant. Thus, when the school policy on languages increases positively by one unit, pupils' academic performance in KCPE English language increases by 0.381 units ($\beta = 0.381$) while holding the other factors constant. Similarly, when the availability of teaching and learning resources increases by one unit the pupils'

academic performance in KCPE English language increases by 0.492 units ($\beta = 0.492$) while holding the other factors constant and so on.

In order to have direct comparison and better insight into the importance of predictors, the standardized β values that do not depend on the units of measurement of variables were used. The standardized beta values give the number of standard deviation that pupils' academic performance in English language will change as a result of one standard deviation change in the predictor. Accordingly, Table 4.10 shows that had the most significant relative contribution to the prediction of pupils' academic performance in KCPE English language was the evaluation techniques ($\beta = 0.438$) followed by the availability of teaching and learning resources ($\beta = 0.336$) while the teaching techniques had the least influence ($\beta = 0.174$).

In order to test the study's four formulated hypotheses, the t statistic that tests whether a B value is significantly different from zero ($H_0: \beta = 0$) was considered (refer to Table 4.10).

H_{01} : The school language policy has no statistical significant influence on pupils' performance in English language

As shown in Table 4.10, the unstandardized beta value for the school policy was significantly greater than zero ($\beta = 0.381$, $t = 4.507$, $p < 0.05$). Subsequently, the null hypothesis was rejected, hence, the school policy on languages had a significant influence on pupils' academic performance in English language in public primary schools in Mwingi Central Sub County. This implied that schools' which implemented their language policy with fidelity had better academic performance.

HO₂: Availability of teaching and learning resources has no statistical significant influence on pupils' performance in English language

In reference to Table 4.10, the unstandardized beta value for the availability of teaching and learning resources was found to be significantly greater than zero ($\beta = 0.492$, $t = 3.427$, $p < 0.05$). Subsequently, the null hypothesis was rejected, hence, the availability of teaching and learning resources had a significant influence on pupils' academic performance in English language in public primary schools in Mwingi Central Sub County. This implied that learners in schools with adequate resources in regard to teaching and learning of English language were performing better than their counterparts.

HO₃: Teacher's instructional techniques have no statistical significant influence on pupils' performance in English language

As evident from Table 4.10, the unstandardized beta value for the English teacher's instructional techniques was not significantly greater than zero ($\beta = 0.213$, $t = 2.026$, $p > 0.05$). Subsequently, the null hypothesis was retained, hence, the teacher's instructional techniques had no significant influence on pupils' academic performance in KCPE English in public primary schools in Mwingi Central Sub County, Kitui County.

HO₄: Teacher's evaluation techniques have no statistical influence on pupils' performance in English language

In reference to Table 4.10, the unstandardized beta value for the English teacher's evaluation techniques was significantly greater than zero ($\beta = 0.544$, $t = 5.271$, $p > 0.05$). Subsequently, the null hypothesis was rejected, hence, the teacher's evaluation techniques had a significant influence on pupils' academic performance in KCPE English in public primary schools in Mwingi Central Sub County, Kitui County. This implied that, pupils in

schools where teachers applied appropriate evaluation techniques were destined to perform better than pupils in schools where teachers were not keen in evaluation.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of the findings as per research objectives, summary of the findings, and conclusions derived from the findings and discussion. The chapter closes with the recommendations as per the objectives and suggestions of areas of further study. The purpose of the study was to investigate the factors influencing pupils' performance in KCPE English language in public primary schools in Mwingi Central Sub County, Kitui County.

5.2 Discussion

This section discusses the results and analysis done in chapter four as per the study's four objectives.

5.2.1 Influence of School Language Policy on Pupils' Academic Performance in English

The first objective of the study was to establish the influence of school language policy on pupils' performance in English language. In reference to section 4.4, the study found that all schools sampled had a language policy. Among other things, most of the schools policies had a clause which recommended learners to converse in English from Monday to Thursday while Kiswahili language was used on Friday. The finding corroborates Atetwe (2013), Oluoch (2017), and Githinji (2014) finding that most of the schools have adopted the Kenya national language policy but with some modifications that suite the dictates of the environment. The Kenya national language policy recognizes English and Kiswahili as official languages and the latter also being the national language (Republic of Kenya, 2010). In learning institutions, mother tongue can be used in lower primary and preschool

in rural areas while Kiswahili can be used in urban centres. English should be the language of instruction from grade four onwards.

The study also found that, most of the schools policy details such as when to use Kiswahili, English or mother tongue were not contained in a formal policy document. Most of the policies were verbal understanding while some were captured haphazardly in a staff meeting minutes. The study noted that in most schools both teachers and pupils hardly adhered to these policies. Cognate to the study, Atetwe (2013) found that despite the presence of language policies that prohibited use of mother tongue in public day Secondary schools in Gatundu District, Kiambu County, use of mother tongue was rampant and which attributed to dismal performance in KCSE English.

Referring to figure Figure 4.2, most of the English subject teachers (49%) indicated Kiswahili as the lingua franca used by majority of learners as they interact outside their classrooms, followed by mother tongue at 33% and English 18%. However, one of the interviewed head teachers submitted that in most of the schools outside the town of Mwingi, mother tongue (Kamba) is predominantly used. The finding was a further confirmation that the school language policy was hardly followed. As noted by Omollo (2014), the use of Kiswahili, English and mother tongue in a school situation remains controversial. Some researchers claim that promoting English and neglecting communication in Kiswahili and mother tongue is in the finally detrimental to the three languages (Omollo, 2014; Piper et al., 2016).

In reference to Table 4.4, the statement that ‘pupils communication in English is constantly enforced by all teachers’ elicited mixed responses from English subject teachers. While 44.8% agreed, 44.8% disagreed and 10.4% were not sure. Thus some teachers who were

not bothered of whether pupils communication was in English or not. Further, 31.3% of teachers indicated that most of the time teachers do not communicate to learners in English. This implied that there were some schools where teachers were keen to use the official language and thus not adhering to the school policy. The noncompliance of teachers in most of the school language policy requirements, was a manifestation of the casual manner in which some teachers viewed the policy. The finding was similar to Omollo (2014) and Yogi (2016) who argues that prohibiting learners from conversing in mother tongue brings a lot of confusion since Kiswahili happens to be the mother tongue or first language of a large section of people in Kenya and Tanzania. Furthermore some teachers feel, the importance of English language is overemphasized at the expense of other languages and has a reminiscence of colonial era.

Most of the teachers (74.6%) affirmed that they have a policy in which pupils are expected to use Kiswahili in some days of the week. Most of the head teachers interviewed support the policy arguing that pupils should be fluent in Kiswahili being the national language as such there should be a day or days for communication in Kiswahili only. However, they cautioned that English being the language of instruction for almost all subjects at primary school level and beyond, should be given greater emphasis. The finding concurs with Oluoch (2017) and Nkome (2015) who found that most learners failed to attain fluency and written competency in English due to teachers' laxity in school policy implementation, failure to adequately utilize the allocated time in the time table and poor curriculum implementation.

The statement that 'teachers in my school communicate mostly in English among themselves' was refuted by 62.7% implying that teachers were mostly conversing using mother tongue or Kiswahili. The finding concurs with Atetwe (2013) who found that

teachers conversed in mother tongue when interacting and thus learners perceived that conversing in English was not practical. Teachers should be role models and make effort to demonstrate what they profess to their learners. The statement that prefects normally give their reports or announcements during assembly in English was refuted by 58.2% while 35.8% affirmed. The finding was contrary to Njuguna (2012) who found that most public secondary schools in Bomet District, allowed prefects ample time during school assemblies to address different issues. It is through such forums that students can exercise and gain confidence conversing in English language. One of the interviewed head teacher emphasized the need to encourage students develop the English macro skill of speaking since at primary school level, it has an influence on other macro skills. The commented, thus:

Some students avoid conversing in English because other students will laugh at them when they make grammatical and pronunciation errors...I therefore, make sure all prefects have forums to present their reports and by the end of their term, we have a team of role models...this encourages many more pupil to interact freely in English without feeling self-conscious and shy.... (Head teacher 4)

Similarly Nkome (2015) established that most primary school pupils in Lesotho attempt to converse in English when in class but are shy to use it when out of class for fear of making grammatical errors. Although most of the schools were not keen in enforcing their language policies, the current study found that school policy on languages had a significant influence on pupils' academic performance in English language in public primary schools in Mwingi Central Sub County ($\beta = 0.381$, $t = 4.507$, $p < 0.05$). This implied that schools' which implemented their language policy with fidelity had better academic performance. The finding was in line with Njuguna (2012) and Nkome (2015) who found that schools that

had a well implemented school policy in languages often registered better performance in final examinations.

5.2.2 Influence of the Availability of Teaching and Learning Resources on Pupils'

Academic Performance in English

In reference to Table 4.5, over half of the English subject teachers (56.7%), indicated that they have adequate text books for English subject in their schools, 25.4% disagreed while 17.9% were not sure. The finding was similar to Kotut (2016) who found that most of the schools in Nakuru East Sub County had adequate textbooks. However, it contradicted Njuguna (2012) who found that secondary schools in Bomet district were grossly inadequate in English textbooks, revision books, class readers, oral literature books and set books. Most of the head teachers interviewed noted that the free primary and secondary education programme has enabled them to acquire essential text books each year.

Odima (2015) posit that the benefits of using textbooks are as include: access to more choices of professionally produced resources, relieving them from the pressure of searching for original materials and providing a guide to teach more effectively and time saving. Additionally, textbook guides discussion, gives direction to lessons, facilitates giving of homework, and makes teaching 'easier, better organized, more convenient. Thus, since most of the schools had adequate text books in English the dismal performance in Mwingi Cetral Sub County could not be attributed to lack of text books.

Over half of the teachers (56.7%) indicated that their school facilitates teachers to acquire tests and examinations for regular testing. However, a considerable percentage (31.3%) refuted that they are facilitated. Regular testing is crucial for pupils who are preparing for examination and lack of facilitation implied that pupils may finally meet their examination

before they are properly acquainted to examinations. Most of teachers (74.6%) indicated that they did not have equipment for audio purposes such radio to get broadcasted materials. Lack of audio equipment such as radio and recorder denies the students the chance to improve the language macro skills of listening and speaking. Similarly, 73.2% of teachers indicated that they do not have equipment for audio visual materials such as DVD player and projector. Lack of audio visual equipment also denies both students and teachers great and varied teaching and learning resources and which could greatly enhance the pupils' performance. The finding was incongruence with Njagi (2007) as cited in Isutsa (2015) who found that language programs on radio help to increase the learners' mastery of vocabulary and pronunciation as learners learn to imitate radio presenters and that if learning resources are carefully selected and used, learning becomes interesting and effective. Pardeep (2014) postulates that the ingenious use of an assortment of media in teaching enhances the likelihood of the student to learn more, preserve better what they learn and enhance their achievement on the skills that they are projected to develop.

An over whelming majority of teachers (85.1%) indicated that their schools do not have libraries. However, 14.9% of schools had libraries. The finding concurs with Kotut (2016) who established that most of public primary schools in Nakuru East Sub County had no libraries. As described by Hornby (2010) cited in Nyandwi (2014), a library is a building or room in which collection of books, newspapers, tapes, journals; and articles are kept for people to read study or borrow. Further, the cardinal role of a school library is to conveniently avail to the pupil, all books, periodicals and other reproduced materials which are of interest and value but which are not provided or assigned to the learner as basic or supplementary textbooks (Nyandwi, 2014).

Over 60% of teachers indicated that they could access materials to prepare teaching aids such as manila papers, felt pens, and tapes in the school. However, a considerable 23.9% of teachers could not access while 13.4% were not sure. Teachers should always find out what materials are at their disposal to use, otherwise in some schools materials get damaged through overstay in the store unused. Some of the interviewed head teachers indicted teachers of not making use of teaching and learning materials despite their effort to ensure that these materials are in abundance. One of the head teacher commented:

For long my teachers gave excuses that they failed to prepare teaching aids due to lack of the necessary materials such as manila papers and felt pens...they are now in plenty but still, some lessons are so plain...some class walls so empty...some teachers do not even issue textbooks and the store is now full of text books...the government has done its part, i have done my part, it's the teacher now to ensure the learner needs are well catered for... (Head teacher 2).

Thus, it could be deduced that in most schools in Mwingi Central Sub County, the onus was on the teacher to become proactive and utilize the available resources to improve the English subject performance. Nonetheless, the availability of teaching and learning resources had a significant influence on pupils' academic performance in English language in public primary schools in Mwingi Central Sub County ($\beta = 0.492$, $t = 3.427$, $p < 0.05$). This implied that learners in schools with adequate resources and utilized them in regard to teaching and learning of English language were performing better than their counterparts. The finding was contrary to Kotut (2016) who found a very weak positive relationship ($r=.048$, $p=.649$) between availability of teaching and learning materials and learners' academic performance. However, it was noteworthy that Kotut (2016)

calculations was not based on actual examination results (as was the case with the current study) but on teachers perceptions and hence not conclusive.

5.2.3 Influence of Teaching Techniques on Pupils' Academic Performance in English

The third objective of the study was to analyze the influence of instructional techniques on pupils' performance in English language. Several past studies such as Msanjila (2005) have established that learners perform poorly in English examinations because the teachers use inappropriate teaching methods among other reasons. This created the impetus for the current study to investigate the influence of teaching techniques on learners' academic performance.

As evident from Table 4.6, teachers had a mixed reaction to the statement that 'before i start a lesson, i briefly and deliberately engage learners in a discussion of a general topic of interest'. While 44.8% of teachers affirmed, 40.3% disagreed and 14.9 were not sure. Being a strategy to elicit and stimulate the pupils' use of English language in an ordinary non examinable environment, the technique appeared strange to some teachers. Fisher (2005) aver that scaffolding and eliciting is a strategy that helps a teacher to bring forward student's ideas and extend and sustain discussion. Conversations that extend past a single exchange is bound to enhance a learner's language development. Furthermore, discussion might also help to reveal to a teacher the framework used by the learners to interpret new information. Mutai (2012) maintains that it is necessary to pose questions that link the classroom and real life situations by creating contexts where pupils are encouraged to draw responses from what they might have experienced as they interacted outside the school environment. By doing so, teachers create a kind of informal forum where pupils can relate some episodes exposing their command of English without being over conscious of

themselves. Meanwhile the teacher will get an opportunity to identify inhibitions such as mother tongue influence in both pronunciation and direct interpretation, shyness, lack of confidence and address them so that they do not become an impediment to language acquisition (Mutai, 2012). Consequently, teachers should generate an inventory of learner characteristics through keen observation and which should form the base of how to encourage and motivate learners to speak freely than to ridicule them.

Teachers overwhelmingly affirmed (97.0%) that they start a lesson by evaluating orally the content covered in the previous lesson (question and answer technique). Recapping a lesson remains one of the best ways to start a lesson because it enables the teacher to diagnose the difficulties and misconceptions carried over from the previous lesson. During the brief recapping session and being a revision session, the teacher is able to direct questions to even the very inactive pupils, provoking them to converse in the target language.

Further, Most of the teachers (73.1%) also affirmed that during lessons they normally give pupils opportunities to work in small groups (group discussion). This is another teaching strategy where even the most conscious and shy learner can find a forum to air own views. These groups can be as small as composed of two pupils. The finding was similar to Isutsa (2015) whose findings showed that teachers in public primary schools in Matuga Kwale, give group work/co-operative tasks in teaching the English language as well as allowing for learners own language learning initiatives. Likewise, Hill and Flynn (2006) established that group discussion is a powerful tool for fostering language acquisition. When working in small groups, learners use considerably more language, and exploit a greater range of language functions. Moreover, when working in small groups, learners are able to hear language from each other, a different source of input from the teacher and where students feel more comfortable and relaxed (Hill & Flyn, 2006).

Over 70% of teachers indicated that they did not have some lessons where learners listened to some audio content and subjected to questions later. This was a clear indicator that the uptake of ICT technology has been very slow in most of public primary schools in Mwingi Sub County. The finding concurs with Kabau (2012) who found that majority of schools in rural setting had no computers and other ICT devices in their schools including even radios and TVs and teachers hardly use the internet in schools. It also found out that there was limited in-service training of primary school teachers on ICT proficiencies. A similar research by Wahome (2011) assessed the preparedness and extent of use of ICT in public secondary schools in Kandara District, Muranga County, Kenya. It was found that schools owned computers, printers and LCD projectors whose availability were scored at 41.9%, 39.5% and 2.3% consecutively and 'perceived to be expensive' by principals. The study revealed the low availability of some ICT equipment which an ordinary school should reasonably afford. These include Radio 32.6%, Television 16.3%, Video Decks 4.7%, and DVD and VCD players 9.3%.

Most of the teachers (61.2%) disagreed to the statement that 'in each topic they give some research oriented group work' (brain storming). Research work in any subject is important because it challenges and provokes pupils to have their own original input into a task. In addition, students tend to grasp better their research findings than when it is dictated to them. In a related issue, 55.2% of teachers refuted that they give work where pupils were expected to do presentation before others. The finding was contrary to Mutai (2012) who found that research oriented homework was helping many pupils especially those inclined to copying other pupils work, to rediscover themselves. Thus, research oriented English passages and compositions should often be given to pupils. However, the study found that English teachers' instructional techniques had no significant influence on pupils' academic

performance in KCPE English in public primary schools in Mwingi Sub County, Kitui County ($\beta = 0.213$, $t = 2.026$, $p > 0.05$). The finding was contrary to Kanyi (2015) finding who established that teacher instructional strategies have significance influence on English subject performance.

5.2.4 Influence of Evaluation Techniques on Pupils' Academic Performance in English

The fourth objective of the study was to explore the influence of evaluation techniques on pupils' performance in English language, in public primary schools in Mwingi Central Sub County. Referring to Table 4.7, 53.7% of English subject teachers refuted that they conduct other class assessment tests apart from the scheduled monthly and termly tests. However, a considerable percentage of teachers (43.3%) agreed that they give additional class assessment tests. Numerous class assessment tests in Languages are essential in order to reduce the influence of the first language in construction of sentences and spellings. Furthermore, regular testing, enable the learners to get accustomed timed evaluation without referring or seeking assistance from a dictionary, reference books, friends and family members as is the case when doing homework and other assignments.

The finding was contrary to Saefurrohman & Balinas (2016) who found that most of high school English teachers in Philippines and in Indonesia spend around 40% proportion time during a semester in doing classroom assessment. Further, the study found that both Filipino and Indonesian junior high school English teachers used 'assessment for learning' as the main purpose of assessment as opposed to exam based teaching. Proportion time of assessment is viewed as important in the process of teaching and learning since it enables a teacher to monitor the teaching-learning processes as well as to ascertain students' achievement in each area of their development. The teachers is also able to diagnose the

student's specific learning difficulties, ascertain the nature of support they need and put in place appropriate strategies and programs to enable them cope with the particular difficulties they are encountering. In so doing, the learner will improve in all macro skills in English leading to improved academic performance.

Table 4.7 also shows that 65.7% of teachers gave English assignment every day of the week. The percentage was found to be far way below the expected 100% since English subject is to be taught on daily basis in accordance to the primary and secondary school curricula. Thus, failure to give an assignment on daily basis, may thwart assessment for learning purposes, assessment of learning purposes and assessment as learning purposes as identified by Saefurrohman & Balinas (2016). In a related issue, only 37.3% of English subject teachers affirmed that they give assignment feedback every day to each pupil. This showed that some of the teachers who gave assignment on daily basis were not able to give the feedback immediately.

Most of the interviewed head teachers and teachers' comments indicated that due to the high pupil to teacher ratio, it became difficult for teachers to give feedback as soon as it would be desirable. The finding that most teachers gave delayed feedback was incongruent with Oredein and Oloyede (2007) finding that teacher management of homework and assignments given to students, have an impact on student achievement especially when it is well explained, motivational, corrected and reviewed during class time and used as an occasion for feedback to students. Likewise, Kimani, Kara and Njagi (2013) study found that administration of students' classroom assignments, teachers' weekly teaching workload, evaluation of students' Continuous Assessment Test (CATs) results, provision of individualized attention to weak students, time of completion of syllabus and setting performance targets significantly affected students' academic achievement.

Saefurrohman & Balinas (2016) found that Filipino and Indonesian English teachers always gave feedback to their students after giving assessment. Further, they use verbal feedback in order to make their students know their strength and weaknesses. According to Clarke (2003), a good feedback is given without personal judgment or opinion, and is given based on the facts. It always objective, constructive, neutral and focus on the future. Thus, feedback should be seen as a constructive approach on improving students' specific performance.

Over half of the teachers (55.2%) disagreed to the statement that 'testing learners through writing of composition is done weekly. The low frequency was also attributed to the challenges of dealing with large numbers of pupils in each class in most schools. This finding was consistent with Kotut (2016), Isutsa (2015) and Nyandwi (2014) who established that most of the English teachers were not able to administer and mark compositions weekly. It was also noted that the few who administered and provided a comprehensive feedback, their schools had better mean score.

Most of the teachers (59.7%) disagreed that they sometimes use their own made test to evaluate learners. This was attributed to the fact that most of the test are purchased ready made by some commercial oriented companies specializing in construction of tests and revision books. According to head teachers, availability of readymade tests has enabled teachers to concentrate with teaching and assessment without constant interruptions. The study finding was contrary to Saefurrohman & Balinas (2016) who found most of Filipino English subject teachers used tests whose items were mainly self-made followed by Items prepared together with other teachers, items found on the internet, items from published text books and the least being from other published test items. This implied that they did their best to avoid just picking ready-made tests and adapting them as their own as done in

some schools in Kenya. This enabled many students learning English as a second language, to register high proficiency. However, it is instructive to note that Saefurrohman & Balinas (2016) study was conducted at secondary schools level where use of objective multiple choice questions was minimal.

Nonetheless, the current study found that English teacher's evaluation techniques had a significant influence on pupils' academic performance in KCPE English in public primary schools in Mwingi Central Sub County, Kitui County ($\beta = 0.544$, $t = 5.271$, $p > 0.05$). This implied that, pupils in schools where teachers applied appropriate evaluation techniques were destined to perform better than pupils in schools where teachers were not keen in evaluation. Cognate to the study, Fehintola (2014) found that evaluation procedure and academic performance in academic performance of secondary school students in Saki-west local government area, Nigeria were significantly related albeit weak ($r = 0.099$, $p < 0.05$). Thus, constant objective evaluation and timely feedback is a strong factor in enhancing learners' academic performance in English language.

5.3 Summary of the Study Findings

This section presents the summary of the study findings in accordance to the objectives of the study.

5.3.1 Influence of School Language Policy on Pupils' Academic Performance in English

The study found that all the schools under study had a language policy. In most schools, pupils were supposed to converse in English from Monday to Thursday and Kiswahili on Friday. In a few schools, English was used on Mondays, Wednesdays and Fridays. However, schools had no formal policy document and was captured partly in school rules. In most of the schools, conversing in mother tongue was prohibited and schools did attempt

to enforce the policy by taking various measures such as buying story books. Further, the study found that though there were a few schools that followed their policies to some extent, most the schools hardly followed their policies. Pupils conversed in mother tongue with abandon especially when out of their classrooms, teachers were also found to converse in mother tongue among themselves while some also interacted with students in any language. The study found that in schools where prefect were encouraged to observe the policy and were conversing in relatively good English, other students emulated and the grades in KCSE were better.

5.3.2 Influence of the Availability of Teaching and Learning Resources on Pupils'

Academic Performance in English Subject

Over half of the English subject teachers (56.7%), indicated that they have adequate text books for English subject in their schools. Further, over 60% of teachers indicated that they could access materials to prepare teaching aids such as manila papers, felt pens, and masking tapes and other teaching aids in the school. The availability of text books and variety of teaching aids was confirmed by most of the interviewed head teachers. Most these items are supplied by the government under FPE. However, some of the head teachers indicted teachers of laxity in use of the available materials. They noted that there were various types of text books such as English grammar, story books, and revision books yet to be issued to the pupils. Most of the schools lacked variety of reference books and teachers were confined to the content and ideas as presented in the main government recommended pupils' text book.

Over 70% of English teachers indicated that their schools lacked audio and audio visual teaching resources such as radio, DVD player and projector, computers and internet services. Lack of audio equipment such as radio and recorder denies the students the chance

to improve the language macro skills of listening and speaking. Lack of audio visual and ICT teaching resources also denies both students and teachers' great and varied teaching and learning resources and which could greatly enhance the pupils' performance. However, the few schools (25%) endowed with these resources reported great improvement in pupils' performance in all areas of English macro skills (listening, writing, reading and speaking). For instance, a head teacher who was also the class eight English subject teacher noted that using an internet connected computer, the correct pronunciation of most of English words was no longer an issue.

5.3.2 Influence of the Teaching Techniques on Pupils' Academic Performance in English Subject

About 45% of teachers indicated that they apply scaffolding and eliciting technique to bring forward student's ideas and extend and sustain discussion. Scaffolding and eliciting enables the learner to link classroom knowledge to real life happenings prompting them to converse and discuss in English uninhibited. This leads to gradual improvement in spoken and written English. This implied that over 50% of the teachers were not applying this technique and thus denying their pupils the various benefits accrued thereof. Nonetheless, teachers overwhelmingly affirmed (97.0%) that they use question and answer technique. They always start a lesson by recapping a lesson through question and answer technique and also after the lesson development. Through question and answer method, the teacher is able to direct questions to even the very inactive pupils, provoking them to converse in the target language.

Further, Most of the teachers (73.1%) also affirmed that during lessons they normally give pupils opportunities to work in small groups (group discussion). This is another teaching technique where even the most conscious and shy learner can find a forum to air own views.

These groups can be as small as composed of two pupils. When working in small groups, learners were found to use considerably more language, and exploit a greater range of language functions.

Over 70% of teachers indicated that they were not integrating ICT technology in their teaching. This was occasioned by the fact that these schools lacked the necessary resources and lack of skills. This was a clear indicator that the uptake of ICT technology has been very slow in most of public primary schools in Mwingi Sub County. However, in schools where the technology was in use, teachers and head teachers reported pupils' great enthusiasm in learning English subject and consequently improving in academic performance.

Most of the teachers (61.2%) were not giving learners research oriented group work (brain storming). Thus, many pupils failed to deal with thought provocative tasks and which could have enabled them to grasp better the various concepts that are critical in the second language acquisition.

5.3.4 Influence of Evaluation Techniques on Pupils' Academic Performance in English

Over 50% of English subject teachers refuted that they conduct additional class assessment tests apart from the scheduled monthly and termly tests. However, a considerable percentage of teachers (43.3%) agreed that they give additional class assessment tests. Numerous class assessment tests in Languages are essential in order to reduce the influence of the first language in construction of sentences and spellings. Over 60% of teachers gave English assignment every day of the week. The percentage was far way below the expected 100% since English subject is to be taught on daily basis in accordance to the primary and

secondary school curricula. Over half of the teachers (55.2%) indicated that they did not assess learners through composition weekly.

About 60% of English subject teachers indicated that they normally use commercially ready-made. According to head teachers, availability of readymade tests has enabled teachers to concentrate with teaching and assessment without constant interruptions. However, there was a risk of offering lower quality English by subjecting learners to tests that lack validity and reliability.

5.4 Conclusion

From the study findings and discussions the following conclusions were made:

Most of the public primary schools in Mwingi Central Sub County had a school policy on languages but its implementation was weak. In most of the schools both teachers and pupils were supposed to converse in English language four days per week in order to enhance the English macro skills of speaking, listening, and writing. A few schools that had enforced their policies were noted to have higher KCSE English mean scores.

Over half of the public primary schools in Mwingi Central Sub County had adequate English text books for class eight learners. Additionally, there sufficient materials such as felt pens, manila papers, adhesive tapes and other teaching aids. However, there was a laxity among teachers to issue the books and make use of the available materials as teaching aids. Since English assignments were expected to be given on daily basis it was appropriate for each learner to have the main pupils' text book. Most of the schools lacked audio, audio visual instruments and generally ICT materials. Thus ICT integrated teaching and learning was not possible. The few schools that had these materials were found to have performed relatively better in KCSE English.

English teachers in Mwingi Central Sub County used various teaching techniques such as group discussion, eliciting and scaffolding, question and answer, among others. However, debating and research oriented techniques that could enhance composition writing were rarely used.

Apart from the main scheduled monthly and terminal tests, most of the teachers did not have other assessment tests citing the challenge of marking and recording due to high pupil to teacher ratio. Rampant use of readymade tests exposed most of the schools to low quality English and left both teachers and pupils deprived of the critical concepts in language acquisition. Thus, pupils are doomed to fail when required to apply the learned concepts in a different situation in KCPE. It was also established that self-assessment techniques that could greatly enhance pupils competence in writing macro skill was hardly practiced.

5.5 Recommendations of the Study

The study made the following recommendations:

Although there exists a national policy on languages used in educational institutions in Kenya, it is essential for a school to formulate a more detailed language policy that is will put into consideration the ethnic diversity in the region especially from preschool to class three. The policy should also be explicit and clear in regard to use of English and Kiswahili in upper classes, the interaction between pupils and teachers, and the language of communication outside classroom and during assemblies.

The head teachers should seek the input of all stakeholders to assist the schools acquire ICT instruments so as to facilitate the teacher in ICT integrated teaching and learning. Further, head teachers should scale up instructional supervision to ensure maximum use of English language teaching resources.

English subject teachers should explore and use variety of research based teaching techniques geared to elicit learners' interest, focus and understanding in English language. Regular in-service training attendance was recommended. Teachers should also embrace pupils' self-assessment methods in order to not only nurture student writing achievement through reflection and analysis but also helping the learners become conscious and attentive in regard to competence in writing macro skill.

5.6 Suggestions for Future Research

- (i) A similar study covering the entire Kitui County can be carried out to establish the factors influencing pupils' academic performance in English language in public primary schools. The findings would prompt the National government and county administrators to commit more human and materials resources in order to enhance the pupils' performance in English language.
- (ii) The same study can be replicated but using a mixed method approach. Using a qualitative research method such as phenomenology will enable the researcher to spend more time in a school to witness and get first-hand information in regard to the school language policy, the availability and use of teaching and learning resources, teachers teaching and evaluation techniques. This would improve the external and internal validity of the study.

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APPENDICES**APPENDIX I: LETTER OF TRANSMITTAL**

Dear Respondent,

I am a Post-Graduate Student in the Africa Nazarene University, pursuing a master's degree in Education. I am currently carrying out a research on: **FACTORS INFLUENCING PUPILS' PERFORMANCE IN ENGLISH LANGUAGE IN PUBLIC PRIMARY SCHOOLS IN MWINGI CENTRAL SUB COUNTY, KENYA,** as part of the course requirement. For this reason, therefore, your school has been sampled for the study and you have been selected as a respondent. Kindly answer the questions as candidly as possible. There is no right or wrong answer. Do not write your name on the questionnaire. The results of this study will be used for academic purposes only and the information gathered will remain confidential. Thanks

Yours Faithfully,

RACHEL KATHINI SIMBA

CELL PHONE: 0711207569

APPENDIX II: ENGLISH SUBJECT TEACHERS' QUESTIONNAIRE

Kindly respond to all the items of this questionnaire

SECTION A: Demographic Data

Please tick (✓) where appropriate or fill in the required information on the space provided.

1. Gender: Male [] Female []

2. Age bracket:

Below 30years [] 30 – 40 years [] 41 – 50 years [] Over 50 years []

3. Highest Professional level attained in Teacher Education

Post graduate [] under graduate [] Diploma [] Certificate []

P1 [] Not trained []

4. Working experience as a teacher?

Below 5years [] 5 – 10 years [] 11 – 20 years [] Over 20 years []

SECTION B: School Policy on Languages and Pupils performance in English

5. Does your school have a formal policy on languages used in your school?

Yes []

NO []

Comment:

6. Which language is mostly used by pupils as they interact outside the classroom

7. Below are statements regarding the languages used in your school. Please tick appropriately the level of agreement depending on the condition in your school.

SA=Strongly Disagree (1) D= Disagree (2) NS = Not sure (3) A= Agree (4) SA = Strongly Agree (5)

Statement	SA	A	NS	D	SD
The official language of communication for pupils in our school is English					
Pupils communication in English is constantly enforced by all teachers					
Most of the time teachers communicate to learners in English					
We have a policy in which communication among pupils should be done in Kiswahili in some days of the week					
Teachers in my school communicate mostly in English among themselves					
Most of the gathering in our school such as assemblies are addressed in English					
Students are supposed to use English language when interacting outside the class room					
We have a way of enforcing use of English such buying of novels for those who use mother tongue					
Prefects normally give their reports or announcements during assembly in English					

6. Write any other information about the use of different languages in your school

SECTION C: Availability of English Language Teaching and Learning Resources

7. Below are statements regarding the teaching and learning resources in your school.

Please tick appropriately the level of agreement depending on the condition in your school.

SA=Strongly Disagree (1) D= Disagree (2) NS = Not sure (3) A= Agree (4) SA = Strongly Agree (5)

Statement	SA	A	NS	D	SD
We have adequate text books for English subject					
Our textbook to pupil ratio has met the recommended ratio of 1:2					
Apart from the main class text book, we have other reference books					
Our school facilitates teachers to acquire tests and examinations for regular testing					
We have equipment for audio purposes such radio to get broadcasted materials					
We have equipment for audio visual materials					
Our school has a library					
I have self-made charts for major topics in English					
I can access materials to prepare teaching aids such as manilla papers, felt pens, and tapes in the school					
I sometimes do ICT integrated teaching					
My school avails newspapers to learners					

8. Write any other information on the availability of English language teaching and learning Resources:

SECTION D: Teaching Techniques and Performance in English Language

9. Which techniques do you apply in general to ensure pupils are improving their English language in the following areas:

i) writing

ii) reading

iii) listening

iv) speaking

10. Which English macroskill do you think is most related to pupils' KCPE English results?

11. Below are statements regarding the teaching methods and techniques that you apply in your class. Please tick appropriately the level of agreement. SA=Strongly Disagree (1) D= Disagree (2) NS = Not sure (3) A= Agree (4) SA = Strongly Agree (5)

Statement	SA	A	NS	D	SD
Before I start a lesson I briefly and deliberately engage learners in a discussion of a general topic of interest					
I start a lesson by evaluating orally the content covered in the previous lesson					
During lessons I normally give pupils opportunities to work in small groups and with a partner					
In some lessons learners listen to some audio content and subjected to questions later					
I normally appoint a student to read aloud some passage while others listen					
In each topic I give some research oriented group work and presentations done by all members					
I encourage learners not be ashamed of mixing English with another language if need be					
I occasionally organize a debate session on a controversial issue					
I provide corrective feedback when grammar or pronunciation errors are made by modelling the correct English without overtly calling attention to the error					

12. Write any other information in regard to your teaching techniques

SCETION E: Evaluation Techniques and Learners Performance in English Language

12. Below are statements regarding the evaluation techniques that you apply in your class. Please tick appropriately the level of agreement. SA=Strongly Disagree (1) D= Disagree (2) NS = Not sure (3) A= Agree (4) SA = Strongly Agree (5)

Statement	SA	A	NS	D	SD
Apart from the main scheduled tests, I conduct other tests in between					
Pupils are given assignment every day of the week					
I give assignment feedback every day to each pupil					
Testing learners through writing of composition is done weekly					
I sometimes use my own made test to evaluate learners					
Most of the assessed tasks are not assigned marks but encouraging comments					
I keep close contact with parents to encourage their pupils do the given assignments					
Pupils do self-evaluation using question answer books					
My pupils use self-assessment techniques to enhance their skills in writing					

13. How frequent do your learners write compositions?

Comment:

14. Explain how pupils' KCPE performance in English language can improved in your school

Thank you for your Cooperation

APPENDIX III: HEAD TEACHERS' QUESTIONNAIRE

Kindly respond to the following questions in regard to pupils' performance in English language in your school

- 1.** Does your school have a policy on the pupils' language of communication? Give a reason for your answer
- 2.** How would you rate your school performance in KCPE English language relative to the other subjects and also other schools in your Sub County?
- 3.** Does the school have the resources that are necessary for effective teaching and learning of English such as text books, stationary, audio and visual equipment?
- 4.** How would you describe the influence of the class eight teacher teaching techniques on KCPE results
- 5.** How would you describe your teacher commitment to ensure learners have adequately covered the syllabus, weak learners are taken on board and being creative in devising ways of acquisition of English language
- 6.** To get proficient in especially a second language learners require to do a lot of practice in speaking, writing, reading and listening. To what extent did you and the teacher endeavour to ensure pupils did practice in these areas
- 7.** Evaluation of learners is also very critical in gaining proficiency in any language and it is also a motivator. What are evaluation techniques employed by the teacher?
- 8.** Do teachers especially in upper classes give assignment quite often? If so how fast do, they give the feedback?
- 9.** What measures do you take in collaboration with parents to ensure learners in especially standard eight attend to their home work?
- 10.** To what extent do English language teacher in class eight utilize the available resources?
- 11.** How do you think performance in English in KCPE can be improved in your school?

Thank you for your cooperation

APPENDIX IV: MWINGI SUB COUNTY PUBLIC PRIMARY SCHOOLS

S/NO.	SCHOOL	ZONE	B	G	TOTAL	ENG (2017 KCPE Mean Score
1	Kitinga Primary	MWINGI	17	13	30	61.50
2	Kalisasi Primary	MWINGI	12	23	35	60.89
3	Thonoa Primary	WAITA	12	8	20	60.20
4	Mwingi Primary	MWINGI	34	35	69	60.39
5	Kasevi Primary	MWINGI	23	26	49	55.49
6	Musukini Primary	MWINGI	21	22	43	56.98
7	Nguluma Primary	MWINGI	10	6	16	50.00
8	Mukuthu Primary	MWINGI	7	14	21	46.19
9	Musonoke Primary	MBONDONI	9	11	20	52.05
10	Nzuli Primary	MWINGI	10	8	18	55.50
11	Mbondoni Primary	MBONDONI	19	23	42	52.83
12	Murwana Primary	WAITA	7	17	24	48.54
13	Itheng'eli Primary	MWINGI	6	10	16	44.00
14	Malatani Primary	MBONDONI	14	9	23	48.26
15	Kasina Primary	MWINGI	32	27	59	48.42
16	Mulata Utunda	MBONDONI	14	21	35	42.46
17	Kaunguni Primary	WAITA	33	33	66	43.61
18	Katumba Primary	MWINGI	9	7	16	48.38
19	Thitha Primary	WAITA	28	38	66	41.67
20	Kavuvwani Primary	MBONDONI	25	20	45	47.16
21	Tulimani	MBONDONI	19	14	33	45.24
22	Mboru Primary	MWINGI	29	11	40	45.94
23	Musola Primary	MWINGI	8	7	15	44.27
24	Mutwaathi Primary	MWINGI	12	6	18	40.65
25	Katanga Primary	MBONDONI	8	9	17	47.29
26	Kauswini Primary	MWINGI	7	11	18	43.28
27	Nzilani Primary	MBONDONI	17	14	31	44.97
28	Mathuma Primary	MWINGI	9	11	20	45.60
29	Karura Primary	MBONDONI	16	16	32	40.41
30	Kisasi Primary	MWINGI	9	6	15	44.73
31	Kairungu Primary	MBONDONI	14	14	28	40.93
32	Kakongo Primary	MBONDONI	22	23	45	46.78
33	Kilulu Primary	MWINGI	10	13	23	47.35
34	Muliluni Primary	MWINGI	14	17	31	43.74
35	Mumbuni Primary	MWINGI	13	8	21	41.14
36	Waita Primary	WAITA	24	10	34	45.18
37	Kwa nzili Primary	WAITA	16	15	31	45.35
38	Itiliku Primary	MBONDONI	17	18	35	46.54

57	Muunguu Primary	WAITA	16	12	28	39.46
58	Ngemini Primary	MBONDONI	7	8	15	37.00
59	Kivou Primary	MWINGI	20	15	35	44.91
60	Kisungula Primary	MWINGI	12	15	27	41.44
61	Kisovo Primary	MWINGI	18	17	35	49.45
62	Kwamunyanzu	MBONDONI	9	12	21	39.19
63	Kamandiko Primary	MWINGI	10	5	15	39.53
64	Makutano Primary	MBONDONI	10	10	20	37.90
65	Kalange Primary	WAITA	18	10	28	41.68
66	Kyulungwa Primary	WAITA	16	17	33	44.85
67	Katalwa Primary	MWINGI	20	10	30	38.20
68	Katuva Primary	MWINGI	21	22	43	36.91
69	Kamunyu Primary	MWINGI	7	15	22	40.95
70	Enziu Primary	WAITA	8	14	22	43.50
71	Kasovoni Primary	WAITA	9	12	21	38.33
72	Kangutha Primary	WAITA	10	13	23	38.61
73	Kanzui Primary	MWINGI	13	9	22	41.55
74	Ndauni Primary	WAITA	10	13	23	40.00
75	Maongoa Primary	WAITA	11	18	29	36.45
76	Kathoka Primary	WAITA	25	16	41	37.44
77	Kisole Primary	WAITA	15	17	32	39.16
78	Ikuusya Primary	WAITA	11	11	22	34.36
79	Itong'olani Primary	MBONDONI	26	19	45	34.52
80	Kyanika Primary	MWINGI	10	11	21	39.67
81	Ndiuni Primary	MWINGI	9	14	23	34.17
82	Wimbondo Primary	MWINGI	18	13	31	44.06
83	Mwingi Special Sch	MWINGI	6	4	10	35.70
84	Ndiani Primary	WAITA	10	11	21	39.76
85	Syomikuku Primary	MWINGI	37	31	68	38.95
86	Kivui Primary	WAITA	6	11	17	33.59
87	Munyange Primary	MWINGI	10	6	16	37.25
88	Ivure Primary	MWINGI	6	6	12	38.84
89	Nzaaiku Primary	MBONDONI	10	19	29	33.41
90	Kanzanzu Primary	MWINGI	12	13	25	35.40
91	Yumbe Primary	WAITA	12	9	21	35.52
92	Ithumbi Primatry	MWINGI	17	19	36	36.19
93	Karung'a Primary	WAITA	28	18	46	34.35
94	Kyethani Primary	MWINGI	28	40	68	31.87

APPENDIX V: TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	1500	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size, while "S" is sample size

Source: Krejcie & Morgan (1970)

APPENDIX VI: ANU LETTER OF INTRODUCTION



AFRICA NAZARENE
UNIVERSITY

12th June, 2018

RE: TO WHOM IT MAY CONCERN

Rachel Kathini Simba 16M01DMED006 is a bonafide student at Africa Nazarene University. He/She has finished his/her course work and has defended his/her thesis proposal *entitled "Factors Influencing Pupils' Academic Performance in English Language in Public Primary Schools in Mwingi Central Sub County, Kenya"*

Any assistance accorded to him/her to facilitate data collection and finish his/her thesis is highly welcomed.

Prof. Rodney Reed
Deputy Vice Chancellor, Academic Affairs

APPENDIX VII: RESEARCH AUTHORIZATION LETTER FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/10358/23738**

Date: **5th July, 2018**


Rachel Kathini Simba
Africa Nazarene University
P.O. Box 53067-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Factors influencing pupils’ academic performance in english language in public primary schools in Mwingi Central Sub County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for the period ending **5th July, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Kitui County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


DR. MOSES RUGUTT, PHD, OGW
DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Kitui County.

The County Director of Education
Kitui County.

APPENDIX VIII: RESEARCH PERMIT FROM NACOSTI

THIS IS TO CERTIFY THAT:
MISS. RACHEL KATHINI SIMBA
 of AFRICA NAZARENE UNIVERSITY,
 120-90400 MWINGI, has been permitted
 to conduct research in *Kitui County*

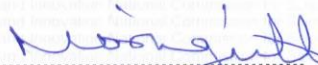
Permit No : NACOSTI/P/18/10358/23738
 Date Of Issue : 5th July, 2018
 Fee Received :Ksh 1000

on the topic: **FACTORS INFLUENCING
 PUPILS' ACADEMIC PERFORMANCE IN
 ENGLISH LANGUAGE IN PUBLIC PRIMARY
 SCHOOLS IN MWINGI CENTRAL SUB
 COUNTY, KENYA**



for the period ending:
 5th July, 2019

.....
 Applicant's
 Signature


 Director General
 National Commission for Science,
 Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



National Commission for Science,
 Technology and Innovation

RESEARCH CLEARANCE
 PERMIT

Serial No.A 19197

CONDITIONS: see back page

**APPENDIX VIX: RESEARCH AUTHORIZATION LETTER FROM KITUI
COUNTY EDUCATION OFFICE**

**MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
State Department for Education**

Telegrams "EDUCATION"
Kitui
Telephone: Kitui 22759
Fax :04444-22103
E-Mail :
cde.kitui@gmail.com



COUNTY EDUCATION OFFICE
KITUI COUNTY
P.O BOX 1557-90200
KITUI

When replying please quote;

Ref. No: KTIC/ED/RES/22/V. L I/02

Date.10/07/2018

Rachel Kathini Simba
Africa Nazarene University
P.O Box 53067-00200
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to conduct a research on "**Factors influencing pupils' academic performance in English language in public primary schools in Mwingi Central Sub County, Kenya**" I am pleased to inform you that permission has been granted to undertake research in Kitui County for the period ending **5th July, 2019**.

You are advised to liaise with the respective Sub County Directors of Education before embarking on the exercise.

Regards,

J. Komunga
**Juliah Komunga
County Director of Education
Kitui County**

**COUNTY DIRECTOR OF EDUCATION
KITUI
P. O. Box 1557, KITUI.**


**APPENDIX X: RESEARCH AUTHORIZATION LETTER FROM MWINGI
CENTRAL SUB COUNTY**

MINISTRY OF EDUCATION

State Department of Basic Education

Tel: (044) 822023
Fax: (044) 822581
E-MAIL: mwingideso@gmail.com

When replying please quote:



REPUBLIC OF KENYA

SUB COUNTY EDUCATION OFFICE
MWINGI CENTRAL
P. O. BOX 52 - 90400
MWINGI

Ref. No. MGI/EDU/VOL.II/85/245 DATE: 10th July, 2018


Rachel Kathini Simba
Africa Nazarene University
P.O. Box 53067 - 00200
NAIROBI

RE: RESERARCH AUTHORIZATION


Following your application for authorization to carry out research on
**“Factors influencing pupils’ academic performance in English
language in public primary schools in Mwingi Central sub county,
Kenya”** I am pleased to inform you that the permission has been granted
to undertake research in Mwingi Central Sub County for the period ending
5th July 2019.

I wish you all the best.

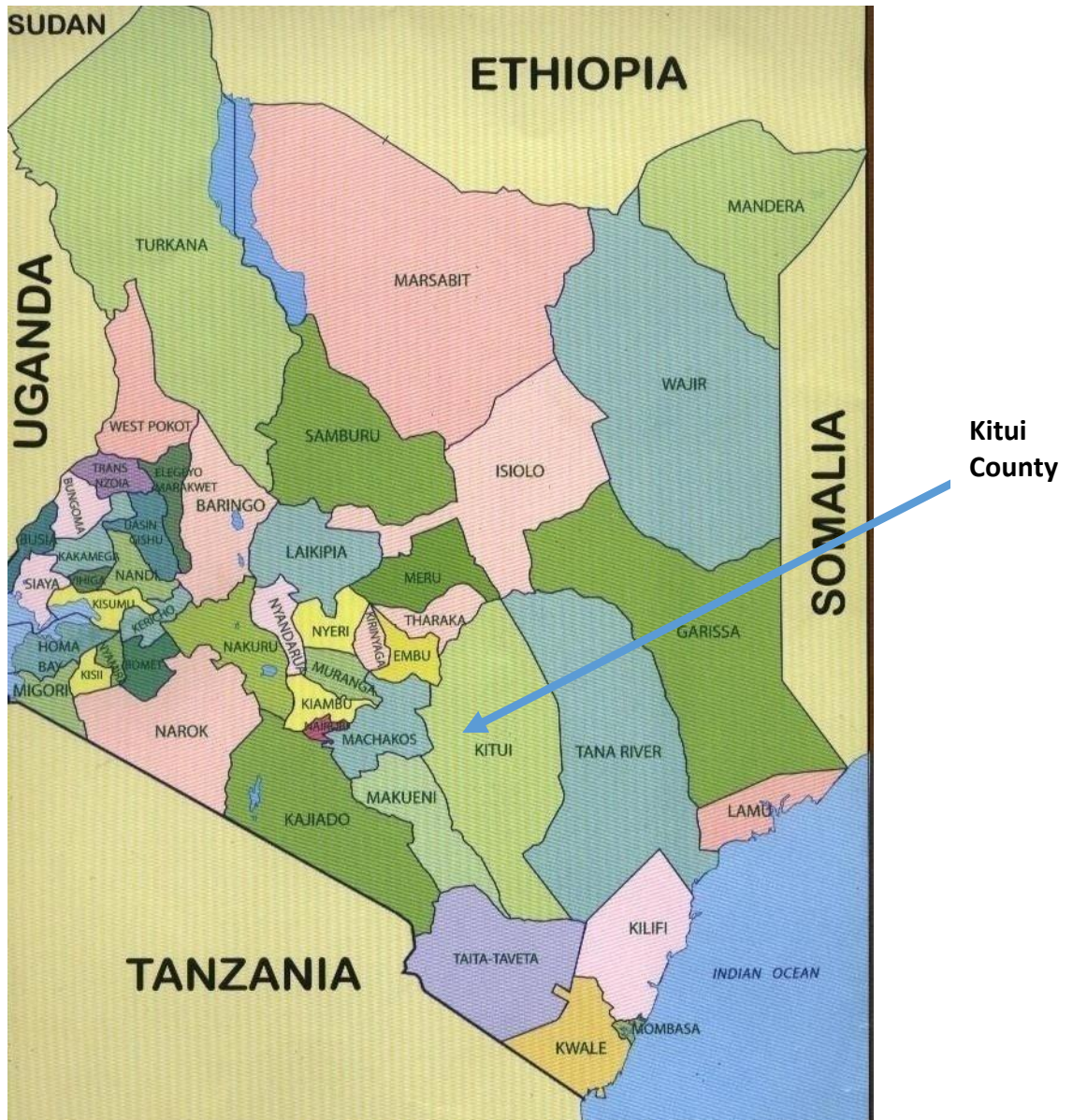
SUB-COUNTY DIRECTOR OF EDUCATION
MWINGI CENTRAL
P. O. Box 52-90400
MWINGI



NJATHI S.N.
SUB COUNTY DIRECTOR OF EDUCATION
MWINGI CENTRAL



APPENDIX XI: MAP OF KENYA SHOWING KITUI COUNTY



APPENDIX XII: MAP OF KITUI COUNTY SHOWING MWINGI SUB COUNTY

