

Teachers' Professional Documents and Its Influence on Students' Academic Performance In Machakos Cpunty Public Secondary School, Kenya

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ABSTRACT

Learners' classroom attainment remains key in the enhancement of future gainful employment for students. The recent low performance within Machakos County for the last five years has elicited significant concerns. Despite such concerns, studies addressing such concerns remains extremely limited. As a result, this study will investigate teachers' professional documents and its influence on learners' academic performance. Descriptive survey design will be adopted. Teachers will be the key respondents. Data will be collected by the use of questionnaires. 385 teachers were used as the study sample, through simple random sampling. Tables will be utilized in data presentation. Split half method was used in determination of reliability, while content validity was obtained through expert judgment. Correlation analysis was used during the analysis of data. It emerged out that, teacher prepared schemes of work, lesson plans and students' attendance register. Further, the effective preparation of the said teaching professional documents influenced students' academic performance

KEY WORDS: Professional teaching documents, Students' academic performance

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I. INTRODUCTION AND BACKGROUND TO THE STUDY

Undeniably, education has proved to be a key enabler of not only gainful employment, but also critical thinking skills (Development, 2017; Lilian & Amollo, 2022). Perhaps that could be explained by enormous investments of over 26% of GDP to education matters by numerous developed countries like USA and China (UNESCO, 2022). As such, failing to enhance quality education puts at stake the attainment of quality and relevant education which is a fundamental right to children at a global level (UNESCO, 2018). Firstly, various scholars defined teaching professional documents differently. Asiyah (2019) defines them as documented documents, which guides teaching and learning. As a result, this study will align itself with the said definition, since it reveals how those documents simplify the teaching content. Since there numerous professional teaching documents, this study will delimit itself to only schemes of work, lesson plans, and students attendance register. This is because, particularly in Machakos County, effectiveness of teaching professional documents has been established at primary and tertiary school levels (Duflo et al., 2020; Musyoka & Cheloti 2018).

The Ministry of education in Kenya guides that, each teacher is supposed to adequately conduct them professionally and conduct teaching and learning with optimum efficiency (Republic of Kenya, Basic education framework, 2017). Since there has been a general consensus that, teaching professional documents have established efficiency in teaching and learning (Sifuno & Obonyo, 2020), the realisation of limited preparation of schemes of work in Nigeria Gabriel et al., (2018) raises concerns. Indeed, if the claim that schemes of work in teaching enhances planning of teaching within a term (Paunu et al., 2020), then it's likely that, learners may not effectively be instructed, leading to derailment of Sustainable Goal No 4. The question that emerges is, how will teachers structure their lessons and still ensure that, all the required learning outcomes are attained? Considering Kenya is signatory of Convention for children rights, which mandates their member states to ensure children right for quality education is realised (UNESCO, 2018), It may be extremely beneficial for a study to be conducted in Machakos county, Kenya, and establish the extent of preparation of Schemes of work, besides their influence on academic performance.

The TSC act (2012) in the republic of Kenya indicates that, owing to the need to quantify the attainment of teaching and learning, lesson objectives and outcomes ought to explicitly state in the lesson plan. Agreeably, lesson plans are even established to be essential for guiding content delivery, assessing students and even ensuring the lesson content is in line with lesson objectives (Musyoka & Cheloti, 2018). Nonetheless, it is disturbing to indicate that, in Kenya, secondary school teachers perceive lesson plan preparation as engaging, thus ignoring it. It therefore remains unclear as to how the teacher will be translating objectives to learning activities. The county of Machakos is currently at the fore front in realising secondary school education is

enhanced (Education Office report, Machakos county, 2022), yet there is limited studies addressing the effectiveness of lesson plan preparation and impact on academic performance. As such, the directorate of quality standards and Assurance officers within Machakos County may be in dire need for effectiveness of lesson plan preparation.

Constantly, there are teachers who are transferred from one learning institution to another. As a result, there is need to determine what the former teacher had covered for continuation purposes. As Lilian and Amollo (2022) indicates, records of work covered ensures that, continuity of learning is seamless, and thus there is limited gaps in syllabus coverage. Interestingly, it is still discomfoting to realize that, in Nakuru County, 23% of the teacher do not prepare records of work covered (Jack, 2021). It is not clear as to why there is limited preparation of the said documents, yet the principals are mandated to ensure compliance with preparation of such documents is realised (Republic of Kenya, Sessional paper No. 1 of 2019). The study by Jack (2021) in Nakuru County utilized descriptive statistics for data analysis only. While descriptive statistics (mean, frequencies and percentages) have been established as key in summarising the study findings (Kombo & Tromp, 2006), they are however limited in enhancing typicality of the study. This study therefore utilised both descriptive and inferential statistics (Regression analysis) in order to establish generalizability the study findings.

Study objective

(i) To determine the influence of preparation of teachers' professional documents on students' academic performance in Machakos county public secondary schools

Study research question

(i) What is the influence of preparation of teachers' professional documents on students' academic performance in Machakos county public secondary schools?

Statement of the problem

Academic performance has been established to be key enhancer of employment and improved human wellbeing. Sadly, the Average performance of secondary school in Machakos county from 2018 to 2023 has been 3.34, from a mean of 4.21 (Machakos county educational report, 2023). This is out of the possible 12 points. Ignoring such performance puts at stake the realisation of access to quality education (SDG NO. 4), besides enhancing uncontrolled unemployment rates at future lives of those secondary school students. While studies addressing effectiveness of teaching professional documents have been carried out in primary school (Jack, 2021; Suleiman, 2020), less has been done at secondary school level. Thus, the purpose of this descriptive study was to determine the preparation of teachers' professional documents, and its influence on students' academic performance.

II. METHODOLOGY

The study adopted descriptive survey design. This design was favoured because it has the ability to indicate state of preparation of teaching professional documents without manipulation (Orodho et al., 2016). Limited manipulation of the variables may arguably provide reliable finding, thus leading to valid conclusions. Further, teachers were the respondents, owing to the fact that, they constantly provide prepare the said teaching document, therefore, the study assumed they could provide first-hand information regarding the study research questions. Since simple random sampling provides for each respondent to have equal chance of being included in the study (Adami, 2018), teacher were sampled using the said sampling design. In fact, after the determination of sample size, which was 384 respondents, teachers names were written on pieces of papers, then put into a container, shaken and selected at random. That act ensured the sample size was representative of the accessible population.

Content validity was established through expert judgement. Experts from school of education in Kenyatta University were provided with the questionnaires. Then they rated as to whether research questions were relevant or not. The content validity ratio was obtained, rating at 0.87, which indicated extremely effective validity coefficient. Mugenda and Mugenda (2013) reaffirms that, a content validity ratio exceeding 0.7 was deemed appropriate for the study. Reliability was determined by use of split half method. Test items were divided into two groups, even and odd numbers. Then product moment coefficient was obtained. Using brown prophesy formula, reliability coefficient was established. It became 0.85, which was deemed suitable for the study. Kombo and Tromp (2006) claim that, reliability coefficient exceeding 0.6 could be adequate for the study. Basing on such criteria, the obtained reliability coefficient was deemed to have the required threshold for the study.

Considering the study produced both qualitative and quantitative data, appropriate analysis methods were employed. Quantitative data was analysed descriptively (mean, frequencies and percentages) and inferentially (regression analysis). Qualitative data was analysed through the use of content analysis. Content

analysis allows for the counting of how key concepts and their synonyms appear in a written text (Adami, 2018). Utilisation of two types of data enabled confirmation of findings, besides corroborating the study conclusions (Mugenda & Mugenda, 2013). Additionally, the researcher gave all the respondent the freedom to exit data collection session if they felt uncomfortable with the data collection process. Such ethical practice ensured respondents will not provide data out of fear, thus reduce the reliability of the reliability of the study findings.

III. DATA PRESENTATION, ANALYSIS AND DISCUSSION

The objective of this study required the researcher to indicate the extent with which they prepared schemes of work. A mean which was obtained from a likert scale of 5-Strongly agreeing, 4 – Agreeing, 3 as Neutral, 2- Disagreeing and lastly 1 as Strongly Disagreeing was generated, Further, a mean score obtained by an average of four years with regard to KCSE performance of each teachers' subject performance was determined. Where 1 was equivalent to a Grade E and 12 was equivalent to grade A. Table 1.1 demonstrates influence of preparation of scheme of work on students' performance.

Table 1.1: Regression coefficients for various study independent variable, against the dependent variable

Model	Unstandardized Coefficients		Coefficients	t	Sig.
	B	Std. Error	Standardized Coefficients Beta		
(Constant)	.450	3.165		-.253	.007
schemes	.615	.565	.572	1.444	.005
Lesson plans	.478	1.383	.514	.513	.003
Records of work	.245	1.823	-.030	-.030	.008

a. Dependent Variable: Students' performance

From the study findings, it emerged out that, there was a statistically significant impact between the preparation of schemes of work and students' academic performance. This is because at degrees from of 350 and p value being less than .05, the null hypothesis was rejected and alternative hypothesis retained. The regression coefficient was 0.65, implying, 61% of students' academic performance was attributed to effective preparation of teaching schemes of work. 47% of the teachers indicated in the questionnaire that, teaching cannot be effective without effectively prepared schemes of work, since they break down syllabus into manageable components. Interpretively, considering schism of work manages teachers' lesson presentation over the term, that could be the reason why respondents linked it to the academic performance. Similar pattern of results were obtained by Musyoka and Chelate (2018) that, schemes of wok impact students performance.

Secondly, respondents were to indicate their extent of agreement on the preparation of lesson plans and its impact on students' academic performance. Interestingly, it emerged out that, preparation of lesson plans had significant impact on students' performance. This is because at 350 degrees of freedom and p value being less than .05, null hypothesis was to be rejected and alternative hypothesis adopted. In fact, the regression coefficient was .478. Meaning that, 47% of the students' academic performance was linked to effective preparation of the lesson plans. Arguably, one of the possible reason why teachers linked lesson plan to learner performance could be that, lesson plans ensures effective conversion of lesson objectives to learning outcomes. Paunnu et al.,(2020) established similar findings that, lesson plans can significantly enhance classroom performance.

Lastly, teachers were required to indicate their agreement levels on the preparation of records of work covered and whether there was a link to students' academic performance. Similarly, there was a significant impact of preparation of students' records of work covered and their classroom outcome. According to table 1.1, the regression coefficient became .245, indicating 24% off the students' performance was linked to effective preparation of records of work. The p value was also less than .05 (The significant level), signalling the existence of significance impact between the two mentioned concepts. Speculatively, one of the key reason why lesson plans could be linked to students' performance was that, it allows for the seamless coordination of teachers, particularly if they are on transfer from one school to another.

IV. CONCLUSIONS AND RECOMMENDATIONS

From the foregoing, it emerged out that:

- (i). The preparation of schemes of work, lesson plans and records of work covered enhanced students classroom performance. Indeed, among the three teaching professional documents, schemes of work emerged to significantly influence students' classroom performance compared to records of work covered and lesson plans.
- (ii). Teachers' within Public secondary schools prepared schemes of work effectively compared to lesson plans.

V. Recommendations

Considering schemes of work was established to have the greatest regression coefficient, this study recommends principals to effectively prepare capacity building sessions of teachers in the effective preparation of schemes of work on annual basis.

Secondly, aware of the limited preparation of lesson plans, the Heads of department ought to mentor teachers on the criticality of preparing lesson plans on regular basis.

Nonetheless, the reader is cautioned particularly that, the findings of this study could only be generalised within Machakos county and not the entire republic of Kenya. Otherwise, it is in the best interest of this study that, a similar study addressing the same concept could be replicated in the entire republic of Kenya.

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