

Quest for Teacher Effectiveness Parameters: A Survey of Public and Private Schools in North-Rift Kenya.

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Abstract

Teacher effectiveness is the capacity of teachers to perform their duties optimally and achieve desired educational goals and standards. The purpose of this study was to establish the factors influencing teacher effectiveness and quality education in public and private secondary schools in the north rift region. To establish factors that influence the effectiveness of teachers, the study employed descriptive research design, which entailed the collection of data using questionnaires observations and interviews. The target populations for the study were teachers and head teachers in selected public and private secondary schools. Stratified sampling method was used in the selection of permanent and temporary teachers, whereas purposive sampling method was used in the selection of head teachers. The study sampled 22 temporary teachers from the private schools and 100 teachers from public schools, where 13 were temporary teachers and 87 were permanent teachers. Data were analyzed using both descriptive and inferential statistics. The findings showed that a myriad of parameters gravitate around the teacher effectiveness concept and the earlier these parameters are isolated and teased out the better for the education fraternity. The study therefore recommends that parameters such administration, teachers, students, and classroom be leveraged to improve teacher effectiveness in both public and private secondary schools.

Background and statement of the problem

Effectiveness of the teachers is an issue in the education system that has puzzled both education experts and parents. While education experts are designing curricula and appropriate training to enhance effectiveness of teachers, parents are searching for effective schools where they can entrust the future of their children (Bandura, 2007). In Kenya, private and public schools provide two kinds of schools that have different forms of teachers with different effectiveness. Conventionally, it is expected that schools with teachers who are well paid and in pensionable terms would perform better than the one with non-pensionable teachers who are paid poorly on contract terms. Gordon, Kane, and Staiger (2006) state that recent evidence

indicates that certification of teachers bears little relationship to teacher effectiveness as measured by impacts on student achievement.

In Kenya, private schools are increasing in their numbers because parents prefer schooling their children in them. Nowadays, many parents prefer private schools because they have effective teachers as reflected in their academic performance (Nishimura & Yamano, 2008). They also have effective programs and they are hardly interfered by politics or strikes. Hence, the preference of schooling children in private schools came as a result of the perception that teachers are effective in private schools than in public schools (Zavare, 2011). Currently, private schools challenge the Kenyan education system by providing quality education yet they have limited experience and teachers receive low remuneration, unlike the public school teachers who have great experience and receive high remuneration from the government under TSC (Athertona & Kindon, 2002). On this basis, the study sought to establish the parameters influencing teacher effectiveness in public and private secondary schools.

Purpose of the study.

The purpose of the study was to establish the teacher effectiveness parameters in public and private secondary schools. The specific objectives are;

- a) To establish the effect of administrative factors on teacher effectiveness in public and private secondary schools.
- b) To determine the influence of teacher related factors on teacher effectiveness in public and private secondary schools.
- c) To establish whether the student-related factors affect teacher effectiveness in public and private secondary schools.
- d) To determine the relationship between classroom-related factors and teacher effectiveness between public and private secondary schools.
- e) To establish whether there are significant differences in the influence of factors on the effectiveness of teachers in private and secondary schools.

Hypotheses

H₀₁: There is no statistically significant relationship between the administrative factors and teacher effectiveness in public and private secondary schools.

H₀₂: There is no statistically significant relationship between the teacher-related factors and teacher effectiveness in public and private secondary schools.

H₀₃: There is no statistically significant relationship between the student-related factors and teacher effectiveness in public and private secondary schools.

H₀₄: There is no statistically significant relationship between the classroom-related factors and teacher effectiveness in public and private secondary schools.

H₀₅: There are no statistically significant differences in the influence of factors on the effectiveness of teachers in public and private secondary schools.

Methodology

The study used descriptive research design in conducting survey and interview of participants in the study. Kombo and Tromp (2006) observe that a research design is the ‘glue’ that holds all the elements in the research design as the scheme, out-line or plan that is used to generate answers to the research problems. It is a basic arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Cohen, 2007).

Target Population sampling and instrumentation.

The target population of the study is 8 private and 50 public secondary schools with 333 teachers in North-Rift region of Kenya. The study used stratified sampling based on type of school and tenure of service in selecting teachers in public and private schools, while the purposive sampling was used in selecting head teachers in these schools.

The study selected 15 (30% of 50) public schools and a total of 100 teachers (30%of 333 teachers), an average of 7 teachers from each public school. Moreover, there were 8 private schools with a total of 73 teachers on contract and the study selected a total of 22 contract teachers from private schools(30% of 73) an average of 3 from each of three sampled private school. The instruments used to collect data are questionnaires, interviews and observation.

Reliability test for the instruments was done using test retest method and Pearson Product Moment Correlation Coefficient (PPMCC) formula used to obtain reliability index (r) of 0.868 which was well above the threshold of 0.5. According to Cohen and Manion (2007) when the r value is above 0.5 then the instrument is deemed reliable.

Data Analysis Techniques

The research was both quantitative and qualitative in nature. Descriptive and inferential statistics specifically t test were used to analyze the data.

Findings

Influence of Administrative Parameters on Teacher Effectiveness

To determine if administrative factors had the same effect on effectiveness of teachers in private and public secondary schools, t-test was used. The test results are presented in Table 1

Table1: T-test: Difference Between the Administrative Factors and Teacher Effectiveness in Public and Private Secondary Schools

Paired Samples Test

Paired Differences				T	df	Sig.
Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference			(2-tailed)
		Mean	Lower	Upper		

	Leadership style Public -								
Pair 1	Leadership style Private	.220	1.624	.162	-.102	.542	1.355	99	.179
	Head teacher Supervision								
Pair 2	Public - Head teacher Supervision	-.750	2.002	.200	-1.147	-.353	-3.746	99	.000
	Private Employee Proximity								
Pair 3	Public - Employer Proximity	-1.880	1.458	.146	-2.169	-1.591	-12.891	99	.000
	Private Head teacher Motivation								
Pair 4	Public - Head teacher Motivation	-.440	1.935	.193	-.824	-.056	-2.274	99	.025
	Private Prompt Address of Issue								
Pair 5	Public - Prompt Address of Issue	.690	1.942	.194	.305	1.075	3.553	99	.001
	Private								

From the t-test, it is evident that there is no significant difference in the influence of leadership style on private and public schools, $t(99) = 1.355, p = 0.179$. However, there is significance difference on the influence of head teacher supervision ($t(99) = -3.746, p = 0.000$), employer proximity ($t(99) = 1.355, p = 0.000$), head teacher motivation ($t(99) = -2.274, p = 0.000$), and prompt address of issue ($t(99) = 1.355, p = 0.000$) on private and public schools. In this view, leadership style is the only administrative factor that supports the null hypothesis that there is no statistically significant difference in the influence of administrative factors on private and public schools. However, head teacher supervision, employer proximity, head teacher motivation, and prompt address of issues are administrative factors that reject the null hypothesis and support the alternative hypothesis.

Influence of Teacher Related Parameters on Teacher Effectiveness in Public and Private Secondary Schools

To determine if teacher related parameters had the same effect on effectiveness of teachers in private and public schools, t-test was used. The test results are presented in Table 2

Table 2: Difference between Teacher Related parameters and Teacher Effectiveness in Public and Private Schools

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper				
Pair 1	My job motivates My Job	-.790	2.001	.200	.393	1.187	3.947	99	.000
Pair 2	Motivates Enhanced Teamwork Enhanced Teamwork	-1.130	1.756	.176	.782	1.478	6.435	99	.000
Pair 3	High workload - High Workload	.770	1.879	.188	.397	1.143	4.097	99	.000
Pair 4	Salary demotivates Salary Demotivates	-.180	1.930	.193	-.563	.203	-.933	99	.353
Pair 5	Decision making Teachers Involved in Decision Making	.850	1.817	.182	.490	1.210	4.679	99	.000
Pair 6	Tenure of Service Tenure of Service	1.640	1.795	.180	1.284	1.996	9.136	99	.000

Table 2 shows that most of the teacher-related factors have the same effect on teacher effectiveness in both private and public schools. Specifically, motivation of job ($t(99) = 3.947, p = 0.000$), teamwork ($t(99) = 1.478, p = 0.000$), workload ($t(99) = 4.097, p = 0.000$), involvement in decision-making ($t(99) = 4.679, p = 0.000$), and service of tenure ($t(99) = 9.136, p = 0.000$) have significant difference on teacher effectiveness in private and public schools. However, salary ($t(99) = -0.933, p = 0.353$), has no significant difference in influencing teacher effectiveness in both private and public schools.

Influence of Student Related Parameters on Teacher Effectiveness in Public and Private Secondary Schools

To establish whether student related factors had the same effect on effectiveness of teachers in private and public schools in the county, t-test was used. The test results are presented in Table 3 below.

Table 3: Difference between Student Related Factors and Teacher Effectiveness in Public and Private Secondary Schools

Paired Samples Test

		Paired Differences				T	df	Sig.	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			(2-tailed)	
					Lower	Upper			
Pair 1	Parental Involvement - Parental Involvement	-1.020	1.676	.168	-1.352	-.688	-6.087	99	.000
	Student Background - Student Background	-.770	1.999	.200	-1.167	-.373	-3.851	99	.000
Pair 3	Student Discipline - Student Discipline	.280	1.965	.196	-.110	.670	1.425	99	.157
	Parents Educated - Parents Educated	-.650	1.882	.188	-1.023	-.277	-3.453	99	.001

From table 3, it is evident that parental involvement ($t(99) = -6.087, p = 0.000$), background of students ($t(99) = -3.851, p = 0.000$), and education level of parents ($t(99) = -3.453, p = 0.000$) have different effects on teacher effectiveness in private and public schools. However, student discipline ($t(99) = 1.425, p = 0.157$) is a factor that has no significant effect on teacher effectiveness in private and public schools.

4.74: The effect of classroom-related parameters on teacher effectiveness in public and private schools

The study sought to determine whether classroom related parameters had the same effect on effectiveness of teachers in private and public schools. A t-test was used and the test results are presented in Table 4

Table 4: Difference between Classroom Related Parameters and Teacher Effectiveness in Public and Private Secondary Schools

Paired Samples Test

		Paired Differences			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error			
Pair 1	Learning Resources	-1.380	1.808	.181	-7.633	99	.000
	Learning Resources						
Pair 2	Student-Teacher Ratio	-1.440	1.788	.179	-8.052	99	.000
	Student-Teacher Ratio						
Pair 3	Order and Discipline in Classroom	-.350	2.027	.203	-1.727	99	.087
	Order and Discipline in Classroom						
Pair 4	Classroom Setup	.400	1.670	.167	2.396	99	.018
	Classroom Setup						
Pair 5	Role of Class Teacher	.430	1.394	.139	3.084	99	.003
	Role of Class Teacher						

Analysis of t-test as shown in table 4 above indicate that learning resources ($t(99) = -7.633, p = 0.000$), student-teacher ratio ($t(99) = -8.052, p = 0.000$), classroom setup ($t(99) = -1.727, p = 0.018$), and role of class teacher ($t(99) = 3.084, p = 0.003$) are classroom-related factors that have statistically significant

differential effects on private and public schools. Order and discipline in classroom ($t(99) = 1.727, p = 0.087$) have no statistically significant differential effect on teacher effectiveness in private and public schools.

Conclusion

According to the results of the present study, there was a significant influence of administrative related factors on teacher effectiveness in both public and private secondary schools. There was significant influence of teacher related factors on teacher effectiveness in public and private schools.

The results established a significant influence of student related factors on teacher effectiveness in public and rural schools. Most students agree that lack of parental involvement (74%), indiscipline (54%) and students' background (60%) influence teacher effectiveness in public schools. Students' background influenced teacher effectiveness in private schools.

Furthermore, the study established that there was a significant influence of classroom related factors on teacher effectiveness in public and private schools. Most teachers disagreed that inadequate learning resources (75%) and high teacher student ratio (53%) affected teacher effectiveness in public schools. This implied that lack of adequate learning resources thwarted the teachers' effort in delivering quality education. The findings of this study had direct implications to policy makers and head teachers. The overall findings emerging from results are that public and private schools had similar and different factors that influenced teacher effectiveness.

The study found out that leadership style, salary, discipline, and classroom order are administrative, teacher-related, student-related, and classroom related factors respectively, which have same effect on teacher effectiveness in both private and public schools.

Recommendations

1. The education system should optimize factors related to administration, teachers, students, and classroom in promoting effectiveness of teachers because they have marked effect.
2. The ministry of education should come up with appropriate policies would require head teachers to undergo special training so that they can manage schools effectively and improve effectiveness of teachers.
3. TSC should recruit trained head teachers and ensure that all schools, whether public or private should be under their leadership.
3. The ministry of education and TSC should collaborate in the recruitment and distribution of teachers to alleviate shortage and current workload of teachers.
4. Educational researchers and policy makers should undertake further research to understand how these factors influence effectiveness of teachers in both private and public secondary schools with a view of optimizing their influence.

7.0 References

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