

Teacher Qualification and Students' Academic Performance in Science Mathematics and Technology Subjects in Kenya

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Abstract

Performance in Science, Mathematics and Technology (SMT) subjects among students in Kitui County, Kenya has perpetually been unsatisfactory. The aim of this study was to look into the extent to which teacher qualification influenced students' academic performance in SMT subjects. The study applied ex-post-facto survey research design. Random sampling was used to select eight secondary schools in Kitui County. It included eight head teachers, 40 teachers of SMT subjects and 600 candidates who sat for the Kenya Certificate of Secondary Education (KCSE) in the year 2012. Data were collected using questionnaire and document analysis. It was analyzed using descriptive and inferential statistical tools. The study found that there was no significant difference in means between teacher qualification and students' performance in SMT subjects at form four level $F(1,37)=0.017$, $P>0.05$. The findings of the study further revealed that majority of the teachers of SMT subjects were trained graduates, most of them had attended in-service or refresher courses which resulted in slight improvement in the students' performance in SMT subjects. Recommendation is made for organization of more regular in-service and refresher training of SMT subject teachers to enable them embrace and conform to the emerging technologies in pedagogy.

Key words: Teacher qualification, Students, Academic achievement, Science, Mathematics and Technology, Form four level –Kitui County, Kenya.

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