

Correlation between Teachers Related Factors and Students' Academic Achievement in Public Secondary Schools in Baringo County, Kenya

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Abstract

The significance of instructional leadership as it relates to students academic performance has assumed greater importance in education today as stakeholders demand for greater accountability. Teacher factors other than instructional leadership have been under scrutiny to determine their related influence of student academic performance. The purpose of this study was to examine the relationship between selected teacher factors and student achievement in public secondary schools in Baringo County. The examined the relationship between four teachers factors namely; instructional leadership, qualification, experience and attitude towards teaching and students academic achievement. The study adopted the descriptive survey research design. The target population of the study was 1070 secondary school teachers from 122 public secondary schools. A sample size of 291 teachers was selected using stratified and simple random sampling techniques. The study used a teacher's questionnaire and document analysis form to collect data. The teacher's questionnaire was examined for construct and face validity by a team of experts in Moi University. The comments of the experts were incorporated in the instruments before it was used in the field. The teachers questionnaire was also piloted for reliability and yielded an Alpha coefficient of 0.748. Data was analyzed with the aid of Statistical package for Social Science. Frequencies and percentages were used to summarize and describe data whereas the Multiple regression, Pearson and Spearman correlation analysis were used to establish relationships. The results revealed that there was a significant relationship between students achievement and teachers' instructional leadership ($r=.165$, $p<.05$), experience($r=.272$, $p<.05$) and attitude towards teaching ($r=.153$, $p<.050$). However, the relationship ($r=.027$, $p<.05$) between students achievement and teachers qualification was not significant. The regression analysis revealed that teachers instructional leadership ($B=.208$, $P<.05$), experience ($B=.281$, $P<.05$) and attitude towards teaching ($B=.129$, $P<.05$) contributes significantly towards variations in student achievement whereas teachers qualification ($B=-.023$, $p<.05$) does not. The analysis further revealed that the four explanatory variables explained 14.8% ($R^2=$, 1480 variation in student academic achievement. The findings will be important to the school management in establishing significant variables for articulating and adoption, researchers in identifying variables that create the greatest influence in improving student performances and policy makers in allocating resources in capacity building of school managers and may assist administrators, researchers and teachers.

Keywords: Instructional leadership, Academic performance, Teachers, Students, Secondary Schools