

**INFLUENCE OF STUDENTS' FACTORS ON ENGLISH
PERFORMANCE IN PRIMARY TEACHER EDUCATION
EXAMINATIONS IN EASTERN REGION, KENYA**

Wanja Margaret

UNIVERSITY OF NAIROBI
SUKUYU LIBRARY
P. O. Box 30197
NAIROBI

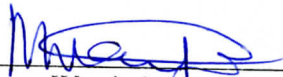
**A Research project Submitted in Partial Fulfillment for the
Requirements for the Degree of Master of Education in
Curriculum Studies**

University of Nairobi

2012

DECLARATION

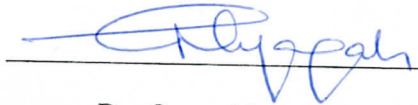
This research project is my original work and has not been presented for a degree in any other university.



Wanja Margaret

Registration no.E55/71041/2008

This research project has been submitted for examination with our approval as University Supervisors.

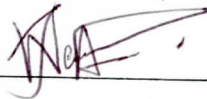


Dr. Grace Nyagah

Senior Lecturer and Chairperson

Department of Educational Administration and Planning

University of Nairobi



Mrs. Lucy Njagi

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

This research project is dedicated to my family members; my husband William Micheni Mbirichi and our children Gillian and Jim.

ACKNOWLEDGEMENTS

This project was prepared under supervision of Dr. Grace Nyagah and Mrs. Lucy Njagi in the Department of Educational Administration and Planning, University of Nairobi. Both were pillars and sources of learning, guidance, motivation and encouragement from conceptualization of the study problem to the writing of this work. Their persistence and corrections on my work has made me reach this far.

Most sincerely I want to thank the Ministry of Education for allowing me to conduct my research in Primary Teacher Training Colleges in Eastern Region, Kenya.

My gratitude goes to the principals, teachers and students from the sampled colleges. The principals allowed me in their institutions to interact with the teachers and students who willingly provided the required information. My special thanks go to my twin sister Nancy Wanjiru Ngari, Mr. and Mrs. Peter King'ori, Mr. and Mrs. Ephantus Rugendo, and their Children for their assistance when I was in need of it. I greatly appreciate the concern and understanding I was accorded by my colleague teachers and students of Egoji Teachers Training Colleges.

My passionate thanks go to my family members; my mother Jane Wayua Ngari and my mother-in-law for their encouragement, moral support and prayers. My husband William Micheni Mbirichi for the many moments he stood on the family

gaps, moral and financial support as I embarked on this work and our children Gillian and Jim. Let this work inspire them to work hard in their studies. I also thank Sister Hellen Wambui from Egoji Teachers Training College for her moral support. Finally, I would like to highly appreciate the immense assistance that I received from several other people whom I have not mentioned here. They were a pillar of encouragement and support when the going proved to be difficult. May our good Lord bless you all. Above all, glory and honor to Almighty God for His grace, resilience and strength throughout this study.

TABLE OF CONTENT

UNIVERSITY OF NAIROBI
 SEKUYU LIBRARY
 P. O. Box 30197
 NAIROBI

Content	Page
Title.....	i
Declaration	ii
Dedication	iii
Acknowledgements	iv
Table of content.....	vi
List of tables	xii
List of figures	xiii
Abbreviations and acronyms	xiv
Abstract	xv

CHAPTER ONE

INTRODUCTION

1.1 Background to the study.....	1
1.2 Statement of the problem.....	6
1.3 Purpose of the study	7
1.4 Objectives of the study	7
1.5 Research questions	8
1.6 Significance of the study	8
1.8 Delimitations of the study	9
1.9 Basic assumptions	10

1.10 Definition of significant terms.....	10
1.11 Organization of the study	11

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction	13
2.2 Linguistic environment in Africa	13
2.2.1 English curriculum in Kenya.....	14
2.3 Students' KCSE grade in English and English performance	16
2.4 Gender in relation to performance in English language.....	17
2.5 Students attitudes towards English language	18
2.6 Students' discipline and performance in English language.....	20
2.7 Socio-economic background and English language performance.....	22
2.8 Theoretical framework of the study	23
2.9 Conceptual framework of the study	25

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction	28
3.2 Research design	28
3.3 Target population.....	28
3.4 Sample size and sampling techniques	29

3.5	Research instruments	30
3.6	Validity of instruments	31
3.7	Reliability of the instruments	31
3.8	Data collection procedure.....	32
3.9	Data analysis techniques.....	33

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1	Introduction	35
4.1.1	Data return rate and analysis.....	35
4.2	Demographic information	36
4.2.1	Distribution of respondents by gender	36
4.2.2	Occupation of the parent/guardian	37
4.2.3	Education level of parent/guardians	38
4.2.4	Monthly income for parents/guardians.....	39
4.2.5	Teachers' duration of teaching	40
4.3	Influence of student's KCSE grade in English performance.....	41
4.3.1	Students' response on performance in English in KCSE	41
4.3.2	Whether the students' English performance in KCSE affected their performance in English while in college.....	42
4.3.3	Latest scores in the latest English examination.....	43

4.3.4 Teachers’ response on whether students KCSE grade in English influences their English performance in college	44
4.4 Students gender and their performance in English.....	45
4.4.1 Teachers’ response on the gender that had better performance in English language	47
4.4.2 Students’ response on the gender that reads English articles more often in college	48
4.4.3 Teachers’ response on the gender that reads English articles more often in college	49
4.5 Relationship between student’s attitudes towards English language and their performance in English.....	50
4.5.1 Students’ rating on various aspects on student’s attitudes towards English language	50
4.5.2 Students’ rating on negative statements on student’s attitudes towards English language	52
4.5.3 Teachers’ response on students’ attitude towards English language.....	54
4.6 Student’s discipline on performance in English.....	55
4.6.1 Teachers’ response on statement that ‘use of alcohol and unhealthy relationships contribute to negative performance in English’	56
4.6.2 Students’ lateness in reporting back to college after holidays	57
4.6.3 Teachers’ response on students’ punishments for lateness and missing English lessons	58

4.6.4 Extent to which failure to complete English assignments negatively influence performance in English language.....	59
4.6.5 Languages used by students for communication in college	60
4.6.6 Teachers' response on whether language used by students negatively affect performance of English.....	62
4.7 Socio-economic backgrounds of the students influence their performance in English.....	63
4.7.1 Teachers' response effect of students' socio-economic background on English performance in the PTE examinations.....	63
4.7.2 Students' response on the person who pays school fees	65
4.7.3 Whether parents/guardians check for students' performance in English language during Holidays	66
4.7.4 Students' response on parents' participation in the students learning process	67

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	68
5.2 Summary of the study.....	68
5.3 Key findings	70
5.4 Conclusion of the stud	76
5.5 Recommendation.....	78
5.6 Suggestions for further researc.....	79

APPENDICES

Appendix 1: Letter of introduction.....	85
Appendix 2: Questionnaire for students	86
Appendix 3: Questionnaire for teachers	91
Appendix 4: Research permit	95

UNIVERSITY OF NAIROBI
KIKUYU LIBRARY
P. O. Box 30197
NAIROBI

LIST OF TABLES

Table 1.1: Students performance in English in PTE between 2006 – 2010 in Eastern Region, Kenya	5
Table 4.1: Distribution of respondents by gender	36
Table 4.2 : Education level of parent/guardian	38
Table 4.3 :Teaching period of teachers	40
Table 4.4 :Effect of KCSE grade in English performance	43
Table 4.5: Teachers’ opinion on KCSE grade and English performance.....	45
Table 4.6: Students’ response on the gender that reads English articles.....	48
Table 4.7 : Teachers’ response on the gender that reads English articles	49
Table 4.8: Students rating on various aspects on student’s attitudes towards English language	51
Table 4.9: Negativity towards English	53
Table 4.10: Students’ lateness in reporting back to college after holidays	57
Table 4.11: Languages used by students for communication in college.....	61
Table 4.12: Teachers’ response on the effect of students’ socio-economic background on English performance in the PTE examinations	63
Table 4.13 :Students’ response on the person who pays school fees	65
Table 4.14 : Students’ response on parents’ participation in the students learning process	67

LIST OF FIGURES

Figure 2.1: Students' factors that may influence English language performance..	26
Figure 4.1: Occupation of the parent/guardian.....	37
Figure 4.2: Parents/guardians income levels	39
Figure 4.3: Students' response on performance in English in KCSE.....	41
Figure 4.4: Latest scores in the latest English examination	44
Figure 4.5: Students' response on the gender that had better performance in English language	46
Figure 4.6: Teachers' response on the gender that had better performance in English language	47
Figure 4.7: Teachers' response on students' attitude towards English language ...	54
Figure 4.8: Students' response on the effect of alcohol and other illegal drugs on English performance.....	55
Figure 4.9: Teachers' response on statement that use of alcohol and unhealthy relationships contribute to negative performance in English	56
Figure 4.10: Teachers' response on students' punishments for lateness and missing English lessons	59
Figure 4.11: Extent to which failure to complete English assignments negatively influence performance in English language	60
Figure 4.12: Teachers' response on whether language used by students negatively affect performance of English	62
Figure 4.13: Ability to pay school fees	64
Figure 4.14: Whether parents/guardians check for students' performance in English language during holidays	66

ABBREVIATIONS AND ACRONYMS

HOD	Head of Department
HOS	Head of Subject
INSET	In-Service Education and Training
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KIE	Kenya Institute of Education
KNEC	Kenya National Examinations Council
L₂	Second Language
LoI	Language of Instruction
MoE	Ministry of Education
MoEST	Ministry of Education Science and Technology
PTE	Primary Teacher Education
PTTC	Primary Teacher Training College
TL	Target Language

ABSTRACT

English, which is a second language for most of the people in the world, has increasingly become the international language for business and commerce, science and technology and international relations and diplomacy. English performance as a second language is subject to individual variations like attitudes, gender, socio-economic background and discipline. The purpose of the study was to investigate the students' factors which influence performance in English language in Primary Teacher Education examinations in Eastern region.

The study adopted descriptive survey research design. The target population for the study was all the 12 Primary Teacher Training Colleges in Eastern region with 84 teachers of English, 1090 male and 1660 female students. The sample size was 109 male and 166 female students and 42 teachers of English. Systematic random sampling technique was used to select the students' sample. Data collection was done using questionnaires.

From the findings, the study concluded that students' performance in English in KCSE did not affect their performance in English in college. The performance of English in colleges is average and the students were not utilizing all the available opportunities to excel in their English examinations. On the relationship between the student's gender and their performance in English, the research concluded that female students had better performance in English than male students. On whether there is any relationship between student's attitudes towards English language and their performance in English, the study concluded that students' attitude towards English was positive and that they were willing to enhance their performance in English. In determining the influence of student's discipline on performance in English, the study concluded that use of alcohol and illegal drugs which indicated indiscipline among the students influences English performance. Teachers' laxity in disciplining deviant students encouraged indiscipline among the students which led to poor performance in English. The languages of communication mostly used in PTTCs negatively influenced performance in English as students mostly never used English. The students who came from poor economic background faced challenges in raising fees and thus the socio-economic status of the student influenced performance in English.

The study recommends that the colleges' management should come up with mentorship and motivation programs with a view to enhance students' attitude towards learning English. The colleges' management should also seek to improve the working relation between the stakeholders of PTTCs and the parents to increase students' participation in colleges affected by the poor economic status of the parents. iii. The colleges' management should come up with mentorship and motivation programs to enhance students' interest and concentration in class during English lessons. This will improve their attitude positively towards English.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

English, which is a second language for most of the people in the world, has increasingly become the international language for business and commerce, science and technology and international relations and diplomacy (Hawkins, 1995). Andogo (2007) points out those developing countries face unique language problems. Having inherited legacies of colonialism, the choice of language for education in Africa has been based on a number of factors mainly; the historical experience of colonialism, political evolution after the attainment of independence, the social-linguistic contours of each country and the strengths of linguistic and educational hobbies in various countries (Andogo, 2007). The choice involves indicating which languages should be used for instructions and when and whether they should be taught as subjects (Hawkins, 1995).

According to a study carried out by Ogwu in Nigeria, learners' lack of English language skills inhibits both their understanding and expression (Ogwu, 2000). This results to poor academic achievements in English and learners not meeting national standards from grade one throughout all the important academic transitional phases (Ogwu, 2000). English performance as a second language is subject to individual variations like attitudes, gender, socio-economic background

and discipline (Annita, 2006). This was detected in linguistic modification made by two English native speaker teachers teaching English to non native speaker students at the University of Ottawa in Canada (Wesche & Ready, 1997).

From the study of the two English native speakers in Canada, the findings were that a learner's response might not be reliable because non-native speakers can give signals that they understand when in fact they have not, as they do not want further questioning by the teacher (Wesche & Ready, 1997). Students' performance in English is influenced by the command of English language (Kisilu and Rinny, 2008). Sarinjeive (2004) conducted a study on the popularity of English in teacher training colleges in India. Results indicated that students in most colleges struggled to master English and their performance was low. This was mostly attributed to attitude, discipline and gender-role identity. The males felt disadvantaged in the learning of English language as they had the attitude that they better learn through active manipulation of their environment which colleges tended to discourage whereas females tended to learn through verbal communication which colleges tended to stress (Sarinjeive, 2004). This made female students to perform better than male students.

In Kenya, English is an official language. It is also a compulsory and an examinable subject at primary, secondary and college level (KNEC, 2009). The English language that is taught in primary teacher colleges is used to facilitate

communication in the college and life after college (MoE, 2008). English is widely used in most spheres of life, and especially in writing learning materials for all school subjects, except for other languages (KIE, 2004). Worldwide, the main objective of education in any democratic society to provide each learner with quality education that enables him or her to become a literate and productive member of society (Andogo, 2007)

Students' performance in English language in PTE examinations can be attributed to a number of factors, among them attitude and entry behaviour of students (MoE, 2010). According to Hawkins (1995), learning language is closely related to the attitudes towards the language. Student teachers have different entry behaviour in regard to performance of English in Kenya Certificate of Secondary Education (Kisilu & Rinny, 2008). The entry behaviour may lead them to have different attitudes towards the language. Studies on what constitutes to a good language learner have found out that learners who have positive attitude towards English language and respond to teachers' elicitation more often do better in tests than other learners (Annita, 2006).

A study carried out by Ezewu (2003) points out that people of high socio-economic background normally earn a higher income and value education more than those of low socio-economic background. This enables them to use their income on learning resources resulting to good student support hence good

performance. Socio-economic background is often measured as a combination of education, income and occupation (Ezewu, 2003).

Discipline is central to any learning institution and contributes to performance in an institution (MoE, 2008). However, in spite of the policies that the government has put in place with regard to management of education, learning institutions continue to be faced with increased cases of students indiscipline and hence the importance of researching more into students discipline among other values. Gender may also contribute to performance. According to Anita (2006), gender is a factor that may affect performance of learners if not well handled. This results from gender-role-identity.

Gender role-identity is the image each of us has of ourselves as masculine or feminine in characteristics. Anita (2006) notes that people with feminine identity would rate themselves high on characteristics usually associated with females; such as 'sensitive' or 'warm' and low on characteristics traditionally associated with males such as 'forceful' and 'competitive'.

The students' performance in English language in Primary Teacher Education (PTE) examinations indicates an average performance as shown in table 1.1.

Table 1.1**Student's performance in English in PTE between 2006 – 2010 in Eastern Region, Kenya**

College	Year					Average score
	2006	2007	2008	2009	2010	
Kigari	43.98	50.25	52.82	54.85	53.13	50.8
Egoji	45.01	53.68	49.81	53.34	51.61	50.69
Meru	47.92	55.90	53.03	56.40	55.88	53.83
Machakos	50.40	54.50	54.92	55.77	53.02	53.72
Rubate	41.26	46.08	51.42	54.98	48.17	48.38
St. Augustine	48.84	55.18	51.84	52.24	51.07	50.63
Average	46.24	52.60	52.31	54.60	52.15	51.34

score

Source: KNEC, PTE Order of Merit Analysis Year 2006-2010

Eastern region has an average performance of 51.34, which is higher than the national mean score of 50.69 (KNEC, 2010). Student teacher performance in English language ought to be from 70% and above which is the desired learner achievement level in a college. English is a medium of instruction in primary and secondary schools, levels that the students have completed. Under the old

Constitution, Kenya comprised of eight provinces (The Constitution of Kenya Review Act, August 27, 2010). In the new Constitution Article 23, provinces are referred to as regions. The researcher wished to carry out a study on influence of students' factors in English in PTE examinations in Eastern region which was previously Eastern province.

1.2 Statement of the problem

Students in Eastern region colleges have posted an average performance of 51.34 for the last five years. Other subjects have had a mean score of 55% and above in the same period in PTE examinations (KNEC, 2010). English has never attained a mean score of 60% for the last five years. According to Mugenda and Mugenda (2003), the students are a prime consideration in the process of curriculum design and development. It was therefore imperative to look into students' factors that affect performance. These were entry behavior, attitude, discipline, socio-economic background, and gender as variables that might have possible effects on students' performance in the language.

Many researchers have carried out studies on performance of English language in primary and secondary schools leaving out teacher training colleges. The researcher therefore aimed at carrying out a study on students' factors which might influence English performance in teacher training colleges. Student teachers are expected to teach learners after completing their course. Hence average

performance in English by teacher trainees may lead to average performance of their learners (MoE, 2010).

1.3 Purpose of the study

The purpose of the study was to investigate the students' factors which influence performance in English language in Primary Teacher Education examinations in training colleges in Eastern region.

1.4 Objectives of the study

The study was guided by the following objectives;

- i) To establish the influence of student's KCSE grade in English language and their performance in English.
- ii) To establish the relationship between the student's gender and their performance in English.
- iii) To determine whether there was any relationship between student's attitudes towards English language and their performance in English.
- iv) To determine the influence of student's discipline on performance in English.
- v) To assess the extent to which the socio-economic background of the students influenced their performance in English.

1.5 Research questions

The study was guided by the following research questions;

- i) To what extent does the student's KCSE grade in English language influence performance in English?
- ii) What is the relationship between the student's gender and performance in English?
- iii) What is the relationship between students' attitudes and their performance in English?
- iv) What is the relationship between the student's discipline and their performance in English?
- v) To what extent does students' socio-economic background influence their performance in English?

1.6 Significance of the study

The findings of the study are significant to the Ministry of Education (MoE). The ministry might establish ways of training teachers of high quality who are able to deal with the students' factor while implementing the curriculum. The curriculum developers; the Kenya Institute of Education (KIE) might use the findings while preparing teaching and instructional resources with regard to gender and performance of English language. The college principals, through workshops organized by the MoE, KIE, TSC and other stakeholders in education might be made aware of the students' factors and how to control their influence for good

performance. To the students, the study may be important in that if principals are made aware of the students' factors which are negative and affect performance, they may help minimize their influence in teacher training colleges which might lead to improved performance in English language. The improved performance might give the students opportunity to enter into competitive courses in institutions of higher learning like the universities. Finally, the study might contribute to the existing knowledge on students' factors that influence performance in English language.

1.7 Limitations of the study

A limitation is an aspect of a research that may influence the results negatively and affect the generalizability of the results but over which the researcher has no control (Mugenda & Mugenda, 2003). Students from primary teacher colleges who sat for the examination between years 2006 to 2010, and inspired this investigation were not accessible for the study. Instead, the present second year students were involved. Some respondents intentionally ignored some questions in the questionnaires. Those that were 50% incomplete were discarded.

1.8 Delimitations of the study

Delimitation is a purposeful and conscious action taken in order to make the research manageable (Kombo & Delno, 2006). The proposed study confined itself to students and teachers in six primary teacher training colleges in Eastern Region,

Kenya. The students' factors focused in the study were student's entry behavior in regard to KCSE grade, gender, attitude, discipline and socio-economic background. There were other students' factors like age of student among others that might influence performance but which would have made the study too wide to be covered within the set duration. Finally, the students and teachers to be included in the sample were those in session in the respective institutions by the time of the study. Those absent or who completed examinations were not included even though they might have had valuable inputs.

1.9 Basic assumptions

The following were the basic assumptions of the study;

- i) The sampled population would co-operate and give honest and exhaustive responses to the items in the questionnaire.
- ii) The college tutors, being key in the implementation of the curriculum were trained, qualified and competent.
- iii) The primary teacher training colleges in Kenya follow a similar syllabus prepared by Kenya Institute of Education (KIE).

1.10 Definition of significant terms

The section defines the significant terms as used in the study

Accent refers to the differences of pronunciation of English words particularly according to regions.

Attitude refers to a generalized feeling or a relatively enduring predisposition to respond to a given objective in a consistently favorable or unfavorable way.

Discipline refers to a set of procedures designed to eliminate behavior that compete with effective learning.

Entry behavior refers to the assessment of the student's current knowledge and skills in English at the start of the course.

Gender refers to judgments about masculinity and femininity, judgments that are influenced by culture and context.

Influence refers to the effect that different factors have on students' performance

Performance refers to the students' achievements in English language

Socio-economic factor refers to the economic background, level of education and the occupation of an individual.

1.11 Organization of the study

The study is organized into five chapters. Chapter one consists of the background to the problem under study, statement of the problem, purpose and objectives of the study. These are followed by research questions, significance of the study, limitations, delimitations of the study, basic assumptions of the study and definitions of significant terms used in the study. Chapter two focuses on related literature on the topic under study under various sub-headings. These are linguistic environment in Africa, English curriculum in Kenya, students' KCSE grade and performance, gender in relation to performance in English Language and students'

attitudes towards English language. Next is students' discipline and performance in English language, students' socio-economic background and English language performance. Finally, there is theoretical framework and conceptual framework.

Chapter three presents the methodology applied in the research. This includes research design, target population, sample size and sampling techniques. Research instruments, validity and reliability of instruments followed. Finally, there are data collection procedures and data analysis techniques. Chapter four contains the data analysis, interpretation and discussion of the research findings while chapter five consists of summary of the study, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review focused on literature related to the research problem of the study. It comprised of the following sub-headings: linguistic environment in Africa; English curriculum in Kenya; students' KCSE grade and performance; gender in relation to performance in English language; students attitudes towards English language; students' discipline and performance in English language; students' socio-economic background and English language performance; theoretical and conceptual framework of the study.

2.2 Linguistic environment in Africa

Linguists disagree about many aspects of the language situation in Africa. However, there is no controversy on the fact that as a continent, Africa presents the most complex linguistic picture in the world (Bennet, 2001). This complexity is due not only to the number of languages spoken by Africans but also to the diversity of the language families and the functions assigned to the various languages spoken in the same country (UNESCO, 2003).

In practically every African country, the most prestigious language is that of the former colonial master (English, French and/or Portuguese). English in Africa was founded in 1974 to provide a forum for the study of African literature and

English as a language of Africa. At a country level, English is vital for development, for the economy and the international relations.

2.2.1 English curriculum in Kenya

Rapid expansion in education continued after Kenya attained her independence in 1963 (Schumann, 1996). Though teacher training colleges increased, the presence of the English native speaker model receded to the background with the departure of many native speakers (Schumann, 1996). The rapid expansion meant that the availability of qualified teachers of English was a big challenge for a long time (Spolsky, 1989). Many learners aspired to speak English to the level of their African teachers (UNESCO, 2003).

Notably, while English was taught with the permission of the Education Department in pre-independent Kenya and untrained teachers were assessed and approved on native-speaker criteria, the situation changed after independence (Spolsky, 1989). By this time, teachers who could speak English, whether trained or not, taught English and used it in the teaching of other subjects. In most cases, the trained teachers themselves had been taught and trained by non-native speakers (Spolsky, 1989).

The attainment of independence stripped English of some of the prestige it had enjoyed during colonial period (Freeman & Long, 1998). There was more

tolerance of non-native usage of English, as seen in the success story of the African independent schools. The aspiration to speak like the British began to be associated with a colonial hangover and, therefore, was stigmatized (Freeman & Long, 1998). However the internal norms of correctness and appropriateness with regard to pronunciation, grammar or semantics, theoretically remained the British norm. It is partly this lack of concordance between practice and attitudes towards English on the one hand, and the British norm and its demands on the other hand that has had undesirable consequences for the use of the English language in education in Kenya today (Orodho, 2005).

:

After independence the Ominde Commission (1964), recommended the use of English as medium of instruction from primary to higher levels of education (Bennet, 2001). With the introduction of 8-4-4 system of education in 1985 English language and literature which were previously taught as two different subjects were integrated as one in year 2001 (Orodho, 2005). Integration means merging two autonomous but related entities in order to strengthen and enrich both (KIE, 2004).

The aim of teaching English to the students is to increase total competence in listening, speaking, reading and writing while learning the language (KIE, 2004). The first year in a primary teacher training college is the most critical of the two years course because the skills acquired in the year involve the learning of

methodology in the teaching of English and handling of different types of related materials especially in literature in English (MoE, 2010). In the English PTE examination, there is paper one and paper two. Paper one consists of composition and comprehension while paper two consists of poetry, novel, play, short stories and methodology in the teaching of English (Kisilu & Rinny, 2008).

2.3 Students' KCSE grade in English and English performance

As students join teacher training colleges, they possess different grades in English language. Many studies show that students' entry grade is enlightening and shows many possible dimensions regarding performance in the language (UNESCO, 2003). Those with good grades in secondary schools have confidence in participating in class. They believe that it is the best way to practice their use of language and its performance (Ogwu, 2000). Many students' even those who had not performed well in English in secondary schools like to participate in class but are reluctant to do so. This is because they fear making mistakes or being corrected hence causing anxiety among students (Gathumbi, 2008). Students need to understand and be conscious of the fact that nobody is perfect and that they are in class to learn from their mistakes. Overt participation is essential as a preparation for their future role as teachers (KNEC, 2008).

2.4 Gender in relation to performance in English language

Most people see themselves in gender terms, bearing either masculine or feminine characteristics. The problems that females experience in the schooling process reflect their socialization for dependency rather than aggressiveness. The socialization process was reinforced by the curriculum, which stereotyped females into feminine roles and 'feminine' jobs. English textbooks also treated females as if they were invisible (Ngware & Okech, 2010). Most studies show that on average girls do better in English language in schools than boys. Girls get higher grades and complete high school at a higher rate compared to boys (MoE, 2008). Standardized achievement tests also show that females are better at spelling and perform better on tests of literacy, writing and general knowledge (Ezewu, 2003).

An international aptitude test administered to fourth graders in 35 countries, for example, showed that females out scored males on reading literacy in every country. Although there were no differences between boys and girls in fourth grade on Mathematics, boys began to perform better than girls on science tests in fourth grade (Bennet, 2001). Girls continue to exhibit higher verbal ability throughout high school but begin to lose ground to boys after fourth grade on tests of both Mathematics and Science abilities. Analysis of gender issue is important in the context of gender and performance in English and hence the importance of researching into gender as one of the student factors that might influence performance in English language in PTE examinations.

2.5 Students' attitudes towards English language

Callahan and Clark (1983) define the term attitude as a tendency to act in some manner towards a person, structure or idea. In simple terms, attitudes amount to likes or dislikes and interest or disinterest, they can be private or shared. Callahan and Clark (1983) point out that attitude exist within all persons in regard to every topic, object, concept or human being that a person evaluates. This means that at any one time an individual is able to selectively respond to an object within the environment either positively or negatively. The Longman Dictionary of Applied Linguistics New Edition (2009) defines "language attitude" as the attitude which speakers of different languages or language varieties have towards each others' language or to their own (Carter, 1996). There are different varieties of English in Kenya. These vary according to the speakers' language background and educational level (Best, 2001). Most people in Kenya use English as a second language, though a few are native speakers (Carter, 1996). There are significant differences between the varieties spoken by these groups and further differences in the accent (Carter, 1996).

Most students in PTTCs use English as their second language (Kisilu & Rinny, 2008). They come from different areas of the country where they have different languages as their mother tongues or first language. The accent of English language may differ from one student to another as it is influenced by their mother tongue resulting to different attitudes towards English language (Kisilu & Rinny, 2008). Expressions of positive or negative feelings towards a language might

reflect various impressions. (Osakwe, 2006). These might be language ease or difficulty of learning, degree of importance, elegance and social status of the language and hence the importance of researching into students attitude towards English language (Osakwe, 2006).

Many researchers (Annita, 2006, Kisilu & Rinny, 2008, Hawkins, 1995, Indanaasi, 1997) have noticed that one of the factors related to great achievement in the language classroom is the attitude of those who participate in the process, that is, both teachers and students. They observed that although attitudes are not the only factors which account for the teaching and learning process, they direct and influence the learning most considerably. This is because attitudes are linked to a person's values and beliefs and reinforce or discourage the choices made in all realms of activity.

A student's attitudes can be acquired from some source. Allan and Francis (1988) argue that attitudes and attitudinal changes and trends tend to cluster about members of a group. In the course of interacting with one another, college students may acquire attitudes, which initially one never had. The research aims at establishing the primary college students' attitude towards English language as one of the students' factors that might have influence on their performance in PTE examinations.

2.6 Students' discipline and performance in English language

To many, discipline means punishment, pain and correction of wrong doers. Gathumbi (2008) views discipline as a system of guiding the individual to make reasonable decision responsibly. However, Mugenda & Mugenda (2003) states that discipline are a set of procedures designed to eliminate behavior that compete with effective learning. It is viewed that discipline in schools is valued because of the belief that it contributes to the student academic performance (Ogwu, 2003). MoE (2008) notes that when classroom order breaks down or becomes difficult to maintain, teaching becomes increasingly demanding and stressful and students learn little, hence performance is poor.

A study carried out by Duckworthy (2005) to 8th grade students in a public magnet school in North Eastern United States, the researcher found out that disciplined students performed significantly better than more impulsive students on every academic indicator they measured including grades, achievements tests and attendance. Students with high degree of discipline also spent more time on homework and watched less television (Duckworth, 2005). According to Duckworth (2005), discipline appeared to be a better predictor of academic gain than is intelligence (as measured by an IQ test).

Discipline helps students learn more, relate better with others and help them become self directed and responsible (MoE, 2008). Without good discipline,

students cannot learn as there is no purposeful application to tasks at hand. Although researchers have looked at discipline in young children and adolescents in secondary schools little research has examined the role of discipline in the academic success of college students especially in English language hence the need for the study on students' factors on English performance in PTE examinations. The issues of discipline of students under study includes, students' absenteeism, poor class attendance, use of alcohol and other depressants and infatuations or unhealthy relationships as there are many other issues related to discipline. The student has to be involved in the subject matter in order to perform well (MoE, 2010).

Taking alcohol and other depressants affects the mental functioning such as attention, mental concentration, thinking, recognition and making rational decisions (UNESCO, 2003). College students term themselves as adults and if they engage themselves in alcohol and other depressants, their performance might be highly affected. In some colleges, there are no significant consequences for being late. At times students do not feel that they have lost important class time if they are a few minutes late while other students might realize that they could get away with being late.

2.7 Socio-economic background and English language performance

Social factors have indirect rather than a direct effect on second language learning. (Indanaasi, 1997). In particular, they are likely to be mediated by the attitudes that learner holds. Social factors shape learners attitudes which in turn determine the learning outcomes (Annita, 2006). An individual's social class can affect language learning. An individual's social class is typically determined by means of a composite measure that takes account of income, level of education and occupation (Ngware, & Okech, 2010). There have been few studies investigating social class and L₂ learning and its performance. The results to date suggest that middle class children achieve higher level of L₂ proficiency and more positive attitudes than lower class children, when the program emphasizes formal language learning.

A study by Hancock (1996) to 8th grade students in Blackwell revealed that students whose parents were highly educated gained better grade in their English language at the PMR levels. The parents with high monthly income showed that their children achieved better grades in English language as compared to the low income parents. These parents were at the position that they could provide their children with materials or equipments that could help to enhance their children's learning capabilities. Thus their children performed better academically (Hancock, 1996). Besides, the study also revealed that the more students used the English language, the better grades they scored (Hancock, 1996).

The researcher believed that these three factors; parents total monthly income, parents-education level, and the frequency of using English are inter-related to each other. This was because well educated parents would get better jobs and gain more compared to those who were not well educated (Hancock, 1996). The well educated parents had also learnt the language and to a certain degree were able to use it with their children and thus ensuring some kind of exposure (Hancock, 1996).

Orodho (2005) in his study on boys under achievement in English language in Kenyan secondary schools found out that a student's socio-economic background plays a significant role in learning of English language. This was by analyzing test results from different categories of schools and parents' level of education. His study is crucial to the present research in matters related to learner's socio-economic background but differs because the current study sought to assess the extent to which the socio-economic background of the college students (Income, level of education and occupation) influenced their performance in English.

2.8 Theoretical framework of the study

The study was based on Ralph Tyler's classical curriculum model of (1949). The process of education is viewed by Tyler as resting on three main elements which he identified as educational objectives, learning experiences and examination of achievements. In this model, evaluation is considered in respect of whether desired

educational ends are, or are not, being attained. The model is widely used to evaluate the attainment level of either individual students or a group of students who have experienced a set of curriculum program (Madeus & Stufflebeam, 1989). The researcher used Tyler's model to assess the influence of students' factors on English performance in PT E examinations.

Madeus and Stufflebeam (1989) further assert that once the first step of stating and refining objective is accomplished, the rationale proceeds through some steps. These steps include selection and organization of learning experiences as a means of achieving outcomes, and finally, evaluating in terms of those learning outcomes. Tyler (1949), recognizes a problem in connection with the selection of learning experiences by a teacher or curriculum designer. The problem is; what learning or educational experiences can be provided to a learner that are likely to attain the educational purposes that the school seeks to attain?

A learning experience is the interaction between a student and her environment, that is, a learning experience is to some degree a function of the perceptions, interests and previous experiences of the student. The learning experience may be related to KCSE grade in English language, gender in relation to performance in English language, discipline and socio-economic background of the learner as it is the case in this study. Thus, a learning experience is not totally within the power of the teacher to select. Nevertheless, Tyler maintains that the teacher can control the

learning experiences through the manipulation of the environment, which results in stimulating situations sufficient to evoke the kind of learning outcomes desired.

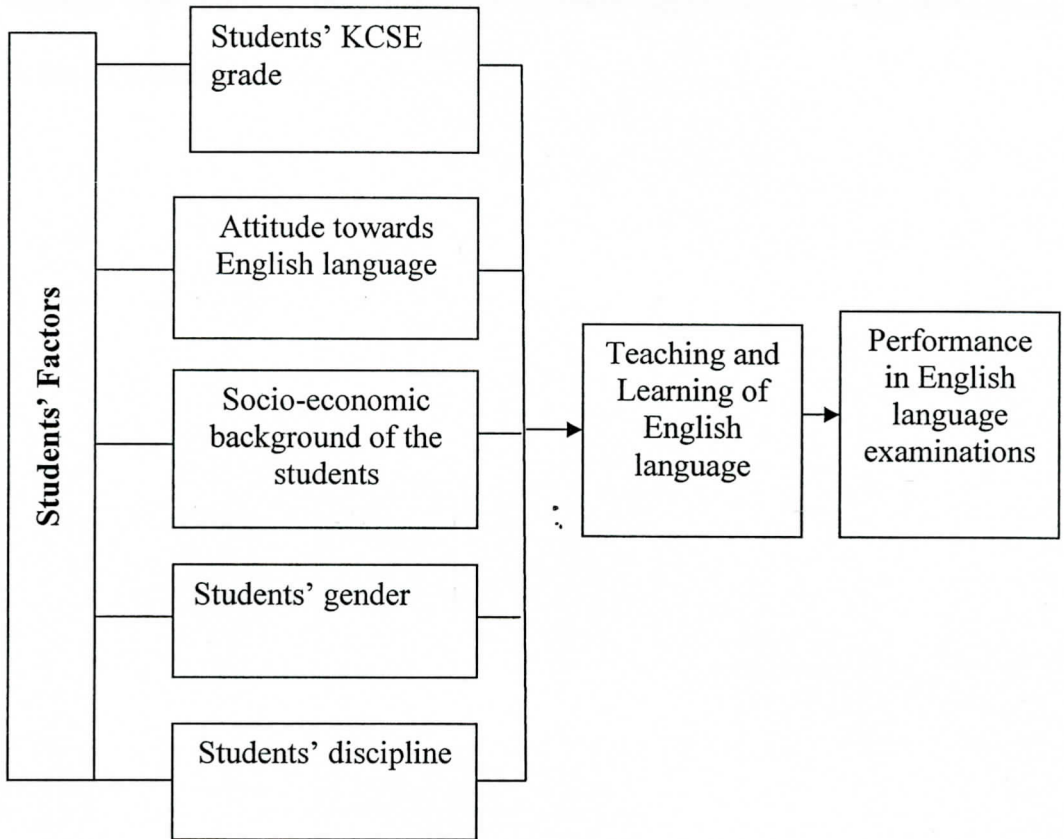
The final step in Tyler's rationale is evaluation. This is the process of determining to what extent the educational objectives are being realized by the curriculum. The researcher used part of Tyler's model that is, selection and organization of learning experiences and evaluation. The part helped the researcher to examine the learning experiences in terms of students' factors and examination of achievements. The achievements or the evaluation is of students in PTTCs in English in PTE examinations. It is, therefore, important to evaluate the students' performance in English so as to determine the influence of students' factors. This is because of the learning experiences (students' factors) which may not be totally within the power of the teacher to select but which the teacher can control through manipulation of environment.

2.9 Conceptual framework of the study

Students' factors may affect the learners' English performance if they are not analyzed and their influence established in the learning of English language. The study was concerned investigating whether the selected students' factors have any influence on the performance of English language in Primary Teacher Education examinations. Figure 2.1 contains the variables that were studied as students' factors.

Figure 2.1

Students' factors that may influence English language performance



The conceptual framework shows the relationship between the independent and the dependent variables. In the study, the independent variables are; students' English grade in KCSE, attitudes, socio-economic background, discipline and gender. The dependent variable is the performance of English language in PTE examinations in Eastern region. There are extraneous variables which were not included although they might have an effect the outcome of the study. These are school and teacher factors. All college students, with varied factors, do undergo

the teaching and learning process as an input into the education system. The process in turn impacts on the students' ability to comprehend ideas presented to him/her. The output or outcome is the students' performance in English language in the PTE examinations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research methodology presented the procedures used to conduct the study. It was organized under the following subsections; research design, target population, sample size and sampling techniques. Next, there are research instruments, validity of instruments and reliability of instruments. Finally, there are data collection procedures and data analysis techniques.

3.2 Research design

Orodho (2005) defines research design as the scheme, outline or plan that is used to generate answers to research problems. In the study, descriptive survey was used to establish the influence of students' factors on PTE performance in English in Eastern region. Kothari (1990) describes descriptive survey as a powerful form of quantitative analysis. Therefore the researcher used descriptive survey as it often provides concrete facts describing the situation in the basis of reasonable definite plans that may be made for further action.

3.3 Target population

The target population is defined as all the members of the real or hypothetical set of people, events or objects to which the researcher wishes to study (Kombo & Delno, 2006). The target population for the study was all the 12 primary teacher

training colleges in Eastern region, out of which four were private and eight public. All the 84 teachers of English, 1090 male and 1660 female second year students were include in the study(PDE's office Eastern Region, 2011).

3.4 Sample size and sampling techniques

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statement made about the sample should also be true of the population. In Mugenda and Mugenda (2003), it is observed that where time and resources is a major constraint, the researcher should sample 50% of the target population. Eastern region has twelve primary teacher training colleges out of which eight are public and four are private.

The researcher used purposive sampling technique to select four public and two private colleges as it allowed the researcher use cases from PTTCs who had the required information with respect to the objectives of the study (Mugenda, 2003). Orodho (2005), states that where the target population is large, 10% may be sampled as a representative of the target population. Therefore, out of the 1090 male and 1660 female students, 109 male and 166 female students were selected. Using Mugenda and Mugenda (2003), the researcher had 42 teachers of English as a 50% of 84 teachers. These were selected by the use of systematic random sampling technique. All the respondents were 317.

The researcher listed all the second year students in every college in random order in terms of gender and determined the sample size. The sample size for males was 18 in every college which made the 109 males sample size. For females it was 28 in four colleges and 27 in two colleges to make the 166 females sample size. Then the researcher determined the sampling interval by dividing the total population by the sample size. The researcher blindly selected from the table of random numbers the starting point. Every 18th male student was picked until the required sample size was achieved in every college. For females every 28th and 27th student from the four and two colleges respectively were picked until the required sample size was achieved. The same method was used to select the teachers of English. Students were selected in such a way that the males and the females were represented in proportion to their number in the population.

3.5 Research instruments

The researcher used questionnaires for data collection. A questionnaire is a group of questions which are deliberately designed and structured to gather information from the respondents (Orodho, 2003). The questionnaire provided the investigation with an easy accumulation of data and could be administered to large numbers of people simultaneously. Two questionnaires were designed, one for second year students and the other for the teachers of English. Both teachers' and students' questionnaires had section A and B. Section A elicited the teacher's and students' demographic information while section B elicited the responses that

helped to answer research questions. The questionnaire items were presented as structured and unstructured questions. In the structured questions, several options were given among which the respondent was expected to indicate the one that referred to his/her case. In the unstructured questions, the respondent filled in appropriate answers in the spaces provided.

3.6 Validity of instruments

Validity of an instrument represents the degree to which a test measures what it is expected to measure (Borg & Gall, 1996). The researcher carried out a pilot study in one of the twelve colleges in the target population. The college was not part of the main sample for the study. The researcher administered the questionnaires to 10% of the second year students (Orodho, 2005), and the teachers of English. The items in the questionnaires elicited information on students' factors that influence English performance in PTE. To enhance content validity, the researcher had the instruments appraised by the supervisors and the comments were adhered to.

3.7 Reliability of the instruments

Reliability of instruments confirms the degree to which a particular measuring procedure gives equivalent results over a number of repeated trials (Orodho, 2005). Therefore, reliability is the consistency of an instrument to yield the same results at different times. Piloting was done at St. Immaculate Teachers Training

College in Embu district as it is in Eastern region and has done PTE during the period under study.

Twelve students out of the a hundred and twenty second year students and two teachers out of the ten teachers of English in the college responded to the questionnaires as earlier stated by Orodho (2005) that 10% of the target population may be sampled. The researcher used split-half technique to assess the reliability of the data as it requires only one testing session. According to Mugenda (2003) the major advantage is that it eliminates chance error due to differing test conditions.

The instruments were designed in such a way that there were two parts. The two sets of results obtained from the two parts were correlated to determine coefficient calculated using Pearson's product moment correlations coefficients. According to the findings a coefficient of 0.75 was obtained which is closer to one hence the research tools were reliable (Mugenda & Mugenda, 2003).

3.8 Data collection procedure

The research permit was acquired from National Council for Science and Technology section. The permit was then taken to the Eastern Region Education Board chairperson who is also the Regional Commissioner and his secretary (the Regional Director of Education) for their awareness, permission, support and

clearance. Principals of the participating colleges were contacted after which their colleges were visited for data collection.

The principals authorized the heads of language Departments (HODs) to assist the researcher issue the questionnaires to teachers of English and second year students. The HODs in turn authorized the English heads of subject (HOSs) to assist the researcher issue the questionnaires to teachers of English and second year students. The direct delivery of questionnaires and later the collection ensured confidentiality, improved returns and minimized collusion with minimal time wastage.

3.9 Data analysis techniques

Before the actual data analysis, the gathered data was validated and coded to determine whether an accurate and acceptable sample was obtained. The instruments were checked for completeness and those that were 50% incomplete were discarded. The data was also edited to find out whether there were errors and omissions, inadequate and illegible responses and irrelevant responses. Descriptive statistics were used to analyze quantitative data. The data was coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS). Data analysis techniques involved in descriptive statistics such as mean, standard deviation, percentages and frequency counts were used.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The results were presented on the influence of students' factors on English performance in Primary Teacher Education examinations in Eastern Region, Kenya. The research sought to answer these research questions; To what extent does the student's KCSE grade in English influence performance in English?, what is the relationship between the student's gender and performance in English?, what is the relationship between students' attitudes and their performance in English?, what is the relationship between the student's discipline and their performance in English? and to what extent do student's socio-economic background influence their performance in English? The study targeted 2750 students and 84 teachers out of which 275 students and 42 teachers responded.

4.1.1 Data return rate and analysis

The 275 students and 42 teachers of English returned their questionnaires duly filled contributing to the response rates of 100% for the students and 100% for teachers. The response rates were sufficient and the representation conforms to Mugenda and Mugenda (2003) which stipulates that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The results were presented on the influence of students' factors on English performance in Primary Teacher Education examinations in Eastern Region, Kenya. The research sought to answer these research questions; To what extent does the student's KCSE grade in English influence performance in English?, what is the relationship between the student's gender and performance in English?, what is the relationship between students' attitudes and their performance in English?, what is the relationship between the student's discipline and their performance in English? and to what extent do student's socio-economic background influence their performance in English? The study targeted 2750 students and 84 teachers out of which 275 students and 42 teachers responded.

4.1.1 Data return rate and analysis

The 275 students and 42 teachers of English returned their questionnaires duly filled contributing to the response rates of 100% for the students and 100% for teachers. The response rates were sufficient and the representation conforms to Mugenda and Mugenda (2003) which stipulates that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of

70% and over is excellent. This commendable response rate was due to extra efforts that were made by the researcher of ensuring that the questionnaires were filled and collected the same day. The findings of the study from the data collected was analyzed using Statistical Package for Social Sciences (SPSS), organized and presented in frequency tables and figures.

4.2 Demographic information

4.2.1 Distribution of respondents by gender

The study sought to establish the distribution of respondents by gender and the findings are as shown in table 4.2 below.

Table 4.1

Distribution of respondents by gender

Gender	Students		Teachers	
	Frequency	Percentage	Frequency	Percentage
Male	109	39.4	30	71.4
Female	166	60.6	12	28.6
Total	275	100	42	100

From the findings as shown in table 4.1 above, majority of the students (60.6%) were female students while 39.4% were male students. This may be due to the

70% and over is excellent. This commendable response rate was due to extra efforts that were made by the researcher of ensuring that the questionnaires were filled and collected the same day. The findings of the study from the data collected was analyzed using Statistical Package for Social Sciences (SPSS), organized and presented in frequency tables and figures.

4.2 Demographic information

4.2.1 Distribution of respondents by gender

The study sought to establish the distribution of respondents by gender and the findings are as shown in table 4.2 below.

Table 4.1

Distribution of respondents by gender

Gender	Students		Teachers	
	Frequency	Percentage	Frequency	Percentage
Male	109	39.4	30	71.4
Female	166	60.6	12	28.6
Total	275	100	42	100

From the findings as shown in table 4.1 above, majority of the students (60.6%) were female students while 39.4% were male students. This may be due to the

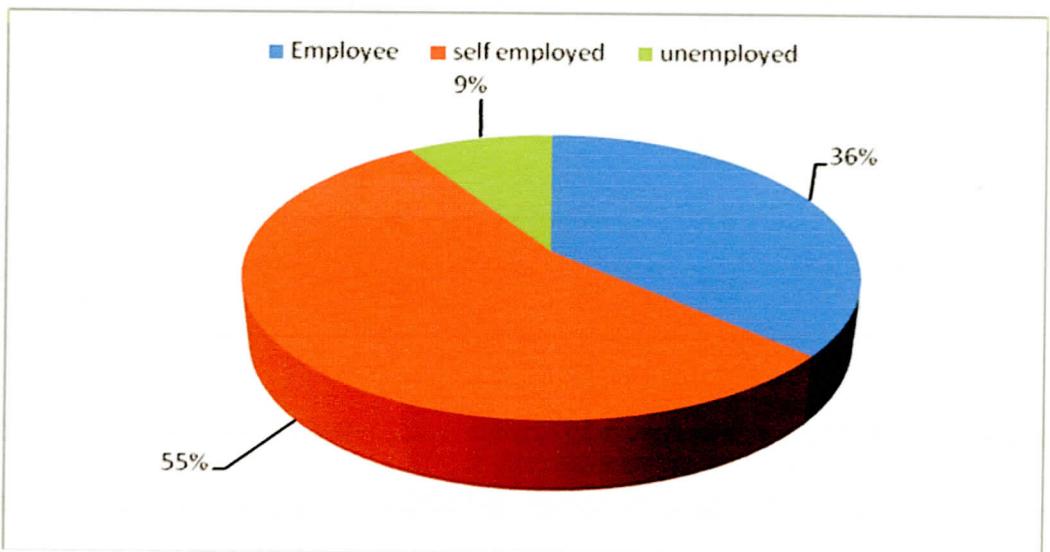
current trend of more females than males entering secondary sectors MoE (2009) and the boy child being endangered by alcohol and drug abuse (Gathumbi, 2008). On the other hand, majority of the teachers (71.4%) were males while 28.6% were females. This illustrates that there is gender disparity among the teaching staff in colleges and the teaching profession is male dominated.

4.2.2 Occupation of the parent/guardian

The researcher sought to find out the occupation of the students' parents/guardians.

Figure 4.1

Occupation of the parent/guardian



According to figure 4.1, the findings, majority of the students' parents/guardians (55%) were self-employed, 36% were employed while 9% unemployed. This

shows that majority of the parents/guardians are working in the informal sector in self-employment. This depicts that their economic status is poor may be due to the economic instability in the informal sector.

4.2.3 Education level of parent/guardians

The research sought to find out the level of education of the parents/guardian.

Table 4.2

Education level of parent/guardian

Level	Parent/Guardian	
	Frequency	Percentage
Primary	30	10.9
Secondary	160	58.2
University	75	27.3
None	10	3.6
Total	275	100

As shown in table 4.2 above, ten point nine percent of the parent/guardians had primary education majority (58.2%) had secondary education level, twenty seven point three percent had university level of education while (3.6%) had not received formal education. This information shows that majority of the parents/guardians

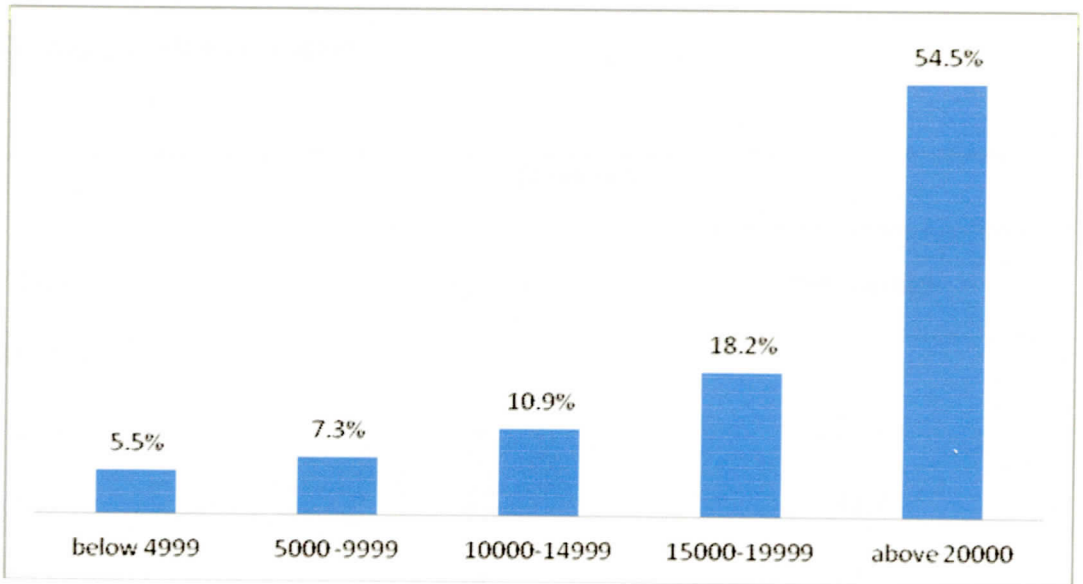
were knowledgeable enough and could give valid and reliable information based on their high level of education.

4.2.4 Monthly income for parents/guardians

The students were further required to state the family monthly income for their parents/guardians.

Figure 4.2

Parents/guardians income levels



From the findings, majority of the parents/guardians (54.5%), had monthly income of above 20,000, 18.2% earned 15,000-19,999 while 10.9% of the parents/guardians earned a monthly income of Kshs 10,000-14,999. This illustrates

that majority of the families had substantial economic basis to meet their basic needs including paying for the education of their children.

4.2.5 Teachers' duration of teaching

The researcher sought to establish teachers' experience by inquiring on the number of years that the teachers of English had been teaching the subject.

Table 4.3

Teaching period of teachers

Teachers		
Years	Frequency	Percentage
Below 2	5	11.9
2 to 5	8	19.0
6 to 9	15	35.7
10 to 13	8	19.0
Above 14	6	14.3
Total	42	100

As shown in table 4.4 above, most teachers (35.7%) had been teaching for 6-9 years, 19.0% for 2 to 5 years while 14.3% of the teachers had been teaching

English for over 14 years. This shows that majority of the teachers had enough experience in teaching to give credible information with regard to the influence of students' factors on English performance in PTE.

4.3 Influence of student's KCSE grade in English performance

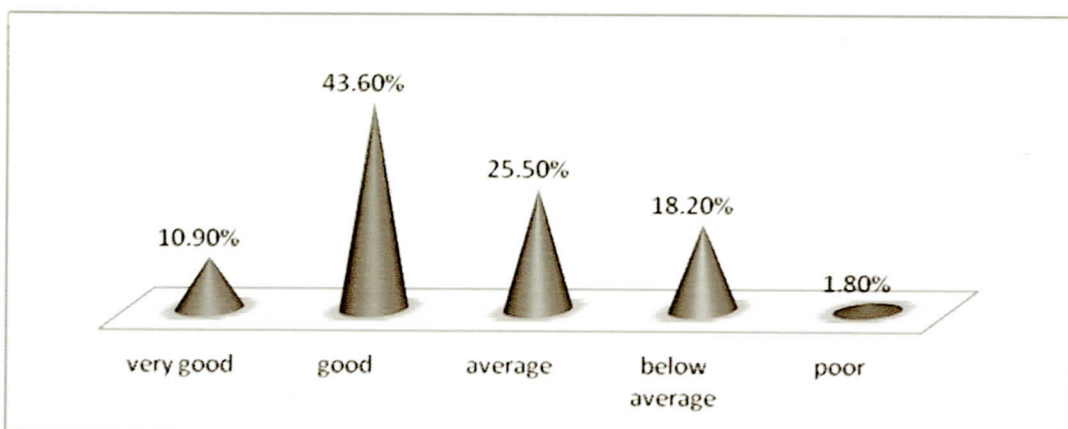
The study sought to establish the influence of students KCSE grade in English language and their performance in English in PTE examinations.

4.3.1 Students' response on performance in English in KCSE

The study required the students to rate their performance in English in KCSE.

Figure 4.3

Students' response on performance in English in KCSE



From the findings, most of the students (43.6%) rated their performance in English in KCSE as good, 25.5% as average while 18.2% of the students rated their performance in English in KCSE as below average. This depicts that students English performance in PTE was average and that there was big room for

improvement to achieve high performance in English language. This conforms with UNESCO (2003) which states that many studies show that students entry grade is enlightening and shows many possible dimensions regarding performance in the language. The average performance in secondary schools may be the course of average performance in English in PTE exams.

4.3.2 Whether the students' performance in English in KCSE affected their performance in English while in college

The study requested the students to indicate whether the students' performance in English in KCSE affects their performance in English while in college. ;

Table 4.4

Effect of KCSE grade in English performance

Responses	Frequency	Percentage
Yes	76	27.6
No	199	72.4
Total	275	100

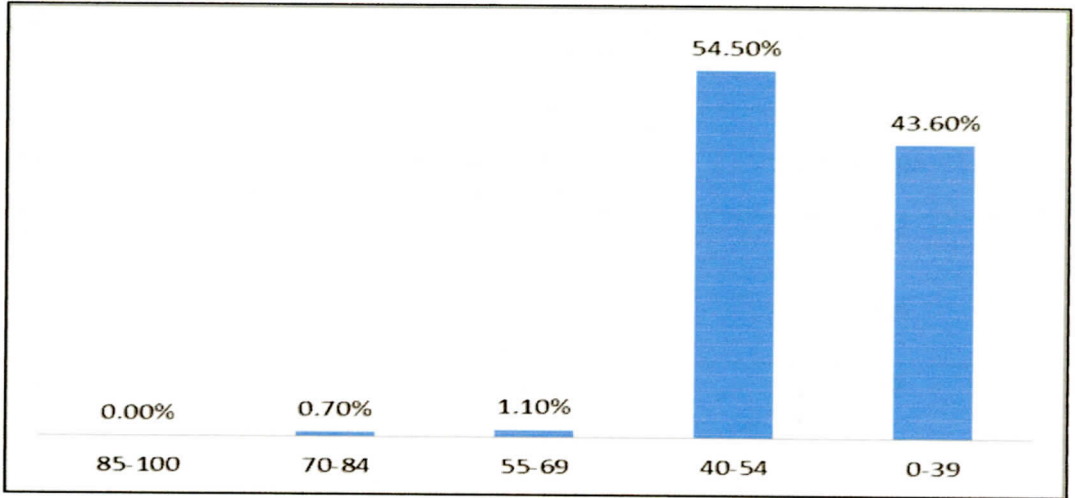
From the findings, majority (72.4%) of the students posited that their performance in English in KCSE did not affect their performance in English while in college. Only 27.6% of the students indicated that their performance in English in KCSE affected their performance while in college. This illustrates that the English background of the students in previous level of education influenced English performance in PTE to a small extent. The performance of English may be attributed to the effort that the students put in their learning that influenced their current performance the most. It may also be due to the students' understanding that overt participation in class is essential for good performance as indicated in KNEC (2008).

4.3.3 Latest scores in the latest English examination

The study sought to find out the students' percentage score in the latest English examination.

Figure 4.4

Latest scores in the latest English examination



According to the findings, the majority (54.5%) of the students scored between 40-54 marks, 43.6% scored 0-39 marks while 1.1% scored 55-69 marks. This indicates that English performance is average and that the students were not utilizing all the available opportunities to excel in their exams. This may be due to the average performance which they had in English at KCSE level and putting little effort in the practise of English language.

4.3.4 Teachers' response on whether students KCSE grade in English influences their English performance in college

The teachers were required to indicate whether students' KCSE grade in English influences their English performance in college.

Table 4.5

Teachers' opinion on KCSE grade and English performance

Teachers		
Years	Frequency	Percentage
True	12	28.6
False	30	71.4
Total	42	100

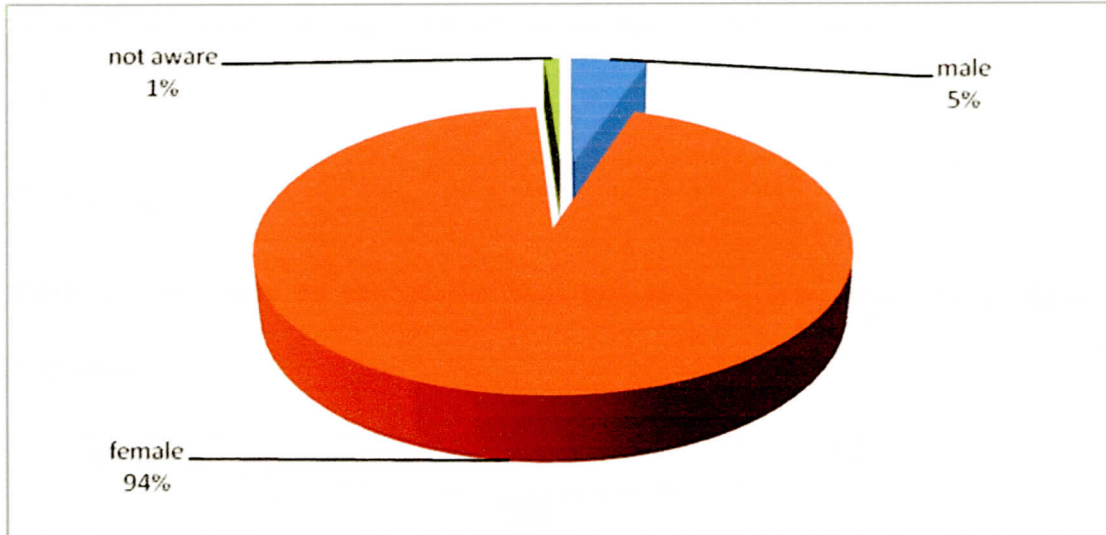
As shown in table 4.5 above, majority of the teachers (71.4%) posited that students' KCSE grade in English never influenced their English performance in college. On the other hand, 28.6% of the teachers indicated that students' KCSE grade in English influences their English performance in college. The teachers' findings were collaborated by the students' results which indicated that students' KCSE grade in English never influenced their English performance in college. This further confirms that it was the student's current efforts that determined their performance in their studies as indicated by Gathumbi (2008).

4.4 Students gender and their performance in English

The students were further requested to indicate the gender that had better performance in English language based on the latest examination they had done.

Figure 4.5

Students' response on the gender that had better performance in English language



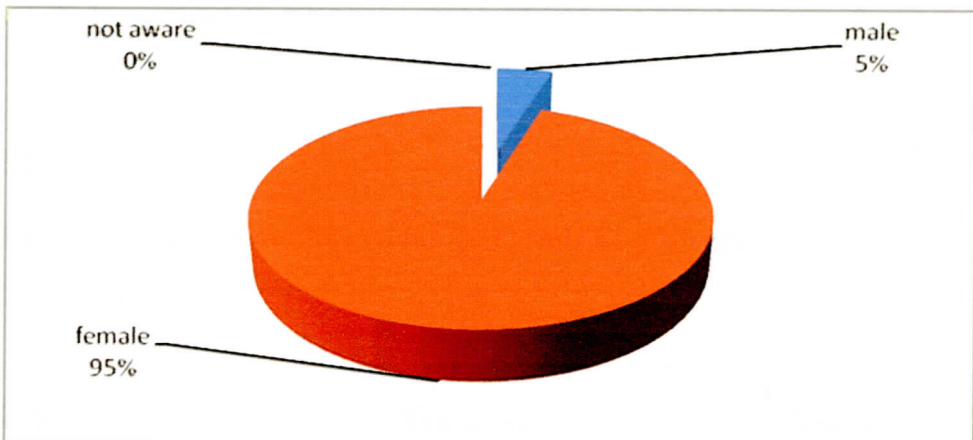
From the findings, majority of the students (94%) indicated that female students had better performance in English. Only 5% of the students attested that male students had better performance in English. This shows that female students perform better in English language as compared to male students in PTTCs as indicated by Ngware and Okech (2010). This may be due to the fact that female students excell better in their English performance owing to their high interest and efforts that they put in their English studies as compared to male students.

4.4.1 Teachers' response on the gender that had better performance in English language

The teachers were also requested to indicate the gender that had better performance in English language based on the latest examination done.

Figure 4.6

Teachers' response on the gender that had better performance in English language



As shown in the figure 4.6 above, majority of the teachers (95%) attested that female students performed better in English while 5% of the teachers indicated that male students performed better in English compared to their female students. The findings were collaborated by the findings of the students who also attested that female students performed better in English than their male counterparts. The teachers' findings were collaborated by the students' results which indicated that

female students performed better in English than male students. The finding further strengthened the students' findings that female students put more effort to understand the concepts taught which was reflected in their performance. This findings concur with Ezewu's study (2003) which indicates that girls put a lot of effort and are better at spelling, tests of literacy, writing and general knowledge in English than boys.

4.4.2 Students' response on the gender that reads English articles more often in college

The study inquired on the gender that reads English articles more often in college.

Table 4.6

Students' response on the gender that reads English articles

Students		
Gender	Frequency	Percentage
Male	97	35.3
Female	178	64.7
Total	275	100

According to the results as stipulated in table 4.6 above, majority of the students (64.7%) posited that female students read English articles more often in college

while 35.3% of the students indicated that male students read English articles more often in college.

4.4.3 Teachers' response on the gender that reads English articles more often in college

The teachers were also required to give their opinion on the gender that reads English articles more often in college.

Table 4.7

Teachers' response on the gender that reads English articles

Teachers		
Gender	Frequency	Percentage
Male	10	23.8
Female	29	69.0
Not aware	3	7.1
Total	42	100

According to the findings as presented in table 4.7 above, majority of the teachers (69.0%) indicated that female students read English articles more often in college while 23.8% of the teachers indicated that male students read the English articles more often in college. The findings collaborated with the students' findings who had indicated that more female students read English articles than male students in

college. The findings may be due to the fact that the female students perform better owing to their extra efforts to learn English from other resource materials apart from what they are taught in class.

4.5 Relationship between student's attitudes towards English language and their performance in English

4.5.1 Students' rating on various aspects on student's attitudes towards English language

The students were asked to rate various aspects on student's attitudes towards English language and the findings were as shown in table 4.9 below.

Table 4.8**Students rating on various aspects on student's attitudes towards English language**

Students	
Attitude	Mean
Our teacher is a master of the subject	3.6
The way she/he teaches is interesting	3.8
I strive to do well in English because it enables me to do well in other subjects	3.4
I need to have access to supplementary readers	3.5
My parents would appreciate me if I did well in English language	2.6
Speaking good English will accord me respect among my colleagues	3.7
I like English more than any other subject	3.1

As shown in table 4.8 above, 'The way she/he teaches is interesting' and 'Speaking good English will accord me respect among my colleagues' were the most significant statement as shown by means of 3.8, 3.7 respectively. Other significant statement included 'Our teacher is a master of the subject', 'I need to have access to supplementary readers', 'I strive to do well in English because it enables me to do well in other subjects' and I like English more than any other

subject' as shown by means of 3.6, 3.5, 3.4 and 3.1 respectively. This depicts that the students' attitude towards English was positive and thus they were willing to enhance their performance in English. The findings concur with Indanaasi (1997) who noticed that one of the factors related to great achievements in the language classroom, is the attitude of those who participate in the process that is both teachers and students.

4.5.2 Students' rating on negative statements on student's attitudes towards English language

The students were asked to rate various aspects on student's attitudes towards English language and the findings were as shown in table 4.10 below.

Table 4.9**Negativity towards English**

Students	
Statement	Mean
English language is too difficult	2.2
I do not like doing English assignments	3.8
English language should not be compulsory in college	1.9
I always find other things to do when English teacher is teaching	2.1
English class is boring	2.7
I prefer reading textbooks in other subjects	2.0
I do not like speaking in English when outside class.	3.1

The study established that there were some student who had various negative attitudes towards English. The attitudes included ; ‘I do not like doing English assignments’, ‘I do not like speaking in English when outside class’ and ‘English class is boring’ were the most significant negative statements on student’s attitudes towards English language as shown by means of 3.8, 3.1 and 2.7 respectively among others. These findings concur with the study of Hawkins (1995). He observed that although attitudes are not the only factors which account for the teaching and learning process they direct and influence learning most

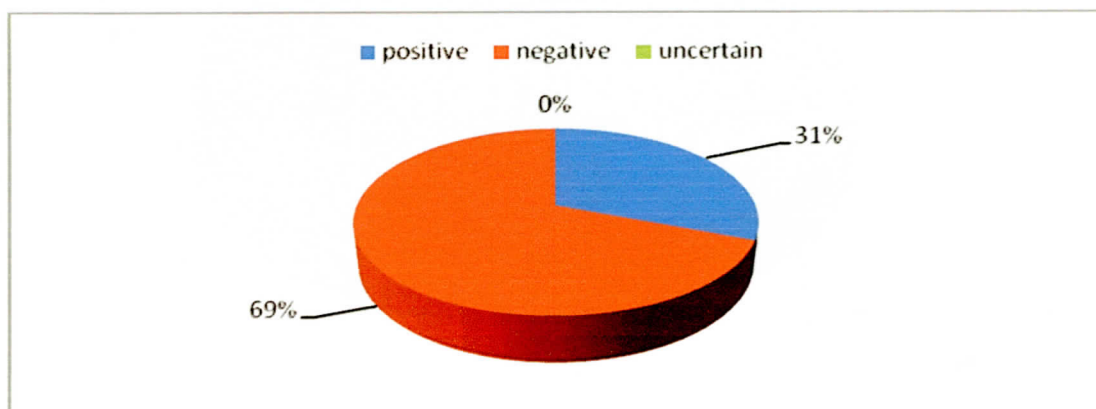
considerably. The negative attitudes by some students may be the cause of the average performance in English in PTE exams.

4.5.3 Teachers' response on students' attitude towards English language

The researcher sought to establish teacher's response on students' attitude towards English language and the responses were as shown in figure 4.7 below.

Figure 4.7

Teachers' response on students' attitude towards English language



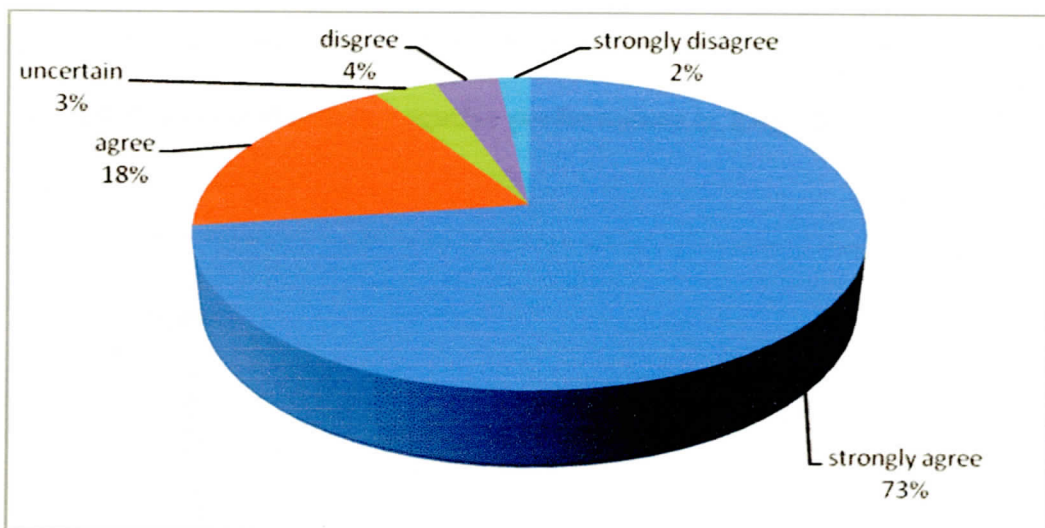
From the findings as represented in figure 4.7 above, majority of the teachers (69%) attested that students have a negative attitude towards English while 31% of the teachers indicated that students have a positive attitude towards English. This illustrated that majority of the PTTC students have a negative attitude towards the English language thus their poor performance in English. The findings contradicted students findings who had earlier posited that their attitude towards English was positive.

4.6 Student's discipline on performance in English

The students were requested to indicate their level of agreement on the extent to which alcohol and other illegal drugs influenced the English performance.

Figure 4.8

Students' response on the effect of alcohol and other illegal drugs on English performance



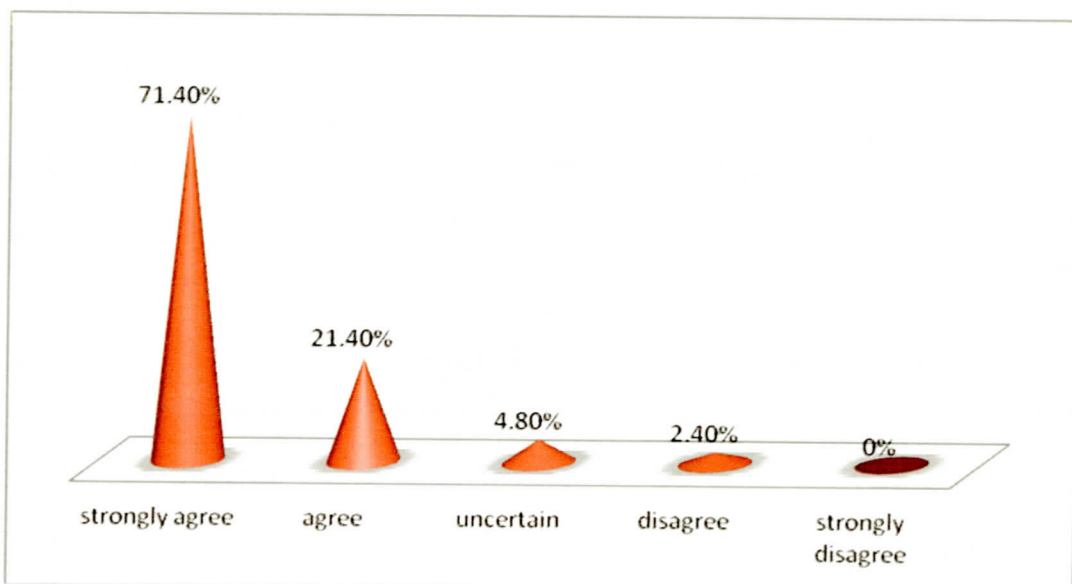
From the findings as shown in the figure 4.8 above, majority (73%) of the students strongly agreed that use of alcohol and illegal drugs influences English performance while 18% of the students agreed that use of alcohol and illegal drugs influences English performance. This shows that use of alcohol and illegal drugs influences English language performance in PTTC to a great extent. This is confirmed by UNESCO (2003) which states that taking alcohol and other depressants affects the mental functioning.

4.6.1 Teachers' response on statement that 'use of alcohol and unhealthy relationships contribute to negative performance in English'

The study required the teachers to indicate their level of agreement on the statement that 'use of alcohol and unhealthy relationships contribute to negative performance in English'.

Figure 4.9

Teachers' response on statement that use of alcohol and unhealthy relationships contribute to negative performance in English



From the findings as represented in the figure 4.9 above, majority (71.4%) of the teachers strongly agreed that use of alcohol and unhealthy relationships contribute to negative performance in English'. Similarly 21.4% of the teachers agreed that use of alcohol and unhealthy relationships contribute to negative performance in

English'. This depicts that use of alcohol and unhealthy relationships in the PPTCs negatively influence performance in English. This may be due to the fact that students are absent minded in class as they think about alcohol and the unhealthy relationships. MoE's report (2010) indicates that the student has to be involved in the subject matter in order to perform well.

4.6.2 Students' lateness in reporting back to college after holidays

The students were further required to indicate their level of agreement on how students' lateness in reporting back to college after holidays affected performance of English.

Table 4.10

Students' lateness in reporting back to college after holidays

Choices	Students	
	Frequency	Percentage
Strongly disagree	190	69.1
Disagree	48	17.5
Uncertain	30	10.9
Agree	5	1.8
Strongly agree	2	0.7
Total	275	100

From the findings as shown in table 4.10 above, majority of the students (69.1%) strongly disagreed that students' lateness in reporting back to college after holidays negatively affected performance of English. Other students (17.5%) disagreed while 10.9% were uncertain that students' lateness in reporting back to college after holidays negatively affected performance of English. This shows that being late to report back to college has no major influence on English performance in PTTC. This may be due to the fact that student's personal efforts to enhance his/her performance whether in college or away from college determined their English language performance in PTE examinations.

4.6.3 Teachers' response on students' punishments for lateness and missing English lessons

The teachers were required to indicate whether they punished students for lateness and missing English lessons.

Figure 4.10

Teachers' response on students' punishments for lateness and missing English lessons

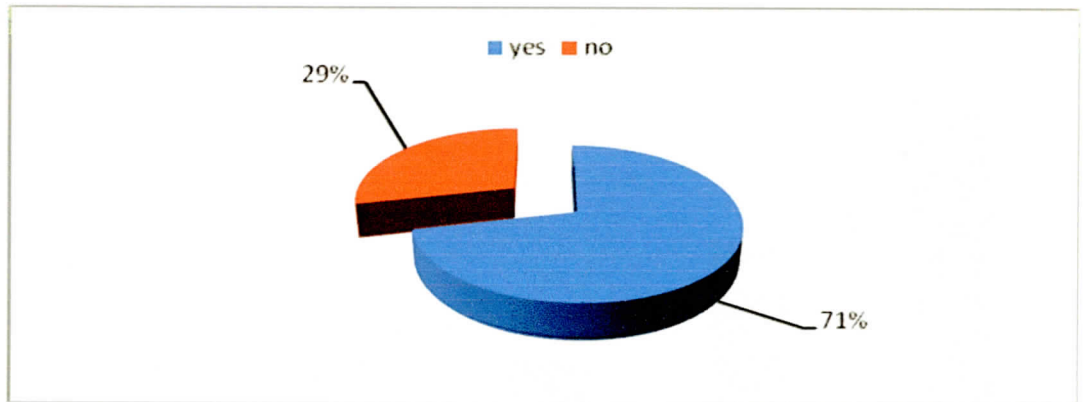


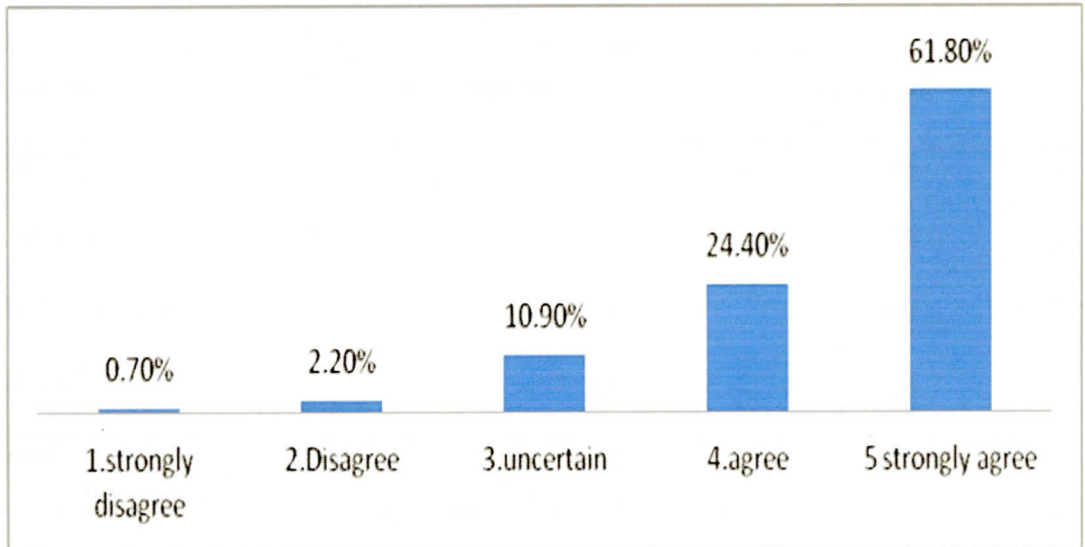
Figure 4.10 above showed that majority of the teachers (71%) never punished students for lateness and missing English lessons while 29% of the teachers said that they punished students for lateness and missing English lessons. This illustrates that lack of specified discipline measures on deviant students negatively influenced performance.

4.6.4 Extent to which failure to complete English assignments negatively influences performance in English language

The researcher further sought to find out the extent to which failure to complete English assignments negatively influence performance in English language.

Figure 4.11

Extent to which failure to complete English assignments negatively influence performance in English language



From the findings, majority (61.8%) of the students strongly agreed that failure to complete English assignments negatively influenced performance in English language, 24.4% agreed while 10.9% were uncertain whether failure to complete English assignments negatively influenced performance in English language.

4.6.5 Languages used by students for communication in college

The teachers were also requested to indicate the languages mostly used by students for communication in college.

Table 4.11

Languages used by students for communication in college

Languages	Students	
	Frequency	Percentage
English	7	16.7
Kiswahili	8	19.0
Mother tongue	20	47.6
'Sheng'	15	35.7
Total	42	100.0

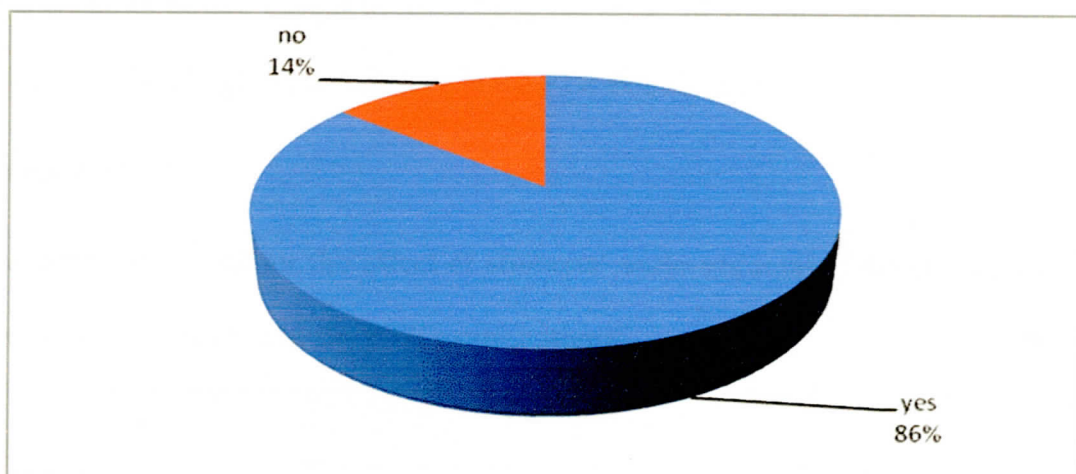
From the findings as shown in table 4.11 above, most of the students (47.6%) used mother tongue, 35.7% used 'Sheng', 19.0% used Kiswahili while 16.7% used English to communicate. This illustrates that the languages of communication mostly used in PTTC negatively influenced performance in English as students mostly never used it as the means of communication while in college. The failure by students to use English language may be the cause of average performance Ogwu's study (2000) states that lack of English language skill results to learners not meeting national standards.

4.6.6 Teachers' response on whether language used by students negatively affect performance of English

The research further required the teachers to indicate whether language used by students negatively affect performance of English

Figure 4.12

Teachers' response on whether language used by students negatively affect performance of English



As shown in figure 4.8, 86% agreed with the statement that the language used by students has negative effects on the English performance while 14% said the language used has no negative effect on the English performance. This shows that the language of communication used in PTTCs has effects on the English performance. The findings were collaborated by the students' findings who

indicated that the language of communication negatively effects English performance as majority of the students mostly never used English as the language of communication in college.

4.7 Socio-economic backgrounds of the students influences their performance in English

4.7.1 Teachers' response on effect of students' socio-economic background on English performance in the PTE examinations

The research further sought to investigate the effect of students' socio-economic background on English performance in the PTE examinations.

Table 4.12

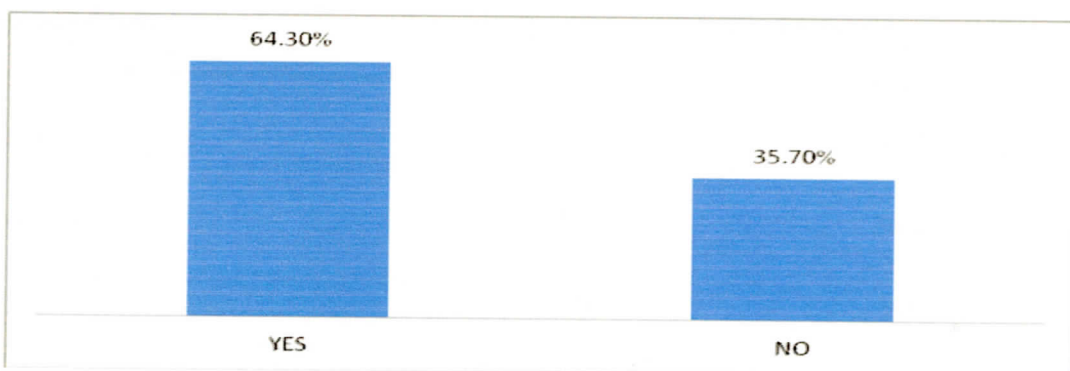
Teachers' response on the effect of students' socio-economic background on English performance in the PTE examinations

Teachers		
Response	Frequency	Percentage
True.	25	59.5
False.	17	40.5
Total	42	100

As shown in table 4.12, majority of the teachers (59.5%) posited that students' socio-economic background negatively affects English performance in the PTE examinations. They further explained that students who came from poor economic background faced challenges in raising fees and were out of college most of the time due to fees problem. Their absence in college led to decline in their performance. Only 40.5% of the teachers indicated that the socio-economic background did not negatively affect English performance in the PTE examinations.

Figure 4.13

Ability to pay school fees



Students were asked to indicate whether one's ability to pay college fees affects English performance, from the findings majority (64.3%) agreed that ability to pay college fees affected English performance while 35.7% disagreed. From these findings it can be concluded that the ability to pay college fees which reflects the family economic status affects English performance. It further emphasises that students from families with poor economic background performed poorly in

school as their participation in class was affected by the time they spent out of college due to fees problems.

4.7.2 Students' response on the person who pays school fees

The study required the students to indicate the person who catered for their school fees and the results were as shown in table 4.14 below.

Table 4.13

Students' response on the person who pays school fees

Respondents	Students	
	Frequency	Percentage
Parents	150	54.5
Guardian	100	36.4
Self	25	9.1
Total	275	100

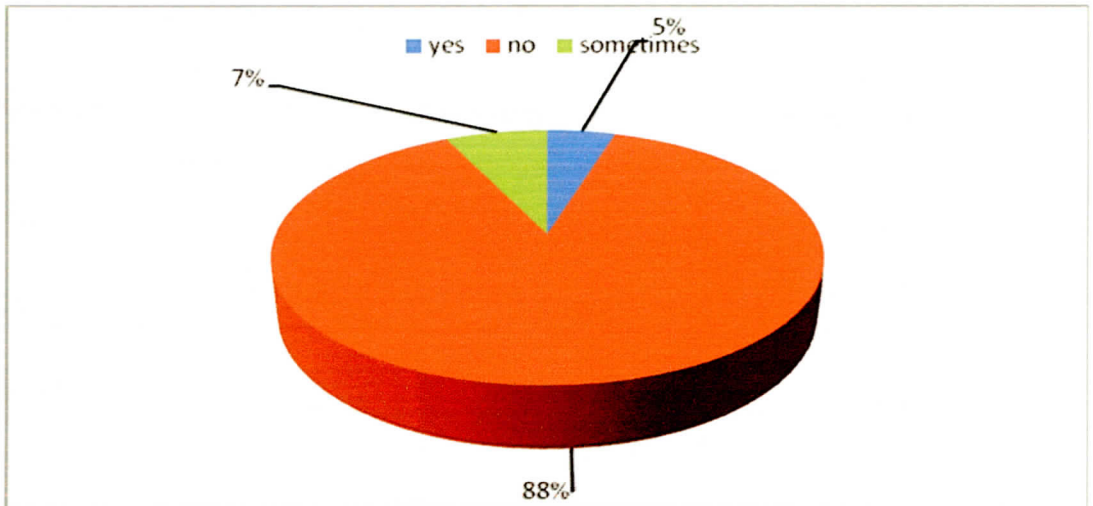
From the findings, majority of the students (54.5%) indicated that their fees was catered for by their parents, 36.4% of the students indicated that their fees was paid for by their guardian while 9.1% indicated that they paid for their own school fees. This may explain the average performance as some of the students are out of college or consulting the guardian for fees hence lack of good concentration.

4.7.3 Whether parents/guardians check students' performance in English language during Holidays

The study also sought to find out whether the parents checked on the students' performance in their exams.

Figure 4.14

Whether parents/guardians check students' performance in English language during holidays



According to the findings, majority of the students (88%) attested that their parents did not check performance in their exams while 7% indicated that they checked it sometimes. Only 5% of the students indicated that their parents checked on their performance. This depicts that the parents/guardian did not supervise the students in their studies thus the students performed poorly as they were not put to task to explain their poor performance. The parents/guardians may be viewing college students as adults who do not need any supervision.

4.7.4 Students' response on parents' participation in the students learning process

The students were further required to indicate whether their parents/guardians adequately participated in their role in the students' learning process.

Table 4.14

Students' response on parents' participation in the students learning process

Response	Students	
	Frequency	Percentage
Yes	200	72.7
No	75	27.3
Total	275	100.0

As shown in table 4.14, majority (72.7%) of the students attested that their parents/guardians adequately participated in their role in the students learning process like payment of college fees in good time, purchasing learning materials and motivating them to perform well in English. This may be due to the fact that majority of the parents/guardians are knowledgeable enough and could give valid and reliable information based on their high level of education. The findings concur with the study by Hancock (1996) which revealed that students whose parents were highly educated gained better grades in their English language.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, discussion, conclusion drawn from the findings and recommendations made. The conclusions and recommendations drawn focused on the purpose of the study.

5.2 Summary of the study

The purpose of the study was to investigate the students' factors which influence performance in English language in Primary Teacher Education examinations in training colleges in Eastern region.

The study was guided by the following objectives;

- i) To establish the influence of student's KCSE grade in English language and their performance in English.
- ii) To establish the relationship between the student's gender and their performance in English.
- iii) To determine whether there was any relationship between student's attitudes towards English language and their performance in English.
- iv) To determine the influence of student's discipline on performance in English.
- v) To assess the extent to which the socio-economic background of the students influenced their performance in English.

The study was guided by the following research questions;

- i) To what extent does the student's KCSE grade in English language influence performance in English?
- ii) What is the relationship between the student's gender and performance in English?
- iii) What is the relationship between students' attitudes and their performance in English?
- iv) What is the relationship between the student's discipline and their performance in English?
- v) To what extent does students' socio-economic background influence their performance in English?

In the study, descriptive survey was used on all the 12 primary teacher training colleges in Eastern region, out of which four are private and eight public. All the 84 teachers of English, 1090 male and 1660 female second year students (PDE's office Eastern Region, 2011) were the target population. The researcher used purposive sampling technique to select four public and two private colleges as it allowed the researcher use cases from PTTCs who had the required information. Therefore, out of the 1090 male and 1660 female students, 109 male and 166 female students were selected plus 42 teachers of English who were selected by the use of random sampling technique. All the respondents were 317.

The researcher used questionnaires for data collection as it could be administered to large numbers of people simultaneously. The researcher carried out a pilot study in one of the twelve colleges in the target population which was not part of the main sample for the study. This aimed to enhance validity and reliability of the questionnaires used. According to the findings a coefficient of 0.75 was obtained which is closer to one hence the research tools were reliable (Mugenda & Mugenda, 2003). Before the actual data analysis, the gathered data was validated and coded to determine whether an accurate and acceptable sample was obtained. The instruments were checked for completeness and those that were 50% incomplete were discarded.

Descriptive statistics were used to analyze quantitative data. The data was coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS). Data analysis techniques involved in descriptive statistics such as mean, standard deviation, percentages and frequency counts were used. Qualitative data was organized into categories, themes, and patterns and then coded using the nudist computer program which contained a comprehensive indexing system for coding.

5.3 Key findings

From the findings, the study established that students English performance in PTE was average and that there was big room for improvement to achieve high

performance in English language. On extent to which student's KCSE grade in English language influence performance in English, majority of the students and teachers posited that their performance in English in KCSE did not affect their performance in English language while in college. This illustrated that the English background of the students in previous level of education influenced English performance in PTE examinations to a small extent. It was the efforts that the students put in their learning that influenced their current performance the most. The majority of the students scored 54 percent , which is indicative of the English performance being average and that the students were not utilizing all the available opportunities to excel in their exams.

On the relationship between the student's gender and performance in English, the research found out that, female students had better performance in English than male students. The female students performed better in English language as compared to male students in PTTC owing to their higher interest in learning and their subsequent efforts to excel in English language as compared to male students. In addition, the research established that female students read English articles more often in college than male students which enhanced their understanding of the English.

On the relationship between students' attitudes and their performance in English, the study revealed that English lessons are interesting to students which improved

English speaking among them significantly. Thus, the study established that students' attitude towards English was positive and that they were willing to improve their performance in English. In addition, it was found that students viewed their teachers as masters of English subject, there is a need for supplementary readers, students strive perform well in English as it enhances performance in other subjects. This depicts a positive influence of students' attitude on their performance in English. However, the study established some negative attitudes on students towards English; like dislike in doing English assignments, speaking in English when outside class and getting bored during the lesson. Thus, the research revealed that students possessed some negative attitude towards learning English which contributed negatively to performance.

The study found a significant relationship between the student's discipline and their performance in English. The use of alcohol and illegal drugs influenced English performance as attested by majority of the students and teachers. Thus using alcohol, illegal drugs, and unhealthy relationships contribute to negative performance in English' as confirmed by majority of teachers and students which is indicative of poor students discipline in the colleges.

Other issues of discipline like being late to report back to college, had no major influence on English performance in PTTC as indicated by majority of the students. The students further explained that their personal efforts to enhance their

performance whether in college or away from college determined their English performance. The majority of the teachers never punished students for lateness and missing English lessons thus the lack of implementation of disciplining measures on deviant students negatively influenced performance.

Majority of the students strongly agreed that failure to complete English assignment negatively influenced performance in English language. The students explained that some students failed to complete assignment as no action to punish them was taken. Thus poor discipline among the students contributed significantly towards their poor performance. Most of the students used mother tongue and 'Sheng' respectively while communicating amongst themselves. This is indicative of the fact that the languages of communication mostly used in PTTC negatively influenced performance in English as students mostly never used English as the means of communication while in college.

The research further revealed that students' poor socio-economic background negatively affects English performance in the PTE examinations. They further explained that students who come from poor economic background faced challenges in raising fees and were out of college most of the time due to fees problem. Their absence in college led to decline in their performance. In addition, the ability of the students to pay college fees reflected the family economic status which affected the English performance. Students from families with poor

economic background performed poorly in school as their participation in class was affected by the time they spent out of college due to fees problems.

Majority of the students attested that their parents did not check on their performance in their examinations. The failure of the parents/guardian to supervise the students in their studies led to their performing poorly as they were not put to task to explain their poor performance. Majority of the students attested that their parents/guardians adequately participated in their role in the students learning process like payment of college fees in good time, purchasing learning materials and motivating them to perform well in English.

The study established that students' performance in English in KCSE did not affect their performance in English while in college. Thus, the English background of the students in high school level of education influenced English performance in PTE to a small extent. However, the efforts that the students put in their learning influenced their current performance the most. The performance of English in colleges is average and the students were not utilizing all the available opportunities to excel in their English exams.

The research found out that female students had better performance in English than male students owing to their higher interest and efforts in learning English. The study revealed that 'The way she/he teaches is interesting' and 'Speaking

good English will accord me respect among my colleagues' were the most significant statement on the relationship between student's attitudes towards English language and their performance in English. Thus, the study established that students' attitude towards English was positive and that they were willing to enhance their performance in English.

The study further revealed that use of alcohol and illegal drugs which indicated indiscipline among the students influenced English performance. Thus, use of alcohol and illegal drugs influences English language performance in PTTC to a great extent. The researcher also established that use of alcohol and unhealthy relationships contributed to negative performance in English' as confirmed by majority of teachers and students which was indicative of poor students discipline in the colleges.

Majority of the teachers never punished students for lateness and missing English lessons thus teachers' laxity in disciplining deviant students encouraged indiscipline among the students which led to poor performance in English. The languages of communication mostly used in PTTC negatively influenced performance in English as students never used English as the means of communication while in college. The research revealed that students' poor socio-economic background negatively affected English performance in the PTE examinations. The researcher further revealed that students who come from poor

economic background faced challenges in raising fees and were out of college most of the time due to fees problem. Their absence in college led to decline in their performance.

In addition, the ability of the students to pay college fees which reflects the family economic status affected the English performance. Students from families with poor economic background performed poorly in colleges as their participation in class was affected by the time they spent out of college due to fees problems. The majority of the students attested that their parents did not check on their performance in their exams. The failure of the parents/guardian to supervise the students in their studies led to the students performing poorly as they were not put to task to explain their poor performance. The majority of the students attested that their parents/guardians adequately participated in their role in the students learning process like payment of college fees in good time, purchasing learning materials and motivating them to perform well in English.

5.4 Conclusion of the study

The study concluded that students' performance in English in KCSE did not affect their performance in English while in college. Thus, the English language background of the students in high school level of education influenced English performance in PTE to a small extent. However, the efforts that the students put in their learning influenced their current performance the most. The performance of

English in colleges was average and the students were not utilizing all the available opportunities to excel in their English exams. The researcher concluded that regarding gender, female students had better performance in English than male students owing to their high interest and efforts in learning English.

The study concluded that students' attitude towards English was positive and that they were willing to enhance their performance in English. Regarding discipline, use of alcohol, illegal drugs and unhealthy relationships among the students influenced English performance in PTTC to a great extent. In addition, majority of the teachers never punished students for lateness and missing English lessons thus teachers' laxity in disciplining deviant students encouraged indiscipline among the students which led to poor performance in English.

The students had negative attitude towards English language as they mostly used mother tongue and 'Sheng' as their means of communication while in college which negatively influenced performance in English. The researcher further concluded that students' poor socio-economic background negatively affected English performance in the PTE examinations. The students who come from poor economic background face challenges in raising fees and were out of college most of the time due to fees problem. Their absence in college led to decline in their performance.

In addition, the ability of the students to pay college fees which reflected the family economic status affected the English performance. Students from families with poor economic background performed poorly in colleges as their participation in class was affected by the time they spent out of college due to fees problems. The study also concluded that failure of the parents/guardian to supervise the students in their studies led to the students performing poorly as students were not put to task to explain their poor performance.

5.5 Recommendations

The study recommends that;

- i. The colleges' management should come up with programs to sensitize the students once they join colleges, that it is their effort which determines their performance in English in PTE exams as KCSE grade had little effect on their performance in English.
- ii. The teachers of English should sensitize all the students and especially the male students on the importance of good performance in English. This is by reading English materials extensively and using the language as a means of communication for further practice while in college.
- iii. The colleges' management should come up with mentorship and motivation programs to enhance students' interest and concentration in class during English lessons. This will improve their attitude positively towards English.

- iv. The college management should enforce strict rules for students who are indisciplined coupled with guidance and counseling programs on daily basis. This will enhance students' performance in English language.
- v. The colleges' management should identify students from poor socio-economic background with issues of fees in order to assist them through bursaries as the time they spend out the college due to fees problem negatively affect their performance . The management should also sensitize parents/guardian to monitor student performance in English by putting to task of explaining their performance.

5.6 Suggestions for further research

Since this study explored the influence of students' factors on English performance in Primary Teacher Education examinations in Eastern Region, Kenya, the study recommends that;

- i. Similar study should be done in other regions in Kenya for comparison purposes and to allow for generalization of findings on the influence of students' factors on English performance in Primary Teacher Education examinations in Kenya.
- ii. Further studies should be done on other factors influencing English performance in Primary Teacher Education examinations in Kenya.

REFERENCES

- Allan, C. & Francis, P. (1988). *Curriculum foundations principles and issues*,
London: University of Washington.
- Andogo, A. (2007). *A journal of language teachers in Kenya- lugha volume 5*.
Nairobi: East African Education Publishers.
- Annita, E. (2006). *Education psychology*, (6th edition). Engman International,
Coral Gables.
- Attorney General. (2010). *The Constitution of Kenya Review Act* (August, 2010).
Nairobi: Government printers.
- Bennet, R. (2001). *Border crossings; Towards a comparative pedagogy*.
comparative education. Blackwell: Oxford.
- Best, J. (2001). *Research in the Education*. New Delhi: prentice Hall of India
- Borg, W.& Gall, M. (1996). *Education research*. (6th Edition). New York:
Longman.
- Callahan, F. & Clark, H.(1983). *Foundations of education*. New York: Macmillan
publishers.
- Carter, R. (1996). *Linguistics and the teacher*. London: Ront ledge press.

- Duckworth, A. (2005). *Self-discipline outdoes IQ in predicting academic performance of adolescence*. Psychological Science, North Eastern: USA.
- Ezewu, E. (2003). *Sociology of education*. Lagos: Longman.
- Freeman, D. & Long, M. (1998). *An introduction to second language acquisition research*. New York: Longman publishers.
- Gathumbi, W. (2008). *Benchmarks for English language*. Nairobi: Phoenix Publishers.
- Hancock, T. (1996). *Gender and developmental differences in the academic study behavior of elementary school children*. Journal of experimentation education 65, 18-39 Wiley, Blackwell.
- Hawkins, B. (1995). *Input in second language acquisition*. Newbury House: Rowley Mass.
- Indanaasi, L. (1997). *Literature and the teaching of English*. Nairobi: British council
- Kenya Institute of Education. (2004). *Report on the monitoring of the implementation of the revised secondary curriculum*. K.I.E Research report series no. 75 Nairobi: K.I.E.
- Kisilu, A. & Rinny, L. (2008). *PTE revision series English for primary teacher education*. Nairobi: East African Education Publishers.

- KNEC. (2008). *Primary teacher education examination 2007 report*. Nairobi: KNEC.
- KNEC. (2009). *Kenya primary teacher education regulations and syllabuses*. Nairobi: KNEC.
- KNEC. (2010). *Kenya National Examinations council analysis*. Nairobi. KNEC.
- Kombo, D. & Delno, T. (2006). *Proposal and thesis writing, An introduction*. Pantines Publications Africa.
- Kothari, C. (1990). *Research methodology. Methods and techniques.*, Wiley Publishers.
- Madeus, G. & Stufflebeam, D. (1989). *Educational evaluation: The works of Ralph. Tyler* Boston: MA: Kluwer Academics Press.
- MoE. (2008). *Handbook for inspection of education institutions*. Nairobi: Ministry of Education.
- MoE. (2010). *National primary teacher trainer induction course, Module 2 college – level training*. Nairobi: MoE.
- Mugenda, O. & Mugenda, A. (2003). *Research methods*. Nairobi: Kenya Act Press.

- Ngware, M., & Okech, M. (2010). *Classroom observation: A report on the quality and learning in primary schools in Kenya*. Nairobi: African Population and Health Research Centre (APHRC).
- Ogula, A. (1998). *A handbook on educational research*. Nairobi: New Kemit Publishers.
- Ogwu, L. (2000). *Teachers perceptions of the extent of utilization of children's literature to teach English in Kenya Primary Schools*. An Unpublished Master of Arts thesis, Dalhousie University: Novascotia.
- Orodho, J. (2005). *Elements of education and social science research Methods*, (1st Edition). Nairobi: Masela publishers.
- Osakwe, R. (2006). *Understanding teaching profession*. Benin: University of Benin.
- Sarinjeive, H. (2004). *Fundamental concepts of language teaching*. London: Oxford University Press.
- Schumann, H. (1996). *Linguistics culture and language policy*. London: Ront ledge.
- Spolsky, (1989). *Condition for second language learning*. Oxford University Press.

UNESCO. (2003). *Teachers management, A Selected bibliography*. Paris.

Wesche, M. & Ready, D. (1997). *Foreigner talk in the university classroom*.

Newbury: Rowley.

APPENDICES

APPENDIX 1

Letter of introduction

University of Nairobi
P.O Box 68241 -00200
Nairobi, Kenya
Tel: +254-20-318 264
26/03/ 2012

The Principal,
_____ Teachers Training Colleges,
Eastern region, Kenya

Dear Sir/Madam

RE: DATA COLLECTION AUTHORIZATION

I am a Masters of Education student in Curriculum Studies in the University of Nairobi. I intend to carry out a research on the influence of students' factors in English in Primary Teacher Education examinations performance in Eastern Region, Kenya. Your college has been identified to participate in the research. I therefore, request to be allowed to collect data from your institution. The respondents are the teachers and students. The research is for academic purpose only. Responses will be treated with utmost confidentiality. Finally, I will provide a copy of the study if requested to do so.

Thank you in advance for your cooperation

Yours faithfully,

Wanja Margaret.

APPENDIX 2

QUESTIONNAIRE FOR STUDENTS

The aim of the study is to find out the influence of students' factors on English performance in PTE examinations in Eastern Region, Kenya. You have been identified for the study and your identity as the respondent in the questionnaire will be treated with utmost confidentiality.

Please put a tick (✓) in the appropriate bracket or fill in the necessary information.

SECTION A

1) Name of your college.....

2) What is your gender? Male [] Female []

3) What is the occupation of parents/guardian?

Employee [] Self-employed [] Unemployed [] others

specify

What is the highest educational level of parents/guardian?

Primary []

Secondary []

University []

None []

4) What is the estimated monthly income for your parent/guardian in (Ksh)?

- 4,999 below [] 5,000-9,999 [] 10,000-14,999 []
15,000- 19,999 [] 20,000 above []

SECTION B

1 a) What was your performance in English in KCSE using the scale below?

A = very good [] B= good [] C=average [] D= below average E= poor []

b) Does the grade in 'a' above have any effect in your performance

in English in college? Yes [] No []

c) Explain your response in '1b' above .

.....

d) What was your percentage score in the latest English examination using the following range? 85-100 [] 70-84 [] 55-69 [] 40-54 [] 0-39 []

2 a) From the analysis of the last examination, which gender had better

performance in English language? Male [] Female []

Not aware []

b) Which gender reads English articles more often in your college?

Male [] Female []

c) Do you think gender influences performance in English in your college?

Yes [] No [] Not sure []

d) Explain your response in '2c' above.

.....

3. In a scale of 1 to 5, rate the following statements as they apply to your college;

5= Strongly Agree (SA), 4= Agree (A) 3=Uncertain (U) 2=Disagree (D)

1= Strongly Disagree (SD)

3 (a) Positively worded statements;

S/NO	Positively worded statements	SA	A	U	D	SD
1	Our teacher is a master of the subject					
2	The way she/he teaches is interesting					
3	I need to have access to supplementary readers					
4	My parents would appreciate me if I did well in English language					
5	Speaking good English will accord me respect among my colleagues					
6	I strive to do well in English because it enables me to do well in other subjects					
7	I like English more than any other subject.					

3(b) Negatively worded statements; 1= Strongly Agree (SA) 2= Agree (A) 3= Uncertain (U) 4= Disagree (D) 5= Strongly Disagree (SD)

(S/NO)	Negatively worded statement	SA	A	U	D	S
1	English language is too difficult					
2	I do not like doing English assignments					
3	English language should not be compulsory in college					
4	I always find other things to do when English teacher is teaching					
5	English class is boring					
6	I prefer reading textbooks in other subjects					
7	I do not like speaking in English when outside class.					

4. In a scale of 1 to 5, rate the following statements in relation to whether they influence performance in English language negatively in your college.

5= Strongly Agree, 4= Agree 3=Uncertain 2=Disagree 1= Strongly Disagree

a) Use of alcohol and other illegal drugs

1 [] 2 [] 3 [] 4 [] 5 []

b) Students who report to college, two, three or more days after opening.

1 [] 2 [] 3 [] 4 [] 5 []

c) Failure to complete English assignments.

1 [] 2 [] 3 [] 4 [] 5 []

d) Being late or absent for English lessons.

1 [] 2 [] 3 [] 4 [] 5 []

5 a) Who pays for your school fees? Parents [] Guardians [] Self []

b) Do your parents/guardian check your performance in English language when you go home for holidays? Yes [] No [] Sometimes []

c) If your answer is "No" or "sometimes" in (b) above, explain the reasons for them failing to check your work.

.....
.....

d) Do the parents/guardian discharge their role (for instance, payment of college fees in good time, purchasing learning materials and motivating you to perform well in English) adequately? Yes [] No []

e) Explain your response in '5d' above.

.....
.....

THANK YOU FOR YOUR COOPERATION

APPENDIX 3

QUESTIONNAIRE FOR TEACHERS

The aim of the study is to find out the influence of student factors on English performance in PTE examinations. You have been identified for the study and your identity as the respondent in the questionnaire will be treated with utmost confidentiality. Two types of questions are given in the questionnaire, structured and unstructured questions. In the structured questions several answers are given. Please tick (✓) on the choices you make. For the unstructured questions write your response on the blank spaces provided.

SECTION

1. What is your gender?

Male [] Female []

2. For how long have you taught English in college?

Below 2 years [] 2- 5 years [] 6 -9 years []

10- 13 years [] 14 years and above []

3. What was the mean score of English language in PTE examinations last year in your college?

.....

SECTION B

1a) Students KCSE grade in English influences their English performance in college.

True [] False []

b) Explain the response in '1a' above.

.....

c) Students' entry grade in English language influences their learning abilities in English language. True [] False []

d) Explain your response in '1c' above.....

.....

2a) From the results of PTE last year, which gender had performed better in English language? Male [] Female [] Not aware []

b) The gender that had better performance in '2a' has interest in English lessons and often reads English materials.

True [] False [] Not sure []

c) As a teacher of English, do you think gender influences performance in the language? Yes [] No []

d) Explain your answer in '2c' above.....

.....

3 a) Which language is mostly used by students in their communication in college?

English [] Kiswahili [] Mother tongue [] 'Sheng' []

b) In your opinion, do you think the language used in 'a' above has any negative effect in English performance? Yes [] No [] Explain

.....

c) What do you think is your students' attitude towards English language?

Positive [] Negative [] Uncertain []

d) Explain your response in '3c' above?

.....

4a) In your opinion, to what extent do you agree with the statement that 'use of alcohol and unhealthy relationships contribute to negative performance in English in your college'.

Strongly agree [] Agree [] Uncertain [] Disagree []
strongly disagree []

b) Name any other discipline issues that contribute to students' poor performance in PTE examination in your college?

.....

c) Do you punish students who are late or miss English lessons for one or two days without good reason? Yes [] No []

d) Explain your response in '4c' above.....

.....

5a) The socio-economic background of the students highly affects English performance in the PTE examinations in your college True []
False []

b) Explain your response in '5a' above

.....

c) In your opinion, is students' performance in English related to their ability to pay college fees? Yes [] No []

d) Explain your response in '5c' above.....

.....

THANK YOU FOR YOUR COOPERATION

APPENDIX 4
RESEARCH PERMIT

PAGE 2


THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Margaret Wanja
of (Address) University of Nairobi
P.O.Box 30197-00100, Nairobi,
has been permitted to conduct research in

Eastern
District
Province

on the topic: influence of students' factors on English performance in primary teacher Education examinations in Eastern region, Kenya.

PAGE 3

Research Permit No. NCST/RCD/14/012/551
Date of Issue 22nd May, 2012
Fee received KSh. 1,000



Applicant's Signature *Margaret Wanja*

Secretary *Margaret Wanja*

National Council for Science & Technology

for a period ending: 30th June, 2012.