

**TEACHERS' ATTITUDE TOWARD PUPILS ACADEMIC PERFORMANCE
IN SELECTED SECONDARY SCHOOLS IN NAMBALA DIVISION
MADUWA VILLAGE, BUSIA DISTRICT KENYA**

BY

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DECLARATION

This research project is my original work and has not been submitted before any other university or institution of higher learning for the awards diploma or degree.

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APPROVAL

This research project has been submitted by OKEMO SEMBO SAMUEL for examination with my approval.

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DEDICATION

To almighty God, my beloved children Brighton Brano Sembo, Joy gracious Sembo and Mayaan glory Sembo, dear brothers and sisters. Relatives and friends, for their kindness and support.

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ABSTRACT

This study was carried to establish the effect of teachers attitude towards pupils academic performance ,it was guided by a number of objectives which were to examine the factors that affect of teachers competences in teaching, motivation of teachers and factors for poor pupils academic performance. The study concentrated in Nambala division in Busia District. The study focused on teachers to determine the impact of their attitude towards pupils' academic performance. Since the zone examination results keep on falling year by year. Questionnaires were issued out and random interviews were also conducted on the selected sample of 50 respondents' The findings of the study shows that, teacher attitudes has a numbers of effects on academic performance of pupils in Nambala division. Teachers attitude were identifies to affect teachers competences and motivation. The research concluded that in order to improve pupils performance in Nambala division. teachers' attitude should be positive and government, ministry of education, school administration and parent should establish systems to monitor how their teachers exercise their duties in schools to improve on pupils' performance. The study recommended that teachers should be academically and professionally qualified, works under favorable conditions of service. Encourage teachers to get training to improve their skills such as computer skills, guiding and counseling and motivate teachers that is by increasing salaries and allowances, giving prizes to teachers whose performance excel and finally promoting them.

CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

This chapter looked at background, problem statement, purpose, objectives, research questions, significance and conceptual framework of the study.

1.1 BACKGROUND OF THE STUDY

Education is one of the most important aspects of human resource development. .Poor school performance not only results in the child having a low self-esteem, but also causes significant stress to the parents. There are many reasons for children to underperform at school, such as, medical problems, below average intelligence, specific learning disability, attention deficit hyperactivity disorder, emotional problems, poor socio-cultural home environment, psychiatric disorders and even environmental causes. The information provided by the parents, classroom teacher and school counselor about the child's academic difficulties guides the pediatrician to form an initial diagnosis. However, a multidisciplinary evaluation by an ophthalmologist, otolaryngologist, counselor, clinical psychologist, special educator, and child psychiatrist is usually necessary before making the final diagnosis. It is important to find the reason(s) for a child's poor school performance and come up with a treatment plan early so that the child can perform up to full potential.

According to Roberts and Lindsell (1997) teachers who taught pupils in their classes were more positive in their attitudes than teachers with no experience of inclusion. While it is true that there are teachers whose attitudes are positive towards the promotion of good teaching-learning situations, for most pupils, in many countries, the reality of the school classroom consists of lessons where knowledge is transmitted by their teachers, at best, as a set of facts, laws and data. The results brought about by education researchers' pedagogical experiments

have good consequences only when rooted within the school as an institution (teacher, curriculum and defined pedagogical practices) and within a particular context (culture, program, country).

Teachers have seldom been the object of studies in spite of wide recognition that there is room for improvement, as evidenced by the new proposals to improve teaching at the university introductory level. According to Fensham (1992) SECONDARY school teachers are more aware of their difficulties, seeking answers to cope with their and their pupils' problems, while university and college teachers have a naive standing in relation to what goes wrong in the classroom.

The word attitude (from Latin aptus) is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and do not become automatic routine conduct.

Attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice). Social psychologists distinguish and study three components of the responses: a) cognitive component, which is the knowledge about an attitude object, whether accurate or not; b) affective component: feelings towards the object and c) cognitive or behavioral component, which is the action taken towards the object.

The factors that affect the teacher's attitude are teacher's competence, motivation and pupils characteristics which have generally been identified as causes of poor academic Performance.

Agyeman (1993) reported that a teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject. However, he further stated that a teacher who is academically and professionally qualified, but works under unfavorable conditions of service would be less dedicated to his work and thus be less productive than a teacher who is unqualified but works under favorable conditions of service.

Motivation is not completely a new term. What is interesting about it is that it is commonly assumed to be a good thing that goes in influencing individual's behavior and performance at work. Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. Therefore it could underlie their involvement or non-involvement in academic and non-academic activities, which operate in schools. The teacher is the one that translates educational philosophy and objective into knowledge and skill and transfers those to students in the classroom maintain a positive school environment for the adults as well as the children. Celebrate together when you can, but treat everyone on the staff as professionals in and out of school hours. Morale is crucial; since teaching requires a great deal of "giving," a nurturing environment will help to replenish the teachers.

If you are in a position to do so, encourage teachers to get training to improve their skills. This applies to all walks of life of course; people like to feel that their employers invest in them as well as in their business. Feedback is a vital part of teacher motivation. Everyone wants acknowledgement that they are doing a good job, and suggestions on how they can do even better. Thank your teachers sincerely when they have done something well – appreciation is the greatest gift of all.

There are many reasons for children to under perform at school, such as, medical problems, below average intelligence, specific learning disability, attention deficit hyperactivity disorder, emotional problems, poor socio-cultural home environment, psychiatric disorders and even environmental causes. The information provided by the parents, classroom teacher and school counselor about the child's academic difficulties guides the pediatrician to form an initial diagnosis

The poor academic performance of pupils in the Nambala Division has been a concern for the metropolitan assembly over the past few years. The schools have shown poor performances in all public examinations and as divisional education officer of Kabarnet division puts it, 'their K.C.S.E results have been appalling'. The schools in the Nambala Division have been performing poorly in the national performance monitoring tests administered by the division Education Service and they also performed consistently poorly in the mock. Daramanu (2004) reported that: A study of the 2003 K.C.S.E results gives the following appalling picture. The

Nambala division presented 427 candidates, i. e. 226 boys and 201 girls. Out of this number only 5 had aggregate A- another 135 obtained an aggregate from B- whilst the remaining 287 scored aggregate C and below. In Maduwa there were 593 candidates altogether. Only 7 candidates scored aggregate B+, 215 scored aggregate C-, whilst 371 had aggregate D+ and below. No candidate scored aggregate E in the whole Sub-Metro. So out of the total of 1020 candidates presented by both NAMBALA and MADUWA VILLAGE, 658 failed; only 12 did well to gain admission to the well-endowed Secondary Schools. This situation is indeed pathetic this was why the research is prompted to undertake this study.

1.2 STATEMENT OF THE PROBLEM

The success of schools at all levels is determined by the academic performance of its learners and for any school to be considered academically sound it must put in place strategies to promote students learning and better performance. In the past four years, academic performance in Nambala Division has been falling, Teachers have been blamed because of their poor attitude which lead to a decisive role positive or negative in any educational reform and their competencies do not automatically insure positive attitudes towards the teaching process; and lack of motivation for teachers. The poor attitude of teachers in Nambala Division has for long influenced the way teacher conduct lessons and the level of performance for learners. This study analyzed the relationship between teachers' attitude and pupils' academic performance in Nambala division, Busia District Kenya.

1.3 PURPOSE OF STUDY

The purpose of this study was to investigate the effect of teachers' attitudes towards academic performance in Nambala Division in Busia District.

1.4 OBJECTIVES OF THE STUDY

The objectives of this study are the following:

1. To examine the competence of teachers towards teaching on pupils academic performance in Nambala division.
2. The establish teachers motivation as a factor which affect the teachers' attitude towards teaching in Nambala division.
3. To find out the reasons for poor pupil's academic performance in Nambala Division in Busia District.

1.5 RESEARCH QUESTIONS

1. What are the competences of teachers towards teaching on pupils academic Performance in Nambala division?
2. What motivation factors that affect the teachers' attitude towards teaching in Nambala Divisionin Busia District?
3. What are the factors for poor pupil's academic performance in Nambala Divisionin Busia District?

1.6 SCOPE OF THE STUDY

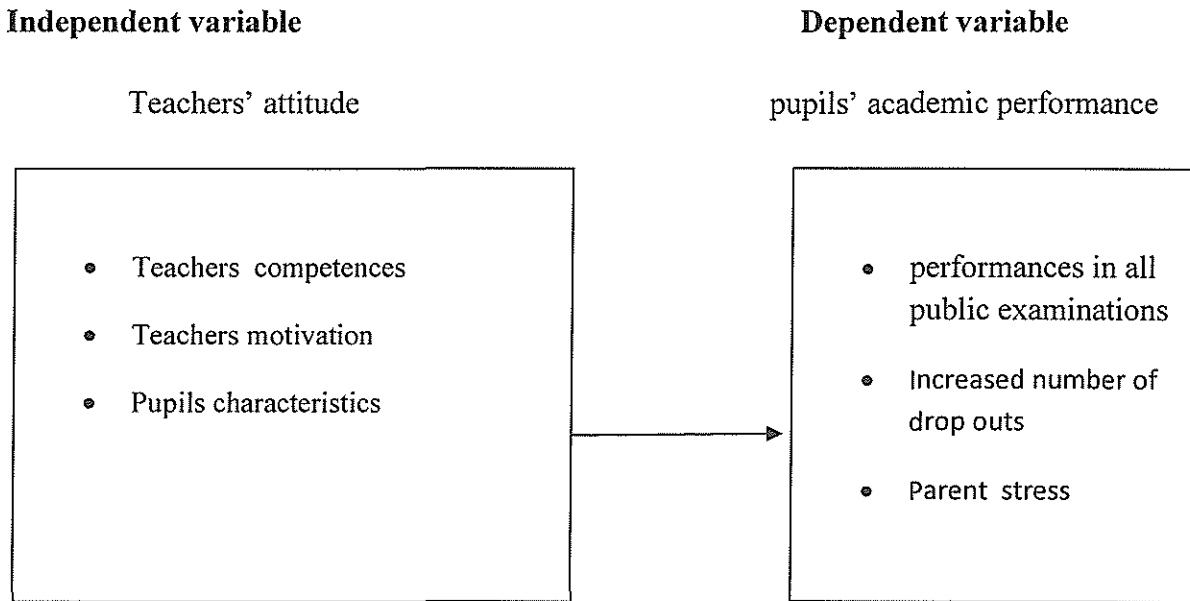
The study was conducted in 4 months. There are 14 schools in the Nambala Divisionin Busia District- Kenya and the research was conducted in only 7 schools. These 7 schools included mission schools and protestant schools, government and private schools. The sample consisted of 20 teachers, 20 pupils and 10 parents at 7 schools.

1.7 SIGNIFICANCE OF THE STUDY

This study will be useful: To pupils because they will know from the findings the effect of teachers attitude on their academic performance. The study also makes the case that pupils engagement is enhanced by learning activities that involve teacher-to-student interaction; It will help school administrators and other researchers to find challenging and attainable academic goals, teaching strategies that emphasize pupil's collaboration, and subject matter that is meaningful and connected to teachers' experiences that contribute to their feelings of teaching competence and engagement. Teacher training strategies that focus on assisting teachers to create collaborative, supportive environments with high but achievable standards; The teachers because they will know that their attitude affect pupils learning; Other scholars and researchers having studied the research findings would analyze them to identify wanting areas that need further research.

1.8 CONCEPTUAL FRAMEWORK

Fig: 1.8: Conceptual framework



Source: researcher (2009)

This section represents the logical system of the relationship between or amongst the dependent and independent variables of the problem to be discussed in the study. It provides logical direction to the research study by specifying the possible outcome of teacher's attitude perception towards the pupil's academic performance. The factors that affect the teacher's attitude are its competence, motivation and pupil's characteristics which have generally been identified as causes of poor academic Performance such as poor performances in all public examinations, increased number of drop outs, Parent stress.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter was about the literature related to the effects of the teacher's attitude on pupil's academic performance. The study focuses on the effects of competences of teachers, motivation and pupils characteristics on learning.

2.1 TEACHERS COMPETENCES AND PUPIL ACADEMIC PERFORMANCE

Attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice). Social psychologists distinguish and study three components of the responses: a) cognitive component, which is the knowledge about an attitude object, whether accurate or not; b) affective component: feelings towards the object and c) conative or behavioral component, which is the action taken towards the object.

We understand that in most situations the three components appear concomitantly to shape teachers' classroom postures, through a direct and indirect interaction between society, school and teachers, following the model presented above. Leite (94) raises questions about how does society see the need for change, what are its demands, what is considered modern, and how do these beliefs influence teachers' views and behavior in school.

Table 1 is composed of 2 columns; column 1 representing teacher's attitude and column 2, teachers' competences. Table I-A lists seven types of teaching attitudes, grouped into three classes (a, b and c) which may characterize teacher's traits as will be discussed in the results. Table I-B represents teacher's competencies, which combined in different ways and weights,

could give an understanding of teachers' behavior(s) in the classroom. Teachers have a decisive role (+/-) in any educational reform and their competencies do not automatically insure positive attitudes towards the teaching process.

TABLE1: teaching attitudes and competencies

1A. Teaching attitude	1 B. Teaching competences
I. Lack of confidence about subject content	I. The role of teachers
II. Resistance to curricular and methodological innovations	II. Psych-pedagogical understanding of pupils learning process cognition and mental models
III. Lack of coherence between classroom practices and expressed educational beliefs	III. evaluation
IV. Lack of commitment towards good learning	IV. Actualization in teaching
V. Make believe teaching: doing what can be done not should be done	V. Critical use of new and old technologies

Teachers' lack of confidence due to poor conceptual and phenomenological education foundations. In many countries around the world the number of lay teachers is high, and many of those that have undergone formal education are not ready for the job. Teaching experience is cited by several studies as having an influence on teachers' attitudes; Clough and Lindsay (1991) found that younger teachers and those with fewer years of experience have been found to be more supportive of inclusion. Florin's (1995) study, showed that acceptance of a child with a physical ability was less than six years of teaching for those with six to ten years of teaching. The most experienced teachers more than 11 years of teaching were the least accepting. Similar results found by Leyser et al., (1994) also found that teachers with 14 years' or less teaching experience had a significantly higher positive score in their attitudes to inclusive than those with more than 14 years. They found no significant differences in attitudes to integration among teachers whose teaching experience was between four, five and nine years and ten and 14 years. In the Roberts and Lindsell (1997) study, teachers who taught pupils in their classes were more positive in their attitudes than teachers with no experience of inclusion.

Teachers' attitudes appear to vary with their perceptions of the inclusion according to teaching experience; the above studies regarding teaching experience indicated that younger teachers and those with fewer years of experience are more supportive of inclusion. However, although the above studies indicated that younger teacher and those with fewer years of experience are more supportive of inclusive, other investigators have reported that teaching experience was not significantly related to teachers' studies (Avramids et al., 2000).

The fact that most teachers most of the time behave as information providers (Brown, 82). The basic model of teaching in this case is: a) spontaneous ; (b) belief that all students are identical and ready to follow same type of instruction; (c) acceptance of models the teachers

were taught; and (d) lack of readiness about students' forms of learning and thought, (Hallbawchs,75).

Teachers do not carry out innovations of new curricula and methodologies. Partly due to entrenched beliefs about teaching they are expected to promote critical thinking (Arons, 90), problem solving abilities and readiness for data interpretations as well as good communication skills. Via non-explicit forms of action, teachers' attitudes indicate the lack of confidence to implement new projects and passively reject new methods and technologies. Reay (75) says that one of the reasons for this attitude could be due to the little time allowed for preparation within the teacher's working day. Another explanation could be the teacher's personal style in the interpretation of curricula, content and pedagogy (Sacristan, 89, Gallard and Gallagher, 94). Studies carried out in Brazil (Garrido et al., 91) indicate that teachers show little interest and lack of compromise towards innovation in school.

The lack of coherence between the teachers' classroom attitude and their expressed belief on active methods of interaction. Black (89) reported a study made in a classroom where the teacher strongly believed in his ability to conduct an interactive class. When observed, he was talking to the class 90% of the time.

Teachers tend to see school failure as a result of the socio-psychological deprivation due to social conditions of child and family. Low expectations for these students generate poor teaching practices. Therefore the tendency to put the responsibility of their (teachers) ineffectual performance on the students (Silva et al, 87; Carvalho and Gil- Pérez; Alves, 93; Mazotti, 94).

Last, but not least, the conditions under which teachers work. Professional and social status; school infrastructure, poor libraries, laboratories, safety conditions, etc., create new variables

that (re)define the attitudes of even the most devoted and well prepared teacher. The analysis made by a secondary teacher (Cedrez, 93) that comes from a country that enforces the implementation of official curricula via regular inspections of the classrooms) presents a good picture about what goes on in the classroom, - ... the official physics curriculum cannot be accomplished with the basic mathematics foundations the students bring from early school years. So, I need to train the students to do problems, instead of helping them to understand phenomena and learn.

Pointing out some of the negative aspects, allows defining actions to change the general picture. There is good agreement (Baird et al, 91) that teachers who are seldom asked to reflect upon their own teaching could be no more than mere repetitors of book material. Since teachers have a major role in any education reform they should be solicited to understand new proposals and to participate in their formulation, to analyze their performance and modify their behavior, their personal conceptions on how to teach and what to teach. Most teachers, influenced by how they were taught tend to replicate the model. The set of competencies presented below, necessary but not sufficient to insure good teaching -learning procedures is by no means complete, but there is high consensus about it within the community of scholars.

2.2 The factors which affect pupil's academic performance

Several factors have generally been identified as causes of poor academic performance. Agyeman (1993) reported that a teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject. However, he further stated that a teacher who is academically and professionally qualified, but works under unfavorable conditions of service

would be less dedicated to his work and thus be less productive than a teacher who is unqualified but works under favorable conditions of service.

Neagley and Evans (1970) were of the view that effective supervision of instruction can improve the quality of teaching and learning in the classroom. Etsey, Amedahe and Edjah (2004) in a study of 60 schools from Peri-urban (29 schools) and rural (31 schools) areas in Ghana found that academic performance was better in private schools than public schools because of more effective supervision of work.

Another factor is motivation. A highly motivated person puts in the maximum effort in his or her job. Several factors produce motivation and job satisfaction. Young (1988) examined the job satisfaction of Californian public school teachers in the USA and found that one of the overall job predictors was the salary one earned from it. Studies by Lockheed et al. (1991) indicated that lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affect the performance of students academically.

The availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons. According to Broom (1973), the creative use of a variety of media increases the probability that the student would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop. Ausubel (1973) also stated that young children are capable of understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand.

Class sizes have also been identified as determinants of academic performance. Studies have indicated that schools with smaller class sizes perform better academically than schools with larger class sizes. Kraft (1994) in his study of the ideal class size and its effects on effective

teaching and learning in Ghana concluded that class sizes above 40 have negative effects on students' achievement. Asiedu-Akrofi (1978) indicated that since children have differences in motivation, interests and abilities and that they also differ in health, personal and social adjustment and creativity generally good teaching is best done in classes with smaller numbers that allow for individual attention.

Butler (1987) has also found homework to be a correlate of academic performance. He stated that homework bore a positive relationship with learning outcomes when it is relevant to learning objectives, assigned regularly in reasonable amounts, well explained, motivational and collected and reviewed during class time and used as an occasion for feedback to students. Churchill (1965) found a positive relationship between the location of a school and the student and teacher performance. The presence of all or some of the factors identified above may have resulted in the poor academic performance of pupils in most of the School.

2.3 The affect of motivation on teachers' attitude towards teaching

Educators are aware that reformers of education may establish new schools, effect changes in structure and curriculum, recommend and prescribe teaching methods and aids, in the end, the teacher will be solely responsible for applying them. Unfortunately, despite the obvious leading role teachers' play in school towards attaining educational objectives several authors including Ndurumo (1998), Ala-Adeyemi and Afolabi (1990) and the International Labour Organization (ILO, 1990) report lamented that the motivation of teachers had reached an intolerable low point. Rosa Mafia Torres, the Senior Education Adviser in UNICEF, declared that the condition of teachers had for too long become the most critical "Achilles heels" of educational development in our era.

Berelson and Steiner (1964), Tracy (2000) defined motivation as "all those inner striving conditions, described as wishes, desires, urges to stimulate the interest of a person in an activity. It is therefore an inner state that stimulates and triggers behaviour. Ukeje (1991), said, "Motivation could make a mule dance". The relative incidence of specific behaviours, such as teaching and learning, discipline and control in schools could be undermined if teachers were not motivated. Motivation is not completely a new term. What is interesting about it is that it is commonly assumed to be a good thing that goes in influencing individual's behaviour and performance at work.

Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. Therefore it could underlie their involvement or non-involvement in academic and non-academic activities, which operate in schools. The teacher, is the one that translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom. Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration, and the overall improvement of the school. The teacher commands and emits the image of one who improves knowledge and the physical conditions of the classroom through orderliness, discipline and control. He makes diagnosis of student's feelings and attitudes inferred by their behaviour and response in the classroom environment. Hence Lash and Kirkpatrick (1990) concluded that in the absence of school programmes the major responsibility of working with children in the school rests with the teacher. Likewise, Maehr and Midgley (1991) affirm that what takes place in the classroom, even though the classroom itself is not an island, is critical. Therefore, depending on the

degree of congruence with classroom practices and school environment, teachers teaching activities may dilute or enhance students' performance.

Effectiveness is the "what of change" while improvement is the "how of change" (Stoll and Fink 1996). Teacher motivation, therefore, is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that both students, parents and the society will greatly benefit from their services.

Teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity/duty in order to obtain some reward such as salary. Extrinsic motivation plays an important part in people's life. It is pre-eminent in influencing a person's behaviour. Therefore, the aim of the organization should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for school improvement (O'neil, 1995).

2.4 Conclusion

Teachers' attitudes appear to vary with their perceptions of the inclusion according to teaching experience; the above studies regarding teaching experience indicated that younger teachers and those with fewer years of experience are more supportive of inclusion. However, although the above studies indicated that younger teacher and those with fewer years of experience are more supportive of inclusive, other investigators have reported that teaching experience was not significantly related to teachers' studies.

Teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject.

However, he further stated that a teacher who is academically and professionally qualified, but works under unfavorable conditions of service would be less dedicated to his work and thus be less productive than a teacher who is unqualified but works under favorable conditions of service.

If a teacher is not motivated, then what hope do their students have? In these days of budget cuts, classroom overcrowding, and compulsory high-stakes testing, teacher motivation is more and more difficult to sustain. Many teachers decry the lack of control they have over their classroom scheduling due to federally, state, or district-mandated programs. Not only is their classroom time rigidly controlled, it is also often very complex, with students being pulled out or sent in for enrichment or ability-grouped mini classes. Sadly, the lack of effective teacher motivation is a prime factor in experienced teachers looking for work in other fields. If your school wants to keep its teachers happy, here are a few ideas.

Of course, one of the biggest ways to show support or to motivate a teacher would be by paying him a salary commensurate with his worth. With so many budgets constricted at a district level, though, there is often little a principal or parents' group can do in this regard. What they can do is to make things easier on the teachers. If a support staff is truly supportive, they limit classroom interruptions, extracurricular requirements and faculty meetings and streamline procedures so that the teachers can concentrate on teaching.

Maintain a positive school environment for the adults as well as the children. Celebrate together when you can, but treat everyone on the staff as professionals in and out of school hours. Morale is crucial; since teaching requires a great deal of "giving," a nurturing environment will help to replenish the teachers.

If you are in a position to do so, encourage teachers to get training to improve their skills. This applies to all walks of life of course; people like to feel that their employers invest in them as well as in their business. Feedback is a vital part of teacher motivation. Everyone wants acknowledgement that they are doing a good job, and suggestions on how they can do even better. Thank your teachers sincerely when they have done something well – appreciation is the greatest gift of all.

It has been found that certain factors that are believed to be responsible for general poor academic performances were present in both school groups. These factors include large class sizes, lack of supervision, school fees not promptly paid, low frequency of in-service training for teachers, irregular staff meetings, and school infrastructure and materials. Though the presence of these factors affect teaching and learning, the effect in both groups were the same and could therefore not be peculiar problems leading to low academic performance in the Schools. These factors attributed to teachers, pupils, parents and the school environment were primarily responsible for the low academic performance of the school

It must be emphasized that these factors generally do not operate in isolation. Teacher absenteeism and lateness for example would result in incompleteness of the syllabus and would also affect pupil's motivation, enthusiasm, zeal and commitment to learn. Improving the academic performance of the pupils in the schools should not involve paying attention to individual issues discussed. It should involve a total package.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This chapter presents the research design, the population, sample, data collection method and tools, the research procedure and data analysis techniques.

3.1 RESEARCH DESIGN

The researcher used both quantitative and qualitative approach to collect detailed data on the effect of teachers' attitude towards pupil academic performance which was described both in words and numerical forms respectively.

3.2 POPULATION OF STUDY

The population of interest in this study consisted of Nambala Division teachers, pupils and some parents.

3.3: SAMPLE FRAME WORK

Fig 3.3: Sample Size

				Total
	Teachers	Pupils	Parents	
Female	10	10	5	25
Male	10	10	5	25
TOTAL	20	20	10	50

Source: (2009)

Questionnaires were administered to 50 respondents in order to establish the effects of teachers' attitude towards pupils' academic performance in Nambala Division in Busia District. The sample population consists of the teachers, pupils and parents.

3.4 THE SAMPLING TECHNIQUES

The researcher used none probabilistic methods to select the sample for the study which include: Purposive, convenient and quota sampling this is because the approaches are easy to use and can help in acquiring accurate data.

3.5 AREA OF STUDY

The study was conducted in Nambala Division in Busia District this was because the researcher found out that it was easier to collect information from where she teaches.

3.6 DATA COLLECTION/ INSTRUMENTS

Questionnaires (instrument)

The questionnaire was administered to the chosen respondents of the production sample in Nambala division. It was anticipated that the chosen questionnaires was helpful to collect data from the respondents. Free of influence and keep the respondent focused to the subject.

Interview guide (instrument)

Oral interview enabled the researcher to solicit in depth information through probing the individual's options. This was carried out – of the teachers, pupils and parents. The researcher encountered face to face and asks questions at the same fill in answers.

3.7 SOURCES OF DATA

Mainly, two sources were identified to obtain on the teachers attitude towards pupil academic performance in Nambala division.

SECONDARY sources

These were obtained by study especially decisions on the survey effects of teachers attitude and on pupil academic performance in Nambala division. This was done through application of: Direct personal interview: under this method, there was face to face conducts of the respondents from whom the information was obtained. The interviews asked questions pertaining the survey and collect desired information. Indirect oral interview: under this method, the researcher conducted third parties (teachers) with ability of supplying necessary information about teacher's attitude on pupils' academic performance in Nambala division.

3.8 DATA COLLECTION PROCEDURE

The researcher first secured a letter of introduction from the faculty of education (in service) Kampala international university seeking permission to carry out the study. The researcher used questionnaires, interview techniques as a main tool for data collection. Time availability as well the study to investigate the effects of pupils' attitude towards pupil performance in schools particularly in Nambala division. Data was collect processed and analyzed and a report written with in a period of six month

3.8 DATA ANALYSIS

The researcher organized and extracts meanings from data collected during interview sessions, administration of questionnaires, observations to ease the process of data analysis,

The information got through interviews, questionnaires was quantitatively analyzed. These were aimed at exploring the study; interpret reality as expressed by the respondents from the field.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

This chapter looked at presentation of data through table accompanied by interpretation. The interpretation analysis and interpretation of the field data was based on the variables thus objective and the conceptual frame work from which the data collection instruments were designed.

Table 4.1 Number of respondents

Respondents	Target respondents	Actual respondents	% Respondents rate
Toyota users	50	45	90

Source: SECONDARY data (2009).

4.1 From table 4.1, out of 50 questionnaires that were gives out 45 questionnaires were received back. The response rate was 90% which the researcher found adequate for data analysis and interpretation.

4.2 Gender representation

Table 4.2 Description of respondents by Gender

	Frequency
Male	25
Female	20
Total	45

Source: SECONDARY data (2009).

Majority of respondents were the male (25) followed by the female (20) who were the minority. Gender representation was satisfactory in that both male and female raised their remarks concurrently.

4.3 RESPONSE RATE ANALYSIS

Response Rate Analysis

Table 4.3 Response Rate

Category	Sample population	Actual Response	% of the Response
teachers	20	18	36
pupils	20	17	34
parents	10	10	20
Total	50	45	90

Source: SECONDARY data (2009)

As from the table out of the sample, 90% of the entire population responded while 10% did not, the effect of teachers attitude on pupils performance responded that the population of teachers were 36%, pupils 34% and parents were 20%. This show that, all respondents contributed to teachers' attitude.

4.4. RESPONSES ON THE MEANING OF THE TERM TEACHERS ATTITUDE

Table 4.4 Perception of the term teachers' attitude

What is the meaning of teachers attitude	Know the meaning	Don't know the meaning	Total
Frequencies (f)	32	18	50
Percentage (%)	64	36	100

Source: SECONDARY data (2009)

Table 4.4 revealed that, 32 respondents which is equivalent of 64% the total sample size knew the meaning of the term teachers attitude and 18 respondents which are equivalent to 32% did not know the meaning of teachers' attitude. This implies that the performance of this attribute should be better than expected as teachers' attitude affects pupils performance.

4.5 Responses on the meaning of the term teachers' motivation and competences

Table 4.5: Responses on the meaning of the term teachers' motivation and competences

What is the meaning of teachers motivation and competence	Know the meaning	Don't know the meaning	total
Frequencies (f)	30	20	50
Percentage (%)	60	40	100

Source: SECONDARY data (2009)

Table 4.5 revealed that, 30 respondents which is equivalent of 60% the total sample size knew the meaning of the term teachers motivation and competences 20 respondents which are equivalent to 40% did not know the meaning of teachers motivation and competences .This implies that for better performance teachers competences should be emphasized and also teachers should be motivated as it has impact on teachers attitude which affects pupils performance.

4.6 Pupils characteristics are responsible for their poor performance

Table 4.6 responses on factors of pupils' characteristics responsible for poor performance

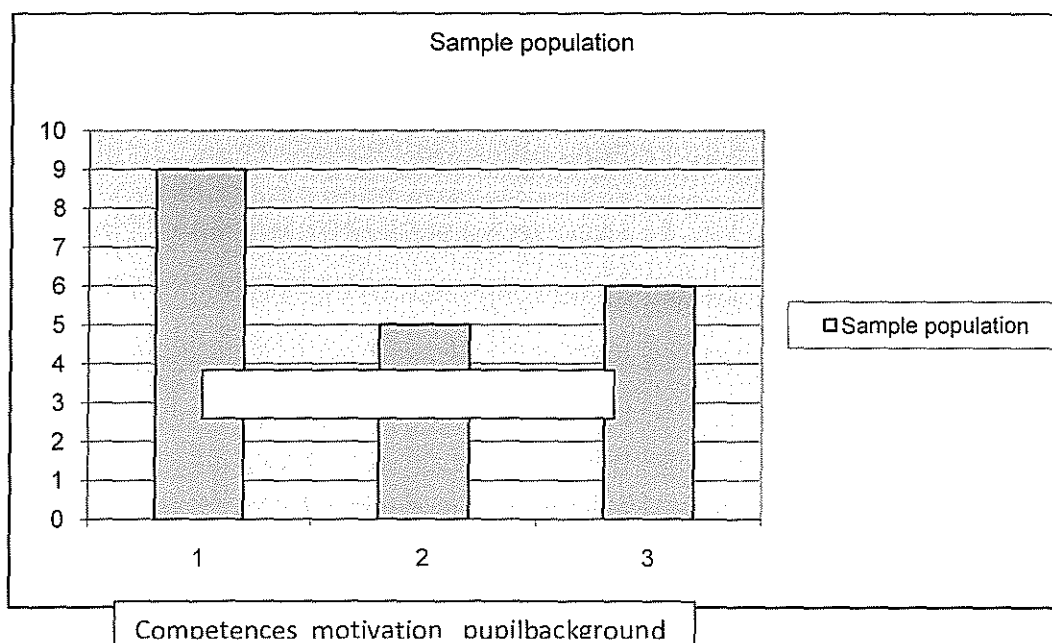
Factor category	Pupils attitude	Pupils background	Parents support	total
Frequency(f)	20	15	15	50
Percentage (%)	40	30	30	100

Source: SECONDARY data (2009)

The findings revealed that, large number of respondents were 20 who got 40% suggested that pupils attitude as a factor of pupils characteristic have impact on teachers attitude also affect academic performance. Whereas other respondents number of total sample size who were 15 respondents who got 30% suggested pupils background and the rest suggested on parental support. This implies that pupils characteristics should not be undermined but should be taken into consideration since it also affect .pupils' academic performance.

4.7 The response relationship between teachers attitude and performance

Fig 4.1 The response relationship between teachers' attitude and performance



Source: SECONDARY data (2009).

Figure 4.1 reveals that out of the sample, 90% of the entire population responded. This implies that the performance of this attribute should be better than expected. For high pupils performance teachers should be competent, pupils background should be consider and more so teachers should be motivated

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter looked at summary, conclusions and recommendations of findings that can be adopted and implemented to overcome the problems highlighted.

5.1 SUMMARY OF THE MAIN FINDINGS

5.1.1 Teachers competences and pupil academic Performance

The research findings showed that teachers' attitude has an impact on pupils' performance because of the following factors, teachers' competences, motivation and pupils' characteristics. The results of concurrent and lagged analyses examined the relationships between teachers attitude and pupils academic performance.

The research findings revealed that, 32 respondents which is equivalent of 64% the total sample size knew the meaning of the term teachers attitude and 18 respondents which are equivalent to 32% did not know the meaning of teachers' attitude. This implies that the performance of this attribute should be better than expected as teachers' attitude affects pupils performance. It is further analyzed revealed that teacher support and high, clear, and consistent expectations of conduct contributed to pupils' belief that they could be successful.

Teachers lack of confidence due to poor conceptual and phenomenological education foundations. In many countries around the world the number of lay teachers is high, and many of those that have undergone formal education are not ready for the job. Teaching experience is cited by several studies as having an influence on teachers' attitudes; Clough and Lindsay (1991) found that younger teachers and those with fewer years of experience

have been found to be more supportive of inclusion. Florin's (1995) study, showed that acceptance of a child with a physical ability was less than six years of teaching for those with six to ten years of teaching. The most experienced teachers more than 11 years of teaching were the least accepting. Similar results found by Leyser et al., (1994) also found that teachers with 14 years' or less teaching experience had a significantly higher positive score in their attitudes to inclusive than those with more than 14 years. They found no significant differences in attitudes to integration among teachers whose teaching experience was between four, five and nine years and ten and 14 years. In the Roberts and Lindsell (1997) study, teachers who taught pupils in their classes were more positive in their attitudes than teachers with no experience of inclusion.

5.1.2 The affect of motivation on teachers' attitude towards teaching

According to the research findings revealed that, 30 respondents which is equivalent of 60% the total sample size knew the meaning of the term teachers motivation and competences 20 respondents which are equivalent to 40% did not knew the meaning of teachers motivation and competences .This implies that for better performance teachers competences should be emphasized and also teachers should be motivated as it has impact on teachers attitude which affects pupils performance.

Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. Therefore it could underlie their involvement or non-involvement in academic and non-academic activities, which operate in schools. The teacher is the one that translates educational philosophy and objective into knowledge and skill and transfers them to pupils in the classroom. Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for

teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration, and the overall improvement of the school. The teacher commands and emits the image of one who improves knowledge and the physical conditions of the classroom through orderliness, discipline and control. He makes diagnosis of pupils' feelings and attitudes inferred by their behaviour and response in the classroom environment.

5.1.3. The factors which affect pupil's academic performance

The findings revealed that, large number of respondents were 20 who got 40% suggested that pupils attitude as a factor of pupils characteristic have impact on teachers attitude also affect academic performance. Whereas other respondents number of total sample size who were 15 respondents who got 30% suggested pupils background and the rest suggested on parental support

This implies that pupils characteristics should not be undermined but should be taken into consideration since it also affect .pupils' academic performance

Pupils characteristics has a positive effect on pupil performance has occupied governments, parents and researchers for decades. A main challenge when trying to answer this question is to separate the effects of school resources from the effects of pupils' family background, since resources may be allocated in a compensatory manner, and pupils may sort into schools. We address these issues of teachers knowing that the family pupils come from is rich or poor hence assume that he or she has all facilities or. The dataset is rich in performance measures, resource use variables and family background variables. As performance measures we use results at age 16 across 11 subjects, and we exploit the fact that we have both information from results from national exams and from continuous assessment in class. Controlling for family background, we find a positive but modest effect of resource quantity such as teacher hours per pupil, on pupil achievement. Observable teacher qualifications, within the variation

present in lower SECONDARY school in Nambala division, do not appear to have significant effects on school results. Resource quality as measured by teacher characteristics does appear to have a significant impact on pupils' marks. We find clear evidence of compensating resource allocation and teacher sorting as well as relative setting of marks.

5.2 CONCLUSIONS

To improve on pupils' academic performance as a factor of teachers' attitude, government, ministry of education, teachers and parent should establish systems to monitor how their teachers exercise their duties in school to improve on pupils' performance.

Since majority of respondents agreed that the teachers competences should be emphasized and teachers should be motivated do have effect pupils' academic performance.

It has been found that certain factors that are believed to be responsible for general poor academic performances were present in both school groups. These factors include large class sizes, lack of supervision, school fees not promptly paid, low frequency of in-service training for teachers, irregular staff meetings, and school infrastructure and materials. Though the presence of these factors affect teaching and learning, the effect in both groups were the same and could therefore not be peculiar problems leading to low academic performance in the Schools. These factors attributed to teachers, pupils, parents and the school environment were primarily responsible for the low academic performance of the school.

5.3 RECOMMENDATIONS

Basing on the research findings the following are recommendations both to schools and ministry of education and those who are concerned at Nambala division. Basing on the objective of examining factors, that affects teachers' attitude. It is recommended that to all teachers should be motivated. Everyone wants acknowledgement that they are doing a good

job, and suggestions on how they can do even better. Thank your teachers sincerely when they have done something well – appreciation is the greatest gift of all.

Teachers should tendency themselves to be responsible for performance of pupils and set competencies that are necessary to insure good teaching -learning procedures and by no means implement but there is high consensus about scholars.

5.4 SUGGESTION FOR FURTHER RESEARCH

More research should be done on the topic of pupils' attitude towards their academic performance, impact of teachers' motivation on pupils' academic performance and the effect of teachers strike on pupils' academic performance and effect of school environment on pupils' performance. On a wider scope the research is not restricted to this particular zone only.

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APPENDIX I: QUESTIONNAIRES

Qn 1. What are teachers' attitude and its effect on pupils' academic performance?

i.
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.....

ii.
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Qn 2) what is motivation and its effect on teachers' attitude?

i.
.....

ii.
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Qn 3) Motivation: What do teachers need to know?

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.....

Qn4) What parental support variables cause pupils in the schools to perform poorly academically?

i.
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.....

Qn 5) What pupil characteristics are responsible for their poor performances in the school?

i.

.....
ii.
.....

Thank you for your response

APPENDIX III: RESEARCH BUDGET

ACTIVITY BUDGET		
CORE ACTIVITY	ITEMS/PARTICIPANTS	Cost (UGsh)
Consolidated of literature	Library search	5,400
Designing and developing research instruments	Typing and photocopying of research instruments	13,500
Pilot survey	Transport for researcher for 21 days from home to the company and vice versa	28,350
Accommodation	Researcher	33,750
Finalizing research instrument	80 questionnaires @200 ugshs	16,000
Data processing and report writing	Researcher	97,200
10% contingency and institutional costs		20,250
Grand Total		Ug Shs 220,050/=