

## **INFLUENCE OF TEACHER PREPAREDNESS ON LEARNERS ACHIEVEMENT IN ENGLISH FUNCTIONAL WRITING AMONG SECONDARY SCHOOL LEARNERS IN WEST POKOT COUNTY. KENYA**

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### **ABSTRACT**

Functional writing is a pragmatic use of language for social and personal expression. It is a universal communication tool that determines achievement of students' lifelong goals. Teacher preparedness. Among the functional skills namely; functional writing, cloze test and oral functional skills, functional writing skills recorded the lowest mean score in the Kenya certificate of secondary education (K.C.S.E) examination at 33.7% compared to 62.5% for cloze test and 45.6% for oral skills, for period 2008 to 2018 in West Pokot County. Performance of functional writing skills in the county is the lowest compared to Turkana with 42.2% and Samburu with 43.9%. The purpose of the study was to establish the influence of selected teacher preparedness determinants of achievement in English functional writing skills among secondary school students in West Pokot County. The objectives of the study were to: establish the Influence of teacher preparedness on learners achievement in English functional writing among secondary school learners in West Pokot County. Kenya. A conceptual framework was used show the relationship between independent variables (teacher preparedness) and dependent variable (students' achievement in functional writing). The study used descriptive survey and correlation study designs. The study population consisted of 2580 Form 4 students who had been taught all functional skills, and 34 teachers of English subject from 34 schools. The study used saturated sampling technique to select 31 teachers while Krejcie and Morgan table was used to determine sample size of 334 students who were then randomly sampled. Data collection was done through teacher questionnaire and observation schedule, achievement test. Pilot study comprised of 3 teachers of English and 250 students from 3 secondary schools. Cronbach's alpha formula was used to establish instrument's reliability whereby reliability coefficient for Teacher questionnaire was 0.82. Supervisors from the Department of Educational Communication Technology, and Curriculum Studies of Maseno University ascertained content validity of instruments. Descriptive statistics (percentages and mean), were used to analyze quantitative data. A random effect model was used to show the magnitude of relationship between variables. The findings revealed that the relationship between teachers' preparedness and students' achievement was statistically significant (1.67, 95% CL: 1.31, 2.05; p-value<0.001). The study concludes that teacher preparedness was the most significant factor. The study recommended that teachers should prepare well to meet need of the learners.

**Keywords;** Teacher preparedness, learner achievement, functional writing skills

### **1.0 BACKGROUND OF THE STUDY**

Teacher preparedness is one of the factors yet to be established if it affects achievement in English functional speech writing. A study by Yara (2011) focused on the influence of teacher qualification on achievement in mathematics. The current study establishes the relationship between teacher qualification and student achievement in English functional speech writing. In a paper presented by Indoshi and Okwara (2011) reveals that most teachers in primary schools are trained, and perform their work well. It is yet to be established whether the training of teachers of secondary schools is adequate and how it influences learners' achievement in functional speech writing skills.

Another teacher factor is experience, it has been revealed from a study by Martin, Shoho and Baldin, (2005) that experience of a teacher in school influence the outcome of the learning process in classroom but not in English subject specific skill. However, the relationship between teachers' experience on learners' achievement in English functional writing is yet to be established. Indoshi, Bett and Odera (2009) reveal that teacher performance in primary school play a central role in teaching and learning process. Teacher performance of English functional writing skills among learners is yet to be established through classroom observation.

### **1.1 Statement of the problem**

Functional writing is a pragmatic use of language for social and personal expression. It is a universal communication tool that determines achievement of students' lifelong goals. Teacher preparedness. Among the functional skills namely; functional writing, cloze test and oral functional skills, functional writing skills recorded the lowest mean score in the Kenya certificate of secondary education (K.C.S.E) examination at 33.7% compared to 62.5% for cloze test and 45.6% for oral skills, for period 2008 to 2021 ( KNEC, 2022) in West Pokot County. Performance of functional writing skills in the county is the lowest compared to Turkana with 42.2% and Samburu with 43.9%.

### **1.2 Purpose of the study**

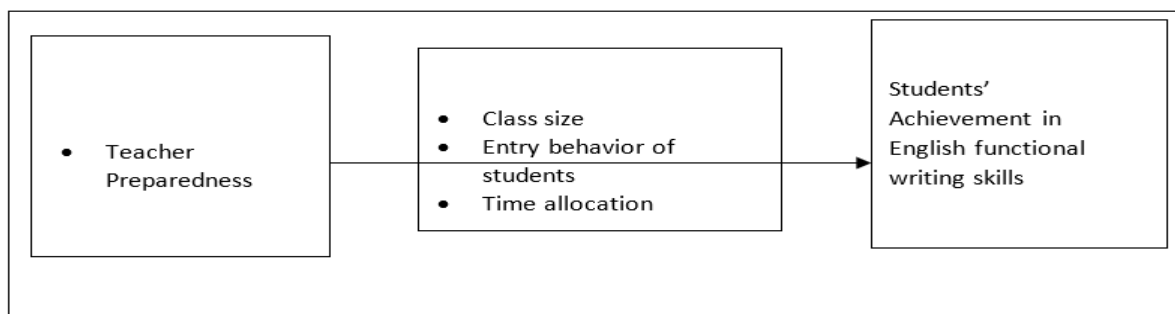
The purpose of the study was to establish the influence of selected teacher preparedness determinants of achievement in English functional writing skills among secondary school students in West Pokot County.

### **1.3 Objective of the study**

The objectives of the study were to: establish the Influence of teacher preparedness on learners achievement in English functional writing among secondary school learners in West Pokot County. Kenya.

### **1.4 Conceptual framework**

A conceptual framework was used show the relationship between independent variables (teacher preparedness) and dependent variable (students' achievement in functional writing), as shown below.



**Figure 1: Conceptual framework showing relationship between Teacher preparedness and students' achievement in functional writing skills.**

The fundamental element in any form of teaching is the teacher while learners are the recipient of the input from the teacher. Teacher factors include qualification, Training adequacy and experience and it has an influence on students' achievement levels in English functional writing skills depending on the ideal qualification, ideal training adequacy and ideal period of experience

## 2.0 METHODOLOGY

The research utilized descriptive survey and correlation designs. As Bryman (2004) observes that descriptive survey research design is relevant since it entails the collection of data through questionnaires on more than one case and at a single point in time in order to collect a body of data in relation to two or more variables, which are then examined to detect the patterns of association, of behavior that are difficult to observe directly and when it is desirable to sample a large number of subjects for investigations. Correlation design was used because it shows the existence of some relationship between two or more variables as stated by (Saleemi, 2011).

The target population of the study was 31 English teachers and 2580 form four students in West Pokot County secondary schools. The form four students were used because they had been taught functional skills from one to four.

The formula of Krejcie and Morgan (cited in Kathuri & Pals 1993) was used to calculate the sample size by estimating the sample size (s) needed. The sample size was 334 students who were selected through simple random sampling technique. There were 93 teachers of English and 31 form four teachers were selected through simple random sampling technique among teachers of English teaching the form 4 class. One form four teacher of English from 34 schools was selected to represent the sample for teachers as shown in Table 1

**Table 1: Sample frame**

Categories of respondents	Population	Sample
Students	2580	334
Teachers	93	31

## 2.1 Instruments of Data Collection

Modified Teaching Practice Guide of Maseno University was used to assess whether teachers prepared well before attending the lessons of English in relation to the stages followed during the process of writing. A total of 31 lessons of English functional writing were observed, one lesson in every school. A standard test was adopted from KCSE 2009 was used to measure the achievement of students in English Functional writing. Validity of the instruments was ascertained by expert judgment of research specialists from the Department of Educational Communication, Technology and Curriculum Studies. The views of the experts were used to revise the questionnaires. The test used was a standard one adopted from KCSE Examinations.

Reliability is a measure of how consistent the results from a test are (Kombo & Tromp, 2006). Reliability of teachers' questionnaires was determined by the use of Cronbach's alpha formula for the internal consistency of the instruments. The results yielded 0.81 as the reliability coefficient for teachers' questionnaire.

The researcher made personal visitation to different schools on different days and met the respective Head teachers and informed them about the research and arranged for data collection. Teacher observation in the classroom was done first there after a test was administered to learners. Questionnaires were administered to teachers. Data was analyzed by use of mean scores to determine teacher performance, linear Regression model and Pearson product moment correlation coefficient were used to establish relationship between determinants and students' achievement with the most significant factor to establish students' achievement

### **3.0 RESULTS AND DISCUSSION**

#### **3.1 Teacher preparedness on Students' Achievement in Functional Writing Skills**

The study sought to establish teacher factor, which included teacher qualification, training, teaching experience and classroom performance in teaching writing skills in classrooms. Assessment of teachers' performance was done through observation schedule shown in appendix A. Every teacher was been informed earlier to teach functional writing skills.

#### **3.2 Teacher Qualification**

Teacher qualification was revealed through filling of the questionnaire. The findings are presented in table 2 below.

**Table 2 Teacher Qualifications**

<b>Academic Qualifications</b>	<b>no. of teachers (f)</b>	<b>percentage</b>
Masters	0	0
B.Ed Arts	19	61
Post Graduate	2	7
Dip. Education		
Diploma	1	3
Bachelor of Arts	8	26
O' Level	1	3

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Total	31	100
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Thirty-one teachers participated in the study. The findings revealed that no teacher had a masters' qualification. Teachers of English with Master's degree are given the first priority in terms qualifications because of wide knowledge exposure in subject area.

Another reason could be that teachers have not taken initiative to further their studies in English subject. These findings show that if teachers of English could proceed with their studies, then they could be more knowledgeable and could be able to teach functional writing to the required standards. Nevertheless, it seems that teachers with masters' qualifications do not handle form four classes and therefore they do not influence achievement levels.

The findings from the study show that 19(61%) of respondents were teachers with Bachelor of education arts degree. The findings from the study show that majority of the schools prefer teachers with qualification in bachelor of education Arts. It is because of specialization in the English subject area.

Diploma teacher qualification was represented by 1(3%) of the respondents. The qualification of the diploma teacher takes a shorter period than of degree. Teachers with diploma qualification are trained within a shorter period of three years. After completion of their course, The Kenya National Examination Council (KNEC) examines them. The body has given to all training institutions the syllabus that fulfills the demands of teacher of English.

The respondents with Bachelor of Arts degree were 8 (26%) and O' Level represented by 1 (3%). The respondents were teachers in schools without the teaching requirements. The general finding reveals that 22(70.97%) of teachers were fully trained to teach English subject in secondary schools.

The respondents for teachers with Bachelor of Arts and O' level because they do not carry any mark in the policy document of recruitment. Teachers with Bachelor of Arts qualification are not equipped with pedagogical aspect of education; these teachers trained either either in Bachelor of Arts literature or Bachelor of Arts linguistics in English.

The number of respondents for Post graduate Diploma teachers were 2 (7%). They went further to train to become teachers of English within a shorter time after obtain a general degree in Literature or linguistics. Their training is not as intensive for those teachers with Bachelor of Education qualifications. They are forced by circumstances to be in the teaching profession but would keep themselves busy to avoid idleness before joining college for further training. This teacher has no any knowledge the heart of teaching. Teachers with Diploma qualification were very few and their training takes a shorter time than those pursuing degree.

There was only one teacher with O' level qualification. This teacher was found to be teaching English subject because there was no teacher of English in school. They are still training college and they were teaching in form 4 class, schools employ such teachers because so that English subject does not lack attention. Lack of a teacher of English in school can affect the performance of learners in English functional writing skill and subject as a whole.

The findings on relationship between teacher qualification and the teaching of English functional skills are presented in Table 3 below.

**Table 3 Relationship between Teacher Qualification and Students' Achievement**

Teacher's Qualification	Number of students	Mean $\pm$ SD	Coefficient (95% CL)	P-Value	F Test for differences
Bachelor of Arts	86	46 $\pm$ 22	-	-	<0.0001
B.Ed(arts)	207	49 $\pm$ 21	3.76(-1.79, 9.31)	0.183	
Post graduate Diploma	20	26 $\pm$ 12	-19.59(-26.88,-12.30)	<0.001	
Diploma	10	33 $\pm$ 17	-12.84(-24.65, -1.03)	0.033	
O' Level	11	35 $\pm$ 16	-10.39(-21.20, 0.43)	0.060	
Overall	334	46 $\pm$ 22			

**Key: Mean= Performance in English functional speech writing skills.**

The findings from Table 4.3 reveal the estimates of each of the variable (teacher qualification) and the outcome variable (learners' achievement) in the model. The findings revealed that the students of the teachers who had Bachelor of Arts and Bachelor of Education Arts performed similarly with p-value= 0. 183. The achievement levels of learners for the two groups of teachers was similar.

Furthermore, the findings revealed that students of teachers with post graduate diploma compared to students of teachers of Bachelor of Arts performed differently with p-value<0. 001. The achievement of students for post graduate teachers performed lower compared to the students of the teachers who have a Bachelor of Arts degree by 19.59 marks. This difference is statistically significant, -19.59 (95% CL: -26.88, 12.30) with a p-value<0.001. It means that learners' achievement levels for the groups was different. The study further revealed that the students of the teachers with a Diploma qualification compared to the students of the teachers with a Bachelor of Arts degree perform poorly by 12.84 marks. This difference between the two groups is statistically significant, -12.84(95% CL: -24.65, -1.03) with a p-value=0.033. It shows that the achievement level of the two different groups of students taught by teachers of different qualifications is not similar.

Students who achieved the best are those of teachers with Bachelor of Education Arts qualification had an average mark of 49 compared to the teachers with other qualifications as presented in Table 4.3. The students of teachers who had a Bachelor of Arts degree performed as the second best with an average mark of 46 compared to students of other teachers with different qualifications. The least in the list were the students of teachers who had a postgraduate diploma.

The findings of the study implies that teachers with Bachelor of Arts degree have been initiated into pedagogical aspect of teaching as they already have a degree that covers extensively on the content of subject area. Teachers with post graduate diploma possess the content that enable



them to teach like the teacher with degree, which focuses only on pedagogical aspect they could have concentrated on methodology, rather than content which affect the knowledge to be gained.

Teachers with diploma qualification take a shorter time in college during content coverage than those with Bachelor of Arts degree, making their students to achieve different marks. Teachers with Bachelor of Arts degree in schools are not given any responsibility other than teaching only. It makes them to seek guidance on teaching techniques that will improve their performance of their students to avoid being sacked by board of governors who are their employer. They will deliver and how to deliver unlike the diploma teacher who can assume that he or she already know what to do.

The test for possible difference among these teachers in terms of students' performance was assessed using one-way analysis of variance. The test was statistically significant suggesting that these teachers with various levels of qualifications were not similar in student performance,  $P < 0.0001$ .

The findings reveal that the qualification of teachers in secondary school matters where the gifted teachers did their work in classroom as per the requirements of the teaching profession for teachers who handle English as a subject. Studies that have been conducted on teacher qualification, for example, Akinsolu (2010) in Nigeria reveal that teacher qualifications were significantly related to students' academic performance and it is important for education planners to facilitate effective teaching and learning.

Another recent study in Kenya Yara (2011) in Mathematics also revealed that teacher qualification correlated positively with students' performance. The findings are similar to the findings of the current study in English functional writing skills. In another most current study of Kosgei, Mise, Odera and Ayugi (2013) had the same results as the current study where by qualification correlates positively to academic performance but statistically not significant. Furthermore, it is evidenced qualified teachers of English affect the students' achievement highly.

Incredibly, Fajonyomi (2007) remarks the success of any educational enterprise depends largely on the availability qualified teachers. This is because the qualified teachers of English have the tenets and technical knowhow for effective learning to take place in learners.

### 3.3 Training Preparation

The current study also sought to establish the adequacy level of teacher training. The findings of the study are presented in Table 4 below.

**Table 4 Level of preparation to teach Functional Writing Skills**

Level of training	Frequency	Percentage
Very adequate	9	29.0
Adequate	13	41.9
Inadequate	7	22.6

Not Sure	2	6.5
	31	100

A good proportion of respondents who are teachers in schools from the study revealed that 9 (29%) felt that they got very adequately training while 13(41.9%) felt that the training was adequate. The training they undertook help them teach the English functional writing skills. Their training covered an intensive coverage of pedagogical needs that meet the needs of the learners.

From the study findings, it reveals that the teachers who felt that training was adequate made their students achieve good results in English functional writing skills.

The study also revealed that 7 (22.6%) of the respondents felt that training was not to the required standards. Teachers who had the feeling that training was not adequate handled students, who had below average mark in English functional writing skills. It implies that when training is not adequate the achievement levels are influenced negatively.

Also from the study, 2(6.5%) of the respondents were teachers who were not sure whether they learned anything from the training they pursued. Four percent believed that they were inadequately prepared by the training to teach English functional writing skills. It is noted that if training is not adequate it can influence achievement level negatively depending on the nature of their input in classroom.

The findings of the association between level of training and achievement are presented in table

**Table 5 Teacher Training on Students' Functional Writing Skills Achievement**

Teachers' training	(n)	Number of students	Coefficient (95% CL)	p-value	Mean $\pm$ SD	F Test for differences
Very adequate	9	97			46 $\pm$ 21	
Adequate	16	175	3.28(-1.86, 8.43)	0.210	49 $\pm$ 22	
Inadequate	4	20	-15.82(-24.10, -7.53)	<0.001	30 $\pm$ 16	0.002
Not sure	2	31	-1.74(-9.80, 6.31)	0.670	44 $\pm$ 24	
Overall	31	323			47 $\pm$ 22	

Key: Mean = Performance in English functional speech writing.

(n) = Number of teachers.

The study findings of the training variables are presented in Table 4.4 plus the outcome (student's marks) in one model. The estimates for the training adequacy show that the students for the teachers who were not sure about adequacy level of training perform poorly by 15.82 marks compared to the students of the teachers who had very adequate training. The difference is statistically significant, -15.82(-24.10, -7.53), p-value<0.001.



The study found that the teachers whose training was adequate had students whose performance was the highest while those who had inadequate training had students whose performance was the lowest. The test for difference in student performance across the different levels of the teachers' training revealed that the student performances were not similar across these levels,  $P=0.002$ .

From the findings it shows that individual teachers took their training process in a given way hence view it per the way they responded. Teachers who felt that training was very adequate had a lot of keenness in ensuring that they meet the demands of the teaching profession in English subject, therefore influencing higher achievement levels in functional writing skills.

From the findings of the study, it can be deduced that training is important as it gives teachers more knowledge on how to teach learners. Those teachers who felt that training was inadequate did made their learners' achievement in functional writing skills to be below average mark of 50 percent. Teachers who made their learners to perform poorly in functional writing show that they lack training pedagogical needs for teaching.

Teachers who were not sure whether training was adequate or inadequate are the ones who are not enlightened with the demands of training for teachers of English. A teacher who does not know the requirements of teaching is not able to make his or her students perform poorly and not acquiring needed language skills. In addition, the interview schedule revealed that training give teachers an insight of what they are required to do, some teachers said that sometimes they tend to forget what they trained in first year of study when they are in fourth year.

The following information reflects what teachers of English thought about training. The respondent indicated as teacher A;

Training enables teacher of English to teach and cover all functional writing skills, though it is very fast and requires great attention and consistency of trainee to follow, failure of which results to poor mastery of content taught at the university (A).

It implies a way of teachers defending themselves against content mastery, teachers responded that training is appropriate but they reported that there is need for in-service training should be put into practice through examinations that can portray mastery of content after every session of in-service training.

Findings from interview schedule for teachers are the same as the views of Indoshi and Okwara (2011) that teachers who are well educated and qualified may still fail to have their learners acquire proficiency in reading and writing skills. In this study, the findings revealed that a large number of teachers were trained and qualified as shown in another by Namachi et al (2011).

The findings revealed that teachers in primary and secondary schools have the potential to perform their work successfully as revealed by Indoshi and Okwara (2011). This points to the need for appropriate training in the subject matter area of teachers so that their classroom instruction be above board.

There has been in-service training in Kenya to improve teachers' classroom interaction pattern, and cannot be over emphasized, therefore students however stand the danger of being

misinformed or misled by a teacher with little knowledge about subject matter. Too much specialization in theoretical knowledge could influence teachers to make content unnecessarily not relevant to the needs of the learners.

Therefore, training for teachers of English should be further. Due to different views from study findings, learners of different teachers performed dismally in functional writing skills because deliberately teachers skip certain language skills like speech writing yet it is very crucial in attainment of language skills therefore influencing learners' achievement levels in English functional writing skills.

### 3.4 Teacher Experience

The findings of teachers' level of experience are presented in table 6.

**Table 6 Level of experience for the teachers in years**

Level of experience	No. of teachers (f)	Percentage
0-2 years	11	35.5
2-5 years	13	41.9
6-10 years	5	16.1
over 10 years	2	6.5
Total	31	100

From the table above, the finding revealed that teachers who had experience below two years were 11(35.5%). They were employed permanently. Teachers who had experience in the category of 2 - 5 were 13(41.9%) and they were the majority in the study. They are the teachers who have known what the teaching of English should be and they are the ones to give instructional need to the less experienced teachers. Teachers who had experience of 6 to 10 years were 5 (16.1%). The number is less than those with experience of 2-5 years. The reason could be transfer to other places where living conditions are better.

Teachers also leave the profession when they have almost known the expectations of the teaching fraternity through seminars and workshops they have attended. It leaves the learners in a situation another teacher cannot handle them consistently like the previous teacher. It explains why learners are performing poorly in some parts like functional skills and others.

Finally, the teachers with experience over 10 years were 2(6.5%). They were the least and very few teachers within the category do not handle form four class as a result of many tasks they perform. They assign the less experienced teachers to handle the class so that they can do their administrative and personal work.

The findings from Table 4.5 reveal that most of the teachers (77.4%) had below 5 years of experience in teaching English writing skills. Only (22.6%) had an experience of over 5 years. The findings reveal that teachers who have stayed in teaching profession from 0-5 years still liked teaching English subject in particular functional writing skills. Teachers had feelings about their experience and performance.

Information below reflects what a teacher of English felt about experience. The respondent indicated as teacher A1;

The employer of teachers seems to take a long time before promoting qualified teachers to a better grade that can improve their performance in classroom. There are many teachers of English staying in one grade for a very long time, and they feel demoralized when not promoted to the next grade in time (A1).

From the above finding, it reveals that experience and promotion play a crucial role in ensuring teachers make students to learn and improve achievement in English functional writing skills

The findings reveal that training and experiences play a vital role in equipping teachers with necessary demands of student needs in learning English. From the respondents, 93.33 percent of the teachers who responded that they liked teaching English functional writing skills.

Most of the educators in higher institutions of learning believe that experience could determine performance. Teaching jobs in the universities have given opportunities to the teachers pursuing their higher education so that they move to higher institutions of learning for better jobs that are well paying.

The findings also revealed that there were few teachers, who had experience over 10 years, it means that most of the teachers who trained to teach English subject, teach for a short period and quit teaching profession for other professions. This view is the same as the one for Adeyemi (2008) who says that teachers might leave the school system probably because of better job prospects in other sectors of the economy. The findings showing the relationship between teachers' experience and their learners' performance in English functional writing skills are presented in table 7.

**Table 7 Teachers' Experience on Students' Functional Writing Skills achievement**

Teacher's level of Experience	Number of students	Mean $\pm$ SD	Coefficient (95% CL)	p-value	F Test for differences
0-2 years	119	47 $\pm$ 22			
2-5 years	140	46 $\pm$ 22	-1.13(-6.24, 3.97)	0.663	
6-10 years	54	48 $\pm$ 21	0.54(-5.98, 7.06)	0.871	0.629
Over 10 years	21	41 $\pm$ 20	-5.89(-14.48, 2.70)	0.178	
Overall	334	46 $\pm$ 22			

**Key:** Mean = Performance in English functional speech writing.

The results across the different levels of teacher experience were similar. The test for association between the teacher level of experience and student marks showed that the student marks did not vary across the teachers' levels of experience,  $p=0.629$ .

The findings revealed that students of teachers who had experience of 2 to 5 years performed poorly by 1.13 compared to those students of teachers in the category of 0 to 2 years. The difference is not statistically significant -1.13(95%CL-6.24, 3.97) with  $p=0.663$ .

Similarly, the students of teachers who had experience over 10 years performed poorly by -5.89 compared to those of experience of 0-2 years. The difference is statistically not significant, -5.89(95%CL-14.48, 2.70) with  $p\text{-value} = 0.178$ . These findings clearly show that there is no relationship between teachers' experience on students' performance in English functional writing skills.

Findings from the study show that novice teachers perform their work better because the pedagogical issues they trained in college are still fresh in their minds or they work under supervision of heads of department and following syllabus.

The findings show that teachers with less experience performed better than those who have been in service for a long time. Teachers have different needs including personal and professional needs. Rockoff (2004) reveals in a study that because of different needs of teachers, there should be support of inexperienced teachers from that of experienced teachers that there should be supervision and coaching, which are critical elements of professional growth and development.

The findings are contrary to Rockoff (2004) theoretical views; the reason could be that those teachers with less experience are still fresh with knowledge they acquired recently from the college and that they can still remember pedagogical aspects to be a competent teacher. The second category of teachers between 2-5 years are familiar to the pedagogical needs of different needs of English subject in terms of handling a specific need including functional writing skills.

However, the performance of more experienced teachers was dismal compared to those of less experienced teachers because of managerial duties that shift teachers from classroom to administrative work. Also, as the duration of time from college increases with the time they are in service, teachers tend to forget the training needs and requirements they are supposed to in-co-operate in the teaching.

The reason for teachers forgetting is the needs of their families, their businesses that give them pressure to meet the demands of their dependents, which result in lacking time to concentrate on their work in school. Another reason could be lack of in-service training that normally takes place during service time. In addition, some policies that emerge from teachers' service commission like teachers should not practice any other business other than their teaching job; it reduces morale especially the experienced teachers hence doing their job for the sake of their needs but not the child in the school.

There are also some schools where the heads do not retain teachers who have stayed for long, with more experience because it is sometimes challenging to deal with and so they like employing young teachers with little responsibilities and can concentrate on their job, which can boost learners' performance as revealed by the current study findings.

The current study has the same findings as of Martin and Baldwin (2004) whereby the novice teachers were better than the experienced teachers do. However, the findings are different

compared to the findings of Adeyemi (2008) who holds the view that experience is the best teacher, those who have been exposed to long years of teaching experience have the opportunity to enhance better teaching strategies. The study of adeyemi (ibid) revealed that those teachers who had been in service perform better than those who had stayed in service for a short time.

#### **4.0 CONCLUSIONS AND RECOMMENDATIONS**

The summary was done basing on the objectives of the study as shown below.

##### **4.1 Teacher Preparedness on Students' Achievement in Functional Writing Skills**

Teacher factors in study included Teacher qualification, Training extend, Experience and Teacher performance in the classroom. Teacher qualifications revealed that there were no teachers with masters and teachers who had post graduate diploma performed less compared with teachers with Bachelor of arts degree by 19.59(95%CL: -26.88, -12.3) with p-value<0.001.The difference was statistically significant. A teacher of Bachelor of Arts education was better than a teacher with Bachelor of Arts, 3.76(95%CL-1.79, 9.31). Teacher training showed that those who had very adequate level of training performed better than those with adequate training by 19.59 marks. The difference is statistically significant, -19.59(95% CL:-26.88, 24.10, -7.53), p-value<0.001).

##### **4.2 Conclusions**

The following are the major conclusions of the research based on the findings.

##### **4.3 Teacher Factors on Students' Achievement in Functional Writing Skills**

The conclusion of the study findings concerning teachers' factor are stated under the following.

##### **4.4 Teacher Qualification**

The findings reveal that the level of teacher qualification influences students' achievement in English functional writing skills. Learners of teachers with Bachelor of education Arts qualification attain the highest achievement levels in functional writing skills compared to other qualification levels.

##### **4.5 Training Preparation**

Training preparation influences students' achievement as revealed from the study findings. Teachers who are trained adequately influences better performance of students' in English functional writing skills, and inadequate preparation influences poor performance in English functional writing skills.

##### **4.6 Teacher Experience**

The study findings reveal that teachers with less experience perform better in classroom and influence better students' achievement levels in English functional writing skills. Teachers with

more experience in terms of time they have stayed in student tend to influence the performance negatively.

#### **4.7 Recommendations**

In order to address appropriate performance of English subject on functional writing skills, the recommendations were made based on the objectives of the study.

The recommendation made about the first objective concerning the teacher factors is as follows: teachers' service commission should employ teachers of English with bachelor of Education arts degree to foster better achievement levels.

Teachers should take any training seriously because it forms the backbone of their performance and learner's achievement. Trainers should put more emphasis on student teacher on the importance of having adequate knowledge on teaching profession.

The Teachers Service Commission should promote teachers basing on their performance but not experience. It is a way of motivating teachers to go an extra mile for the sake of the learner. Teachers' service commission should move teachers to higher grade when their time is due as a way of motivating through better remunerations

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