

Teacher Commitment and Mathematics Performance in Primary Schools: A Meeting Point

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Abstract

This study examined the phenomenon of teacher commitment and its relationship with pupil's academic performance in primary school mathematics. The study was conducted in western region of Kenya where 280 class 8 pupils and 74 mathematics teachers participated. The researchers made use of causal-comparative research design. Stratified, random and purposive sampling techniques were used to get the sample for the study. Data collection was done using a self-constructed questionnaire which had been validated and subjected for a pilot study and its reliability determined. Each subscale of the questionnaire yielded a Cronbach's alpha reliability coefficient of 0.60 and higher and data analysis was done using descriptive and inferential statistics (t-test). The study revealed that the majority of mathematics teachers in public day primary schools of western region of Kenya were trained with a teaching experience of between 11–20 years. However, there was an average rating on the following variables believed to be related to teacher commitment: teacher preparations, teachers' use of learning resources, teaching strategies and assessment methods. Further, teachers from high performing schools rated assessments in mathematics, teacher preparations, teachers' use of learning resources and teaching strategies, higher than the low performing schools.

Keywords: Teacher commitment, Teacher preparations, Assessment, Academic performance, Mathematics, Kenya

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