

PLANNED TEACHER PARTICIPATION IN PEDAGOGY AND LEARNER ACHIEVEMENT IN SECONDARY SCHOOLS IN WEST POKOT KENYA.

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ABSTRACT

Planned teacher participation in pedagogy, characterized by the systematic utilization of schemes of work, lesson plans, and diverse teaching methods, are structured frameworks which lay foundation for effective teaching and learning processes. Planned teacher participation in pedagogy is an approach that not only enhances teacher preparedness and effectiveness but also fosters an enriching and inclusive learning environment conducive for accelerated learning.

A well-structured initiative targeting teacher participation, emphasizing the potential for improved instructional strategies and a positive learning environment is pivotal in enhancing learning outcomes. School administration initiatives that support teacher planning in pedagogy may significantly impact teaching and learning processes, enhancing teacher quality and overall education delivery. However, challenges such as time constraints and limited resources may hinder the meticulous crafting of schemes of work, potentially affecting the quality of instructions and learner outcomes.

Also, lesson planning often faces practical constraints and insufficient training thus negatively impacts its quality.

In this view, the study purposed to determine the effect of planned teacher participation in pedagogy and learner achievement in secondary schools in West Pokot Kenya. The specific objective of the study was to determine the effects of schemes of work, lesson plans and teaching methods on learner achievement in secondary schools in West Pokot County, Kenya. The study adopted a positivism paradigm within a quantitative framework to examine the impact of planned teacher participation in pedagogy on academic achievement in West Pokot County secondary schools.

The mixed-method, descriptive survey research design involved 64 randomly selected schools, 64 principals, 366 teachers, and 64 BOM/PTA representatives. Data collection employed questionnaires and Key Informant Interviews (KIIs), with quantitative analysis using SPSS and qualitative data undergoing transcription, organization, and thematic analysis. Ethical principles, including participant rights and confidentiality, were strictly adhered to throughout the study.

The regression analysis revealed that the predictor variable of schemes of work did not show statistical significance at 95% Confidence Interval (CI), with a Beta coefficient of 0.044, a t-value of 1.198, and a p-value of 0.232. Similarly, teacher's preparation and use of lesson plan displayed lack of significance, (Beta coefficient of 0.073, a t-value of 1.798, and a p-value of 0.073 at 95% CI). In contrast, the predictor variable of teaching methods exhibited high statistical significance (Beta coefficient of 0.241, a t-value of 6.657, and a p-value of 0.000 at 95% CI), indicating its strong predictive power. The study underscores the complexity of educational practices, emphasizing the importance of considering multiple factors in understanding and improving learner achievement. The study recommendations included focusing on teacher training for effective pedagogical approaches, reviewing school-based planning practices, promoting context-specific planning, allocating resources for diverse teaching methods, and providing continuous professional development for educational leadership.

INTRODUCTION

Planned teacher participation in pedagogy underpins teacher-learning processes by adapting instructional strategies, curriculum decisions, and overall teaching effectiveness, which if appropriately structured might likely realize higher achievement.

Planned teacher participation encompassing schemes of work, lesson plan and teaching methods, play a pivotal role in the learning landscape especially in improving teaching-learning outcomes in secondary sub-sector. Ventista & Brown (2023) support this perspective by arguing that planned initiatives targeting teacher participation in pedagogy, when well-structured, may contribute to improved instructional strategies and heightened teaching effectiveness, fostering a positive environment for learning.

Again, school administration initiatives targeting class practices and support for teachers' pedagogical orientation, may significantly influence teaching and learning processes, enhancing teacher quality leading to improvement in overall quality of education delivery (Díez, et al., 2020). Planned teacher participation in pedagogy therefore need to be tailored to professional development for efficient and effective delivery of material which may realize better scores (Borko, Jacobs & Koellner, 2010). The planning stakeholders including the administrators and the BOM may actively encourage teachers to pursue professional development in executing lesson plans, schemes of work and teaching methods, to positively impact on managing learner-learning outcomes and realize envisioned improvement in teaching-learning outcomes in the secondary school system.

Munyao et al., (2022) argued that in instances where teachers meticulously craft comprehensive schemes of work, aligned seamlessly with curriculum objectives and unique needs of learners, teaching-learning initiatives are likely to realize targeted academic outcomes. In addition, pedagogical documents may serve as invaluable roadmaps; expertly guiding teachers through a structured academic year, thereby enhancing quality of instruction delivered and targeted outcomes. However, Calderhead (2021) argued that teachers may face challenges in crafting detailed schemes of work due to time constraints or limited resources, thereby negatively influencing the learning trajectory leading to skewed learner outcomes. On the same breadth, Adesanya & Graham, (2022) postulate that effective lesson planning may be a cornerstone of successful pedagogy which when appropriately structured may facilitate effective teaching-learning process that incorporates diverse learning styles resulting into engaged class experience and higher learning outcomes. On the one hand, Maluleke, (2024) asserts that in some cases, practical constraints such as time pressures or insufficient training may impact the quality of lesson plans thereby mutilating gained achievement of learning goals.

More still, Best (2022) said that optimal learning environment facilitate teachers to employ variety of innovative and learner-

centered teaching methods, whereas tense instructional climate may demotivate teachers and fail to foster a rich and interactive experience required for effective learning. In addition, challenges in teacher training or rigid instructional structures may limit the implementation of diverse teaching methods thereby inhibiting achievement of set academic targets.

Schemes of work serve as crucial tools in school-based planning, empowering teachers to strategically select and organize learning content and methodologies for an academic term to realize set academic targets. According to Audina and Harahap (2022), the development of schemes of work hinges on adherence to curriculum and syllabus requirements across subject areas.

These schemes enable teachers to break down the yearly content of specific subject syllabi into manageable units for coverage per lesson or week throughout the term, fostering effective instructional planning, execution, and evaluation (Bin-Hady and Abdulsafi, 2018). While national authorities provide curricula and syllabi to secondary schools, teachers play a pivotal role in shaping the implementation through schemes of work to stimulate effective learning. Okai (2010) emphasizes the teacher's responsibility in dividing intended year's work into learning portions for each term, month, or week, outlining the content and learning experiences for each period for

better scores. Schemes of work, as highlighted by Kuranchie, Akuta & Anane (2022), significantly contribute to learning achievement by guiding teachers in planning daily lessons aligned with available time for each topic in the term to realize targeted learning outcomes. Furthermore, schemes of work enable secondary school principals to supervise curriculum implementation effectively, as noted by Putwain et al (2018). For enhanced learning, schemes of work provide a convenient means for monitoring institutional progress toward improved academic achievement, facilitating recording of taught and planned content for improved outcomes. On the same vein, Travers et al (2015) emphasize breakdown of schemes of work into unit plans per month or week, allowing for a detailed analysis of class coverage within a given period to fast-track learner competencies gained during and after instruction.

According to Diniyyah et al. (2022), teachers possess skills to meticulously plan using effective instructional methods, strategies, models, and media to attain instructional objectives for attaining quality grades. In addition, Diniyyah, Susilo, Balqis, and Sudrajat (2022) emphasize the role of school-based planning, wherein teachers design engaging and meaningful learning activities for stimulating learner interest and sustained attainment.

Teaching-learning initiatives derived from schemes of work, are systematically organized into a lesson plan to sequentially and logically deliver the content for acquisition of requisite competencies (Bin-Hady and Abdulsafi, 2018). Conversely, a lesson plan may serve as a roadmap, providing step-by-step activities to keep learners focused and concentrated, aligning with expectation that secondary schools in West Pokot embrace lesson plans throughout the learning period to enhance better achievement. In addition, lesson plan may be functioning guide for every instructional step, which maintains learner focus, motivation, and concentration to accelerate learning outcomes. Haryati et al (2023) in support of this view said that lesson plan may systematically be used to determine what and how learners should learn for efficient teaching-learning process.

The lesson plan in a learning process, according to Alanazi (2019), may aid in time management and efficient activity guidance, thereby facilitating adaptation of learning to curriculum content in boosting learner confidence and achievement. Furthermore, Bin-Hady and Abdulsafi (2018) further support the supposition by stressing that lesson plans enhance learner confidence, creating a smoother, more comfortable learning experience with predictable participation and learning outcomes.

The significance of lesson plans extends to improving learning achievement through the selection of appropriate instructional methods and high-quality resources. In addition, Jasmi (2014) suggests that teachers may leverage lesson plans to manage social interactions, accommodate pedagogical approaches, and organize effective classes, fostering competence resulting in better scores. Consequently, teachers across school system including Arid and Semi-Arid Lands within West Pokot County may prioritize specific aspects of planned teacher participation in pedagogy to effectively utilize lesson plans and positively impact learner competencies for accelerated learning.

Furthermore, teaching is a multifaceted process encompassing planning, implementation, evaluation, and feedback, which when appropriately modelled, may result in efficient and effective teaching-learning process. Instructional planning characterizes selection of appropriate pedagogical method, crucial for effective teaching and subsequent enhanced learning outcomes. Lee, Robert, and Capraro (2018) support this position by saying that success or failure of instructional processes hinges on the teacher's chosen pedagogical approach, with an unsuitable method reflecting negatively on the teacher's perceived pedagogical proficiency. In addition, Waseka, et al. (2016) underscored

the fundamental role of pedagogical knowledge in creating an optimal teaching and learning environment which fosters motivation for high learner achievement. Again, participation in pedagogy holds significance in school-based planning by empowering teachers to devise engaging instructional methods. As noted by Olasehinde, Yahaya, and Owolabi (2018), pedagogical knowledge enables teachers to strategically plan instructional strategies and styles, ensuring the delivery of stimulating lessons. Further, teacher involvement in fostering academic achievement is rooted in pedagogy and effective teaching approaches that contribute to higher learner outcomes.

Olasehinde, Yahaya, and Owolabi (2018) extend this by highlighting the role of teachers in shaping appropriate content and assessment methods. School-based planning integrates pedagogical content knowledge, ensuring effective instructional processes across subjects. Aligned with Lee et al.'s (2018) perspective, it is affirmed that school-based planning is instrumental in cultivating pedagogical knowledge, enabling teachers to establish proficient instructional settings that cater to the diverse needs of all learners, irrespective of the subject area. This study primarily focuses on examining the impact of school-based planning on teachers' capacity to create and manage effective instructional environments within secondary

education institutions in West Pokot County, Kenya.

Planned teacher participation in pedagogy is recognized as a cornerstone of effective teacher-learning processes, influencing instructional strategies, curriculum decisions, and overall teaching effectiveness for enhanced learner achievement. However, implementation challenges of planned teacher participation, particularly in the development of schemes of work, lesson plans, and teaching methods may inhibit effective teaching-learning process, leading to disjointed learner outcomes. Calderhead (2021) posits that time constraints and limited resources may negatively impact learning trajectory, leading to skewed learner outcomes. Additionally, practical constraints such as time pressures and insufficient training, as noted by Maluleke (2024), may affect the quality of lesson plans and hinder the achievement of learning goals. Furthermore, inappropriately structured instructional documents may limit the implementation of diverse teaching methods, inhibiting the achievement of set academic targets (Gesake, 2015). Again, many teachers fail to access professional development opportunities, resulting in non-tailoring of instructional material and missed achievement of learning targets.

Based on this understanding, planned teacher participation in pedagogy particularly in development of schemes of

work, lesson plans, and teaching methods, may likely enhance quality of instruction, improve teaching-learning outcomes, and contribute to the higher educational delivery in the secondary school system.

OBJECTIVE

The purpose of this study is to determine the effect of planned teacher participation in pedagogy on learner achievement at secondary school level within West Pokot County, Kenya. The specific objective was to determine the effects of schemes of work, lesson plans and teaching methods on learner achievement in secondary schools within West Pokot County, Kenya.

THEORETICAL FRAMEWORK

Institutional theory underpins the study by providing deeper understanding of school as an organization with management practices as products of social interactions rather than economic forces (Suddaby, 2015). The theory was first proposed by John Meyer and Brian Rowan in 1977, and later supported by Paul DiMaggio and Walter Powell in the construction of Societal Effect theory. The theory views organizations, their structures, practices, and standards of behavior as determined by rules and norms originating from their environment (Roszkowska-Menkes 2022).

Additionally, Huerta, & Zuckerman (2009) in support of the theory, argued that organizations conform to prevailing norms, values, and rules in their external environment, shaping their structures and behaviors to gain legitimacy and acceptance.

In regard to this study, institutional theory perceives schools as social organizations which align with societal norms and values targeting planned teacher participation in pedagogy, as pillars of learner attainment. Furthermore, planned teacher participation in pedagogy as a component of school-based planning and learner achievement involves incorporating schemes of work, lesson plans and diverse teaching styles. These approaches to pedagogy, ensures that teachers are equipped with structured frameworks and methodologies to deliver quality instruction. As a consequence, these methodologies create conducive learning environment for students, thereby adhering to external norms, enhancing institution's legitimacy by meeting societal expectations for positive coexistence and learner attainment. School-based planning, viewed through an institutional lens, becomes a strategic approach to create harmonious structures within the educational institution that comply with societal expectations (Lammers et al., 2014).

The theory emphasizes cultural theories, ideologies, and societal prescriptions in institutional scripts to improve learning

achievement by shaping learner behavior, enhancing teacher participation, fostering a positive school climate, and providing adequate instructional facilities for accelerated learning. Further, educational achievement drawn from institutional-based planning depends on teacher participation as collective actors in school as a social organization with targeted goals of attainment.

CONCEPTUAL FRAMEWORK

The framework underscores the interplay between planned teacher participation in pedagogy and academic achievement, highlighting the specific aspects of schemes of work, lesson plans and teaching methods that contribute to learner success in West Pokot, Kenya. The paper presupposes schemes of work may positively affect learner achievement by providing teachers with a comprehensive overview of the curriculum, delineating the scope and sequence of topics to be covered over a specific period. By adhering to these schemes, teachers may ensure curriculum alignment, pacing, and progression, thereby optimizing instructional efficiency and coherence for enhanced learner academic achievement. Moreover, schemes of work serve as a roadmap for teachers, aiding in long-term planning and resource allocation, which are essential elements for effective teaching and learning.

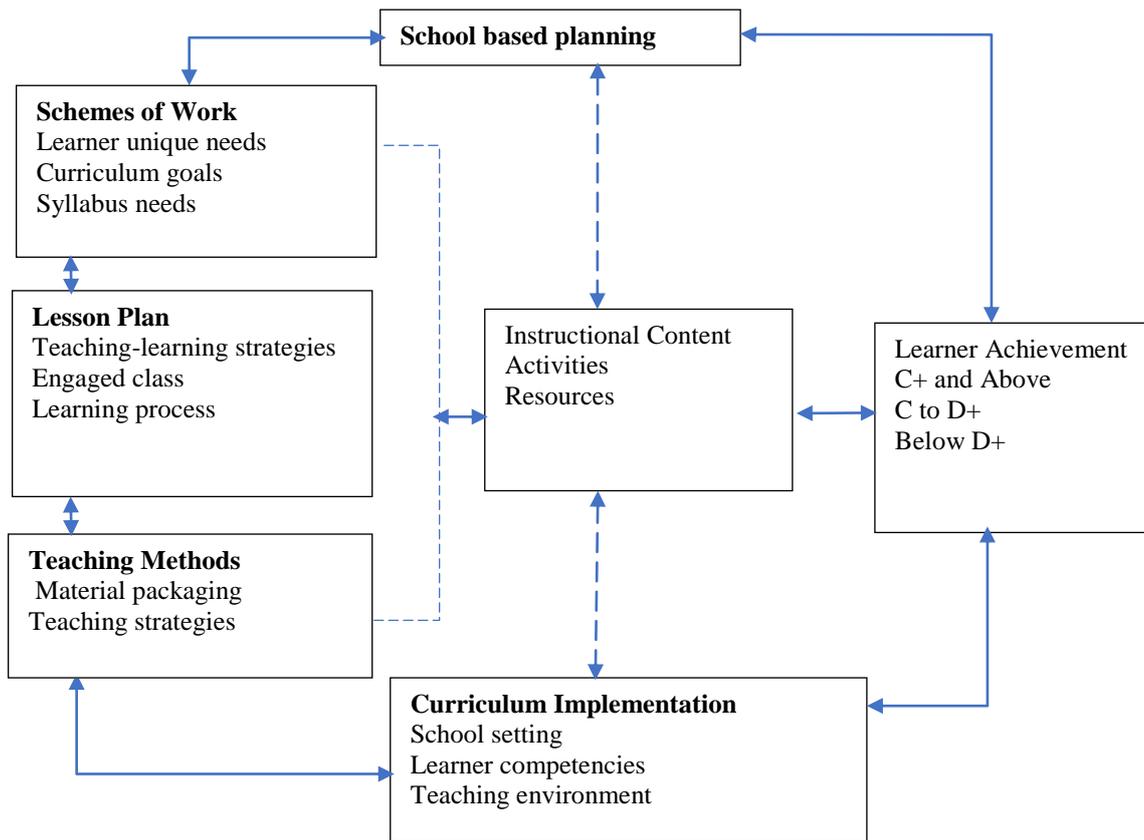


Figure 1: Conceptual Framework

Furthermore, lesson plans detail the objectives, activities, resources, and assessments for individual lessons thus enable teachers to scaffold learning experiences, incorporating diverse instructional strategies tailored to meet the needs of diverse learners. Additionally, lesson plans facilitate reflection and continuous improvement, as teachers may assess the effectiveness of their instructional approaches and make necessary adjustments to optimize student learning outcomes. Further, the strategic deployment of various teaching methods enhances teacher effectiveness and student engagement. By employing a repertoire of pedagogical strategies such as differentiated instruction,

cooperative learning, inquiry-based learning, and experiential learning, teachers may cater to diverse learning preferences and foster active participation among students. As a consequence, the varied strategies thereby may promote critical thinking, problem-solving, collaboration, and creativity amongst learners, which are essential competencies for academic success and lifelong learning.

METHODOLOGY

The study embraced the positivism paradigm within a quantitative framework, aiming to ascertain the effect of planned teacher participation in pedagogy on academic achievement C+ among secondary schools in

West Pokot County. Paradigms, as the overarching

Conceptual frameworks, encapsulate researchers' fundamental outlooks, principles, and their nuanced interpretation of the world, thereby guiding their investigative endeavors. In the realm of research, these paradigms serve as the compass steering researchers' actions, encompassing the entire spectrum from data collection to analysis and interpretations. Consequently, the paradigm assumes a pervasive role, influencing each decision made throughout the investigative process. Positivism, as the chosen paradigm for this study, strives to uncover objective truths about reality through the systematic exploration of scientific research and empirical evidence. Positivists maintain that reality exists independently of human cognition and is amenable to empirical scrutiny, eschewing speculative and metaphysical conjectures in favor of evidence gleaned through the scientific approaches.

The study employed a mixed-method, descriptive survey research design, which amalgamated quantitative and qualitative methodologies to furnish a comprehensive comprehension of the intricacies inherent in the research questions. The population frame consisted of 134 county secondary schools in West Pokot County, with teachers in these schools serving as the unit of analysis.

Probability sampling methods, including Fisher's sample size formula, and convenient sampling, were used to select 64 schools, 64 principals, 366 teachers, and 64 BOM/PTA representatives. The data collection instruments comprised questionnaires and Key Informant Interviews (KIIs). Descriptive statistics was generated to elucidate the distribution patterns of the study variables' subcomponents. The research employed linear regression models premised on the conceptualization that the dependent variable (Y_j) is a function of a set of k independent variables ($X_1, X_2 \dots X_k$), as expressed in the formula: $Y_j = \beta_0 + \beta_1 X_1 + e_j$, where β_0 represents the intercept, β_1 signifies the regression coefficient, e_j denotes the error term, Y_j stands for the dependent variable, and X_1 represents the independent variable.

Quantitative data analysis was facilitated through the utilization of the Statistical Package for Social Sciences (SPSS), while the qualitative data, derived from principals and BOM/PTA representatives, underwent a meticulous three-step process, including transcription and organization aligned with primary themes, description to yield preliminary reports, and thematic analysis to unveil emerging sub-themes within each cluster, in addition to patterns and trends in learners' achievement in reading comprehension (Best and Khan, 2004).

The study also observed research ethics principles, which upheld participants' rights to self-determination, confidentiality, and justice throughout the study (Henrickson, et al., 2020). Prior to involving learners in the study, the investigator sought and obtained consent from school administrations and teachers, a process that involved the dissemination of succinct letters explicating the study's purpose, potential benefits to learners, and the significance of voluntary participation. Teachers constituted the primary study respondents, with principals and BOG/BOMs complementing their perspectives. All participants received assurances regarding the confidential treatment of information, with stringent measures in place to preserve the anonymity of schools and individuals, emphasizing that the gathered information would be exclusively employed for research purposes.

RESULTS AND DISCUSSION

The response rate for the entire study was 84.06%, with teachers' questionnaires recording highest return rate of 95% while principals recorded the least at 62%. The study response rate was above 60%, which according to Morton et al., (2012) is generally considered acceptable for research generalizability and representativeness.

The results and analysis of the demographic attributes are presented in table 1.

Table 1: Teachers Demographic Profiles

Variables	Categories	Frequency	Percentage
Gender	Female	145	39.8
	Male	219	60.2
Age	30 years and below	89	24.4
	31 to 45 years	160	43.8
	46 years and above	116	31.8
Professional status	untrained teachers	83	22.7
	trained teachers	271	74.0
	Others	12	3.3
subject taught	Humanity	94	25.7
	Language	79	21.6
	Mathematics	81	22.1
	Other	32	8.7
	Science	80	21.9
Highest level of education	Masters/ PhD	14	3.8
	Bachelors	338	92.3
	Diploma	14	3.8
experience in years	5 years or less	92	25.1
	6 to 10 years	103	28.1
	11 years and above	171	46.7
Years worked in organization	5 years or less	99	27.0
	6 to 10 years	72	19.7
	11 years and above	195	53.3

These results in Table 1 show that the respondents comprise of more male (60.2%) than female (39.8%), with the majority being trained teachers (74.0%) holding bachelor's degrees (92.3%). In terms of age distribution, a significant portion falls within the 31 to 45 years bracket (43.8%). Most respondents have over 11 years of teaching experience (46.7%) and have worked in their current organization for the same duration (53.3%). Subjects taught are fairly evenly distributed among humanities, languages, mathematics, and science, while a small percentage (8.7%) teaches other subjects. Consequently, the analysis reveal majority of the teachers in county secondary schools are trained teachers, hold a bachelor's degree, and have more than 5 years of experience, suggesting a diverse and experienced group

in the educational context in West Pokot County.

The results of the dependent variable presented below, show the school’s performance in the past KCSE exams beginning 2018 to 2022.

Table 2: Descriptive Statistics Schools KCSE Performance

Year	N	Minimum	Maximum	Mean	Std. Dev.	Skewness	Kurtosis
2018	63	2.83	6.84	4.3414	.96955	.530	-.409
2019	63	2.98	6.66	4.5368	.95057	.374	-.587
2020	63	2.77	6.80	4.5485	.89768	.233	-.495
2021	63	2.85	6.88	4.6445	.87222	.189	-.480
2022	63	2.70	6.87	4.6673	.87801	.218	-.274
mean	63	2.94	6.70	4.5444	.86498	.376	-.510

Table 2 results indicate the minimum and maximum mean scores ranged from 2.70 to 6.88, whereas the mean and standard deviation ranged between 4.3414 to 4.6673 out of 12; and 0.86498 to 0.96955 respectively. The mean and standard deviation results suggested consistent central tendency. The skewness had values between 0.189 and 0.530, while kurtosis values ranged between -0.587 to -0.274. These results suggest somewhat symmetrical distribution which has no outliers. The results suggested that the county secondary schools did not register significant deviations in KCSE scores over the five-year period, which showcased lack of strategies such as school-based planning targeting learner behavior that would alter the results upwards or downwards.

Univariate analysis was performed on schemes of work, lesson plan and teaching methods, to generate descriptive statistics

which provided insights into uniqueness of data. The analysis captured number of observations (N), minimum, maximum, mean, standard deviation (Std. Dev.), skewness, and kurtosis, which enhance understanding of distribution and characteristics of data obtained from Likert scale.

Table 3: Teacher perception on planned teacher participation in pedagogy

	N	Min	Max	Mean	Std. Dev.	Skewness	Kurtosis
Teacher's preparation and use of schemes of work has influence on learner's academic achievement.	366	1	5	4.00	1.024	-.994	.574
Teacher's preparation and use of lesson plan has	366	1	5	3.91	1.056	-.961	.510

influence on learner's academic achievement							
Teaching methods employed by a teacher have no influence on learner's academic achievement	366	1	5	3.90	1.060	-.856	.262

The data indicates that teachers' preparation and use of schemes of work received an average score of 4.00 out of 5. This suggests that, on average, teachers in the surveyed schools exhibited a positive behavior in terms of utilizing schemes of work to guide their teaching. The relatively high mean score and slightly negative skewness (-0.994) imply that this behavior was quite consistent among teachers. Further, teachers' preparation and use of lesson plans scored an average of 3.91 out of 5. This implied that on average, teachers in the sampled schools displayed a relatively positive behavior in

terms of utilizing lesson plans. While the mean score is favorable, the slightly negative skewness (-0.961) suggests that there may be some variability in the extent to which teachers use lesson plans. Similarly, the results indicate that the teaching methods employed by teachers had an average score of 3.90 out of 5. This suggests that, on average, teachers used a moderate variety of teaching methods. The slightly negative skewness (-0.856) implies some variation in teaching methods among teachers.

The bivariate analysis targeted identification of specific planned teacher participation in pedagogy significantly linked to mean school performance in KCSE, including schemes of work, lesson plans and teaching methods. This analysis provides insights for school-based planning and educational policymaking by assessing the impact of teacher attitude on enhancing participation in planned pedagogy for greater organization of schemes of work, lesson plan and teaching methods. The assessment utilized three perception statements for teachers, with respondents indicating their frequency on a five-point ordinal scale: "strongly disagree," "disagree," "uncertain," "agree," and "strongly agree."

The table illustrates the number and percentage of responses categorized by different school performance levels (C+ and above; C to D+ and Below D+), along with responses to each statement at each level.

Chi-square values were employed to ascertain the statistical significance of the relationship between teacher participation in pedagogy items and school achievement, with the evaluation relying on the p-value. A p-value less than 0.05 indicates a significant relationship

Table 4: Perception on planned teacher participation in pedagogy

Plan ned teac her part icipat ion in peda gogy item s	Mean School performance in KCSE (2018 to 2022)										Chi suar e
	C+ and abov e		C to D+		Below D+		Total				
	n	%	N	%	n	%	n	%			
Teac her's plan ned use of sche mes of work has influ ence on learn er's acad emic achie veme nt.	str on gly dis agr ee	0	0.	1	0.	1	7.	1	3.	109.25	4, 8, 0.000
	dis agr ee	0	0.	3	1.	1	1	2	5.		
	unc ert ain	0	0.	2	1	4	3	6	1		
	agr ee	2	1	9	4	3	3	1	3		
	str on gly agr ee	1	9	1	4	1	1	1	3		
Tot al	2	1	2	1	1	1	3	1			
Teac her's plane d use of lesso n	str on gly dis agr ee	0	0.	1	0.	1	1	1	4.	136.91	3, 8, 0.000
	dis	0	0.	2	0.	1	1	2	5.		

plan has influ ence on learn er's acad emic achie veme nt	agr ee		0		9	9	5.	1	7	
	unc ert ain	0	0.	2	9.	4	3	6	1	
	agr ee	4	2	1	4	3	2	1	3	
	str on gly agr ee	1	8	9	4	1	1	1	3	
Tot al	2	1	2	1	1	1	3	1		
Teac hing meth ods empl oyed by a teach er have influ ence on learn er's acad emic achie veme nt	str on gly dis agr ee	0	0.	0	0.	1	1	1	3.	163.70
	dis agr ee	0	0.	1	0.	1	1	2	5.	4, 8, 0.000
	unc ert ain	0	0.	2	1	5	4	8	2	
	agr ee	1	5.	8	4	3	2	1	3	
str on gly agr ee	1	9	1	4	7	5.	1	3		
	9	5.	0	6.		5	2	4.		
Tot al	2	1	2	1	1	1	3	1		

The bivariate analysis presented in Table 4 reveals critical insights into the relationship between teacher-related factors and learner achievement. Notably, statistically significant associations were observed between teachers' perceptions of the efficacy of schemes of work, lesson plans, and teaching methods, and learner academic outcomes. It was found that teachers who strongly agreed (137, 37.4%) on the

influence of schemes of work and lesson plans exhibited higher percentages of learners achieving C+ and above (p -value <0.005). Similarly, a significant association was identified regarding teaching methods, with teachers who strongly agreed (127, 34.7%) yielding better learner outcomes (p -value <0.05). These findings underscore the pivotal role of pedagogical practices and preparation methods in shaping learner achievement. The analysis highlights the importance of aligning instructional strategies with teachers' perceptions and emphasizes the potential impact of targeted teacher development initiatives aimed at enhancing pedagogical competence. Further, leveraging the influence of teacher-related factors on learner achievement, educational stakeholders may devise more effective strategies to support teachers in their professional growth and ultimately improve educational outcomes.

Additionally, the qualitative analysis of the components of planned teacher participation in pedagogy, expressed by principals and PTAs aligned and supported the outcomes presented in the study regarding the influence of planned teacher participation in pedagogy on learner academic achievement.

Table 5: Thematic - Planned Teacher Participation in Pedagogy

	N	%
Principals Views		
Professional Development to enhance the professional growth of teachers.	43	67%
Classroom Management for an organized and effective learning environment.	60	94%
Assessment and Feedback approaches to evaluating student progress and providing constructive feedback.	64	100%
Inclusive Education to meet the needs of all learners.	51	80%
Student-Centered Learning to promotion learner centered-pedagogy and personalized learning experiences.	37	58%
PTA Views		
Teacher Collaboration- Encouraging teachers to collaborate and share best practices.	31	48%
Student-Centered Learning - Focusing on student-centered pedagogy and personalized learning.	43	67%
Technology Integration - Exploring ways to incorporate technology into teaching practices.	21	33%
Classroom Management - Strategies for maintaining an effective and organized learning environment.	32	50%
Assessment and Feedback - Discussing methods for evaluating student progress and providing feedback.	43	67%

Table 5 results indicate that a high percentage (67%) of principals emphasized professional development, underscoring their recognition of planned teacher participation in pedagogy to enhance skills and effectiveness. The results demonstrated the administration's commitment to supporting teachers' continuous growth and improvement. Additionally, the overwhelming majority (94%) of principals prioritized classroom management, underscoring the importance placed on

creating an organized and conducive learning environment. Effective classroom management was essential for optimizing instructional time and fostering a positive learning atmosphere. Further, the unanimous agreement (100%) among principals regarding the importance of assessment and feedback reflected a shared understanding of its critical role in gauging student progress and providing targeted support for learning.

Regarding the views of PTAs and BOMs, nearly half (48%) of PTA respondents highlighted teacher collaboration, suggesting an acknowledgment of the value of collective expertise and the benefits of sharing best practices among educators. Collaborative efforts could enrich instructional practices and promote a culture of continuous improvement. Additionally, a considerable proportion (67%) of PTAs prioritized student-centered learning, underscoring a commitment to promoting pedagogical approaches that prioritized individual student needs and fostered active engagement in the learning process. This aligned with contemporary educational paradigms emphasizing personalized learning experiences. Further, while a smaller percentage (33%) of PTAs emphasized technology integration, this indicated a growing recognition of the potential of technology to enhance teaching and learning experiences. PTAs may have seen technology as a tool to supplement

instruction and provide diverse learning opportunities. Similar to principals, a substantial percentage (50% and 67%, respectively) of PTAs underscored the importance of effective classroom management and robust assessment and feedback practices in supporting student learning and success.

The views expressed by principals and PTAs aligned and supported the outcomes presented in the study regarding the influence of planned teacher participation in pedagogy on learner academic achievement. In the study dimension of planned teacher participation in pedagogy, the bivariate analysis results had revealed statistically significant associations between various teacher-related factors and learner achievement. Teachers who had strongly agreed that the use of schemes of work and lesson plans influenced learner achievement had been associated with higher percentages of learners achieving C+ and above. This finding had corresponded with the emphasis placed by both principals and PTAs on professional development, classroom management, and assessment and feedback approaches. These aspects had been critical for ensuring effective teaching and, consequently, learner achievement. Furthermore, the principals' emphasis on inclusive education and student-centered learning had been in line with the themes identified in the teacher perspectives.

Principals had acknowledged the significance of addressing the needs of all learners and promoting learner-centered pedagogy, which had been essential for improving learner outcomes.

Similarly, the PTAs' emphasis on teacher collaboration, student-centered learning, and technology integration had aligned with the importance of teacher participation in pedagogy. These themes had emphasized the collaborative and student-centered approaches to teaching and the potential benefits of incorporating technology into teaching practices. As a result, the convergence of views from both principals and PTAs had supported and validated the outcomes of the study, highlighting the critical role of planned teacher participation in pedagogy in influencing learner academic achievement in county secondary schools in ASAL regions of Kenya, particularly in West Pokot County.

Linear regression analysis to test the relationship between planned learner behavior and achievement.

Table 6: Regression Analysis

Model Summary	R	R Square	Adjusted R Square	Std. Error of the Estimate		
	.629 ^a	.396	.391	.43940		
ANOVA		Sum of Squares	df	Mean Square	F	Sig.
	Regression	45.826	3	15.275	79.118	.000 ^b
Regression Coefficients		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	3.693	.098		37.649	.000
	Teacher's use of schemes of work	.044	.036	-.079	1.198	.232
	Teacher's preparation and use of lesson plan	.073	.041	-.138	1.798	.073
	Teaching methods	.241	.036	-.453	6.657	.000

The Table 6 results offer insights into the relationships between the three independent variables and a dependent variable. The model summary indicated a moderate positive correlation ($R = 0.629$) between the independent variables of planned teacher participation in pedagogy and learner achievement. The coefficient of determination (R Square) was 0.396, suggesting that 39.6% of the variance in the dependent variable is explained by the independent variables.

The F-statistic of ANOVA yielded 79.118 with a p-value close to zero (0.000), indicating the overall significance of the regression model.

The regression results showed the intercept (constant) was 3.693 ($p < 0.05$ at 95% CI) and significantly different from zero, with a t-value of 37.649. The predictor variable of teacher's use of schemes of work showed a Beta coefficient of 0.044, a t-value of 1.198, and a p-value of 0.232, suggesting that this variable is not statistically significant at 95% CI. The predictor "Teacher's preparation and use of lesson plan" had a Beta coefficient of 0.073, a t-value of 1.798, and a p-value of 0.073, indicating potential marginal significance at 95% CI. The predictor of teaching methods exhibited a highly statistically significant coefficient of 0.241, with a t-value of 6.657 and a p-value of 0.000, emphasizing its strong predictive power at 95% CI. While the regression model was statistically significant, the variables of teacher use of schemes of work and lesson plans did not show statistical association with learner achievement, whereas the variable of teaching methods stood out as a highly significant predictor for learner achievement at 95% confidence interval.

The results of this study affirm the significant influence of teaching methods on learner achievement, aligning with the findings of Lee, Robert, and Capraro (2018). Their study emphasized that the success or failure of instructional processes hinges on the teacher's chosen pedagogical approach, with an inappropriate method reflecting negatively on the teacher's perceived pedagogical proficiency. Furthermore, these results support Waseka et al.'s (2016) conclusions, highlighting the crucial role of pedagogical knowledge in creating an optimal teaching and learning environment that fosters motivation for high learner achievement. Similarly, the findings are consistent with Olasehinde, Yahaya, and Owolabi's (2018) study, which underscored the role of teachers in shaping appropriate content and assessment methods for enhanced learning outcomes.

The alignment with Lee et al.'s (2018) perspective is notable; emphasizing that school-based planning is instrumental in cultivating pedagogical knowledge, enabling teachers to establish proficient instructional settings that cater to the diverse needs of all learners, irrespective of the subject area, thereby realizing higher learner achievement.

However, the results regarding schemes of work show no significant relationship with learner achievement, contradicting Okai's (2010) findings, which recognized the teacher's responsibility in dividing the

intended year's work into learning portions for each term, month, or week significantly enhanced learner attainment. Similarly, these results go against Kuranchie, Akuta, Anane, (2022) study, which emphasized that appropriately structured schemes of work significantly contributed to higher learning achievement by guiding teachers in planning daily lessons and aligning with available time for each topic in the school calendar.

Additionally, the results indicating no association between lesson plans and learner achievement do not support Haryati et al.'s (2023) findings, crediting the systematic use of lesson plans for an efficient teaching-learning process and better scores. Similarly, they contradict Alanazi's (2019) study, which emphasized the use of lesson plans to aid in time management and efficient activity guidance, facilitating the adaptation of learning to curriculum content and boosting learner confidence and achievement. Furthermore, these results fail to support the suppositions of Bin-Hady and Abdulsafi (2018), who stressed that lesson plans enhance learner confidence, create a smoother, more comfortable learning experience with predictable participation, and lead to more predictable learning outcomes.

CONCLUSION

The study provided valuable insights into the factors of planned teacher participation in pedagogy influencing learner achievement, particularly in the context of schemes of work, lesson plans and teaching methods. The findings underscored the pivotal role of teaching methods in shaping educational outcomes. The alignment with prior research, such as Lee, Robert, and Capraro's (2018) emphasis on the impact of pedagogical approaches, and Waseka et al.'s (2016) recognition of the fundamental role of pedagogical knowledge, strengthened the validity of the results. The study further supports the idea that effective school-based planning, as highlighted by Lee et al. (2018), is crucial for creating proficient instructional settings that cater to diverse learner needs, resulting in higher achievement.

However, the study revealed contrasting results regarding the significance of schemes of work and lesson plans in influencing learner achievement. The lack of a significant relationship between schemes of work and learner achievement contradicts Okai's (2010), Haryati et al. (2023), Alanazi (2019), and the suppositions of Bin-Hady and Abdulsafi (2018). This discrepancy suggests a need for further investigation into the specific contexts and conditions under which schemes of work and lesson plans may or may not significantly impact learner achievement.

The study's outcomes emphasized the complexity of educational practices within the realms of school based planned targeting planned teacher participation in pedagogy, and highlight the importance of considering multiple factors in understanding and improving learner achievement. Even though the study findings recognized the central role of teaching methods in enhancing learner achievement in the county secondary schools in West Pokot County, schemes of work and lesson plans failed to exhibit strong correlation with learner achievement, implying skewed or disjointed application of these teaching-learning tools. This recognition suggests that investing in teacher training and development programs that focus on effective pedagogical approaches may yield positive outcomes for student learning. Teachers may benefit from ongoing professional development opportunities that enhance their pedagogical skills and help them implement effective teaching methods tailored to the needs of their students. On the other hand, the study also revealed a notable discrepancy in the impact of schemes of work and lesson plans on learner achievement. The lack of a strong correlation implies that the application of these teaching-learning tools may be skewed or disjointed in the educational context under investigation. This finding calls for a closer examination of how schemes of work and lesson plans are developed, implemented, and integrated into the teaching process.

It suggests a potential gap in the understanding or execution of these planning tools that could be addressed through targeted training and support for educators. Further, the results suggest that a one-size-fits-all approach may not be suitable, and educators should carefully evaluate and tailor their instructional methods and planning strategies based on the specific needs and dynamics of their teaching environments.

RECOMMENDATIONS

Based on the study findings and conclusions, the following recommendations are proposed;

1. Teacher Training and Professional Development to focus on effective pedagogical approaches, with an emphasis on diverse teaching methods. This training should equip teachers with a broad range of instructional strategies to cater to the diverse learning needs of students.
2. Review and Enhance School-Based Planning Practices, particularly in the development and implementation of schemes of work and lesson plans. Provide training and support to educators to ensure a more cohesive and effective application of these teaching-learning tools.

3. Context-Specific Planning, where teachers tailor their instructional methods and planning strategies based on the specific needs and dynamics of their teaching environments should be identified. Promote a more context-specific and responsive approach to teaching that considers the unique characteristics of each school and its student population.
4. Foster collaborative learning communities among teachers, where they can share best practices, discuss challenges, and collaboratively develop innovative teaching methods. This may create a supportive environment for professional growth and the exchange of effective instructional strategies.
5. Resource Allocation for Teaching Materials and resources that support diverse teaching methods to be provided. This includes providing access to updated textbooks, educational technology, and other tools that enhance the quality of instruction.

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