



Influence of Teacher Personality on the Performance of Learners in Kiswahili in Public Day Secondary Schools in Suba South Sub-County, Homa Bay County, Kenya.

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Abstract

The evolution of Kiswahili from its inception in the 18th century to its position as a globally acknowledged language is evidence of its advancement. The Language Policy of Kenya (2010) promotes the efficient management and utilization of Kiswahili for national development and effective administration of public services to fulfill the expectations and needs of citizens. This research aimed to investigate the impact of teacher personality on the performance of Kiswahili in public day secondary schools within Suba South Sub County. The study utilized a descriptive survey design with a mixed method approach. The target group consisted of 28 principals, 28 deputy principals and 47 Kiswahili teachers making a total of 103 participants. The sample size for the teachers, principals and deputy principals was determined through a census approach resulting into a final sample size of 103 participants. Questionnaires were used to collect data from Kiswahili teachers and principals while an interview guide was used to gather information from deputy principals. To ensure the validity of the research instruments, expert judgment was sought from university supervisors and reliability was determined through a test and retest method. The study was piloted in selected public day secondary schools within Suba North Sub-County. The quantitative data collected was analyzed descriptively using frequency, percentages, means, standard deviation as well as Pearson correlations and regression. Additionally the qualitative data obtained from the interviews was thematically analyzed. Ethical considerations such as obtaining approval from the Rongo University Directorate of Post Graduate Studies, obtaining a NACOSTI permit notifying the Suba South Sub County Office and principals of the sampled schools and assuring confidentiality to the respondents were taken into account. The findings revealed a significant relationship between teacher personality and performance with a correlation coefficient of $r=.794$ and $p=.00<.05$. This study may be of significance to principals, deputy principals, teachers and the Ministry of Education as well as other agencies such as the Kenya Institute of Curriculum Development and Teachers Service Commission. It may also benefit future researchers by providing insight into the selected teacher psychological factors influence students' performance in Kiswahili in public day secondary schools.

Keywords: *Teacher Personality, Performance, learners, secondary schools*

INTRODUCTION

Lee (2019) states that, personality is made up of various characteristics, beliefs and mental states that set individuals apart. Personality is a continuous and structured collection of human mental traits and mechanisms that influence their communication, physical, psychological and social environments. According to Takase (2019), “personality refers to external and observable characteristics. Personality is a compound and a set of fixed and stable qualities that distinguishes an individual from others.” Besides, personality includes an individual's beliefs,



passions and behavior with mental and spiritual instruments. Personality also encompasses psychological factors like personality, attitude and emotions.

Guilband, Michael and Hursh (2022) view psychological factors as elements present in one's personality that can either enhance or weaken the way one thinks and behaves like cognition, perception, emotion, motivation, attitude, intelligence and personality. "Four major psychological factors that can influence performance in school include motivation, attitude, personality and perception," (Guilband et al, 2022). As a result, the study selected three major teacher psychological factors (personality, motivation and attitude) that may influence learner's performance in Kiswahili.

Steele et al (2011) in USA carried out a study on Using Student Performance to Evaluate Teachers. "In line with the study, multiple years of learners' performance data in annual value-added estimation is recommended and where possible average teachers' annual value-added estimates across multiple years could be utilized." The study further shows that using multiple years of learners' performance data when estimating teachers' value-added effectiveness increases the accuracy and precision of those estimates. "In addition, averaging teachers' value-added estimates across multiple years reduces the instability of the estimates. In the same breath scores from a thorough teacher assessment model could be substantially related to learner performance and provide criterion-related validity evidence for the use of the performance evaluation scores as the basis for a performance-based pay system or other decisions with consequences for teachers."

According to Filgona and Sakiyo (2020), "performance of students in national examinations for Kiswahili is influenced by the attitudes of teachers of Kiswahili." Filgona and Sakiyo (2020) further support this view by stating that, "the attitude of teachers is the most valuable indicator of the problems facing learners' performance." Williams and Burden (2021) argue that what teachers do in the classroom reflects their knowledge and beliefs, and these beliefs and knowledge serve as basis for their actions. William and Burden (2021) build on this idea, arguing that teachers' actions are highly influenced by their attitudes and beliefs, more so than by their knowledge.

"In spite of the critical role that Kiswahili plays internationally, regionally and nationally, students' performance in Kiswahili in Kenya Certificate of Secondary Education (K.C.S.E.) national examinations remains below expectations," (Kalabai, Miima & Ondigi, 2021). "The Kenyan education system is heavily focused on exams. As a result, the release of K.C.S.E. examination results by the Cabinet Secretary for Education are used to assess prospective candidates' abilities based on their grades in all subjects, including Kiswahili, which influences decisions on placement in the next level of education. Kiswahili is used in a variety of university programs and middle-level colleges as a substitute for the English language; thus, a good grade in Kiswahili is an important resource for students wishing to pursue courses such as Law, Medicine, Education, and Journalism, among others," (Mose, 2019).

The Quality Assurance and Standards Office (QASO'S) examination analysis of Kiswahili performance in K.C.S.E. in Suba South Sub-county in Homa bay County confirms a worrying trend of poor performance in Kiswahili in public day secondary schools. As a result, the purpose of this study was therefore to investigate selected teachers' psychological factors that influence the performance of learners in Kiswahili in public day secondary schools in Suba South Sub-County, Homa Bay County, Kenya.



RESEARCH METHODOLOGY

This investigation utilized a descriptive study method. The design was chosen because it was appropriate for educational research fact-finding as it would yield a great deal of information, facts and characteristics concerning the selected teacher psychological factors. “It enabled the researcher to gather data at a particular point in time and used it to describe the existing condition of nature,” (Kothari, 2015). The study aimed at gathering information concerning the influence of selected teachers’ psychological factors influencing performance of learners in Kiswahili in public day secondary schools Suba South Sub-county, Homa-bay County, Kenya at a particular time in a given term of a normal Kenyan MoE school calendar.

Target Population

The target population for the study was 28 principals, 28 deputy principals and 47 teachers of Kiswahili of all the 28 public day secondary schools in Suba South Sub -County (MoE, Suba South Sub County Office, 2024).

Sampling Technique and Sample Size

“Sampling is the approach of choosing a sample from a population of interest to enable researchers understand the concept under study in details. All units of the population which meet selection standards for a collection are looked upon and a research sample is then selected and used for comprehensive assessment” (Dunn, 2023).

Table 1: Population and Sample Size

Items	Population	Sample Size
Principals	28	28
Deputy Principals	28	28
Teachers of Kiswahili	47	47
Total	103	103

Source: Suba South Sub-County office, 2024

Data Collection Instruments

The research instruments used in this study included questionnaire and interview guide. The chosen tools were adequate for gathering exhaustive and extensive primary data. They contained standardized questions of which allowed the respondents ample time to reflect on answers by avoiding hasty responses thus enhancing validity, (Mugenda & Mugenda, 2013).

Validity of the Research Instruments

“The degree to which a research instrument measures what it is intended to measure is known as validity of a test,” (Kombo & Tromp, 2006). To ascertain validity specialized expertise was mandatory.. Therefore, through expert judgment, face and content validity were ensured. By consulting the experts in the department of educational psychology in the school of education, Rongo University, their views on the clarity, relevance, and applicability of the instruments were used to standardize the instruments. The results from the pilot study were used in rewarding question items as needed. Unclear and obscure questions were amended, ineffective and non-functioning ones discarded, (Creswell, 2015). The Questionnaire included adequate set of items tapping the concept measured, which was selected teachers’ psychological factors influencing



learners’ performance in Kiswahili in public day secondary schools in Suba South Sub-County, Homa-bay County, Kenya.

For an effective interview guide, the researcher worked with experts from the Department of Educational Psychology in Rongo University. The researcher developed and rephrased the questions after this process. The experts then reviewed the interview guide questions. Following the pilot procedure, the researcher distributed the questions to department experts for a second review before utilizing them to gather data from the field. Question items were rewarded based on the pilot study's results. Obscure and unclear questions were changed. Those that are non-functional and ineffective were discarded.

Reliability of the Research Instrument

“Reliability is the degree to which results are consistent over time, stable and are an accurate representation of the total population under study,” (Creswell, 2015). It is imperative to acknowledge that a test-and-retest methodology was used to determine the suitability of the study techniques and components in this situation. The technique was of benefit because it ascertained if the responses provided were ideal for the research. “In the case that the instruments offered; a desired reliability coefficient of 0.7 or more, it was regarded effective,” (Kothari, 2014). In the case that the apparatus yielded less than reliability coefficient of 0.7, researcher would need to reserve the same as highlighted by Mugenda and Mugenda (2013).

Table 2: Reliability Test results

Var	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
1	5	2	5	2	4	3	5	3	4	2
2	1	4	3	1	4	3	3	4	3	1
3	2	3	1	1	1	5	4	3	5	2
4	4	2	2	2	3	2	5	3	1	3
5	3	2	2	1	2	3	3	2	2	3
6	1	3	4	2	4	4	2	4	4	4
7	2	2	1	1	1	3	4	2	4	2
8	2	1	3	5	2	5	5	4	3	5

n= 8 Sum Var= 8.9531 Alpha= 0.7513
 Reliability coefficient= 0.7513
 Sum of variance= 8.9531
 n=8

Table 2:
n= number of items
r-bar= average inter-item correlation among the items

“As the average inter-item correlation increases, Cronbach's alpha increases as well. This makes sense intuitively - if the inter-item correlations are high and then there is evidence that the items are measuring the same underlying construct,” (Delamater, Myers & Collet, 2015). The instrument achieved a reliability coefficient of .7513. Delamater, Myers and Collet (2015) agree



that, “a reliability coefficient of .7 or higher is considered as acceptable in most Social Science applications.”

Piloting

The study piloting is a procedural action in a research study which is useful in the determination of the extent to which the research instrument can be reliable and valid. According to Kothari and Garg (2014), “a pilot study is significant in the determination of any limitations of the data collection instruments. This study conducted a pilot study to assess how reliable the research instruments were.” Piloting was done in selected public day secondary schools in the neighboring Suba North Sub-county in Homa-bay County, Kenya. This was because; Suba North Sub-county bears similar characteristics as Suba South Sub-county. Through self-examination, the researcher tested the protocol for sampling, selected respondents for piloting. The sample for the piloting consisted of twelve (12) teachers of Kiswahili five (5) principals and five (5) deputy principals. These individuals were not incorporated in the actual study.

Data Collection Procedures

Introductory letter from Rongo University, the Board of Post Graduate Studies (BPS), NACOSTI research permit and a letter from Migori County State Department of Education were obtained. The researcher personally visited the schools, contacted the principals and gave them information regarding the nature and purpose of the study. Permission from the principals of various day secondary schools and the consents of both the deputy principals and teachers of Kiswahili were sought for the purposes of collecting data. Upon approval, the researcher was able to gather information from schools after organizing the appropriate dates to carry out the exercise with the Principals. Participants’ consent forms were issued to the participants. In the utilization of a Descriptive Survey Method, data was collected followed by qualitative data. The questionnaires were given to teachers of Kiswahili and principals and were self-administered while the interviews were given to the deputy principals. Both the principals and teachers of Kiswahili were advised not to write their names or reveal them in order to protect their identities. Participants were also assured of confidentiality. The entire period for data collection was two weeks.

Quantitative Data Analysis

Numeric data obtained from questionnaires from teachers of Kiswahili and principals were coded into a statistical package for social sciences (SPSS version 29). The replies to the questionnaires with predetermined choices were given numerical scores for the calculation of pertinent descriptive factors. The information gathered from closed-ended questions was assessed through descriptive data such as frequency, percentages, averages and standard deviations and further analyzed inferentially into Pearson Correlations and Regressions. The results were presented in form of tables.

Qualitative Data Analysis

Qualitative data generated from the interview schedule was analyzed thematically using narratives as in Braun and Clarke, (2006)



RESULTS

Influence of Teacher Personality on the Performance of Learners in Kiswahili

The study sought to find out the influence of teacher personality on the performance of learners in Kiswahili in public day secondary schools in Suba South Sub-County, Homa-Bay County, Kenya. To achieve this, the respondents were probed on their personal variables and asked to indicate the extent to which they agreed or disagreed with the personality item statements, where SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree and SD= Strongly Disagree. The results were then descriptively analysed into Frequencies, Percentages, Means and Standard Deviations and further inferentially analysed into Pearson correlations and Regression.

Table 3: Teacher Personality and Performance of Learners in Kiswahili

Personality Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	SD
Teacher's agreeableness	20(32.8%)	20(32.8%)	9(15.4%)	8(12.8%)	4(6.2%)	3.72	1.134
Helping learners with their Kiswahili assignments	23(36.9%)	20(32.8%)	15(24.1%)	1(2.1%)	3(4.1%)	4.02	1.216
Cooperating with learners by putting learners' academic needs first	32(52.3%)	15(24.1%)	8(12.8%)	3(4.1%)	4(6.7%)	4.26	1.117
Openness to new experiences in Kiswahili	30(49.2%)	12(19.6%)	11(17.4%)	3(4.1%)	3(4.1%)	3.93	1.207
Paying attention to learners' academic needs	29(47.7%)	18(30.3%)	10(15.9%)	3(4.1%)	1(2.1%)	4.16	1.195
Being sensitive to learners' academic needs	33(54.3%)	18(30.3%)	3(5.6%)	3(4.1%)	3(5.6%)	4.18	1.174
Teachers' emotional stability	32(52.3%)	17(28.2%)	11(17.4%)	0(0.0%)	1(2.1%)	4.30	1.162
Supporting learners in dealing with their mistakes	30(49.2%)	17(28.2%)	8(12.8%)	0(0.0%)	0(0.0%)	3.97	1.127

Table 3 shows that 32.8% of the respondents strongly agreed that, "Teacher's agreeableness can influence performance of learners in Kiswahili." Another 32.8% agreed with the statement. Majority of the respondents cumulatively at 65.6% agreed that, teacher's agreeableness can influence performance of learners in Kiswahili. Pourseyed et al (2019), Amponsah (2023) and Nkomo et al (2022) confirmed that, "agreeableness among other personality traits had significant relationships with academic performance." Overall, the mean rating of the influence of teacher agreeableness on performance of learners in Kiswahili is 3.72 (out of a maximum possible of 5) and a standard deviation of 1.134. From quantitative results, teachers who exhibited



agreeableness type of personality were perceived as optimistic on their daily endeavors and as such put more effort on teaching to achieve a better mean score.

Based on data collected from interview schedules, respondents noted that:

“Teachers who exhibit agreeableness type of personality are aware of their past, present, and future fears, they tend to put more effort on teaching to achieve a better mean score and all these collectively influence positively learner’s performance in Kiswahili”[DP7]

The views from the interview imply a positive link between personality and other components of self to form a whole self that in turn influences performance of students. Almeida (2020) in Europe also argues that personality and other components of self are inseparable and that all determine the degree of students’ academic performance

From Table 3, the study found that 36.9% of the respondents strongly agreed that “Helping learners with their Kiswahili assignments influence performance of learners in Kiswahili.” Another 32.8% of the respondents agreed with the statement. Majority of the respondents cumulatively at 69.7% agreed that, Helping learners with their Kiswahili assignments influence performance of learners in Kiswahili. Overall, the mean rating of the influence of teacher’s help to learners with their Kiswahili assignments on performance of learners in Kiswahili is 4.02 (out of a maximum possible of 5) and a standard deviation of 1.216.

Qualitative results also reveal that there is a link between the influences of teacher’s help to learners with their Kiswahili assignments influence performance of learners in Kiswahili as was expressed by another respondent:

“Helping learners with their assignments is a very important aspect in the learning of Kiswahili. Since Kiswahili is perceived as a complicated subject in Luo Nyanza, it is important for the teacher to work hand in hand with the learner. The teacher should consider correcting learners in a manner that does not dehumanize them” [DP1]

And yet another respondent noted;

“Generally, teachers should be more of help to learners than frustrating them. If a teacher has agreeableness personality he or she should be aware of what to teach and at what time. The teacher works closely with learners and accept their opinions, learners thus feel part and parcel of the lesson. This kind of agreement can facilitate good performance among” learners [DP3]

From the sentiments, it is true to confirm that as teachers help learners with their assignments, they improve the chances of the learner to perform well in Kiswahili as a subject.

From Table 3, the study found that 52.3% of the respondents strongly agreed that “Cooperating with learners by putting learners’ academic needs first influences performance of learners in Kiswahili.” It is only 24.1% of the respondents who agreed with the statements. Majority of the respondents cumulatively at 76.4% agreed with the statement that, cooperating with learners by putting learners’ academic needs first influences performance of learners in Kiswahili. Overall, the mean rating of the influence of teacher cooperation on Performance of Learners in Kiswahili is 4.26 (out of a maximum possible of 5) and a standard deviation of 1.117. The quantitative results support the findings by Youngren (2021) that, students’ engagement is a huge component



to learning and have shown a correlation to higher academic achievements in those students who are more engaged through teacher-student co-operations.

In analyzing qualitative data from interviews, deputy principles equally agreed with the statement that, cooperating with learners by putting learners' academic needs first influences the learning outcome of learners in Kiswahili. This was echoed by one of the respondents that: "Learner's performance in Kiswahili depends on teacher's co-operation in dealing with learners' academic needs. When teachers are highly co-operative, they tend to motivate learners thereby improving their performance in Kiswahili." [DP2] The discussions strongly suggest that the teacher does not have a choice by to co-operate with learners in order to improve academic means of Kiswahili.

From Table 3, the study found that 49.2% of the respondents strongly agreed that "Openness to new experiences in Kiswahili influences performance of learners in Kiswahili." It is only 19.6% of the respondents who agreed with the statements. Majority of the respondents cumulatively at 68.8% agreed that, Openness to new experiences in Kiswahili influences performance of learners in Kiswahili. Overall, the mean rating of the influence of teacher openness to new experience on performance of learners in Kiswahili is 3.93 (out of a maximum possible of 5) and a standard deviation of 1.207. Larvijsen et al (2023) in USA, "emphasize the relative importance of openness in post-secondary education and provide promising perspectives for further research." On the same breath, Gatzka and Hell (2018) in USA concluded that, "the true potential of openness for predicting academic performance is concealed within the heterogeneity of the construct."

In one of the interviews with the respondents, one had this to say:

"Teachers who are open to new experiences are confident and have the right emotional dispensation towards academic issues. This implies that they are capable of self-handling their subjects and as such, they are able to assist learners to perform well in Kiswahili" [DP5]

The discussant further noted:

"Personality of a teacher like openness to experience, is a very important aspect in the learning of Kiswahili. Since knowledge is dynamic, a teacher who is open to new experiences should be open to new ideas from other people. The teacher should be tolerant on divergent views. A know it all teacher may have minimal influence on learners during the learning process." [DP5]

The views from the interview imply that a strong teacher personality like openness helps them perceive themselves with respect to their experience with the environment and this ultimately makes them be in a better position to manage their lessons in the best way they know how. Similarly, findings by Larvijsen et al (2023) in USA asserted that, teacher personality is normally the predictor of academic performance.

From table 3, a small majority of the respondents (47.7%) strongly agreed that 'Paying attention to learners' academic needs influence the learning outcome in Kiswahili.' However, 30.3% of the respondents agreed that paying attention to learners' academic needs by teachers influence performance of learners in Kiswahili. Overall, the mean rating of awareness on this construct is 4.17(out of a maximum possible of 5) and a standard deviation of 1.195. Results from



interview excerpts equally confirmed the same as is in the sentiments of one of the respondents that:

“Teacher’s attention to learners plays a significant role in academic performance of learners in Kiswahili. Therefore, whenever learners have challenge in Kiswahili, they deserve their teachers’ attention. If a teacher does not regard learners’ plea as urgent, their interest in learning of Kiswahili is watered down there by influencing performance in Kiswahili negatively” [DP4]

The views from the interview imply that teachers should pay attention to learner’s academic needs.

From table 3, majority of the respondents (54.3%) strongly agreed that ‘Being sensitive to learners’ academic needs influence performance of learners in Kiswahili.’ However, 30.3% of the respondents agreed that being sensitive to learners’ academic influence performance of learners in Kiswahili. Overall, the mean rating of awareness on this construct is 4.18 (out of a maximum possible of 5) and a standard deviation of 1.174.

The findings are confirmed by another respondent during the interview when he expressed:

“Being sensitive to learners academic needs simply imply that the teacher who is like the driver should be very sensitive to the academic needs of students. That is only when learners can develop a good rapport with the teacher. With a good rapport, learners learn at ease and hence perform better” [DP14]

The sentiments show how important it is for that teacher to be sensitive to learners’ academic needs. When teachers are in good rapport with learners, learners feel free with them hence consult more whenever they meet any challenges in any area of study

From table 3, majority of the respondents (52.3%) strongly agreed that ‘Emotional stability of a teacher influences learners’ performance in Kiswahili.’ It is only 26.1% of the respondents who agreed with the statement. Overall, the mean rating of awareness on this construct is 4.30 (out of a maximum possible of 5) and a standard deviation of 1.162. According to Takase (2019) it was observed that friendly relationships with pupils and teachers frequently improve pupils’ academic performance.

In response to the influence of teacher’s emotional stability on learner’s performance in Kiswahili, one of the respondent’s opinions was that teachers with emotional stability feel good about themselves and their abilities. This statement was expressed by one of the respondents that:

“Studies have found teacher’s emotional stability and self -esteem to be associated with learner’s academic performance; performance in exams, sports and any other school activity” [DP19]

And yet another respondent had this to express:

“Learner’s performance depends on teacher’s ‘ability. This state is changeable according to the situation the teachers are currently in and their responses to events going on around them. It is also influenced by past events and how the students remember them; recalling a former success has a very different outcome in terms of their confidence levels than thinking about an occasion when they failed” [DP10]

From the expressions, it can be noted that, emotional stability helps teachers to understand their personal beliefs about their teaching abilities or skills, hence influencing their teaching prowess.



From Table 3, the study found that 54.3% of the respondents strongly agreed that “Supporting learners in dealing with their mistakes influence performance of learners in Kiswahili.” Another 26.1% of the respondents agreed with the statement. Majority of the respondents cumulatively at 80.4% agreed that, supporting learners in dealing with their mistakes influence performance of learners in Kiswahili. Overall, the mean rating of the influence of teacher personality on the Performance of Learners in Kiswahili is 4.25 (out of a maximum possible of 5) and a standard deviation of 1.203.

Results from interview schedule equally confirmed the findings of this construct as articulated by one of the respondents that:

“Teachers must always be supportive in dealing with learners’ mistakes in a manner that corrects them as opposed to harming them. Since every human being makes mistakes, learners are not left behind. To err is human, the teacher should just assist learners navigate their mistakes” [DP13]

The views from the interview show that when learners are helped to navigate their mistakes, they are able to improve and trust their teachers and hence gain interest in learning Kiswahili. This later translates into performance.

Overall Teacher Personality and Performance of Learners in Kiswahili

A two tailed Bivariate Pearson correlation analysis was conducted to establish whether a relationship exists between teacher’s personality and learner’s performance in Kiswahili. The results are shown in the Table 4

Table 4: Correlation between Teacher Personality and Learners’ Performance in Kiswahili

Independent Variable	Inferential Statistic Test	Correlation with a teacher’s emotional stability can change the pupil’s perception of Kiswahili
Teacher Personality	Pearson Correlation	.794**
	Set Sig. (2-tailed)(α)	.05
	Observed P value	.000

Analysed Data, 2024

In Table 4, there is a strong positive relationship of $r = 0.794$; $p < 0.05$ between teacher’s personality and learner’s performance in Kiswahili. Since P value obtained was 0.0 which was < 0.05 . Hence, it was concluded, “there was statistically significant influence of teacher’s personality on learner’s performance in Kiswahili.” The findings on the relationship between teacher personality and learners’ performance in Kiswahili support the findings of Wang and Zhang (2022) that, pupils’ academic achievement and outcomes in Kiswahili, just like in any other subject, are dependent on the effectiveness of their teachers.

DISCUSSIONS

Quantitative findings established that teacher personality was positively related to performance of Kiswahili. Applying the Pearson correlation to establish this correlation, the results indicated a strong positive relationship of $r = 0.794$; $p = 0.0$ which is < 0.05 between teacher personality on learner’s performance in Kiswahili. Qualitative findings also established that teacher personality and learner’s performance in Kiswahili were positively related. This suggests that a



teacher with a dominant character can effectively support students in achieving success in Kiswahili.

CONCLUSIONS

Teachers who embrace fresh concepts and are receptive to unfamiliar situations possess assurance and possess the appropriate emotional mindset when it comes to academic matters. They possess the ability to independently manage Swahili and consequently collaborate with students by supporting them in excelling in the subject. Moreover they are motivated to dedicate extra attention to teaching in order to attain a superior average score.

RECOMMENDATIONS

It is crucial for Kiswahili teachers to aid learners in overcoming obstacles in their Kiswahili studies. Equally important is their cooperation with students throughout the learning journey building a strong relationship with them. Additionally, teachers must be receptive to new perspectives and input from learners as this enhances their proficiency in Kiswahili and ultimately leads to improved academic achievements.

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