

INFLUENCE OF TEACHER CHARACTERISTICS ON TEACHER EFFECTIVENESS IN PUBLIC PRIMARY SCHOOLS, LANG'ATA SUB-COUNTY, KENYA

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Abstract

Teacher effectiveness remains a critical determinant of educational quality and learner achievement in primary education. This study examined the influence of teacher characteristics on teacher effectiveness in public primary schools in Lang'ata Sub-County in Kenya. Guided by a post-positivist research philosophy, the study adopted a mixed-method approach, integrating a correlational research design for the quantitative component and a phenomenological design for the qualitative component. The target population entailed 1,200 respondents, comprising teachers, Grade 8 learners, and deputy head teachers, from which a sample of 300 respondents was selected using stratified and purposive sampling techniques. Data were collected using structured questionnaires and semi-structured interview guides, and analyzed using descriptive and inferential statistics alongside thematic analysis for qualitative data. The study revealed a moderate positive relationship between teacher characteristics and teacher effectiveness, $r(95) = 0.460$, $p < .001$. Collaboration among teachers further contributed to improved teaching quality through knowledge sharing and teamwork. The study concludes that strengthening positive teacher characteristics is essential for enhancing teacher effectiveness, improving teacher–learner relationships, and promoting better academic outcomes in public primary schools.

Keywords: *Teacher characteristics, Teacher effectiveness, Teacher adaptability, Teacher collaboration, Pedagogical competence, Instructional effectiveness, Classroom management, Teacher performance, Teaching experience, Teacher personality traits*

INTRODUCTION

Teacher effectiveness remains one of the most critical determinants of educational quality and learner achievement across contemporary education systems. Teachers play a central role in translating curriculum goals into meaningful learning experiences that support learners' academic growth, social development, and acquisition of practical competencies. The extent to which teachers effectively execute these responsibilities depends not only on their professional training and pedagogical competence but also on the personal and professional characteristics they possess. Teacher characteristics such as adaptability, professionalism, commitment, creativity, collaboration, communication skills, and emotional intelligence influence how teachers organize classroom instruction, manage learner diversity, and respond to the evolving demands of education. According to Dutta, Halder, and Sen (2017), teacher effectiveness is a multidimensional construct shaped by both cognitive attributes such as subject mastery and pedagogical knowledge,

as well as non-cognitive characteristics including attitudes, interpersonal skills, and professional values. This demonstrates that teacher effectiveness is closely connected to the broader characteristics teachers bring into their professional practice.

In many developed education systems, teacher effectiveness is increasingly associated with the ability of teachers to demonstrate flexibility, innovation, and learner-centered instructional approaches. The changing nature of education has placed greater emphasis on teacher characteristics that support reflective practice, adaptability, and responsiveness to diverse classroom contexts. Toraman (2019) notes that effective teachers are often distinguished by characteristics such as strong communication skills, professional responsibility, positive attitudes toward learners, and the ability to adjust instructional strategies to meet learner needs. These characteristics enhance teachers' capacity to create supportive and engaging classroom environments. Similarly, Podolsky, Kini, and Darling-Hammond (2019) emphasize that teacher experience contributes to effectiveness when accompanied by reflective professional growth, adaptability, and continuous improvement in instructional practice. This suggests that teacher effectiveness extends beyond technical competence to include professional dispositions that shape classroom performance.

The increasing complexity of modern education systems has further highlighted the importance of teacher characteristics in promoting instructional quality. Teachers are expected to facilitate active learning, integrate innovative teaching practices, and address increasingly diverse learner needs. Danişman, Güler, and Karadağ (2019) affirm that teacher-related characteristics significantly influence student achievement, underscoring the direct relationship between teacher attributes and educational outcomes. In addition, Hughes (2012) observes that characteristics such as professional commitment, teacher efficacy, and strong professional identity contribute significantly to sustained effectiveness and teacher retention. These attributes enable teachers to remain engaged in their profession while maintaining consistent instructional quality.

Across African education systems, teacher effectiveness continues to face significant challenges due to contextual constraints such as overcrowded classrooms, limited instructional resources, inadequate professional support, and diverse learner needs. Under such circumstances, teacher characteristics become particularly important because they determine how effectively teachers respond to these challenges. Azigwe, Kyriakides, Panayiotou, and Creemers (2016), in examining effective teaching characteristics in Ghana, established that teacher effectiveness significantly promotes student achievement when teachers demonstrate strong instructional competence, learner engagement strategies, and professional commitment. Their findings suggest that teacher characteristics are essential in overcoming environmental and institutional barriers to effective teaching.

Similarly, in Nigeria, teacher effectiveness has been closely linked to professional and personal characteristics that influence instructional delivery. Ekperi (2018) found that teacher characteristics, particularly professional training, classroom management skills, and teaching experience, significantly affect students' academic performance. These findings reinforce the view

that teacher effectiveness is not merely determined by academic qualifications but also by the characteristics that shape teachers' practical classroom behavior. More recently, Nawaz, Shahzad, and Rehan (2025) established that personality traits such as conscientiousness, openness to experience, and adaptability are strongly associated with teacher effectiveness. Such findings emphasize the importance of examining individual teacher characteristics as critical predictors of effective classroom practice.

Within the broader educational discourse, teacher characteristics have also been associated with professional productivity and instructional performance in higher education contexts. Mangila (2022) notes that characteristics such as commitment, responsibility, professional collaboration, and effective communication significantly enhance teaching effectiveness and work performance among instructors. Although this study focused on higher education, its findings reinforce the broader understanding that teacher characteristics remain central to effective instructional practice across educational levels.

In the Kenyan context, teacher effectiveness continues to attract considerable attention due to ongoing educational reforms aimed at improving quality and learner outcomes. The implementation of competency-based education has significantly transformed teachers' instructional roles, requiring greater adaptability, creativity, collaboration, and learner-centered pedagogical approaches. This shift demands teachers who possess characteristics that support flexibility, innovation, and responsiveness to diverse learner needs. Lidoro and Orodho (2014), in their study of public primary schools in Kakamega County, found that teacher adequacy and professional effectiveness significantly influence curriculum implementation. Their findings suggest that the characteristics teachers possess directly affect their ability to successfully translate curriculum expectations into effective classroom practice.

Despite these reforms, concerns regarding teacher effectiveness remain prevalent in public primary schools across Kenya, particularly in urban contexts where schools often experience overcrowded classrooms, limited instructional resources, and highly diverse learner populations. In such environments, teacher characteristics such as professionalism, creativity, resilience, and collaboration become increasingly critical in sustaining instructional quality. While existing studies have explored teacher effectiveness and related professional competencies, many have focused broadly on teacher qualifications, experience, and learner outcomes without sufficiently isolating the influence of specific teacher characteristics within localized educational settings.

Lang'ata Sub-County in Nairobi County presents a particularly relevant context for examining this issue. As an urban area characterized by social and economic diversity, public primary schools in the sub-county often face complex instructional challenges that require teachers to demonstrate adaptability, innovation, professionalism, and effective learner engagement strategies. Although teacher effectiveness has received substantial scholarly attention, there remains limited empirical understanding of how specific teacher characteristics influence effectiveness within public primary schools in localized urban contexts such as Lang'ata Sub-County. It is against this background that

the current study seeks to examine the influence of teacher characteristics on teacher effectiveness in public primary schools in Lang'ata Sub-County, Nairobi County, Kenya.

METHODOLOGY

Research Design

This study employed a mixed-method approach, integrating both quantitative and qualitative data collection, analysis, and reporting techniques in order to provide a comprehensive understanding of the influence of teacher characteristics on teacher effectiveness. The quantitative component adopted a correlational research design to examine the nature, strength, and direction of relationships between teacher characteristics and teacher effectiveness without manipulating any of the variables. This approach was considered appropriate because it allows the researcher to establish associations between variables as they naturally occur in the school environment, thereby producing objective and measurable insights into the study phenomenon (Creswell, 2014).

In addition, the study adopted a phenomenological design for the qualitative component to explore the lived experiences, perceptions, and interpretations of participants regarding teacher characteristics and teacher effectiveness. Phenomenology focuses on understanding how individuals make meaning of their everyday experiences within a given context. As Schram (2003) explains, phenomenology examines individuals' "lifeworld," which refers to their daily experiences and social realities. Patton (2002) further emphasizes that phenomenological inquiry involves identifying and comparing shared experiences in order to uncover the essence of a phenomenon. In this study, the use of phenomenology enabled the researcher to gain in-depth insights from deputy head teachers regarding how teacher characteristics manifest in practice and influence instructional effectiveness within public primary schools.

Target Population

In this study, the target population comprised 1,200 respondents drawn from public primary schools in Lang'ata Sub-County. The respondents included, teachers, Grade 8 learners, and deputy head teachers.

Teachers were included because they are directly responsible for instructional delivery and embody the characteristics under investigation. Grade 8 learners were included to provide insights into teacher effectiveness from the learner's perspective, while deputy head teachers were selected as key informants due to their role in instructional supervision and evaluation.

Sampling Procedure and Sample Size

This section outlines the procedures used to select participants and determine an appropriate sample size for the study. The study employed a combination of stratified and purposive sampling techniques to ensure that the selected respondents were both representative and relevant to the research objectives. Stratified sampling was used to divide the population into meaningful subgroups based on schools, ensuring that each school was adequately represented in the study. This approach enhanced the representativeness of the sample and reduced sampling bias. Within

each stratum, participants were selected proportionately to ensure balanced representation across the study area. Purposive sampling was used to select deputy head teachers as key informants for the qualitative component of the study. These participants were chosen because of their direct involvement in instructional supervision, teacher evaluation, and feedback processes within the schools. Their insights were considered valuable in providing in-depth understanding of how teacher characteristics influence effectiveness in practice.

Sample Size

The sample size for the study was determined using Slovin’s formula: $n = N / (1 + N * e^2)$, where 'n' represents the sample size, 'N' denotes the total population, and 'e' is the margin of error, which was chosen by the researcher.

In this case, the population size was $N = 1200$

$$n = 1200 / (1 + 1200 * 0.0025)$$

$$n = 1200 / 1 + 3$$

$$n = 1200 / 4$$

$$n = 300$$

Table: Population and Sample Distribution

Respondent Category	Population (N)	Sample (n)	Sampling Technique
Teachers	300	100	Stratified sampling
Grade 8 Learners	890	190	Stratified sampling
Deputy Head Teachers	10	10	Purposive
Total	1,200	300	

The final sample consisted of 300 respondents, distributed as follows: 100 teachers, 190 Grade 8 learners, and 10 deputy head teachers. This distribution ensured adequate representation of all key respondent categories while maintaining statistical reliability.

Data Collection Instrumentation

Data were collected using both structured questionnaires and semi-structured interview guides to capture quantitative and qualitative information. Structured questionnaires were administered to teachers and learners and consisted of Likert-scale items designed to measure teacher

characteristics, feedback mechanisms, and perceptions of teacher effectiveness. The questionnaire for teachers was organized into sections covering demographic information, teacher characteristics, and feedback mechanisms. The learner questionnaire focused on perceptions of teacher professionalism, commitment, adaptability, and instructional engagement, providing valuable insights into how learners experience teacher effectiveness in the classroom. The use of self-administered questionnaires enabled respondents to provide honest and independent responses, thereby enhancing the reliability of the data collected (Kasomo, 2011).

For the qualitative component, semi-structured interviews were conducted with deputy head teachers. This approach allowed the researcher to engage participants in one-on-one discussions, enabling deeper exploration of their experiences and perceptions regarding teacher characteristics and instructional effectiveness. The flexibility of semi-structured interviews made it possible to probe further into emerging issues, thereby enriching the data collected (Patton, 2015; DeMarrais, 2004).

Data Analysis

Quantitative data were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics such as frequencies, percentages, means, and standard deviations were used to summarize the characteristics of the data and provide an overview of the respondents' views on teacher characteristics and teacher effectiveness. Inferential statistics, particularly correlation analysis, were used to determine the strength and direction of the relationship between teacher characteristics and teacher effectiveness. Independent samples t-tests were also conducted to examine differences in responses based on selected demographic variables. These analyses provided empirical evidence on how teacher characteristics influence teacher effectiveness within the study context.

Qualitative Data Analysis

Qualitative data were analyzed using thematic analysis, which involved coding, categorizing, and identifying key themes from the interview responses. The analysis was conducted concurrently with data collection, allowing emerging patterns to be captured effectively. The process involved assigning codes to segments of data, grouping similar codes into categories, and developing overarching themes that reflected participants' experiences and perceptions. According to Merriam (2005), coding is an essential process in qualitative research that facilitates the organization and interpretation of data. This approach enabled the researcher to capture the essence of participants' experiences and provide deeper insights into how teacher characteristics influence teacher effectiveness.

Ethical Considerations

An introductory letter from Africa International University (AIU) facilitated the acquisition of a research permit from the Ministry of Education and approval from the Lang'ata Sub-County education office. Participation was voluntary, with respondents signing informed consent forms. Confidentiality and anonymity were strictly maintained, and data were used solely for academic purposes without recording identifying details.

Participants were protected from harm, with questions carefully framed to avoid discomfort, and no respondent was coerced into answering. Ethical principles of honesty and integrity were upheld throughout data collection, analysis, and reporting, with all sources duly acknowledged. Data were securely stored, with access limited to the researcher, and will be disposed of in line with institutional guidelines.

RESULTS

Demographic Characteristics of the Respondents

Gender of Respondents

The study established the gender distribution of the teachers. The findings indicate that 75% of the respondents were female, while 25% were male.

Age of Respondents

The study established the age distribution of the teachers. The findings show that 47% of the respondents were aged between 20–30 years, 33% were aged 31–40 years, 13% were aged 41–50 years, while 7% were aged 51 years and above.

The study examined the academic qualifications of the teachers. The findings indicate that 56.3% of the respondents had attained diploma-level education, 28.1% had bachelor's degrees, while 15.6% had master's degrees.

The study established the teaching experience of the respondents. The findings show that 44.8% had 0–5 years of experience, 31.3% had 6–10 years, 14.6% had 16–20 years, while 9.4% had 11–15 years of teaching experience.

The study established the current professional positions of the respondents. The findings indicate that 94.8% were classroom teachers, 3.1% were deputy head teachers, while 2.1% were head teachers.

Teacher Characteristics on Teacher Effectiveness

Teachers were asked to indicate their level of agreement on various statements designed to establish the influence of teacher characteristics on teacher effectiveness in public primary schools. Their responses were rated on a four-point Likert scale ranging from Strongly Disagree (SD) to Strongly Agree (SA). The results were as indicated in table 2.

Table 2: Teacher Characteristics on Teacher Effectiveness

Statement	SD	D	A	SA
Professionalism in teaching enhances teacher effectiveness	2.10%	0.00%	27.10%	70.80%
Creativity in teaching methods improves student engagement	3.10%	1.00%	22.90%	72.90%
Adaptability to new teaching methods contributes to overall effectiveness	2.10%	6.30%	35.40%	56.30%
Collaboration with colleagues enhances the overall teaching quality	2.10%	2.10%	32.20%	63.50%

Key: SD: Strongly Disagree; D: Disagree; A: Agree, SA Strongly Agree)

Regarding professionalism in teaching, the results showed that 97.9% of teachers agreed or strongly agreed that professionalism enhances teacher effectiveness, with 27.10% agreeing and 70.80% strongly agreeing. Only 2.1% strongly disagreed. The study also revealed a strong positive relationship between teacher qualifications, cognitive abilities, and student achievement, suggesting that professionalism and competence significantly enhance teacher effectiveness and learner outcomes.

On creativity in teaching methods, 95.8% of teachers agreed or strongly agreed that creativity improves student engagement, with 22.90% agreeing and 72.90% strongly agreeing. Only a small proportion expressed disagreement.

Concerning adaptability to new teaching methods, 91.7% of teachers agreed or strongly agreed that adaptability contributes to overall effectiveness, with 35.40% agreeing and 56.30% strongly agreeing. A small percentage expressed disagreement.

In relation to collaboration with colleagues, 95.7% of teachers agreed or strongly agreed that collaboration enhances teaching quality and effectiveness, with 32.20% agreeing and 63.50% strongly agreeing. This suggests that teamwork and professional interaction among teachers significantly improve instructional quality.

Furthermore, the study concludes that adaptable and collaborative teachers are more effective in delivering quality education and improving overall teaching performance. Adaptability enables

teachers to respond to curriculum changes, integrate new teaching approaches, and address emerging educational challenges, thereby enhancing instructional effectiveness. Collaboration among teachers fosters teamwork, sharing of professional knowledge, and peer support, all of which contribute to improved teaching quality and learner performance. These findings suggest that strengthening positive teacher characteristics through continuous professional development, mentorship, and supportive school environments is essential for enhancing teacher effectiveness and achieving improved learning outcomes in public primary schools.

Deputy Head Teacher Responses on the influence of Teacher Characteristics on Teacher Effectiveness

During the interview, Deputy Head Teachers were asked to explain how teacher characteristics influence effectiveness in teaching in public primary schools. Their responses highlighted that the personal and professional attributes of teachers such as professionalism, creativity, adaptability, commitment, and interpersonal skills play a crucial role in determining teaching quality and student outcomes. Participants emphasized that teachers with positive characteristics are more likely to plan lessons effectively, engage learners, manage classrooms efficiently, and collaborate with colleagues. Additionally, they noted that such traits influence the teacher's ability to build strong relationships with learners, respond to diverse learning needs, and maintain high standards of professionalism, all of which contribute significantly to overall teacher effectiveness.

For example, Deputy Head Teacher 1 observed that teachers with strong and positive character are able to act quickly on professional responsibilities, particularly in syllabus coverage and classroom management.

Deputy Head Teacher 1 went on to explain that: "Teachers with high professional character are able to balance their workload effectively and complete assigned tasks in good time." However, the respondent cautioned that excessively fast teachers may focus more on fast learners and unintentionally leave behind slow learners. As the deputy head teacher sighed and meditated! He went on to explain that some teachers easily become irritated due to their personal character, which negatively affects their relationships with colleagues and learners. This response suggests that teacher character influences not only instructional effectiveness but also classroom interactions and inclusivity in teaching (DHT 1, 2025).

Deputy Head Teacher 2 emphasized that: "A teacher with a positive character is always professional and committed to their work." According to the respondent, "professionalism is reflected through proper lesson preparation, adherence to school regulations, and commitment to learners' academic progress." The respondent further explained that positive teachers are willing to learn from others, borrow good practices from colleagues, and implement them to benefit learners. Such teachers are also creative and adaptable to changing learning environments and instructional demands. This indicates that positive teacher character promotes continuous professional growth, creativity in teaching methods, and adaptability to diverse classroom situations (DHT 2, 2025).

Participants also revealed that teacher character influences behavior and perception towards learners, which in turn affects teacher–learner relationships. Deputy Head Teacher 3 noted that:

Teacher characteristics determine how teachers perceive and relate to learners and influences their level of commitment to learner progress. The respondent explained that teachers who are conscious of time and professional responsibilities rarely report late for lessons and demonstrate strong commitment to their duties. Conversely, lack of time consciousness and poor professional discipline compromise teacher professionalism and effectiveness. The respondent emphasized that effective time management is a key component of positive teacher character and plays a critical role in enhancing teacher effectiveness and learner academic achievement (DHT 3, 2025).

Correlation between Teacher Characteristics and Teacher Effectiveness

H02 Stated: Teacher characteristics does not have a significant influence in teacher effectiveness in public primary schools.

The study also sought to examine whether there is a statistically significant relationship between teacher characteristics and teacher effectiveness in the teaching and learning process in public primary schools in Lang’ata Sub County, Nairobi, Kenya. Table 3 presents the Pearson correlation results between teacher characteristics and teacher effectiveness.

Table 3 Correlation between Teacher Characteristics and Teacher Effectiveness

		Teacher Effectiveness	Teacher Characteristics
Pearson Correlation	Teacher Effectiveness	1.000	.460
	Teacher Characteristics	.460	1.000
Sig. (1-tailed)	Teacher Effectiveness	.	.000
	Teacher Characteristics	.000	.
N	Teacher Effectiveness	97	97
	Teacher Characteristics	97	97

A Pearson correlation analysis revealed a moderate positive relationship between teacher characteristics and teacher effectiveness, $r(95) = 0.460$, $p < .001$. This indicates that teachers with stronger or more positive characteristics tend to be more effective in the teaching and learning process. The relationship was statistically significant, suggesting that teacher characteristics, such as, professionalism, classroom management, Teacher-learner relationship, collaboration and

enthusiasm, are important factors influencing teacher effectiveness in public primary schools in Lang'ata Sub County.

DISCUSSION

The purpose of this section is to interpret the study findings by situating them within the context of existing empirical literature in order to provide a deeper and more nuanced understanding of how teacher characteristics influence teaching effectiveness. The discussion critically examines the key variables explored in the study, namely professionalism, creativity in teaching methods, adaptability to new approaches, and collaboration among teachers, and explores how these factors interact to shape instructional practices and learner outcomes. By comparing the study findings with those of previous research, the section identifies areas of agreement as well as reinforcing patterns that validate the current results. In addition, it draws attention to the broader implications of these characteristics for classroom practice, teacher development, and educational quality. This comparative approach not only strengthens the credibility of the findings but also contributes to the existing body of knowledge by highlighting the practical significance of teacher attributes in enhancing student engagement, performance, and overall learning experiences.

Regarding professionalism in teaching, the study found out that an overwhelming majority of teachers perceived professionalism as a key determinant of effectiveness, reflecting a strong consensus on its central role in shaping quality teaching. This strong agreement suggests that teachers associate professionalism with improved instructional delivery, effective classroom management, adherence to ethical standards, and enhanced learner achievement. It also implies that professional conduct, coupled with deep subject knowledge and commitment, creates a conducive learning environment that supports both teaching and learning processes. These findings are consistent with Osadolor (2020), who reported that students taught by professionally competent teachers demonstrate significantly higher academic gains compared to those taught by less qualified teachers. The similarity in findings underscores the critical importance of professionalism as a multifaceted construct encompassing subject mastery, pedagogical competence, and ethical responsibility. It further suggests that efforts aimed at strengthening teacher professionalism through continuous training, adherence to professional standards, mentorship, and ongoing professional development are likely to yield substantial improvements in educational outcomes and overall school performance.

With reference to creativity in teaching methods, the study found out that teachers widely acknowledged its role in improving student engagement, indicating a strong appreciation for innovative and learner-centered instructional practices. This suggests that teachers recognize that teaching effectiveness is not only dependent on content knowledge but also on the ability to present content in dynamic, engaging, and contextually relevant ways. The findings imply that when teachers employ a variety of instructional strategies, they are better able to cater to diverse learning styles, sustain learner interest, and enhance comprehension. These findings align with Azuka (2020), who observed that effective teachers adopt diverse teaching strategies to address different learning styles, and Ehiaguina (2020), who linked quality teaching to the use of appropriate

methods, effective classroom management, and mastery of subject content. The consistency across these studies highlights creativity as an essential pedagogical skill that enhances interaction, promotes critical thinking, and fosters an engaging learning environment. It further suggests that integrating creativity into teaching practice is fundamental for improving learner participation, motivation, and overall academic performance, particularly in increasingly diverse and dynamic classroom settings.

In relation to adaptability to new teaching methods, the study found out that a large majority of teachers associated adaptability with improved effectiveness. This reflects an understanding that teaching is a dynamic profession that requires continuous adjustment to curriculum changes, technological advancements, and emerging learner needs. These findings support those of Podolsky and Hammond (2019), who established that adaptable teachers tend to improve student achievement over time. Similarly, Mitz et al. (2024) emphasized that effective teaching is closely linked to a teacher's ability to adjust instructional practices and promote independent learning. The consistency of these findings suggests that adaptability enhances both the relevance and quality of instruction, thereby contributing to better learning outcomes.

In relation to adaptability to new teaching methods, the study found out that a large majority of teachers associated adaptability with improved effectiveness, indicating a strong recognition of the importance of flexibility in instructional practice. This reflects an understanding that teaching is a dynamic profession that requires continuous adjustment to curriculum changes, technological advancements, and the evolving needs of learners in increasingly diverse classroom contexts. The findings suggest that teachers who are open to adopting new approaches, integrating innovative tools, and modifying their instructional strategies are better positioned to respond effectively to the demands of modern education systems. These findings support those of Podolsky and Hammond (2019), who established that adaptable teachers tend to improve student achievement over time, particularly as they gain experience and refine their teaching practices. Similarly, Mitz et al. (2024) emphasized that effective teaching is closely linked to a teacher's ability to adjust instructional practices, incorporate learner-centered approaches, and promote independent learning among students. The consistency of these findings suggests that adaptability is not only a desirable professional attribute but also a critical determinant of teaching effectiveness, as it enhances the relevance, responsiveness, and quality of instruction, ultimately contributing to improved learner engagement and better academic outcomes.

When asked about collaboration with colleagues, the study found out that most teachers viewed collaboration as essential for improving teaching quality and effectiveness. This suggests that teachers value the exchange of ideas, shared experiences, and collective problem solving as part of their professional practice. These findings are in line with Alton (2022), who emphasized the role of collaboration in strengthening teacher commitment and improving student achievement, as well as Mangila (2022), who highlighted the importance of shared expertise in enhancing instructional quality. The convergence of these findings indicates that collaborative environments create opportunities for continuous learning among teachers, which ultimately benefits learners. Taken together, the findings of this study are consistent with existing literature, demonstrating that professionalism, creativity, adaptability, and collaboration are interconnected characteristics that contribute significantly to teacher effectiveness. This implies that

strengthening these attributes through continuous professional development, mentorship, and supportive school environments is essential for improving teaching practices and achieving better learner outcomes.

CONCLUSION

The study established that teacher characteristics such as professionalism, creativity, adaptability, and collaboration significantly influence teacher effectiveness in public primary schools in Lang'ata Sub-County. Descriptive findings showed that these characteristics contribute to improved instructional quality, learner engagement, and responsiveness to curriculum demands. The inferential analysis further revealed a statistically significant moderate positive relationship between teacher characteristics and teacher effectiveness ($r = 0.460$, $p < .001$), leading to the rejection of the null hypothesis. This implies that teacher effectiveness is significantly dependent on the extent to which teachers demonstrate positive professional and personal characteristics. The study therefore provides new empirical evidence within the local context, demonstrating that teacher characteristics are key predictors of effective teaching and are central to improving instructional outcomes in primary school settings.

The study recommended that education stakeholders and school administrators prioritize continuous professional development programmes aimed at strengthening teacher professionalism, creativity, adaptability, and collaboration. These programmes should focus on enhancing subject mastery, ethical conduct, learner-centred instructional practices, and responsiveness to curriculum changes. Teachers should also be supported to adopt innovative teaching approaches and integrate appropriate educational technologies to improve classroom effectiveness. In addition, schools should foster collaborative professional environments that encourage peer learning, mentorship, and sharing of best practices. Finally, education authorities should ensure adequate provision of resources and supportive policies that promote the development of positive teacher characteristics, thereby enhancing teacher effectiveness and improving learner outcomes.

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