

**FACTORS INFLUENCING ENROLMENT IN DEGREE PROGRAMMES  
AMONG PRIMARY SCHOOL TEACHERS IN KAYOLE DIVISION  
EMBAKASI DISTRICT, KENYA**

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the Degree of Master of Education in Corporate Governance**

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## **DECLARATION**

The research project is my original work and has not been submitted for a degree in any other University

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## **DEDICATION**

To my Mother: Maria Teresa Moraa Machogu

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## TABLE OF CONTENTS

Title	Page
Declaration.....	II
Dedication.....	III
Acknowledgments .....	IV
List of Tables .....	X
List of Figures.....	XII
List of Abbreviations and Acronyms.....	XII
Abstract.....	XIV

## CHAPTER ONE

### INTRODUCTION

1.1 Background to the Study .....	1
1.2 Statement of the Problem.....	5
1.3 Purpose of the Study .....	5
1.4 Objectives of the Study.....	5
1.5 Research Questions.....	6
1.6 Significance of the Study.....	6
1.7 Limitations of the Study.....	7

1.8 Delimitations of the Study .....	8
1.9 Assumptions of the Study .....	8
1.10 Definitions of Significant Terms .....	8
1.11 Organization of the Study .....	9

## **CHAPTER TWO**

### **LITERATURE REVIEW**

2.1 Introduction.....	11
2.2 Human Capital Development and its impact on Performance.....	11
2.3 Motivating factors for Enrolment in Degree Programmes .....	15
2.4 How B.Ed Parallel Degree Programmes influences Teaching and Learning Methodology.....	19
2.5 Challenges faced By Teachers during training.....	21
2.6 Summary of Literature Review .....	23
2.7 Theoretical Framework.....	23
2.8 Conceptual Framework.....	26

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

3.1 Introduction.....	28
3.2 Research Design .....	28
3.3 Target Population.....	29
3.4 Sample Size and Sampling Techniques.....	29
3.5 Research Instruments.....	30
3.6 Instrument Validity .....	31
3.7 Instrument Reliability .....	31
3.8 Data Collection Procedures. ....	32
3.9 Data Analysis Techniques .....	33

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

4.1 Introduction.....	34
4.2 Questionnaire Return Rate.....	34
4.3 Demographic Characteristics.....	34
4.4 Influence of Human Capital Development on Performance.....	39

4.5 Assess How Promotion, Level of Disposable income, benefits and Empowerment influences Enrolment of Primary School Teachers in B.Ed Degree Programs .....	43
4.6 Establish the Extent to which B.Ed Parallel Degree Programmes enhances Teaching and Learning Methodology.....	50
4.7 Establish Challenges faced by Teachers Pursuing B.Ed Parallel Degree Programmes.....	55

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1 Introduction.....	61
5.2 Summary of the Study .....	61
5.3 Conclusions .....	64
5.4 Recommendations.....	65
5.5 Suggestions for Further Research.....	66
REFERENCES.....	68



## APPENDICES

Appendix I: Letter of Introduction to Respondents .....	70
Appendix II: Teachers Questionnaire .....	71
Appendix III: Interview Schedule for Headteachers.....	76
Appendix IV: Permit.....	78
Appendix V: Research Authorization Letter .....	80

## LIST OF TABLES

Table 4.1 Gender of the teacher respondents .....	35
Table 4.2 . Level of education of the teachers’ respondents.....	38
Table 4.3 There is necessity to have teachers who are continuously immersed in the Subjects.....	39
Table 4.4. Teachers exposed to pre-service training focus heavily on memorizing facts .....	40
Table 4.5 B.Ed Parallel Degree programme promote learning activities by improving primary teachers pedagogical skills.....	42
Table 4.6. Schools change as they become complex requiring new skills.....	43
Table 4.7 Teacher’s Enrollment in B,Ed Parallel Degree programme is influenced by the need to improve professional status .....	44
Table 4.8. Teachers enrollment in B.Ed Parallel Degree Programme is influenced by interest in career development .....	46
Table 4.9 Level of disposable income makes the teachers to enrol for B.Ed paralle programmes .....	47
Table 4.10. Empowerment influences enrolment of primary school teachers in B.Ed Degree Programs .....	48
Table 4.11. Teachers Enrolment in B.Ed Programme is influenced by their Hatred for Teaching .....	49

Table 4.12 Primary schools work better than graduates from M.Ed Parallel degree programmes .....	51
Table 4.13 B.Ed parallel degree programme promote learning activities by improving primary teachers pedagogical skills .....	52
Table 4.14 B.Ed Parallel Degree programmes enhances teaching and learning methodology .....	53
Table 4.15 B.Ed Parallel Degree graduates employ better teaching methods .....	54
Table 4.16 Parallel Degree programmes involves sophisticated technology that is not supported with skilled personnel.....	56
Table 4.17 Gender role influences female teacher bed parallel enrollment.....	57
Table 4.18 Male teachers are favoured in the parallel programme since they control the family finance .....	59
Table 4.19 Financial strains causes depreciation in the admission rates for the parallel degree programmes .....	60

## **LIST OF FIGURES**

Figure 4.1 Age of the Teacher Respondents.....	36
Figure 4.2 Teaching Experience of the Teachers Respondents .....	37

## **LIST OF ABBREVIATIONS AND ACRONYMS**

AEO's	-	Area Education Officer
DC	-	District Commissioner
DEO	-	District Education officer
EMIS	-	Educational Management Information systems
GOK	-	Government of Kenya
INSET	-	In Service Training
KCSE	-	Kenya Certificate of Secondary Education
KESI	-	Kenya Education Staff Institute
MoEST	-	Ministry of Education Science and Technology
MITEP	-	Malawi Integrated In-service Training Education Programme
NCST	-	National Council for Science and Technology
SPSS	-	Statistical Package for Social Sciences
TAC	-	Teachers Advisory Centre
TSC	-	Teachers Service Commission
UNESCO	-	United Nations Educational Scientific and Cultural Organization

## ABSTRACT

The teaching profession has recognized the necessity of being up to date with the dynamic nature of knowledge. Generally education is meant to promote human dignity as well as promote professionalism and individual development. This study sought to investigate the factors influencing enrolment in degree programmes among primary school teachers in Kayole Division Embakasi District, Kenya. The study employed a descriptive survey study. The population of the study consisted 20 primary schools, 20 head-teachers and 600 primary school teachers in Embakasi district. Simple random sampling was used to select 240 teachers and 8 head teachers to participate in the study. The main research instrument that was used in this study was questionnaires for teachers and interview schedule for the head teachers. Frequency tables were used to present the research findings. From the findings the study leads to a conclusion that human capital development influences enrolment in degree programmes among primary school teachers. It's necessary to have teachers who are continuously immersed in their subjects. B.Ed parallel degree programme promote learning activities by improving primary teachers pedagogical skills. Schools change, as they become complex, requiring new skills. Promotion, level of disposable income, benefits and empowerment influence enrolment of primary school teachers in B.Ed degree programs. Teacher's enrollment in B.Ed parallel degree programme is influenced by the need to improve professional status. Teachers enrollment in B.Ed parallel degree programme is influenced by interest in career development. The level of disposable income did not make the teachers to enrol for B.Ed parallel programmes. Empowerment influences enrolment of primary school teachers in B.Ed degree programs. The study concluded that the challenges faced by teachers pursuing B.Ed parallel degree programmes include financial strains that cause depreciation in the admission rates for the parallel degree programmes. Male teachers are favoured to enroll for the parallel programme since they control the family finance. Gender role influences female teacher B.Ed parallel enrollment. Parallel degree programmes involves sophisticated technology that is not supported with skilled personnel. The study recommends that human capital development on performance in primary schools can be improved by encouraging the teachers to enrol for B.Ed parallel programmes. The DEO should sensitize head teachers on the importance of graduate teachers in their schools to be able to teach effectively. Head teachers should encourage teachers to further their studies. The study findings may be utilized by the few primary school teachers who have not yet enrolled in programs in making their own decisions towards joining the programs. The results of the study could also be used by K.I.E. in conjunction with the Ministry of Education officials when organizing for in-service training programmes for primary teachers to identify problems and suggest solutions to enhance in-service training.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Improving the quality through professional development is an important strategy for raising standard achievement. The most important investment in a school system is to create awareness to teachers on the importance of further studies. Keeping existing knowledge and skills up to date is an integral part of the profession. The teaching profession has recognized the necessity of being up to date with the dynamic nature of knowledge. Generally education is meant to promote human dignity as well as promote professionalism and individual development. This realization has brought about the expansion of University education to train high level manpower of a country Evans (2002).

In central and Eastern European countries, for example, in-service training of teachers is done through recognized teacher programmes in centralized training institutes Brandt and Rymenans (2002). In Australia and Turkey, in-service training approach used in schools is decentralized to local and school levels. The Philippines Normal University runs its In-services courses in form of workshops and seminars. It also conducts short-term and long-term training to enhance teacher's profession growth. In Europe and Northern America, the early emphasis placed on subject are knowledge and teaching skills in now supplement by additional concerns; for example, student guidance, assessment, enhanced concern

for children with special needs, school management and administration and educational technology (UNESCO 1998). In New Zealand, continuous training for teachers is organized by the Board of Trustees and is compulsory. The Ministry of Education finances Business Education parallel degree for teachers already in service (Burgess, Carren and Telt 1993).

The World Education Forum held in Dakar Senegal (2000) and the International Conference Education for all, Jomtein Thailand (1990) recommended countries to identify and implement modern citizen's needs (Educational Management Report 2005). Human resource needs to be equipped with the light skills and insights for effective socio-economic development.

Primary school teachers in Malawi enrol in Bachelor's of Education parallel degree programmes during school vacations. This is supported by Malawi in integrated in-service training education programme Malawi Integrated Education Programme (MITEP). Tanzania introduced Bachelor's of Education programmes in 1990 in order to meet the training demands for the high number of untrained teachers according to United Republic of Tanzania (1993). The untrained teachers had been recruited due to dynamic increase of primary school population as a result of universal primary education.

According to the Republic of Uganda Education Report (1999) universal primary education drove the country to recruiting more untrained teachers to compete with



the high pupil to teacher ration of 300:1. Makerere and other Uganda Universities started Bachelor's of Education parallel degree programmes to meet the demands of training and upgrading her teachers.

In Kenya, in-service training for teachers takes two forms; formal and informal. Informal training is done through workshops and seminars. Formal training is done through courses and seminars. It also covers specialized tailored courses of study or selected learning agenda to achieve a specific goal according to Lodiaga (1987).

The independent government of Kenya's first education commission (Republic of Kenya, 1964) recommended in-service training of teachers to improve their teaching methods and enhance knowledge in child psychology. It further recommended that P1 teachers be upgraded to S1 upon in-service training and teachers should undertake degree courses under part-time studies model at the then University College, Nairobi. Many institutions have also adopted these. They include Kenyatta University, Moi University, Egerton University which offers school based programmes.

The content of education keeps on changing and being upgraded, republic of Kenya, recommended mechanism to be set up to provide effective linkage between alternative and continuing education for professional development programmes.

The Ministry of education and Human Resource Development (1998-1999) noted that once teacher's complete pre-service training; these are limited opportunities to enhance their professional growth and development. It also observed that even when donors have given support, sustainability was a problem. In light of this, the ministry recommended that in-service of the teachers be enhanced, budgetary allocation for in-service in academic and pedagogy be regularized and certified, and the capacity of the Kenya Education staff Institutes (KESI) be enhanced and strengthened. It further noted that in-service programmes need to be provided regularly to managers, administrators, teachers and implementers. These will enhance promotion of teachers to serve in other education sectors such as management of education in the Ministry.

Availability of time is also a key factor, most learning takes place during holidays. According to Shiundu and Omulando (1992), teacher's in-service training takes place at any time or as any part-time study during the professional life of a teacher. It takes a lengthy period of time leading to further qualification in form of advanced certificates, diplomas and degrees. It takes place in an organized institution during the evening, school holidays or on full time basis or through distance learning where a formal curriculum is followed.

Salary increments has influenced enrolment, the Government of Kenya gives support to teachers undergoing Bachelor's of Educations degree programmes in upgrading them and adjusting their salaries to graduate status. Other benefits

include wider careers and development opportunities, enhanced job mobility, enhanced investment opportunities as well as better retirements.

### **1.2 Statement of the Problem**

Over the years, primary school teachers remained with the grades with which they come out from the pre-service. The early recommendation by the government to send them to in-service training and promote them to S1 was marred with a lot of corruption. This led to many being moved back to their original grades and repaying what they were given unlawfully. The government of Kenya thereafter put in place mechanisms for teacher professional development. With time, the number of teachers interested in enrolling in B.Ed degree courses has increased. With this increase, those who graduate move on and take up jobs in secondary schools or elsewhere. This in turn contributes to compromising the quality of education at primary school level.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate the factors that influence primary school teachers in enrolling in degree programmes in Kayole Division, Embakasi, Kayole.

### **1.4 Objectives of the Study**

The objectives that guided this study were;

- (i) To determine the influence of human capital development on performance.

- (ii) To assess how promotion, level of disposable income, benefits and empowerment influences enrolment of primary school teachers in B.Ed degree programs.
- (iii) To establish the extent to which B.Ed parallel degree programmes enhances teaching and learning methodology.
- (iv) To establish challenges faced by teachers pursuing B.Ed parallel degree programmes.

### **1.5 Research Questions**

The research questions that guided this study were;

- (i) How does Bachelor of Education parallel degree programmes influence primary school teachers' professional development?
- (ii) What are the motivating factors of Primary school teacher's enrolment in degree programmes?
- (iii) What are the effects of training primary school teachers through Bachelor of Education parallel degree on teaching and learning?
- (iv) What challenges do primary school teachers face during training in the degree programmes?

### **1.6 Significance of the Study**

The findings from the study could be used by the few primary school teachers who have not yet enrolled in programs in making their own decisions towards joining the programs.

The results of the study could also be used by K.I.E. in conjunction with the Ministry of Education officials when organizing for in-service training programmes for primary teachers to identify problems and suggest solutions to enhance in-service training.

The findings may also be useful for the school development. The teachers' professional growth and parent and society support of the parallel degree programmes for primary school teachers. It could also be beneficial to all bodies involved in providing in-service support and training since they may be able to identify the gaps in the in-service training and probably sponsor programmes in the areas of need.

The findings of this study may also be used to provide information and recommendations that policy makers can use to improve the design of new programmes and strengthen existing ones through eliminating those that do not work, reduce in case of currently inadequate ones or introduce new ones. It is also hoped that the findings will be relevant to providers of the primary development programmes in designing curriculum materials for training as knowledge is dynamic.

### **1.7 Limitations of the Study**

According to Best and Khan (1998) limitations are conditions beyond the control of the researcher that may restrict the conclusion of the study and their application to other institutions. The major limitations of this study were:

- i. Lack of co-operation from the respondents
- ii. Some respondents may not be willing to disclose their grades
- iii. It may not be possible to control the attitudes of the respondents which may affect the validity of responses.

### **1.8 Delimitations of the Study**

Musula (1988) asserts that delimitation is a process of reducing the study population and areas to be surveyed to a manageable size. This study was conducted in Embakasi district involving only public primary schools teachers who have already graduated and those who are in the programme. Therefore other trained teachers in other positions like TAC Tutors and AEO's will not be involved to contribute their view.

### **1.9 Assumptions of the Study**

The study assures that the teachers chosen were honest and gave uninfluenced responses upon which the study findings will be based. To achieve these, many teachers will be interviewed and the finding recorded down. All the first hand results were tabulated since it contributed to the research. The study covered a wide area and people from different backgrounds.

### **1.10 Definitions of significant Terms**

**Further Education** refers to the part of education that takes place after the initial training or education. It is the education that develops human abilities further after

entrance into employment. It is concerned with the upgrading of professional and academic knowledge, skills and competencies of teachers in their occupational roles.

**Development** refers to development covers not only activities/skills improve job performance, but also those activities which bring about growth of personality, help individual progress towards maturity and actualization of their potential.

**In-Service training** refers to the process of acquiring new knowledge and skills in teaching after initial training bit by bit in a given period of time while teaching.

**Teachers' performance** refers to the ability to operate in achieving the successful management of a school and obtain desired outcomes.

**Professional Development** refers to the acquisition of new skills that will help teachers understand, solve emerging problems, and improve on their pedagogical strategies, their careers and academic prospects.

**Training** is a process of teaching the new/or present employees the basic skills they need to effectively perform their jobs. It is the act of increasing the knowledge and skills of an employee for doing his/her job.

### **1.11 Organization of the Study**

The study is organized in five chapters. Chapter One consists of background to the study, Statement of problem, purpose of study, objectives, research questions, significance of the study, limitations, delimitations, Basic assumptions, definitions of significant terms and organization of the study.

Chapter two consists of literature review related to the study. These include, the rationale of teacher development, empowerment, promotions, challenges faced during training. How the programmes influence teaching and learning, theoretical framework and conceptual framework.

Chapter three describes research methodology that will be employed in carrying out the study. It includes research design, target population, sample size and sampling procedure, research instruments, instruments validity and reliability, data collection procedure and data analysis techniques.

Chapter four is on data analysis, interpretations and discussion of data obtained from the respondents.

Chapter five consist of the summary of the findings, conclusions and recommendations of the study.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews literature on Human Capital Development and its impact on performance, motivating factors for enrolment in B.Ed degree programmes, how the programmes influence teaching and learning and the challenges teachers face during training. Theoretical Framework and Conceptual Framework have also been captured.

#### **2.2 Human Capital Development and its Impact on Performance**

To meet the requirements for effectively designed professional development programmes various researchers have highlighted the necessity of having teachers who are continuously immersed in the subjects they teach and who also have the ability to communicate basic knowledge to students. The teachers must also be able to stimulate and nature the skills of advanced thinking and problem solving among their students Loucks – Horsley et al., (1999). Unfortunately, it has been observed that teachers are generally trained to implement teaching practices based on high standards. According to Cohen, (1992) one of the reasons cited for this state of affairs is that the model of teaching and learning many teachers were exposed to in pre-service training focused heavily on memorizing facts but did not emphasize the deeper understanding of subject knowledge Darling & Hammond (2009). The only way to get around this problem therefore is to ensure that

teachers undertake a continual deepening of their knowledge and skills through professional development programmes Shulman and Sparks (1992).

Training bridges the gap between what an employee has and what the job demands. Imparting training to employees in all organized sectors of human activity is no longer a matter of debate. The need for training has been recognized as an essential activity not only in the business organizations, but also in academic institutions, professional bodies and government departments Venkata, Ratnam and Srivastara (2009).

Watkins (1973) noted that schools change, as they become complex, they require new skills. The expansion of schools and computerization will call for specialized skills to cope with the changes. He further observed that with experience, teachers develop special interests in special fields such as interest in handicapped children and counseling. To cope with these interests, teachers require special skills hence need for in-service training.

A large number of literatures on professional development and teacher leaning exist. Morris (1992) stated that in the system of personal relationships within which children learn, the teacher is the most important factor. It is very important for teachers to enhance their competence in order to facilitate academic excellence. Lenz, Brown and Vaughn (1988) found out that teaching is a complex activity that requires good planning and decision making. They further observed that more

teacher education at both pre-service levels and in-service levels is required for teachers to develop the competence required in their profession.

According to Venkata and Srivastava (2009), the importance of employee training can best be appreciated with, the help of various advantages it offers both to the employees and employers. These include among others; better performance, improved quality, less supervision, less learning period, high morale, personal growth and a favourable organizational climate.

Training improves employee's ability and skills and in turn, improves employees' performance both in quality and quantity. Better or increased employee performance directly leads to increased organizational profits. Once a teacher goes for further training, he improves his teaching, thus leading to better pupils' performance.

In formal training programmes, the best methods of performing jobs are standardized and then taught to employees. This offers two-fold benefits. Firstly, uniformity in work performance helps improve the quality of work of service. Secondly, better informed, or say trained workers are not likely to make operational mistakes. In the case of the teaching profession, if all teachers undergo training it becomes easy implementing what they learn and decision made are taken positively therefore improving quality.

A trained teacher is self reliant. He knows his work and way to perform well. Therefore, his work requires less supervision. The supervisor can therefore devote his time on more urgent work. A well planned and systematically training programme reduces the time and cost involved in learning. Training enables to avoid waste of time and efforts in learning through trial and error method.

Training not only improves the ability and skill of employees, but also changes employee attitude towards positive. High performance, job satisfaction, job security and avenues for internal promotion lead to high morale among the employees. High morale in turn makes employees more loyal to the organization. Training improves employee's ability, knowledge and skills and thus prevents employees obsolescence. This makes employees growth-oriented. Doucouliagos (1997).

The aforesaid advantages combined lead to an improved and favourable organizational climate characterized by better industrial relations and disciplines, reduce resistant to change, reduce absenteeism and turnover of employees and improved stability of the institution. Thus it can be observed that the importance of further training imbued with multiplicity of justifications. In fact, a systematic and effective training is an invaluable investment in the human resources of an organization. Therefore, no organization can choose whether or not to train the employees. The only choice left to organizations is whether training shall be haphazard, casual and possibly misdirected or whether it shall be made a carefully

planned part of an integrated programme of Human Resource Management (HRM).Swanson and Holton (2001).

### **2.3 Motivating factors for enrolment in Degree Programmes**

Blight (1995) in his study showed that the global demand for education would increase from 48 million in 1990 to an estimate of 97 million in 2010. He further shows that enrolment rates reflect change in the population and change in participation rate.

Enrolment refers to the total University population registered in a country yearly. Over the years teacher student enrolment has been a process enable teachers opportunities to further their learning. Blight (1995) in his study showed that the global demand for education would increase from 48 million in 1990 to an estimate of 97 million in 2010. He further shows that enrolment rate reflect change in the population and changes in participation rate.

Factors influencing students teacher enrolment in the external degree programmes are multi-dimensional. Different writers have different factors that contribute to enrolment in degree education. Hormbarger (1990) and Keegan (1994) have identified factors of high enrolment as convenient, flexibility and adaptability of this mode as it suits the learners, primarily those who cannot for one reason or another make use of classroom teaching and above all adults with profession and

family commitments. They are able to organize their timetable according to their time at their disposal.

Other factors influencing enrolment include levels of disposal income. Personal disposal income refers to “Income received by household and available to spend or save equals a personal income less personal taxes” Amacher and Olbrich (1989). Lipsy (1995) says that people can do one or two things with disposal income. They can spend it on consumption or they can save it. Expenditure on education heavily depends on the amount of disposal income available. If the family disposal income increases, demand increases. This is because tuition fees, books and stationery will be afforded. On the other hand if the family disposal income decreases then most of the education equipment will prove to be unaffordable.

Education is a private investment and therefore entails the factors and commitment by the individual and his family to meet the direct and indirect cost as a mechanism of harvesting a wide range of tangible and intangible benefits of education in future. It is important to note that private rates of return are benefits which occur to the individual and his family as a result of acquiring a particular level of education. In this regard the individual family foregoes the services that would be offered by the individual (opportunity cost) so that the individual goes through an education system to enable him acquire knowledge and skills Psacharopolous (1985). Teachers forego particular changes for the sake of

pursuing education. This includes foregoing purchase of land, building a house, business undertaking and family attachments in order to pay college fees.

Private benefits include among other things; better salary, employment opportunities, promotions, retirement benefits and an investing in income generating projects. The indirect benefits include; prestige or high social status, respect from society, acquisition of functional skills and knowledge, personality development, intelligent approach of issues and relevant patterns, psychological satisfaction, role modelling, improved health and nutrition among others. Spender (1993) the earning differential among individuals are determined by their marginal productivity. Carnoy (1995) indicates that economists, to indicate the relationship between earning and schooling normally use age earning profile. Schultz (1974) says that education is meant to be those activities that contribute to acquisition of useful abilities.

Empowerment is giving power. In Webster's English Dictionary, the verb empowers means to give the means, ability and authority. Viewed from this angle, employee empowerment in an original setting means giving employees the means, ability or authority to enable them to do some work.

According to Newstrom and Davis (2010), Empowerment is any process that provides greater autonomy through the sharing of relevant information and provision of control over factors affecting job performance.

Cotton, (2002) has defined empowerment as a participative process that uses the entire capacity of employees and is designed to encourage increased commitment to the organizational success. The course will impart knowledge and skill needed in many sectors thus making one fully participate in its growth.

The common sense or theme flowing from the two definitions is that they offer to employee involvement in their works. On the whole, employee empowerment means making him/her able to run the show for himself/herself.

In the teaching profession empowerment here refers to a process in which the teacher shares power in that they participate in decision making process and giving them access to important information. The underlying logic behind empowerment is that by involving the teachers, in those decisions that affect them and by increasing their autonomy and control over their work lives, employees will become more motivated, more committed to their work, more productive and more satisfied with their jobs. This is enhanced through enrolment in B.Ed programmes to gain those skills.

Promotion is vertical movement of an employee within the organization. Promotion refers to the upward movement of an employee from one job to another higher one, with increase in salary, status and responsibilities. Individual promotion has an in-built motivational value as it elevates the authority, power and status of an employee within an organization. It is considered good personnel



policy to fill vacancies in a higher job through promotions from within because such promotions provide an inducement and motivation to the employees and also remove feelings of stagnation and frustration.

#### **2.4 How B.Ed Parallel degree Programmes influences teaching and learning methodology**

Bervid and Ekeampong (2007) emphasize that teacher training is vital in academic achievement. It's expected that the higher the level of learning, the higher the academic achievement of students through increased teacher's productivity Denisson (1962). Many countries face crisis in teacher morale linked to low salaries, poor working conditions and limited opportunities for professional development.

Husein, Saha and Noonan (1978) in their studies concluded that trained teachers do make a difference, and in particular that teacher qualification, experience and amount of education and knowledge are positively related to student achievement. Adeyomi (1998) asserts that a teacher who does not have both the academic and professional teacher qualification may have negative influence on the teaching and learning of his/her area. Brazilian Educator, Paul Freire (1991) asserted that education is a double edged sword which can be used to reinforce or to question prevailing social forces that make learners passive and dependent.

Inadequacy in teacher training together with the changing environment put pressure on educational systems to provide better training for teachers (UNESCO 2003). Quality teacher education equips teachers with knowledge, skills, values and attitudes for global interaction. This promotes international consciousness and development. Education empowers teachers to make informed decisions, hence nurtures self-confidence World Bank (2007).

Education fosters a countries socio-economic and political welfare, provision of basic needs, conservation of environment and provision of development strategies. Education is involved in changing structures, establishing new ways of approach and developing new institutions (Republic of Kenya 2008).

Education may refer to a product or a process. As a product, it is a process by which a teacher develops attitudes, abilities and positive values of a society in which he or she lives. Therefore primary school teachers should perpetually attain necessary knowledge, skills and attitudes which may be transferred to their learner hence enable them live securely and comfortably in their environment. This views education as the sum total of life experience, which a normal human being passes through further training like parallel degree programmes.

When viewed as a process, education refers to the continuous acquiring of accumulated knowledge, skills and values through generations. Education therefore is a process of moulding learners towards some desirable goals. It helps

the learner attain social competence and optimum individual development. Therefore B.Ed parallel degree programmes helps teachers to attain economic growth, rapid and sustained expansion of production, productivity and income, social environmental, political as well as human relations in order to improve living conditions. This agrees with the socialist school which views educational development as a process of change which is dialectical progression of conditions and structures towards an ever satisfying state of being and appearance. It empowers people to defend their rights, should they be infringed, by standing up and taking actions against signs of oppression Ishumi (1981).

## **2.5 Challenges faced by teachers during Training**

According to the New Cambridge Advanced Learner's dictionary (2003), a challenge is a situation of being faced with something needing great mental or physical effort in order to be done successfully and which therefore tests persons' ability. Teachers' challenges are therefore factors that teachers have to overcome during training in Bachelor of Education degree programmes.

A study from Brazil by Fatima d' Assumpcio Castro and Alves (2007) states that modern teacher education on parallel degree programmes is surrounded by superficially sophisticated and modern technology like ICT whose installation were not properly maintained or supported with skilled technical personnel.

In Uganda, economic competition and unstable regional market is threatening B.Ed parallel degree teachers (Uganda MoE Report 2007).

According to education analysis commissioned by World Bank, Ottevanger (2007) claims that teacher education in Sub-sahara Africa attracts the weakest students who cannot be admitted to medicine, engineering and other more attractive options. This may have resulted to payment of low salaries for teachers hence teachers migrating to other countries or professions causing a brain drain in education sector.

The Kenya Daily Nation Newspaper dated 30<sup>th</sup> August 2009 cited T.S.C. Secretary comment against primary school teachers with P1 certificates directly admitted to universities. Previously it only required one to have the P1 certificate without checking the A level performance but now for one to enrol in the programme, he or she has to have a mean grade of C+.

Financial strains as a result of economic instability and HIV/AIDS scourge has also created economic strains hence depreciation in the admission rates for the parallel degree programmes. However, many primary school teachers in B.Ed parallel degree programmes have incurred high debt burdens and poverty at household levels in order to meet the high cost of education. Kenya has also been a victim of donor fatigue resulting from World Bank freezing funds and resources.

## **2.6 Summary of Literature Review**

This section has outlined that positive perceptions may encourage teachers leading to high enrolment rates. High levels of expertise and professionalism, individual growth and development as well as educational growth will be achieved through B.Ed degree training. Solutions to alleviate the challenges may be sought in order to increase enrolment rates of primary school teachers in B.Ed degree programmes.

## **2.7 Theoretical Framework**

The study is guided by the Human Capital Theory, which proposes that investing in human capital through training increases productivity. According to Schultz (1993) the term “human capital” has been defined as a key element in improving a firm assets and employees in order to increase production as well as sustain competitive advantage. Human capitals refer to processes that relate to training, education and other professional initiatives in order to increase the levels of knowledge, skills, abilities, values and social assets of an employee which will lead to the employee’s satisfaction and performance and eventually on a firm performance Rastogi (2000) stated that human capital is an important input for organizations especially for employee’s continuous improvement mainly on knowledge, skills and abilities.

Schultz (1962) observed that people enhance their capabilities as producers and consumers by investing in themselves. He further argued that not all of the

economic capabilities are given at birth, or at the age when people enter work, or at some time later when some of them complete schooling, but capabilities are developed through activities that have the attribute of investment.

Armstrong (2004) noted that human capital constitutes “intellectual capital” that can be seen as human capital itself and social capital which refers to the stocks and flows of knowledge derived from networks of relationships within and outside the organization. He further argued that investment in people generate worthwhile returns. This theory emphasizes that education, as an engine of growth rests on the quality and quantity in any country. In particular, the researcher takes the view that teachers must have the highest quality of training both through pre-service and in-service professional development.

Schultz (1971) Sam Sakamata and Powers (1995), Psacharopoulos and Woodhall (1997) argue that Human Capital Theory rests on the assumption that formal education is highly instrumental and necessary to improve the production capacity of a population. Generally, the theorists argue that an educated population is a productive population.

Becker (1993) noted that the most valuable of all capital is that investment in human being. Becker distinguishes firm specific human capital from general - purpose training in management information systems, accounting and procedures, or other expertise specific to a particular firm. General purpose human capital in

knowledge gained through education and training in areas of value to a variety of firms such as generic skills in human resource development. Regardless of the application, Becker considers education and training as the most important investment in human capital.

Babalob (2003) justified investment in human capital with the arguments that new generations must be given the appropriate parts of knowledge which has already been accumulated by previous generations. He further argued that the new generations must be taught how existing knowledge should be used to develop new products, to introduce new processes and production methods and social services. He also argued that people must be encouraged to develop entirely through creative approaches.

Most economists agree that it is the human resources of the nation that ultimately determine the characteristic and pace of its' economic and social development. Psacharopoulos and Woodhall (1997) asserted that human resources constitute the ultimate bases of the wealth of nations. Capital and natural resources are passive factors of production, human beings are active agencies who accumulate capital, exploit human resources, build social, economic and political organization and carry forward national development. It's therefore clear that investing in the training of human resource is important both in raising the work of the individual as well as creating skills and knowledge which are a form of capital consistent with the Human Capital Theory.

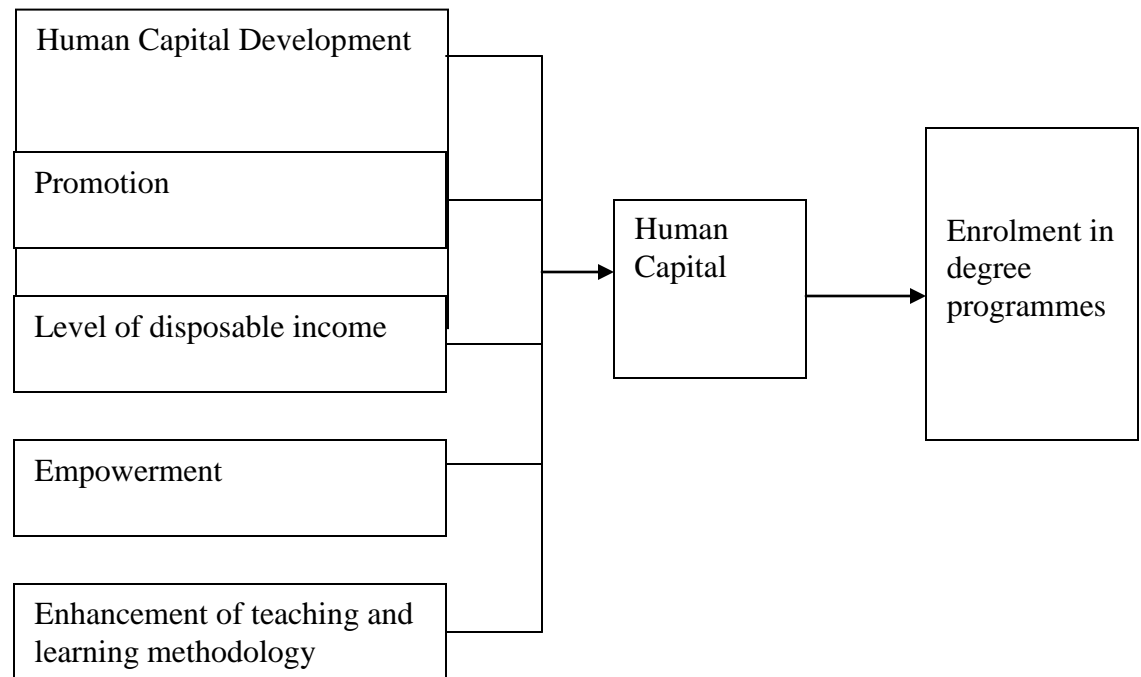
In conclusion, there is a connection between Human Capital Theory which emphasizes the competence, knowledge and personality attributes gained through education and experience with professional development programmes. Teachers are primary consumers of this programmes, therefore its important to assess their perception with a view to establish whether they meet the best practice criteria.

## **2.8 Conceptual Framework**

The conceptual Framework (figure 2) illustrates the perceived relationship between human capital and performance. As earlier argued, the general human capital investment includes training, education, knowledge and skills that will enhance human capital effectiveness. Based on the literature reviews, it is therefore postulated that human capital leads to greater performance.



**Figure 2.1: Represents the relationship between the variables in the study**



The conceptualization of human capital is closely linked to some fundamentals of economic and performance. These are reasonably strong evidences, to show that the infusion of human capital enhancement promotes innovativeness and great performance.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter contains research methodology. The following sub-sections are covered; research design, sample and sampling procedures, research instruments, instruments reliability, data collection procedures and data analysis techniques.

#### **3.2 Research Design**

The study used descriptive research design which is not only restricted to fact findings, but also result in the formation of important principles of knowledge and solutions to significant problems. The study therefore involved measurements, classification, analysis, comparison, and interpretation of data. According to Orodho (2004) descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals.

Orodho and Kombo (2002) suggests that descriptive survey can be used when collecting information about peoples altitudes, opinions, habits or any of the variables of education or social issues. This research design was appropriate because the study involved obtaining information, explaining, interpreting and examining the phenomenon on the factors influencing primary school teachers' enrolment on B.Ed programmes.

### **3.3 Target Population**

Best and Khan (1998) asserts that a target population is the group of individuals who have one or more common characteristics which are of the same interest to the research. The target population of this study included 20 primary schools, 20 head-teachers and 600 primary school teachers in Embakasi district.

### **3.4 Sample size and sampling Techniques**

Wikipedia force encyclopedia (2013) defines a sample as a subset of a target population to which the research generalizes the results. Best and Khan (1998) state that the ideal sample should be large enough to serve as adequate preservation of the population to be generalized but also an economically selected size.

Nwana (1982) commenting on sample size observed that there are certain non-definite practices among social research workers that the beginner can adopt. One such study suggests that if the population is a few hundreds, a 40% or more sample will do. The district has a total of 20 primary schools. To select the sample of the study, 40% was used. This means; 240 teachers and 8 head-teachers were selected. The sample size was therefore 248 respondents.

### **3.5 Research Instruments**

Data for this study was gathered using questionnaires for the teachers and interview schedule for head teachers. According to Orodho (2005) questionnaires are more efficient, require less time, are less expensive and permits collection of data from a wide population. The questionnaire comprised of closed ended items which requires the respondents to select one response from given alternatives and open-ended items which requires the respondents to express their personal views about the questions asked.

Teachers' questionnaires comprised of two sections A and B and guided by the objectives of the study. Section A was to inquire about demographic information. Section B was to collect information on various opinions of teachers towards B.Ed parallel degrees, highlights on challenges of teachers in B.Ed parallel degrees, and teachers' views on the B.Ed parallel degrees and the ways in which the programme has contributed to teaching and learning activities.

The questionnaire was designed in line with the objectives of the study. To enhance quality of data to be obtained, Likert type questions were included whereby respondents indicated the extent to which the variables are practiced on a five point Likert scale (Garner, 2010). The structured questions were used in an effort to conserve time and money as well as to facilitate easier analysis as they are in immediate usable form; while the unstructured questions will be used so as to

encourage the respondent to give an in-depth and felt response without feeling held back in revealing of any information (Mugenda and Mugenda, 2003).

### **3.6 Instrument Validity**

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results. Mugenda and Mugenda, (1999). In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. The pilot study helped to improve the face validity and content validity of the instruments. According to Borg and Gall (1989), validity of an instrument is improved through expert judgment. As such, the researcher discussed the results with colleagues and the supervisors in order to help improve content validity of the instrument.

### **3.7 Instrument Reliability**

Mugenda and Mugenda (1999) defines reliability as the measure of the degree to which a research instrument yields consistent results or data after repeated trial. To enhance reliability of the instruments, pre-test was conducted in Embakasi district, but which was not used in the final study. The reason behind pre-testing was to assess the clarity of the questionnaire items. Those items found to be inadequate or vague were modified to improve the quality of the research instrument thus increasing its reliability. In order to improve the reliability of the instrument, the researcher employed the test-retest technique for the head-teachers and teachers,

whereby the questionnaires were administered twice to the respondents in the pilot sample. A Pearson's product moment correlation coefficient formula was used.

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{[\sum x^2 - (\sum x)^2][\sum y^2 - (\sum y)^2]}$$

According to Mugenda and Mugenda (1999), a coefficient of 0.80 or more simply showed that there is high reliability of data. The coefficient for teachers was 0.79 and that of head-teachers was 0.75 hence the instruments were deemed reliable.

### **3.8 Data Collection Procedures**

The researcher applied for a research permit from National Council for Science and Technology (NCST). Dates for data collection were set. Research clearance was obtained from Embakasi District Education Office. The District Education Officer granted permission for research and sign an introductory letter for each of the participating schools. Appointment with the head teachers of the schools was sought in order to visit and develop rapport with the respondents. The questionnaire was administered to the teachers of the sampled schools. An interview was conducted where the head teacher was expected to furnish the interviewee with useful information. The researcher then collected the completed questionnaire.

### **3.9 Data Analysis Techniques**

After the data had been collected there was cross examination to ascertain the accuracy, competencies and identify those items wrongly responded to, spelling mistakes and blank spaces. Quantitative data, was then entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS). The processed frequencies and percentages was used to discuss the findings and it was presented in graphs and tables. Qualitative data was analysed according to the themes in the objectives.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter deals with the questionnaire return rate, demographic characteristics, data analysis and interpretation which were generated by the study. The data presented includes: To determine the influence of human capital development, benefits and empowerment, parallel degree programs and the challenges faced in enrollment in degree programmes among primary school teachers in Kayole Division Embakasi District, Kenya.

#### **4.2 Questionnaire return rate**

There were 240 questionnaires administered to the teachers. Interview schedule was done on 8 head teachers. The filled questionnaires from the teachers were 210. This represented 87.9% response rate, this is a very good response to make conclusions for the study. This high response rate is attributed to the data collection procedures, where the researcher personally administered questionnaires and waited for the respondents to fill and collected the filled questionnaires.

#### **4.3 Demographic characteristics**

In order to achieve the main aim of the study the researcher sought to establish the demographic information of the respondents. The gender response results were as shown in Table 4.1.



#### 4.3.1 Gender of the teacher respondents

The researcher studied the gender of the teachers' respondents. The results were as shown in Table 4.1.

**Table 4.1 Gender of the teacher respondents**

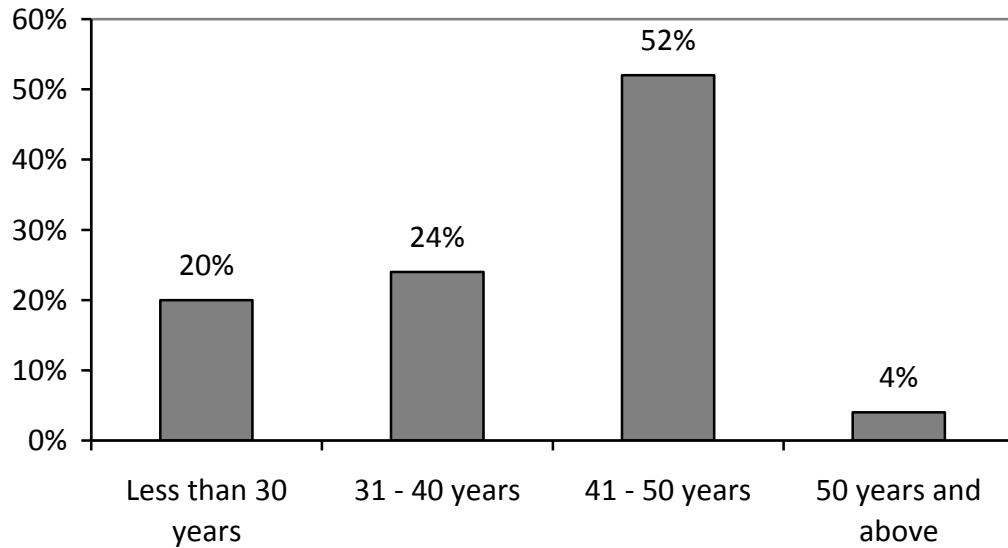
<b>Demographic Information</b>	<b>Frequency</b>	<b>Percentage(%)</b>
<b>Gender</b>		
Male	88	42
Female	122	58
<b>Total</b>	<b>210</b>	<b>100</b>

In this study the researcher chose to use gender to have a balance and remove biasness of respondents in regard to sex. Majority 58% of the teachers were female. This implies that there are more female teachers who made up the sample of the respondents. This might indicate the there are more female teacher than male.

#### 4.3.2 Age of the teacher respondents

The researcher studied the age of the respondents. The results were as shown in Figure 4.1.

**Figure 4.1 Age of the teacher respondents**

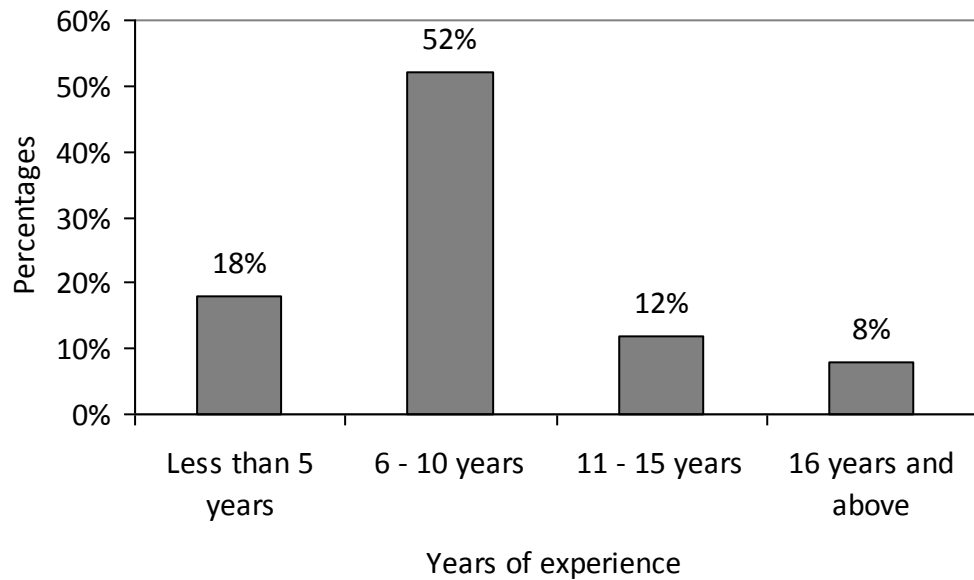


Majority of the teachers 52% had age of between 41 - 50 years while 24% had ages between 31 – 40 years. This implies that the sampled respondents had enough teaching experience and were mature enough to understand the factors influencing enrolment in degree programmes among primary school teachers in Kayole Division Embakasi District.

#### **4.3.3 Teaching experience of the teachers respondents**

The researcher studied the teaching experience of the respondents. The results were as shown in Figure 4.2.

**Figure 4.2 Teaching experiences of the teachers respondents**



In order to achieve the main aim of the study the researcher sought teaching experience of the teachers' respondents. Experience is the key to competitiveness and that the longer the experience the more effective the teacher becomes. Majority 52% of the teachers had worked for 6 – 10 years. This implies that the study respondents had experience long enough understand the factors influencing enrolment in degree programmes among primary school teachers.

#### **4.3.4 Level of education of the teachers' respondents**

The researcher studied the level of education of the teachers' respondents. The results were as shown in Table 4.2.

**Table 4.2 Level of education of the teachers' respondents**

<b>Demographic Information</b>	<b>Frequency</b>	<b>Percentage(%)</b>
<b>Level of Education</b>		
P1	26	12
Diploma	86	41
Degree	77	37
Masters	21	10
<b>Total</b>	<b>210</b>	<b>100</b>

Majority 78% of the teachers had diploma and degree as their highest level of education. This implies that the teachers in the schools in Kayole Division Embakasi District are qualified enough to handle their candidates satisfactorily and understand the factors influencing enrolment in degree programmes among primary school teachers in Kayole Division Embakasi District. The findings concurred with (Lukas, 1922) who notes that it is school teachers who are considered mentors of any society therefore it is ostensibly normal to design, develop, prepare and produce knowledgeable school teachers. Lukas asserts teachers' education has to be the main pillar of any established system of education. High quality teachers have a significant impact on their learners. In this

case teachers' education is regarded as a driving force behind development in any field that is why the researcher wanted to establish the level of education of the majority of the teachers in relation to the study.

#### **4.4 Influence of human capital development on performance**

The researcher probed influence of human capital development on performance by studying the necessity of having teachers who are continuously immersed in their subjects, teachers being exposed to in pre-service training focused heavily on memorizing facts, B.Ed parallel degree programme promote learning activities by improving primary teachers pedagogical skills.

##### **4.4.1 Necessity to have teachers who are immersed in the subjects**

The Study explored the necessity of having teachers who are continuously immersed in their subjects. The results are presented in Table 4.3.

**Table 4.3: There is necessity to have teachers immersed in the subjects**

<b>Response</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Strongly agree	98	47
Agree	56	27
Undecided	34	16
Disagree	8	4
Strongly disagree	14	7
<b>Total</b>	<b>210</b>	<b>100</b>

Table 4.3 shows that majority 74% of the teachers respondents agreed that it's necessary to have teachers who are continuously immersed in their subjects.

The study finding is reflected by (Loucks – Horsley et al., 1990) who indicated that to meet the requirements for effectively designed professional development programmes various researchers have highlighted the necessity of having teachers who are continuously immersed in the subjects they teach and who also have the ability to communicate basic knowledge to students. The teachers must also be able to stimulate and nature the skills of advanced thinking and problem solving among their students.

#### **4.4.2 Teachers exposed to pre-service training focus on memorizing facts**

The study assessed if teachers exposed to in pre-service training focused heavily on memorizing facts, the results are presented in Table 4.4.

**Table 4.4: Teachers exposed to pre-service training focus on memorizing facts**

<b>Response</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Strongly agree	88	42
Agree	61	29
Undecided	21	10
Disagree	11	5
Strongly disagree	19	9
<b>Total</b>	<b>210</b>	<b>100</b>

Table 4.4 shows that a majority 71% of the teachers' respondents agreed that teachers exposed to pre-service training focus heavily on memorizing facts. This might be a factor influencing enrolment in degree programmes among primary school teachers.

Cohen, (1990) observes that unfortunately, it has been observed that teachers are generally trained to implement teaching practices based on high standards. One of the reasons cited for this state of affairs is that the model of teaching and learning many teachers were exposed to in pre-service training focused heavily on memorizing facts but did not emphasize the deeper understanding of subject knowledge Darling & Hammond (1995). The only way to get around this problem therefore is to ensure that teachers undertake a continual deepening of their knowledge and skills through professional development programmes (Shulman and Sparks, 1992).

#### **4.4.3 B.Ed parallel degree programme promote learning activities by improving primary teachers pedagogical skills**

The teachers were asked if B.Ed parallel degree programme promote learning activities by improving primary teachers pedagogical skills. The results are presented in Table 4.5.

**Table 4.5: B.Ed parallel degree programme promote learning activities by improving primary teachers pedagogical skills**

<b>Response</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Strongly agree	68	33
Agree	51	24
Undecided	37	18
Disagree	47	22
Strongly disagree	7	3
<b>Total</b>	<b>210</b>	<b>100</b>

Table 4.5 shows that the majority 57% of the teachers respondents agreed that B.Ed parallel degree programme promote learning activities by improving primary teachers pedagogical skills.

This is reflected by Doucouliagos (1997) who indicated that training not only improves the ability and skill of employees, but also changes employee attitude towards positive. High performance, job satisfaction, job security and avenues for internal promotion lead to high morale among the employees. High morale in turn makes employees more loyal to the organization. Training improves employee's ability, knowledge and skills and thus prevents employees obsolescence. This makes employees growth-oriented.



#### **4.4.4 Schools change as they become complex requiring new skills**

The pupils were asked if schools change, as they become complex require new skills. The results are presented in Table 4.6.

**Table 4.6: Schools change as they become complex requiring new skills**

<b>Response</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Strongly agree	98	47
Agree	56	27
Undecided	34	16
Disagree	8	4
Strongly disagree	14	7
<b>Total</b>	<b>210</b>	<b>100</b>

Table 4.6 shows that the entire 74% of the teachers agreed that schools change, as they become complex, requiring new skills. This is reflected by Watkins (1973) noted that schools change, as they become complex, they require new skills. The expansion of schools and computerization will call for specialized skills to cope with the changes.

#### **4.5 Assess how promotion, level of disposable income, benefits and empowerment influences enrolment in B.Ed degree programs**

The researcher then sought to assess how promotion, level of disposable income, benefits and empowerment influences enrolment of primary school teachers in

B.Ed degree programs. The researcher studied if teacher's enrollment in B.Ed parallel degree programme is influenced by the need to improve professional status, influence by interest in career development, level of disposable income making the teachers to enrol for B.Ed parallel programmes.

#### 4.5.1 Influence of teacher's enrollment in B.Ed parallel degree programme

The researcher started by investigating the teacher's on the teachers' enrollment in B.Ed parallel degree programme is influenced by the need to improve professional status. The results are shown in Table 4.7.

**Table 4.7: Teacher's enrollment in B.Ed parallel degree programme is influenced by the need to improve professional status**

<b>Response</b>	<b>Head teachers</b>		<b>Teachers</b>	
	<b>Frequency</b>	<b>Percentage(%)</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Strongly agree	6	75	94	44
Agree	2	25	44	21
Undecided	0	0	23	11
Disagree	0	0	14	7
Strongly disagree	0	0	35	17
<b>Total</b>	<b>8</b>	<b>100</b>	<b>210</b>	<b>100</b>

Table 4.7 shows that the entire 100% of the head teachers and 65% of the teachers respondents indicated that teacher's enrollment in B.Ed parallel degree programme is influenced by the need to improve professional status.

This finding is confirmed by Morris (1992) who stated that in the system of personal relationships within which children learn, the teacher is the most important factor. It is very important for teachers to enhance their competence in order to facilitate academic excellence. Lenz, Brown and Vaughan (1988) found out that teaching is a complex activity that requires good planning and decision making. They further observed that more teacher education at both pre-service levels and in-service levels is required for teachers to develop the competence required in their profession.

#### **4.5.2 Teachers enrollment in B.Ed parallel degree programme is influenced by interest in career development**

The researcher then investigated if teachers' enrollment in B.Ed parallel degree programme is influenced by interest in career development. The results are shown in Table 4.8.

**Table 4.8: Teachers enrollment in B.Ed parallel degree programme is influenced by interest in career development**

<b>Response</b>	<b>Head teachers</b>		<b>Teachers</b>	
	<b>Frequency</b>	<b>Percentage(%)</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Strongly agree	2	25	114	54
Agree	5	62	21	10
Undecided	0	0	9	4
Disagree	1	13	32	15
Strongly disagree	0	%	34	16
<b>Total</b>	<b>8</b>	<b>100</b>	<b>210</b>	<b>100</b>

Table 4.8 shows that majority 87% of the head teachers respondents agreed that teachers enrollment in B.Ed parallel degree programme is influenced by interest in career development. Majority 64% of the teachers agreed that teachers enrollment in B.Ed parallel degree programme is influenced by interest in career development.

Enrolment refers to the total University population registered in a country yearly. Over the years teacher student enrolment has been a process enable teachers opportunities to further their learning. Blight (1995) in his study showed that the global demand for education would increase from 48 million in 1990 to an

estimate of 97 million in 2010. He further shows that enrolment rate reflect change in the population and changes in participation rate.

#### **4.5.3 Level of disposable income makes the teachers to enrol for B.Ed parallel programmes**

The study investigated if level of disposable income makes the teachers to enrol for B.Ed parallel programmes. The results are shown in Table 4.9.

**Table 4.9: Level of disposable income makes the teachers to enrol for B.Ed parallel programmes**

<b>Response</b>	<b>Head teachers</b>		<b>Teachers</b>	
	<b>Frequency</b>	<b>Percentage(%)</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Strongly agree	0	0	21	10
Agree	0	0	22	10
Undecided	0	0	3	2
Disagree	2	25	126	60
Strongly disagree	6	75	38	18
<b>Total</b>	<b>8</b>	<b>100</b>	<b>210</b>	<b>100</b>

Table 4.9 shows that the entire 100% of the head teachers respondents indicated that level of disposable income did not make the teachers to enrol for B.Ed parallel programmes. Majority 78% of the teachers disagreed that level of disposable income makes the teachers to enrol for B.Ed parallel programmes.

Factors influencing students teacher enrolment in the external degree programmes are multi-dimensional. Different writers have different factors that contribute to enrolment in degree education. Hormbarger (1990) and Keegan (1994) have identified factors of high enrolment as convenient, flexibility and adaptability of this mode as it suits the learners, primarily those who cannot for one reason or another make use of classroom teaching and above all adults with profession and family commitments. They are able to organize their timetable according to their time at their disposal.

#### **4.5.4 Empowerment influences enrolment of primary school teachers in B.Ed degree programs**

The study investigated if empowerment influences enrolment of primary school teachers in B.Ed degree programs. The results are shown in Table 4.10.

**Table 4.10: Empowerment influences enrolment of primary school teachers in B.Ed degree programs**

<b>Response</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Strongly agree	14	6
Agree	18	7
Undecided	23	11
Disagree	35	17
Strongly disagree	120	57
<b>Total</b>	<b>210</b>	<b>100</b>

Table 4.10 shows that the majority 74% of the teachers disagreed that empowerment influences enrolment of primary school teachers in B.Ed degree programs.

Cotton, (2002) has defined empowerment as a participative process that uses the entire capacity of employees and is designed to encourage increased commitment to the organizational success. The course will impart knowledge and skill needed in many sectors thus making one fully participate in its growth.

#### **4.5.4 Teachers enrolment in B.Ed programme is influenced by their hatred for teaching**

The study investigated if teachers' enrolment in bed programme is influenced by their hatred for teaching. The results are shown in Table 4.11.

**Table 4.11: Teachers enrolment in B.Ed programme is influenced by their hatred for teaching**

<b>Response</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Strongly agree	119	57
Agree	35	17
Undecided	20	11
Disagree	21	7
Strongly disagree	14	6
<b>Total</b>	<b>210</b>	<b>100</b>

Table 4.11 shows that the majority 74% of the teachers agreed that teachers enrolment in B.Ed programme is influenced by their hatred for teaching. The teachers are not comfortable being in the teaching profession thus they usually strive to change careers.

Carnoy (1995) has indicated that most teachers are not comfortable in the teaching profession. The teachers find that the course will impart knowledge and skill needed in many sectors thus making one fully participate in its growth. This might be an opening for them to join other careers.

#### **4.6 Establish the extent to which B.Ed parallel degree programmes enhances teaching and learning methodology**

The researcher establish the extent to which B.Ed parallel degree programmes enhances teaching and learning methodology by studying if P1 certificate holders in primary schools work better than graduates from M.Ed parallel degree programmes.

##### **4.6.1 Primary schools work better than graduates from M.Ed parallel degree programmes**

The researcher probed if primary schools work better than graduates from M.Ed parallel degree programmes. The results are presented in Table 4.12.



**Table 4.12: Primary schools work better than graduates from M.Ed parallel degree programmes**

<b>Response</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Strongly agree	24	11
Agree	56	27
Undecided	55	26
Disagree	45	21
Strongly disagree	30	14
<b>Total</b>	<b>210</b>	<b>100</b>

Table 4.12 shows that a most 38% of the teachers disagreed that primary schools work better than graduates from M.Ed parallel degree programmes.

This findings is explained by (Rowan, Correnti and Miller, 2002) who asserts that time allocated to teaching/learning can be a factor influencing achievement. A learner's achievement is a product of the amount of exposure to the content of the assessment. In the process-product research, it is argued that what matters is not the amount of time assigned to learning a particular subject or the time learners are actively engaged in instruction during class time, but how teachers utilize it.

#### 4.6.2 B.Ed parallel degree programme promote learning activities by improving primary teachers pedagogical skills

The study investigated if B.Ed parallel degree programme promote learning activities by improving primary teachers pedagogical skills. The findings are presented in Table 4.13.

**Table 4.13: B.Ed parallel degree programme promote learning activities by improving primary teachers pedagogical skills**

<b>Response</b>	<b>Head teachers</b>		<b>Teachers</b>	
	<b>Frequency</b>	<b>Percentage(%)</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Strongly agree	3	37	28	13
Agree	2	25	25	12
Undecided	2	25	24	11
Disagree	1	13	88	42
Strongly disagree	0	0	45	22
<b>Total</b>	<b>8</b>	<b>100</b>	<b>210</b>	<b>100</b>

Table 4.13 shows that according to the head teachers' respondents' majority 62% agreed that B.Ed parallel degree programme promote learning activities by improving primary teachers pedagogical skills. Majority 64% of the teachers also disagreed that B.Ed parallel degree programme promote learning activities by improving primary teachers pedagogical skills.

Husein, Saha and Noonan (1978) in their studies concluded that trained teachers do make a difference, and in particular that teacher qualification, experience and amount of education and knowledge are positively related to student achievement.

#### **4.6.3 B.Ed parallel degree programmes enhances teaching and learning methodology**

The researcher probed if B.Ed parallel degree programmes enhances teaching and learning methodology. The results are presented in Table 4.14.

**Table 4.14: B.Ed parallel degree programmes enhances teaching and learning methodology**

<b>Response</b>	<b>Head teachers</b>		<b>Teachers</b>	
	<b>Frequency</b>	<b>Percentage(%)</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Strongly agree	3	38	51	24
Agree	5	62	62	30
Undecided	0	0	52	25
Disagree	0	0	34	16
Strongly disagree	0	0	11	5
<b>Total</b>	<b>8</b>	<b>100</b>	<b>210</b>	<b>100</b>

Table 4.14 shows that the entire 100% of the head teachers respondents agreed that B.Ed parallel degree programmes enhances teaching and learning methodology.

A majority 54% of the teachers also agreed that B.Ed parallel degree programmes enhances teaching and learning methodology.

Adeyomi (1998) asserts that a teacher who does not have both the academic and professional teacher qualification may have negative influence on the teaching and learning of his/her area. Brazilian Educator, Paul Freire (1991) asserted that education is a double edged sword which can be used to reinforce or to question prevailing social forces that make learners passive and dependent.

#### **4.6.4 B.Ed parallel degree graduates employ better teaching methods**

The researcher probed if B.Ed parallel degree graduates employ better teaching methods. The results are presented in Table 4.15.

**Table 4.15: B.Ed parallel degree graduates employ better teaching methods**

<b>Pupils</b>		
<b>Response</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Strongly agree	8	4
Agree	17	8
Undecided	41	19
Disagree	32	15
Strongly disagree	112	54
<b>Total</b>	<b>210</b>	<b>100</b>

Table 4.15 shows that a majority 69% of the teachers disagreed that B.Ed parallel degree graduates employ better teaching methods.

This finding is explained by World Bank (2007) who asserts that quality teacher education equips teachers with knowledge, skills, values and attitudes for global interaction. This promotes international consciousness and development. Education empowers teachers to make informed decisions, hence nurtures self-confidence.

#### **4.7 Establish challenges faced by teachers pursuing B.Ed parallel degree programmes**

The researcher then investigated challenges faced by teachers pursuing B.Ed parallel degree programmes. The study studied if the parallel degree programmes is surrounded by superficially sophisticated and modern technology like ICT whose installation were not properly maintained or supported with skilled technical personnel, gender role influences female teacher B.Ed parallel enrollment, if the male teachers are favoured in the parallel programme since they control the family finance and if financial strains causes depreciation in the admission rates for the parallel degree programmes.

#### **4.7.1 Parallel degree programmes involves sophisticated technology that is not supported with skilled personnel**

The study probed if the parallel degree programmes is surrounded by superficially sophisticated and modern technology like ICT whose installation were not properly maintained or supported with skilled technical personnel. The findings are presented in the table 4.16.

**Table 4.16: Parallel degree programmes involves sophisticated technology that is not supported with skilled personnel**

<b>Response</b>	<b>Teachers</b>		<b>Head teachers</b>	
	<b>Frequency</b>	<b>Percentage(%)</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Strongly agree	107	52	7	75
Agree	45	22	1	25
Undecided	14	8	0	0
Disagree	30	16	0	0
Strongly disagree	4	2	0	0
<b>Total</b>	<b>210</b>	<b>100</b>	<b>8</b>	<b>100</b>

Table 4.16 shows that the majority 74% of the teachers agreed parallel degree programmes involves sophisticated technology that is not supported with skilled personnel. The entire 100% of the head teachers also agreed that parallel degree

programmes involves sophisticated technology that is not supported with skilled personnel.

A study from Brazil by Fatims d' Assumpocio Castro and Alves (2007) states that modern teacher education on parallel degree programmes is surrounded by superficially sophisticated and modern technology like ICT whose installation were not properly maintained or supported with skilled technical personnel.

#### **4.7.2 Gender role influences female teacher B.Ed parallel enrollment**

The study investigated if gender role influences female teacher B.Ed parallel enrollment. The findings are presented in the table 4.17.

**Table 4.17: Gender role influences female teacher B.Ed parallel enrollment**

<b>Response</b>	<b>Teachers</b>		<b>Head teachers</b>	
	<b>Frequency</b>	<b>Percentage(%)</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Strongly agree	97	46	6	75
Agree	65	31	2	25
Undecided	12	6	0	0
Disagree	7	3	0	0
Strongly disagree	17	8	0	0
<b>Total</b>	<b>210</b>	<b>100</b>	<b>8</b>	<b>100</b>

Table 4.17 shows that the majority 77% of the teachers agreed that gender role influences female teacher B.Ed parallel enrollment. The entire 100% of the head teachers agreed that the gender role influences female teacher B.Ed parallel enrollment.

According to education analysis commissioned by World Bank, Ottevanger (2007) claims that teacher education in Sub-sahara Africa attracts the weakest students who cannot be admitted to medicine, engineering and other more attractive options. This may have resulted to payment of low salaries for teachers hence teachers migrating to other countries or professions causing a brain drain in education sector.

#### **4.7.3 Male teachers are favoured in the parallel programme since they control the family finance**

The study investigated if male teachers are favoured to enroll for the parallel programme since they control the family finance. The findings are presented in the table 4.18.



**Table 4.18: Male teachers are favoured in the parallel programme since they control the family finance**

<b>Response</b>	<b>Head teachers</b>		<b>Teachers</b>	
	<b>Frequency</b>	<b>Percentage(%)</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Strongly agree	2	24	46	22
Agree	3	40	30	13
Undecided	0	0	12	6
Disagree	2	24	62	30
Strongly disagree	1	12	60	29
<b>Total</b>	<b>8</b>	<b>100</b>	<b>210</b>	<b>100</b>

Table 4.18 shows that a majority 64% of the head teachers agreed that male teachers are favoured to enroll for the parallel programme since they control the family finance. Majority 59% of the teachers disagreed that male teachers are favoured to enroll for the parallel programme since they control the family finance.

#### **4.7.4 Financial strains causes depreciation in the admission rates for the parallel degree programmes**

The study investigated if financial strains causes depreciation in the admission rates for the parallel degree programmes. The findings are presented in the table 4.19.

**Table 4.19: Financial strains causes depreciation in the admission rates for the parallel degree programmes**

<b>Response</b>	<b>Head teachers</b>		<b>Teachers</b>	
	<b>Frequency</b>	<b>Percentage(%)</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Strongly agree	8	100	152	72
Agree	0	0	27	13
Undecided	0	0	5	2
Disagree	0	0	10	5
Strongly disagree	0	0	6	3
<b>Total</b>	<b>8</b>	<b>100</b>	<b>210</b>	<b>100</b>

Table 4.19 shows that all 100% of the head teachers and 85% of the teachers agreed that financial strains causes depreciation in the admission rates for the parallel degree programmes. This means that financial strain is a factor that influences enrolment in degree programmes among primary school teachers.

Financial strains as a result of economic instability and HIV/AIDS scourge has also created economic strains hence depreciation in the admission rates for the parallel degree programmes. However, many primary school teachers in B.Ed parallel degree programmes have incurred high debt burdens and poverty at household levels in order to meet the high cost of education. Kenya has also been a victim of donor fatigue resulting from World Bank freezing funds and resources.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter summarizes the study and makes conclusions based on the result findings. The implications from the study findings and areas for further research are also presented.

#### **5.2 Summary of the Study**

The study aimed at finding out factors influencing enrolment in degree programmes among primary school teachers in Kayole Division Embakasi District, Kenya. The researcher singled out four she deemed are the most prevalent ones influencing enrolment in degree programmes among primary school teachers. These she singled them out as; human capital development on performance, assess how promotion, level of disposable income, benefits and empowerment, extent to which B.Ed parallel degree programmes enhances teaching and learning methodology and the challenges faced by teachers pursuing B.Ed parallel degree programmes.

The researcher probed influence of human capital development on performance majority 74% of the teachers respondents agreed that it's necessary to have teachers who are continuously immersed in their subjects. Majority 71% of the teachers respondents agreed that teachers exposed to pre-service training focus

heavily on memorizing facts. Majority 57% of the teachers respondents agreed that B.Ed parallel degree programme promote learning activities by improving primary teachers pedagogical skills. The entire 74% of the teachers agreed that schools change, as they become complex, requiring new skills. This is reflected by Watkins (1973) noted that schools change, as they become complex, they require new skills.

The researcher sought to assess how promotion, level of disposable income, benefits and empowerment influences enrolment of primary school teachers in B.Ed degree programs. The entire 100% of the head teachers and 65% of the teachers respondents indicated that teacher's enrollment in B.Ed parallel degree programme is influenced by the need to improve professional status. Majority 87% of the head teachers' respondents agreed that teachers' enrollment in B.Ed parallel degree programme is influenced by interest in career development. Majority 64% of the teachers agreed that teachers enrollment in B.Ed parallel degree programme is influenced by interest in career development. The entire 100% of the head teachers respondents indicated that level of disposable income did not make the teachers to enrol for B.Ed parallel programmes. Majority 78% of the teachers disagreed that level of disposable income makes the teachers to enrol for B.Ed parallel programmes. Majority 74% of the teachers disagreed that empowerment influences enrolment of primary school teachers in B.Ed degree programs.

The study investigated the extent to which B.Ed parallel degree programmes enhance teaching and learning methodology. Majority 69% of the teachers disagreed that B.Ed parallel degree graduates employ better teaching methods. The entire 100% of the head teachers' respondents agreed that B.Ed parallel degree programmes enhances teaching and learning methodology. A majority 54% of the teachers also agreed that B.Ed parallel degree programmes enhances teaching and learning methodology. According to the head teachers' respondents' majority 62% agreed that B.Ed parallel degree programme promote learning activities by improving primary teachers pedagogical skills. Majority 64% of the teachers also disagreed that B.Ed parallel degree programme promote learning activities by improving primary teachers pedagogical skills. Most 38% of the teachers disagreed that primary schools work better than graduates from M.Ed parallel degree programmes.

The study further investigated the challenges faced by teachers pursuing B.Ed parallel degree programmes. All 100% of the head teachers and 85% of the teachers agreed that financial strains causes depreciation in the admission rates for the parallel degree programmes. Majority 64% of the head teachers agreed that male teachers are favoured to enroll for the parallel programme since they control the family finance. Majority 59% of the teachers disagreed that male teachers are favoured to enroll for the parallel programme since they control the family finance. Majority 77% of the teachers agreed that gender role influences female

teacher B.Ed parallel enrollment. The entire 100% of the head teachers agreed that the gender role influences female teacher B.Ed parallel enrollment. Majority 74% of the teachers agreed parallel degree programmes involves sophisticated technology that is not supported with skilled personnel. The entire 100% of the head teachers also agreed that parallel degree programmes involves sophisticated technology that is not supported with skilled personnel.

### **5.3 Conclusions**

The researcher concludes that human capital development influences enrolment in degree programmes among primary school teachers. It's necessary to have teachers who are continuously immersed in their subjects. B.Ed parallel degree programme promote learning activities by improving primary teachers pedagogical skills. Schools change, as they become complex, requiring new skills.

Promotion, level of disposable income, benefits and empowerment influence enrolment of primary school teachers in B.Ed degree programs. Teacher's enrollment in B.Ed parallel degree programme is influenced by the need to improve professional status. Teachers enrollment in B.Ed parallel degree programme is influenced by interest in career development. The level of disposable income did not make the teachers to enrol for B.Ed parallel programmes. Empowerment influences enrolment of primary school teachers in B.Ed degree programs.

The researcher concludes that B.Ed parallel degree programmes does not enhance teaching and learning methodology. B.Ed parallel degree graduates do not employ better teaching methods. B.Ed parallel degree programmes enhances teaching and learning methodology. B.Ed parallel degree programme do not promote learning activities by improving primary teachers pedagogical skills. Primary schools work better than graduates from M.Ed parallel degree programmes.

The researcher concludes that the challenges faced by teachers pursuing B.Ed parallel degree programmes include financial strains that cause depreciation in the admission rates for the parallel degree programmes. Male teachers are favoured to enroll for the parallel programme since they control the family finance. Gender role influences female teacher B.Ed parallel enrollment. Parallel degree programmes involve sophisticated technology that is not supported with skilled personnel.

#### **5.4 Recommendations**

The human capital development on performance in primary schools can be improved by encouraging the teachers to enrol for B.Ed parallel programmes. The DEO should sensitize head teachers on the importance of graduate teachers in their schools to be able to teach effectively. Head teachers should encourage teachers to further their studies.

The teachers should attend seminars to understand the importance assessing how promotion, level of disposable income, benefits and empowerment influences enrolment of primary school teachers in B.Ed degree programs. They can attend workshop and visit better performing schools to borrow their ideas.

The DEO to identify the extent to which B.Ed parallel degree programmes enhances teaching and learning methodology. The head teachers should be able to visit schools frequently to intervene and advice on how the parallel programmes can enhance teaching and learning methodology

The head teachers and teachers should be informed of the challenges faced by in pursuing B.Ed parallel degree programmes. There should be proper sensitization of the teachers on enrolling for promising and important courses.

### **5.5 Suggestions for Further Research**

Taking the limitations and delimitations of the study, the researcher recommends the following areas for further research;

- i. Given that the study focused only on Kayole Division Embakasi District, a similar study in other parts of the country would be useful for comparative purposes. Indeed, a nationwide study would be useful comparing the results in the various regions of the country.
- ii. This study investigated factors influencing enrolment in degree programmes among primary school teachers. There should be a study done



on the effect of enrolment in degree programmes on the schools performance in primary schools.

- iii. Influence of enrolment in degree programmes among primary school teachers on the teachers' performance in teaching in primary school.

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## **APPENDICES**

### **APPENDIX I**

#### **LETTER OF INTRODUCTION TO RESPONDENTS**

University of Nairobi  
Department of Administration and Planning  
P.O. Box 92  
Kikuyu  
25<sup>th</sup> March, 2013

Dear Respondents,

**RE: QUESTIONNAIRE ON FACTORS INFLUENCING ENROLMENT  
IN DEGREE PROGRAMMES**

I am a postgraduate student at the University of Nairobi. As part of my course, I am carrying out a research on “Factors influencing primary school teachers enrolment in degree programmes in Kayole Division, Embakasi district, Kenya.

To enable me achieve this goal, I hereby kindly request you to respond to the questionnaire items as honestly as possible and to the best of your knowledge.

Kindly be assured that the information collected will be used for the above mentioned purpose only. The identity shall be absolutely confidential. Please DO NOT write your name or institution.

Thank you in advance.

Yours faithfully,

Agnes Nyarindo

**APPENDIX II**  
**TEACHERS QUESTIONNAIRE**

**Please indicate the appropriate response in each question given by putting a tick**

**Part I**

1. Please indicate your gender  
Male [ ] Female [ ]
2. What is your age bracket?  
Less than 30 years [ ], 31 – 40 years [ ], 41 – 50 years [ ],  
50 years and above [ ].
3. No. of years in the profession  
Less than 5 years [ ], 6 – 10 years [ ], 11 – 15 years [ ],  
16 years and above [ ].
4. Current position  
Classroom teacher [ ], senior teacher [ ], Administrative [ ].
5. Tick the year/part you are in  
Year 1 Part I and II [ ], Year 2 1 Part III and IV [ ]

6. What is your highest academic level?

P1 [ ], Diploma [ ], Degree [ ], Others (specify) [ ]

## **PART II**

7. The following statements highlight characteristics that show improved teachers roles after undergoing through B.Ed Parallel Degree Programme. Tick the space provided according to the intensity of their effect on the programme.

Key

SA - Strongly Agree, A - Agree, U - Undecided, SD - Strongly Disagree,  
D - Disagree

NO	STATEMENT	SA	A	U	D	SD
I	B.Ed parallel degree programme promote learning activities by improving primary teachers pedagogical skills					
Ii	P1 certificate holders in primary schools work better than those who have graduated in B.Ed parallel degree programmes					
Iii	Teachers enrollment in B.Ed parallel degree programme is influenced by the need to improve their professional status					
Iv	Teachers who enroll in B.Ed parallel degree are influenced by the need to spoil their					

	professional status					
V	Teachers enrolment in B.Ed parallel degree programme is influenced by their interest in career development					
Vi	Teachers enrolment in B.Ed programme is influenced by their hatred for teaching					
Vii	Level of disposable income makes the teachers to enrol for B,Ed paralle programmes					

In your opinion to what extent does B.Ed parallel degree programme affect primary school teachers' professional development?

.....  
.....

8. The following statement highlights the challenges facing primary school teachers training in B.Ed parallel degree programme, social-cultural, health, and socio-economic influences may influence enrolment rates. Tick in the space provided according to the intensity of their effects on the programme.

NO	STATEMENT	SA	A	U	D	SD
I	Female teachers find it difficult to pursue B.Ed programme due to their feminist duties.					
Ii	Gender roles influence female teachers to enrol in B.Ed parallel degree program than men					
Iii	Health status influence the rate of enrolment in B.Ed parallel programme					
Iv	Teachers health status does not affect their rate of enrollment in B.Ed parallel degree programme					
V	The B.Ed parallel is designed to favour female teachers since they are financially advantaged.					
Vi	More male teachers enroll for paralle degree programme since they control family finance					

What measures should be put in place to ensure there is gender balance in the rate at which teachers join parallel degree programmes?

.....

.....

9. The following statements highlight administrative and support factors as well as issues affecting enrolment of primary school teachers in B.Ed parallel degree programmes. Tick in the spaces provided according to the intensity of their effect to the programme.



NO	STATEMENT	SA	A	U	D	SD
I	Upgrading and salary increment by the employer influences primary school teachers to enroll for B.Ed parallel degree programme.					
Ii	Teachers do not join parallel programmes due to salary increment and upgrading					
Iii	Availability of resources of the schools and universities may influence the primary school teachers to enrol for B.Ed parallel degree programme.					

Thank you for your cooperation

### **APPENDIX III**

#### **INTERVIEW SCHEDULE FOR HEADTEACHERS**

##### **SECTION A**

- (i) When was the school started?  
\_\_\_\_\_
- (ii) How long have you been heading the school?  
\_\_\_\_\_
- (iii) Total school enrolment in the year 2013  
\_\_\_\_\_
- (iv) Number of streams in the school  
\_\_\_\_\_
- (v) School's examination mean score for the past three years  
\_\_\_\_\_
- (vi) How many graduate teachers are in the school?  
\_\_\_\_\_
- (vii) In the past five years, how many teachers have joined B.Ed degree programmes?  
\_\_\_\_\_
- (viii) What arrangements do you make during the absence of a teacher out for one reason or another related to his/her study?  
\_\_\_\_\_

##### **SECTION B**

- (i) How does Bachelor of Education parallel degree programmes influence primary school teachers' professional development?  
\_\_\_\_\_

(ii) What are the motivating factors of Primary school teachers' enrolment in degree programmes?

---

(iii) What are the effects of training primary school teachers through Bachelor of Education parallel degree on teaching and learning?

---

(iv) What challenges do primary school teachers face during training in the degree programmes?

---

APPENDIX IV

RESEARCH PERMIT

PAGE 3

Research Permit No. NCST/RCD/14/013/105

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution

Agnes Nyarindo

of (Address) University of Nairobi

P.O.Box 92-0902, Kikuyu

has been permitted to conduct research in

Location

Embakasi District

Nairobi Province

on the topic: Factors influencing enrolment in

degree programmes among primary school


teachers in Kayole Division, Embakasi District,

Kenya

for a period ending: 31<sup>st</sup> August, 2013.

Date of issue 17<sup>th</sup> June, 2013

Fee received KSH. 1,000




Applicant's Signature

for Secretary

National Council for

Science & Technology

<div style="text-align: center;">    <b>REPUBLIC OF KENYA</b> </div>	
<b>CONDITIONS</b>	<b>RESEARCH CLEARANCE PERMIT</b>
<p><b>1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.</b></p> <p><b>2. Government Officers will not be interviewed with-out prior appointment.</b></p> <p><b>3. No questionnaire will be used unless it has been approved.</b></p> <p><b>4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.</b></p> <p><b>5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.</b></p> <p><b>6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.</b></p>	<p><b>GPK605513mt10/2011</b></p> <p><b>(CONDITIONS—see back page)</b></p>

APPENDIX V

RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



**NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY**

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 788 787 , 0735 404 245  
Fax: 254-020-2213215  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref:

**NCST/RCD/14/013/1053**

Date:

**17<sup>th</sup> June, 2013**

Agnes Nyarindo  
University of Nairobi  
P.O.Box 92-0902  
Nairobi.

**RE: RESEARCH AUTHORIZATION**

Following your application dated *10<sup>th</sup> June May, 2013* for authority to carry out research on *"Factors influencing enrolment in degree programmes among primary school teachers in Kayole Division, Embakasi District, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Embakasi District** for a period ending **31<sup>st</sup> August, 2013**.

You are advised to report to **the District Commissioner and the District Education Officer, Embakasi District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:

The District Commissioner  
The District Education Officer  
Embakasi District.

*"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development"*