FACTORS INFLUENCING PRIMARY SCHOOL TEACHERS' CHOICE TO PURSUE HIGHER EDUCATION: A CASE OF LIMURII DISTRICT, K1AMBU COUNTY

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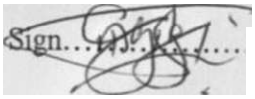
A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF NAIROBI

2012

DECLARATION

This Research Project Report is my original work and has not been submitted for award of a degree in any university.



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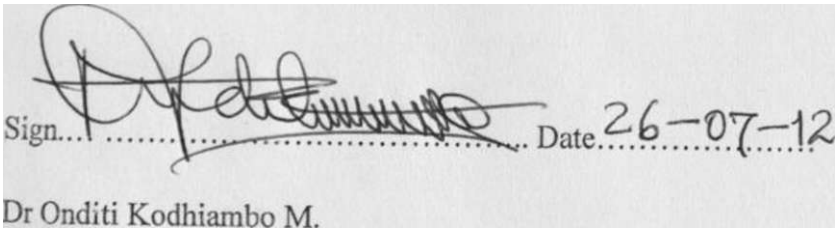
Tliis Research Project Report has been submitted for examination with my approval as the university supervisor.



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DEDICATION

This work is in memory of my late father and mother in - law. Dedicated to my mum Margaret Wangari, my dad Samuel Kinyanjui for their guidance and prayers as they brought me up.

To my loving wife Wanjiku Ngigi and my children Sam Kinyanjui and Eva Wangari for their love, patience, support and understanding throughout the course of my studies.

ACKNOWLEDGEMENT

I wish to very sincerely appreciate the support, assistance and good will I received from various people during my proposal writing. I feel sincerely grateful to my supervisor Dr. Onditi Kodhiambo M., Lecturer, School of Health Sciences, Kenyatta University for setting the pace of this study and making me work towards the completion of my proposal.

I cannot forget to mention the efforts put in by my lecturers at the department of Extra Mural Studies University of Nairobi for taking me successfully through my course work. Dr. Christopher Mwangi Gakuu, Senior Lecturer Department of Extra Mural Studies, University of Nairobi for being my role model and taking me through Research Methods. I appreciate the efforts given by Limuru District Education Office for granting me permission to carry out the research in the sampled primary schools. My sincere thanks go to the area Teachers Service Commission (TSC) personnel for availing the staffing data which was used in this research.

Much appreciation goes to all the head teachers and teachers of the sampled schools without whose effort the study would not be a success. Special tribute goes to my family members for their support, moral encouragement and patience during the entire study

- period.

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LIST OF ABBREVIATIONS AND ACRONYMS

A.A.S	Appalachian Access and Success
A.A.U.W	American Association of University Women
A.T.S.4	Approved Teacher Secondary 4
B.ED(Arts)	Bachelor of Education in Arts
B.ED(Sci)	Bachelor of Education in Science
GoK	Government of Kenya
M.ED	Ministry of Education
N.C.E.O.P	National Committee on Educational Objectives and Policies
TSC	Teachers Service Commission

ABSTRACT

This study focuses on the factors influencing primary school teachers' choice to pursue higher education in Limuru District, Kiambu county. Three objectives guided this study. The first objective focused on the availability of school based programme and how it may influence primary school teachers' choice to pursue higher education. The second objective investigated how availability of technology influences primary school teachers' choice to pursue higher education. The third objective examined the influence of professional development on primary school teachers' choice to pursue higher education.

In order to study these objectives, a conceptual framework was used to enhance the understanding of the interplay of the factors that may influence primary school teachers' choice to pursue higher education. A cross-sectional questionnaire survey was adopted as the research design. A sample size of 127 teachers was used as respondents out of a target population of 577 teachers. A questionnaire was employed as the research instrument and pre-testing was conducted to determine its accuracy, clarity and suitability. Content validity was used to examine whether the instrument answered the research questions as intended. Instrument reliability was assessed using the results of piloting through test-retest technique. Data collected was coded and processed using the Statistical Package for Social Sciences (SPSS). The data collected was analyzed, interpreted and presented in form of tables.

The study found out that most of the respondents prefer school based programme to further their education. Most of the respondents also prefer online education and indicated that higher education would improve their teaching skills.

CHAPTER ONE
INTRODUCTION

1.1 Background to the study

The decision to pursue a higher education is one of the most significant commitments people make in their lifetime. In Kenya, report of the National Committee on Educational Objectives and Policies, (1976) argues that no matter how education is viewed, the role of quality of teachcrs must be given the most critical consideration if problems related to education and training are to diminish rather than increase with time. The Master Plan on Education and Technology for 1997-2010 proposes that as a way of encouraging teachers to increase their academic knowledge, they be encouraged to study for higher academic qualifications, provided that such study does not adversely affect performance of their official duties. It further suggests that teachers who acquire relevant qualifications be given commensurate promotion or salary increament. In recent years, the impact of external factors on the economy has significantly heightened the urgency for higher education to address the global demands of an increasingly technological work force (Bui, 2002). A second important source of influence on the pursuit of higher education involves internal factors that may affect personal experiences. Family opinions, peer influence, secondary school support, and academic preparation are each examples of internal factors which ultimately influence students' decisions to attend college (Bui, 2002; Pike and Kuh, 2005).

Continued professional learning is a term that is used to describe the activities carried out by teachers, schools, systems and tertiary bodies to promote personal and professional growth. With increasing emphasis on teacher accountability (Ingvarson, 2002), it is important that teachers are not just equipped as they enter teaching but continually develop as life long learners through continued learning. The professional development of teachers should be a critical component of their ongoing effectiveness and satisfaction in teaching (Hughes, 1991; Ingvarson, 1998). Despite this assertion little is known about the motivation teachers may or may not have to engage in continued learning. Motivation involves the energy and drive to learn, work effectively, and achieve potential. It also plays a large part in the interest of and enjoyment of study (Martin, 2003). Much of the

research related to motivation in education has been targeted at student motivation (Dowson and Mcinerney, 2003; Eccles and Wigfield, 1995; martin, 2003) or at the mastery of teaching skills (Tschannen-Moran and Hoy, 2001).

1.2 Problem Statement

Teacher professional learning is not normally an isolated event but a continuous and career long process (Scribner, 1999).In recent years in Kenya, there has been an increase in demand of higher education by working people as exemplified by the rise in demand for university degree education and subsequent expansion of educational opportunities at tertiary level. Primary school teachers have not been left out in this new quest for further studies. Career paths that place greater value on primary school teachers work will provide greater incentives for all to develop towards high levels of effectiveness by participating in higher education (Ingvarson, 1998).

There is Very little research which has focused on factors influencing decision to pursue higher education by primary school teachers and other variables which may influence decisions by teachers to engage in or not in higher education. This study therefore, attempted to fill the gap by establishing the factors influencing primary school teachers' choice to pursue higher education in Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate the factors that influence primary school teachers' choice to pursue higher education in Kenya.

1.4 Objectives of the study

This study was guided by the following objectives:

i. To determine the influence of the availability of school based teacher training programme on teacher's choice to pursue higher education.

ii. To investigate the influence of the availability of technology on teacher's choice to pursue higher education.

iii. To investigate the influence of professional development on teachers' choice to pursue higher education.

1.5 Research questions

This study was guided by the following research questions

i. To what extent does the availability of school based programme influence teachers' choice to pursue higher education?

ii. How does the availability of technology influence teachers' choice to pursue higher education?

iii. To what extent does professional development influence teachers' choice to pursue higher education?

1.6 Significance of the study

The study may be beneficial in a number of ways. It contributes to the body of research by exploring factors influencing primary school teachers to pursue higher education. The study should be useful to the Ministry of Education in supporting teachers' decision-making process as they investigate opportunities in higher education. The information is also useful to higher education admissions personnel and college faculties in their efforts to better understand the influences that may impact students in their decision to join higher education institutions.

It is hoped that various stakeholders in the education sector including parents and students will benefit because the quality of education will improve in schools as a result of teachers professional improvement. The study may also add to the field of knowledge and the upcoming researchers may use it as a basis for further research. It will also be of great help to the Ministry of Education in respect to defining high education policies which include scholarships, study leaves and promotions.

1.7 Limitation of the study

The study was limited within Limuru district and not including the rest of the country. The best sampling technique was applied to overcome the limitation.

1.8 Delimitation of the study

This study only focused on public primary school teachers in Limuru district. Limuru district is not expansive in size and schools are not wide apart and therefore the researcher was able to carry out the study without much transport problems.

1.9 Assumption of the study.

The researcher made the following assumptions; the first assumption was that the respondents would give genuine responses. The other one was that all the respondents would be literate and would be able to fill in the questionnaires on their own without the assistance of the researcher.

1.10 Definition of significant terms

Career development-This is the process through which teachers can progress in their careers either within the class room or in leadership role.

Educational assessment-This refers to the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs

Higher education-This is the stage of learning that occurs at universities, colleges and institutes of technology.

School based programme-This is the programme whereby teachers advance their education during school vacations so as not to interfere with their teaching activities during the school term.

Professional development-This refers to skills and knowledge attained for both personal development and career advancement.

Technology -This is the making, usage and knowledge of tools, machines and techniques in order to solve a problem.

j jl Organization of the study

This project research is organized into five chapters; Chapter one is the introduction dealing with the background of the study, problem statement, purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study, delimitation of the study, assumption of the study, definition of significant terms and organization of the study. Chapter two contains literature review including the conceptual framework. Chapter four covers data analysis, presentation and interpretation. Chapter five contains summary of findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

According to Gall and Borg (1989) literature review provides one with means of getting to frontier in one's particular field of knowledge. Unless one learns what has been done by others in one's area of study, one may not develop a project that would contribute to additional knowledge. The literature review focuses on reviewing the literature on factors influencing the decision by teachers to pursue higher education.

2.2.1 Professional development

Factors in professional development are identification of its aims and purposes. However, there are differing views of these aims and purposes. For example, Middlewood, (1997) examines contrasting views of professional development in England by referring to Woodward (1991), who cites a report of the Association of Colleges of Further and Higher education and the Association of Principles of Technical Institutions in England (1973).

However, according to Middlewood (1997, p. 187), Woodward (1991) disagrees with views expressed in the report which essentially proposes professional development "as being for organizational improvement", contrasting it with what may be described as "a partnership approach" which involves harmonizing the needs of individuals and the organization. Middlewood (1997) argues that these two views may be seen as a tension between those who see professional development as a means to an end, and those who see it as sometimes being an end in itself, in so far as it is a goal for managers and policymakers who are responsible for the development of the people in their charge as well as curricula and the educational system as a whole. Thus, from one perspective, the institution has a new situation to deal with staff that needs to be trained about this; from another, the training of staff is a necessary requirement for an institution so that people may develop whatever changes occur. The assumption here is that individual

development will lead to institutional development, whilst the improving conditions within a school will become the catalyst for further individual development.

Middlewood and Lumby (2003, p. 82) contend that if schools are to become effective learning organizations, then the management of the organizations, "to enable staff to learn effectively" is central. Even if such a model might have been adopted from Western professional development traditions, there are some lessons that a developing country like Rwanda can learn from the experience of more developed countries. Bolam (2002, p. 103) citing OECD (1982, 1998) argues that approaches to professional development have "varied considerably between countries over the past 20 years and continue to do so"; and that the dominant paradigm in England and Wales from the 1960s through to the early 1980s "gave primacy to the needs of individual professionals". However, Bolam's earlier research (1993) indicated that developments in national policy and in the financing of professional development in the mid-1980s changed this situation dramatically, indicating that most changes included the introduction of five compulsory training days for all teachers, the creation of regulated market in which schools received annual funding to provide and buy training and consultancy services, a framework of national priority topic areas linked to the national reforms, a substantial increase in the number of professional associations and unions, private trainers and consultants, and other commercial agencies offering training - more flexible, market driven, university- based, Master's-level provision.

According to a recent research in the USA (Cochran-Smith, 2000, Darling-Hammond, 2000) has pointed to the role of professional development of teachers, which ought to be to help student teachers learn including helping teachers to "identify conflicts and contradictions, vagueness and even blind spots in their vision" (Hammerness, 2003, p. 54). This implies that to teach, Rwandan teachers must engage knowledge, yet there is little agreement in the field of teacher education as to which "knowledge matters or even what might be the matter with knowledge", nor is there much understanding regarding "how those trying to teach actually learn from their practices, their students, or their incidental anxieties made from acquiring experience" (Britzman, 2000, p. 200). Nonetheless, helping teachers to become critical is a fundamental role of teacher

education programmes and it means "challenging not only the policies and practices of the schools they work in, but also those of the teacher education programmes they are in" (Nieto, 2000, p. 185). This demands an understanding of factors that promote learning in the work place such as confidence and commitment to "meet challenges at work, while recognizing that confidence to take these challenges on depends on the extent to which learners feel supported" (Eraut and Hirsh, 2007, in Griffiths, 2007, p. 109).

2.2.2 School-based teacher training

According to Douwe *et al.* (2007) emphasizes school-based teacher training and has highlighted the need for continuous professional development of teachers which is intended to professionalize the teaching force. However, there does not seem to be a general agreement about how teachers learn compared to how student teachers learn in pre-service teacher education. The argument is that due to demands placed upon schools, teachers are expected to learn continuously. This learning cannot always take place in an atmosphere of freedom, as many teachers such as those in Rwanda experience much external pressure in the way they do their work, resulting in tension between external control and personal autonomy, a tension which is accompanied by feelings that their workload has been intensified. From a professional perspective, a qualified teacher may know subject matter and pedagogy but they also understand "how to learn and how to make decisions informed by theory and research from many bodies of knowledge, and also as informed by feedback from school and classroom evidence in particular contexts" (Cochran-Smith, 2000, p. 96).

McGinn and Borden (1995) claim that mentoring and supervision can have more effect on teacher performance in the classroom, and that effective supervisors can help teachers conceptualize what good teaching is, demonstrate good teaching techniques themselves, offer opportunities for teachers to practice in non-evaluative situations and offer immediate feedback in classroom practice. This has led teacher educators and researchers to consider new approaches to teacher education (Fullan, 2007; Westheimer, 1998). The research points to a perspective in which school-based teacher education models have helped create dialogue about possibilities for change in the way teachers are prepared to work in schools, spurring a shift in focus from technical proficiency to teacher leadership.

2.2.3 Developing a community of practice

According to Douwe *et al.,* 2007; Sandholtz, 2002; Cope and Stephen, 2001; Avalos, 1998; Stuart, 1991, developing a community of practice makes reference to the process which takes as its starting point the idea that collaboration in teacher groups may create a powerful environment for learning. In this way, teachers act as reflective practitioners constantly evaluating their values and practices and using new ideas with their students. Furlong and Maynard (1995, p. 51), in Griffiths (2000, p. 549) have argued that trainees need to "subject their own developing professional knowledge to rigorous questioning". This may not only help to build an effective practice and knowledge base, but may also help construct a common understanding about what constitutes effective teaching practice.

Teaching over time may provide an opportunity for teachers which may help foster schools in which teachers examine their own experiences in light of educational theory while working within a professional community to improve the school culture. The idea of a professional community implies "a community of practice" first espoused by Lave and Wenger and later applied to other contexts such as organisational settings (Wenger, 1998, 1999) cited by Wubbels (2007, p. 226). According to Wubbels, a community of practice refers to the process of social learning that occurs when people who have a common interest in some subject or problem 'collaborate over an extended period to share ideas, find solutions and build innovations'. This long-term continuous improvement model may lead to gradual, incremental improvements in teaching over time, building on what is already there. This may provide a means of better understanding what new teachers imagine as well as "what they already know about teaching and learning as they enter a teacher education programme (Hammerness, 2003, p. 53). This in turn may provide teacher educators with a foundation for helping new teachers describe and develop their professional theories as well as bring it together in a way that links theory and practice. Research on school-based approaches (Douwe *et al.,* 2007; Craig, 2003) sees benefits in teacher development activities which extend over time, create opportunities for shared experiences and discourse around shared texts and data about

student learning, focus on shared decision-making and support the development of teachers" learning communities.

However, researchers (Lawson, 1998; Brown and Mclntyre, 1993) in Cope and Stephen (2001) cast doubt on the opportunities for practising teachers to reflect effectively on their teaching. They claim that it causes difficulty because, while teachers may regard reflective experiences as desirable, they are less clear about its feasibility and the rigours of the immediate demands of practice. The research suggests that teachers are less likely to present and discuss alternative methodologies and that when courses are seen to focus on a strategy or orientation of critical reflection, it may not be seen as central by many practising teachers. This is quite problematic because if reflection is central to good teaching, then students might not appreciate teachers who do not overtly display it, which might be problematic for their professional relations. Researchers such as Hammerness (2003) Craig *et al.* (1998); Darling-Hammond (2000) reinforce the value of school-based teacher education models in providing teacher opportunities for continuous practice and mentoring, guidance and support from instructors or peers. Teachers need to examine challenges and articulate their beliefs and assumptions through the sharing of visions which might enhance their professional image and identity.

2.2.4 Professional image and identity

The process of building a professional image and identity as an "ongoing process of interpretation and re-interpretation of experience" (Meijer and Verloop, 2004, p. 122) cited by Avalos and Aylwin (2006, p. 525) is a complex process and occurs over time. It is often cyclical but it involves decisions and communication to pursue its path with enormous implications for the re-conceptualisation of the curriculum. As key among observes, the challenge of teacher professional development seems twofold: first, how teacher education pedagogy could use some of the images from stakeholder perceptions to foster a discourse of learning to teach which trainees could easily recognize and identify with. The challenge lies in how such positive images could be used to develop a conception of teacher effectiveness that addresses the challenges of education reform to improve learning and achievement. Second, how such images could be incorporated into standards of teacher training and assessment.

According to study by Hammerness (2003) and Ben-Peretz (2001) it has illuminated this process which demands enabling teacher educators to design their curriculum to begin with their students' current understandings, that is, to start where teachers are. This implies uncovering teachers' lay knowledge and beliefs which can have a profound impact on how and what teachers learn as well as unlearn in their professional development programmes which "benefit from the extent and nature of their prior experience" (Griffiths, 2007, p. 120). There are significant implications and challenges related to the relevance or lack of mastering theoretical aspects in professional development programmes. Cope and Stephen (2001) have outlined the importance of teachers knowing the theoretical background of their profession, but suggest that although teachers are sympathetic to the idea, they are not always entirely clear about the nature of the theory involved. Harvard (1994) asserts that teachers should have some knowledge of what Eraut and Hirsh (2007) called "publicly available theories" and who notes that teacher educators have a tendency to teach the theory and expect the students themselves to make the connections with practice. However, there seems to be a contradiction because at the same time that teacher educators are seeking to close the gap between research and practice, schools are demanding another set of skills and practices from teachers.

2.2.5 **Direct Sources of Influence on Academic Development**

Individual psychological and biological factors, characteristics of the family environment, characteristics of the school environment, and the peer context have all been posited as important sources of direct influence for the development of academic potential. The Appalachian Access and Success study (AAS; Spohn et al., 1992), conducted in the rural Appalachian region of Ohio which borders on

West Virginia is the only study to date that has specifically examined educational aspirations of Appalachian youth. Results of the AAS study suggested that college costs weighed against the ability to make an immediate income through employment, and many seniors were uninformed about the availability of financial aid. Identified individual influences in the decision to higher education included high school students' academic ability, their hopes and goals for themselves in the future, and their expectations for the future. Low self-esteem was also a factor, as many seniors saw

themselves as unable to fit into the college scene, or lacking in intelligence or adequate grades for acceptance and success. Indeed, high school personnel in Appalachian Ohio felt their students were unprepared for college, both academically and in their expectations for college life.

Studies have looked at the interaction between family and school and the influences of these two systems on child development (Bronfenbrenner, 1986). For example, Epstein (1983a, 1983b) examined the impacts of home and classroom environments on academic achievement and attitudes toward school in a sample of students transitioning from middle school to high school. Home and classroom environments impacted adolescent development through provision of opportunities for communication and decision making. Students with more opportunities in these areas demonstrated more motivation, independence, and eventually grades in high school. Family influences were found to be stronger in the developmental process than classroom influences. However, school influences were more important to children who were not permitted such opportunities at home. These effects were more substantial than those produced by socioeconomic status or ethnicity (Epstein, 1983b).

Finally, values of peers tend to influence the motivation and achievement of adolescents. Goodenow and Grady(1993) discussed the ecological nature of motivation to achieve by noting that academic motivation develops from personal values and attributes and influences from close others, culture and ethnicity, and society as a whole. The influence of peers in the school setting has been documented widely (e.g., Brown, 1990; Steinberg, Dornbusch, & Brown, 1992) and adolescence is the developmental period in which individuals are most influenced by their peers (Goodenow & Grady, 1993). Peers influence academic achievement in positive and negative ways, and for many students of lower

Socioeconomic status, academic success may be viewed contemptuously (Phelan, Davidson, & Cao, 1991).

2.3 Use of technology in education

Introduction of technology in the education arena is as large a change as when the printed book was first introduced (Drucker, 1997). They go as far as predicting that big university campuses will not survive as a residential institution. Instead, future educational institutions will deliver more lectures and classes off campus via satellite or two-way video (Drucker, 1997). Technological advancements and training are believed to be instrumental in the development of emerging cities as implementers of innovation and knowledge-value neighbourhoods with strong residential, retail, and cultural components (Kotkin and DeVol, 2001).

Public opinion polls encourage the use of technology in the classroom. A survey found that 98 percent of parents believe it is important for students to learn how to use computers even before they graduate from high school (Chmielewski, 1997). Teachers expressed even a stronger sentiment. In a separate survey, US teachers ranked computer skills as more important than the study of European history, biology, chemistry, and physics; than learning practical job skills; and than reading modern and classic American literature (Oppenheimer, 1997).

It should be of no surprise with such enthusiasm, that computer-assisted instructions capture nearly all classrooms (Alavi *et al.*, 1990; Jones and Petre, 1994; Mason and Hyinka, 1998). Universities, colleges, and other educational institutions across the country spend a great deal of time and resources on teaching computer skills to their students. In some cases, computers sit on every student's desk, in others, millions of dollars are spent on developing huge computer labs, equipped with the state of the art presentation equipment, multimedia facilities, software, and hardware (Oppenheimer, 1997).

However, research concerning the importance of information technology does not yield conclusive evidence about the benefits of technology in education. Some believe that computer-enhanced learning results in higher levels of perceived skill development, self-reported learning, and utility than the traditional teaching styles (Alavi *et al.,* 1990). Helms *et al.* (1991) and Kaufman (1993) find that students prefer computer-enhanced

courses and exhibit more motivation for learning by attending class more regularly. Jensen and Sandlin (1992), report that computers enhance students' understanding of course materials. Others claim that with the use of instructional technology students spend more time on tasks, they become more independent learners, and family participations in teaching and learning increases (*New York Beacon*, 2000). Also, more recently the corporate world has started to employ instructional technology for training employees. Primary motivations include lower cost, higher student achievement, and more consistency of material being delivered (Perry, 2003).

Others, though, recognize the importance of educational technology, and are concerned about the caveats of using technology to the central issues of classroom presentations (Mason and Hyinka, 1998). By applying presentation software programmes, these authors believe that the field of educational technology is yet to lend support to those who see a need to increase student voice and empowerment by putting software in the hands of students. Their conclusion is that computer presentation programmes add to classrooms what there is too much of: teacher-centred, pre-planned, lockstep delivery of information, primarily through words.

There are some who argue that there is no evidence to suggest that technology-based education improves student achievements. For example, Chmielewski (1997) contends that students in the most technologically advanced classrooms perform no better than their peers on general standardized tests. Others are concerned that as students concentrate on how to manipulate software instead of on the subject at hand, learning can diminish rather than grow:

There's a real risk, though, that the thoughtless practices will dominate, slowly dumbing down huge numbers of tomorrow's adults (Oppenheimer, 1997, p. 4).

Even in success stories important caveats continually pop up. The best educational software is usually complex - most suited to older students and sophisticated teachers. In other cases the schools have been blessed with abundance - fancy equipment, generous financial support, or extra teachers - that is difficult if not impossible to duplicate in the

average school. Even if it could be duplicated, the literature suggests, many teachers would still struggle with technology. Computers suffer frequent breakdowns; when they do work; their seductive images often distract students from the lessons at hand - which many teachers say makes it difficult to build meaningful rapport with their students. (Oppenheimer, 1997, p. 11).

Another study of the effects of technology on students' performance in exams indicates that computer assisted instructions do not appear to result in real educational benefits and fail to bring about higher test scores (Angrist and Lavy, 2002). Most recently, Green (2003) examined faculty's fascination with technology and the role of campus infrastructure in integration of instructional technology. It was concluded that instructional technology results in frequent disruptions in organizational policy, practice, and process.

Finally, some fear that computers are replacing much of teacher-student interactions and could potentially harm the learning that would otherwise result through personal contacts (Hawarth, 1997). In an unprecedented move aimed to protest the increasing use of technology in education, Vaughan Stapleton, Professor of Political Science at California State University, Chico, refused to accept his "Teacher of the Year" award. He noted:

'Since 60 percent of human communication is nonverbal, I cannot imagine remote learning as being anything but a second best choice - and a poor one at that'. (Stapleton, 1997, p. 3).

As was observed nearly two decades ago, educators may never really embrace the new technology, bringing such issues as the lack of interest, relevance to course materials, administrative support, or contribution to the faculty member's advancement (Culan, 1986). Considering the notion of resistance to the use of technology in education, it is the purpose of this research to investigate accounting faculty's attitudes toward technology.

2.3.1 Differences in use of technology

It has been documented that some differences exist in attitudes toward the use of technology among males and females, older and younger people, as well as people with different levels of education (Robichaux, 1994; Qureshi and Hoppel, 1995; Whitley, 1997; American Association of University Women, 1998). Females, older and people with low levels of education are reported to exhibit less favourable attitudes toward technology than men, younger people, and more educated individuals, respectively (Morris, 1988/9, 1992; Williams *et al.*, 1993). Several studies reveal that males tend to be more interested in computers than females and that males use computers more than females at a younger age (Meunier, 1994; Robinson *et al.,* 1998). According to these studies, family, school, media, and role models are significant factors for experiencing differences among genders in using technology.

A 1998 report by the American Association of University Women (AAUW) concluded that while women have made serious gains in enrolment and test scores in science and math over the past several years, female students seem to demonstrate less interest and more anxiety towards computers than males (American Association of University Women, 1998). In another study of 310 undergraduate students to measure attitudes toward computers, Qureshi and Hoppel (1995) concluded that among other things, male students demonstrate stronger feelings toward computer technology compared to their female counterparts.

Some argue that preference of male users for technology may stem from socio-economical and cultural issues. It has been observed that parents buy computers and video games for their sons more than for their daughters (Levin and Gordon, 1989). Computer software and games designed for children are essentially targeted to a male audience, perhaps because of the notion that males have traditionally enjoyed more buying power than females (Jones, 1987; Forsyth and Lancy, 1989; DiMona and Herndon, 1994). An empirical study of 377 individuals, including 154 male and 223 female students, revealed that males are more likely than females to own a computer, to have played with computer games, and to take more computer courses in college. In addition, male users demonstrated greater competence in adapting to computer

technology and one's experience seemed directly correlated with attitudes toward computers for both males and females (Williams *et al.,* 1993).

Other studies suggest that technology-related attitudes are indeed multi-faceted and include components related to competency, cultural differences, attitudes about society, and anxiety towards technology. In a study of attitudes toward computers and sex-role stereotyping, Whitley (1997) found that while gender differences of computer use exist, they are based on varied attitudinal components. Males see computers as more appropriate for themselves than females, males show more computer competence, and males demonstrate an overall positive attitude toward computers.

However, with the recent gender switch in both college enrolment and the employment market, conditions may have changed. According to the Bureau of Labour Statistics, in 1998 nearly 51 percent of the college enrolments represented female students (Bureau of Labour Statistics, 1998a, b). In recent decades there has been an influx of women into the traditionally male fields of medicine, law, and accounting. While in 1970, less than 10 percent of all bachelor's degrees in accounting were awarded to women, by the mid-1990s this number exceeded 50 percent (Koretz, 1997). In 1997, women accounted for 55 percent of all bachelor's degrees in accounting and 77 percent of associate's degrees compared to about 25 percent of medical and law degrees (Koretz, 1997).

In addition to gender, age and education are also believed to have a significant impact on people's attitudes toward technology. In a study of 380 randomly selected individuals, Morris (1988/9) investigated the relationships between age, experience, and education, among other factors, with attitudes toward computers. The age of the participants ranged from 17 to 90 years old. The results revealed that all three of these factors are strongly correlated with computer use. Younger and more experienced individuals seem to express more positive attitudes toward the use of technology. It was found, however, that education exhibits even a stronger correlation with computer use than age.

In another research study, a non-random group of computer literacy workshop participants was selected to study computer anxiety and attitudes, as well as other factors related to resistance to computers (Sievert *et al.,* 1988). The results indicated that individuals with more experience have significantly stronger positive attitudes toward computer use than those who have worked for fewer years. In a similar investigation, Qureshi and Hoppel (1995) concluded that class status (i.e. freshman, sophomore, etc.) significantly influences students' views toward computers.

In yet another study, Daigle and Morris (1999) investigated whether computer-related attitudinal differences exist among students taking accounting courses. A non-random sample of 642 students in four accounting information system courses was selected to participate in this study. The courses ranged from freshman level to graduate level. The results showed that gender differences were more prevalent among students in freshman courses compared to those enrolled in the higher-level courses. It was concluded that differences in attitudes seem to diminish as individuals gain more experience and move to a higher status. Also, it has been argued that more computer experiences make individuals more comfortable and result in positive attitudes towards technology (Akbaba and Kurubacak, 1998).

Finally, the relationship between ethnicity and use of technology has not yet been fully investigated. Anecdotal evidence indicates that use of modern technology is widespread among all ethnic groups regardless of their race, culture, and national background. In another study, Sexton *et al.* (1999) concluded that attitudes of African American students were not significantly different from those of white students.

2.4 The Benefits of pursuing Higher Education

According to Hans van Ginkel, Richard Clugston, (2002), higher education plays a crucial role in defining the policies and practices to create a just, sustainable, and peaceful world. America's colleges and universities are responsible not only for educating students, but also for certifying them; indeed, a bachelor's degree has been described as the passport to America's middle class (Bowles and Gintis, 1976; Jencks and Riesman, 1968). "The institutions in which these students enrol are the gateways to their

futures. More precisely, colleges and universities provide an array of opportunities, depending on the characteristics of the students who enter, the kinds of institutions they attend, how long they remain enrolled, how engaged they become in their education, the non academic demands made on them, and the nature of the experiences they have while enrolled.

Society places weighted value on the educational attainment an individual has achieved, though individuals possess personal reasons for their academic aspirations. College-attending men and women in a study by Green and Hill (2003) indicated their primary reasons for pursuing a college degree. Their top reasons, regardless of gender, were to increase their chance of success in the workplace, to increase knowledge, and to make more money.

For Individuals and Society; *Benefits of pursuing Higher Education* directly attributable to development and how much is actually the result of other factors. Individual characteristics that influence the probability of enrolling in and graduating from postsecondary institutions may have a direct and systematic influence on other outcomes. For example, it is likely that the skills and motivation required for college success would increase earnings even for those with little formal education. Under these circumstances, if many of the people who now go to college were to stop enrolling, they might earn more than the average high school graduate. The criminal justice system might be an even more obvious example. The impact of *Benefits of pursuing Higher Education* on both economic opportunities and general attitudes certainly contributes to the lower incarceration rates of people with college experience. But people who are convicted of crimes before graduating from high school are obviously less likely to go to college, and the characteristics and life circumstances that make people more prone to criminal activity likely make them less well positioned for educational achievement.

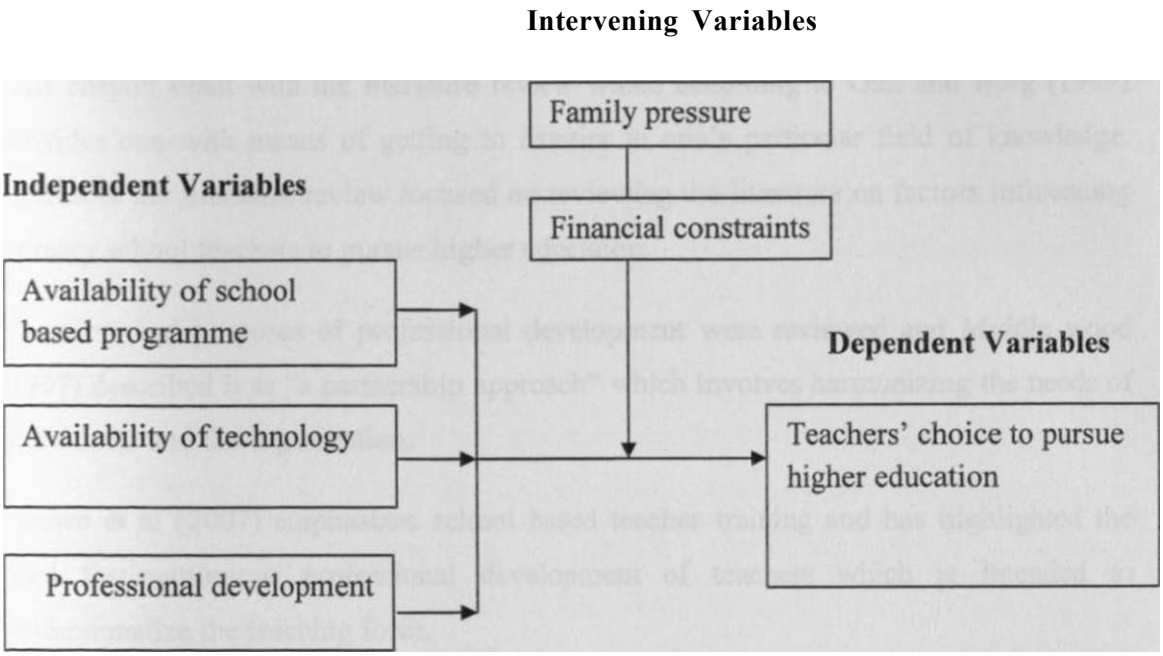

Figure 1 Conceptual Framework

The conceptual framework above shows the relationship between independent and dependent variables. School based teacher training programme can influence pursuance of higher education among teachers because lectures are attended during school holidays and hence there is time at the disposal of the teachers to attend college; use of technology can also influence teachers to either pursue higher education or not. Lack of computers or inadequate technological knowhow of using computers can hinder teachers from pursuing higher education and at the same time computers can encourage teachers to pursue higher education because technology simplifies the work students do in learning institutions; finally, professional development can also influence teachers pursuance of higher education because of related benefits that higher education attracts such as promotions and improvement of professional skills. The intervening variables show the factors that can influence teachers' pursuance of higher education even without the influence of dependent variables.

Summary

This chapter dealt with the literature review which according to Gall and Borg (1989) provides one with means of getting to frontier in one's particular field of knowledge. Therefore the literature review focused on reviewing the literature on factors influencing primary school teachers to pursue higher education.

The aims and purposes of professional development were reviewed and Middle wood (1997) described it as "a partnership approach" which involves harmonizing the needs of individuals and the organization.

Douwe et al (2007) emphasizes school based teacher training and has highlighted the need for continuous professional development of teachers which is intended to professionalize the teaching force.

Public opinion polls encourage the use of technology in the classroom and most parents believe it is important for students to lean how to use computers even before they graduate from high school (Chmielewski, 1997)

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the following sections; Research design, target population; sample size and sampling techniques, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis techniques.

3.2 Research design

This study adopted a cross-sectional questionnaire survey. According to Cohen and Manion (1989), a survey gathers data at a particular point in time with the intention of describing the nature of existing conditions, identify standards against which existing conditions can be compared and determines the relationships that exist between specific events. In survey design variables are observed without manipulation by the researcher and therefore this design is appropriate for this study because variables like age, gender and academic qualifications of teachers were not manipulated.

3.3 Target population

According to Borg and Gall (1989), target population refers to all members of a real set of people, events or objects to which we generalize hypothetical results of the research.

The target population for this study included 577 primary school teachers teaching in 39 public primary schools within Limuru district as shown in table 3.1 below.

Table 3.1 Target population

Zones	No. of schools	No. of teachers
Tigoni	11	179
Limuru	14	236
Ndeiya	14	162
Total	39	577

3.4 **Sample size and Sampling procedure**

A sample is a subset or portion of the total population to which research intends to generalize the results (Wiersma, 1986).The study area was divided into three homogenous parts or strata which are the educational zones in the district. The researcher employed Stratified Random Sampling Technique (Probability Sampling Technique) to select the respondents for the study.

Gay (1976) suggests that a sample of 20% of the population is adequate though he notes that the larger the sample the better. The researcher opted for a larger sample of 4 schools per zone by using simple random sampling to get 12 schools from the 39 schools. The number of respondents was derived by calculating 22% of the total number of teachers from each zone. Simple random sampling was then used to sample out 10 teachers per school in Tigoni zone, 13 teachers per school in Limuru zone and 9 teachers per school in Ndeiya zone. The total number of respondents was therefore 127. (Table 3.2)

Table 3.2 Sample population

Zones	**No. of schools**	**No. of teachers**	**Percentage**	**Sample size**
Tigoni	11	179	22	39
Limuru	14	236	22	52
Ndeiya	14	162	22	36
Total	39	577		127

3.5 **Research instruments**

This study employed questionnaire as the instrument of research to collect data. The questionnaire contained open-ended and close ended-questions. It was divided into two sections: (a) demographic details (b) respondent's opinion on matters regarding pursuance of higher education .The questionnaire was appropriate in this study because it was quick to administer and the researcher was be able to collect information from many respondents simultaneously. It is also more impersonal and hence provided more anonymity than other communication modes.

3.6 Validity of the instruments

Pre-testing was conducted to assist in determining accuracy, clarity and suitability of the research instrument. According to Borg and Gall (1989), one can carry pilot study on two or three cases. The purpose of the pre-test was to assist the researcher to identity the items which were inappropriate so as to make necessary corrections, examine responses to determine the level of ambiguity of the questions and determine the percentage of responses. Pilot study was carried to validate the instruments. Two schools which did not constitute the sampled ones were used in the pilot study. Content validity was used to examine whether the instruments answered the research questions (Borg and Gall, 1996). The responses were also checked to verify whether they stuck to what they were intended to answer in order to ensure instruments' validity. Based on the analysis of the pre-test, the researcher was able to make corrections, adjustments and additions to the research instruments.

3.7 Instrument reliability

In the study, reliability was assessed through the results of piloting, which was done using test-retest technique. The research instrument was administered to the same group of subjects twice in the pilot study. A two week lapse between the first and the second test was allowed.

The scores from both tests were correlated to get the coefficient of reliability using Pearson's product moment formulae as follows: Pearson's coefficient of correlation r

$$r = \frac{N\sum xy - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left[N\sum X^2 - \left(\sum X^2\right)\right]\left[N\sum Y^2 - \left(\sum Y^2\right)\right]}}$$

Where

N number of respondents

X scores from the first test

Y scores from the second test

The product moment coefficient r was 0.92 and being closer to +1 it shows a strong positive correlation and therefore the researcher went ahead and used the instrument.

3.8 **Data collection procedures**

Data was collected from the teachers in the sampled schools after getting research permission from the area District Education Officer (D.E.O) who is the Ministry of Education's representative at district level. Permission was also sought from the head teachers of the sampled schools in order to carry out the research in their respective schools. The researcher created rapport with the teachers and explained the purpose of the study and meaning of items that proved unclear. After giving out the questionnaires to the respondents during the pilot and the main study, the researcher pickcd them immediately after they were filled up.

3.9 **Data analysis technique**

The questionnaires gathered both qualitative and quantitative data. The quantitative data was analyzed by the use of frequency tables and percentages. The qualitative responses from the questionnaire was tabulated, coded and processed by use of the Statistical Package for Social Sciences (SPSS) version 18 computer software for windows programme. This made it easy to generate frequency tables, percentages and means. All the open ended questions were analyzed and reported by descriptive narrative. The result **of** the study was compared with the literature review to establish the factors influencing teachers to pursue higher education among Primary School teachers.

Summary

This chapter dealt with research methodology which contains the ways of conducting the research.

The study adopted a cross-sectional questionnaire survey as the research design. The target population was 577 primary school teachers. Stratified Random Sampling Technique was used to sample out 127 respondents.

Questionnaire was used as the research instrument of data collection. Pre-testing assisted in determining accuracy, clarity and suitability of the research instrument. Content validity was used to examine whether the instruments answered the research questions as desired. Reliability was assessed through the results of piloting using test-retest

technique. Questionnaires were given out to the respondents after getting permission from the area District Education Officer and from the headteachers of the sampled schools. Data collected was analyzed by use of Statistical Package for Social Sciences (SPSS)

Table 3.3: Operationalization of variables table

Ibjective	**Variable**	**Indicators**	**Measurement**	**Scale**	**Data Collection Method**	**Data Analysis**
'o **determine** the **Buence** of pool based **pgramme** on **pcher's** choice **pursue** higher **iucation.**	**Independent variable** School based teacher training programme	Attendance during vacations,	Number of times teachers attend college,	Ordinal	Questionnaire	SPSS
b **investigate** the **tfuence** of **(chnology** on **Echer's** choice **pursue** higher **Iucation.**	**Independent variable** Technology	Use of computers, power-point presentations, printed assignments	Frequency in use of computers	Ordinal	Questionnaire	SPSS
|> **investigate** the **jfluence** of **Sessional kelopment** on **tohers'** choice **[1] pursue** higher **Iucation.**	**Independent variable** Professional development	Job Group, promotion	Salary and allowances	Interval	Questionnaire	SPSS

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

This chapter contains data analysis and interpretation of research findings. It involves analysis of the respondents' demographic information as well as their responses to research questions on the factors influencing primary school teachers' choice to pursue higher education in Limuru District, Kiambu County. Data analysis refers to examining what has been collected in a survey or experiments and making deductions and inferences. The researcher therefore examined the data and interpreted the research findings hence answering the research questions. Data collected was collated and report is presented in form of tables.

4.1: Questionnaire return rate

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures. Out of the 127 teachers sampled, 120 (94%) returned the questionnaires. This percentage deemed adequate for the study and the researcher went ahead and analyzed the research findings.

4.2: Demographic Information

The demographic information of the respondents was sought in section A of the questionnaires.

4.2.1 Gender of the respondents

Table 4. 1 Gender of the respondents

	Frequency	Percent
Male	44	36.7
Female	76	63.3
Total	120	100.0

The study sought to establish the gender of the respondents and as shown in the Table 4.1 above, the female respondents were more than men with 63.3% compared to the men who had a percentage of 36.7%. According to the findings, there is a possibility that more females than male will or are pursuing higher education.

4.2.2 Age of the respondents

Table 4. 2 Age of the respondents

	Frequency	Percent
Under 25 yrs	4	3.3
25-30 yrs	24	20.0
31-40 yrs	37	30.8
41-50 yrs	45	37.5
51-60 yrs	10	8.3
Total	120	100.0

The study sought to identify the age bracket of the respondents and according to Table 4.2 above, majority of the respondents are between the ages 41-50 years with 37.5%, followed by those who are 31-40 years with 30.8%. 25-30 years had 20%, 51-60 years had a percentage of 8.3 while the age bracket with the least was under 25 years with 3%. The respondents of 50 years and below are not close to retirement age and have high possibility of pursuing higher education unlike those ones with 51 years and above. The least percentage of under 25 years is due to the fact that the employment criteria is based on first absorbing those who left college earlier and some have to wait for up to 10 years before being employed.

4.2.3 Marital status of the respondents

Table 4. 3 Marital Status of the respondents

	Frequency	Percent
Married	73	60.8
Single	34	28.3
Widowed	10	8.3
Divorced/Separated	3	2.5
Total	120	100.0

The marital status of the respondents was of significance to the study and according to Table 4.3 above, majority of the respondents are married having 60.8% followed by those who are single having 28.3%. Those who are widowed had 8.3% while those who are divorced or separated had 2.5%. The married respondents are likely to pursue higher education because they have their spouses to leave responsibilities as they attend college.

4.2.4 Number of children of the respondents

Table 4.4: Number of Children of the respondents

	Frequency	Percent
1-2 children	65	54.2
3-4 children	48	40.0
5-6 children	5	4.2
7-8 children	2	1.7
Total	120	100.0

The number of children the respondents have was also of keen interest to the study as shown in the Table 4.4 above. Most of the respondents have 1-2 children with 54.2%, followed by those who have 3-4 children with 40% while 5-6 and 7-8 children had 4.2% and 1.7% respectively. Commitment to children will also affect the likelihood of the respondents to pursue higher education.

4.2.5 Employment status of the respondents

Table 4.5: Employment Status of the respondents

	Frequency	Percent
TSC	108	90.0
School Committee	12	10.0
Total	120	100.0

The Table 4.5 above shows the employment status of the respondents and as shown in the figure above, majority are employed by the T.S.C with 90%. They have a high possibility of pursuing higher education as they have more salaries and can access cooperative loans to fund their education unlike those employed by the school committees with 10%.

4. 2.6: Number of Years in the Job

Table 4.6 Years in the job

	Frequency	Percent
Below 5 yrs	23	19.2
6-10 yrs	33	27.5
11-15 yrs	13	10.8
16-20 yrs	8	6.7
21-25 yrs	30	25.0
26-30	11	9.2
Over 30yrs	2	1.7
Total	120	100.0

The table above shows the number of years the respondents have worked; majority have been at work between 6-10 years having 27.5%, followed by 21-25 years who had 25% and those below 5 years had a percentage of 19.2%. The respondents pointed to the fact that there was a period when the government was not employing teachers but only replaced those who had retired and those who had left the service through natural attrition hence the disparity in the number of years the teachers had worked in the region. Further,

it was revealed that the government employment formally resumed in the year 2003 after the multi-party government came to power. This is the reason why almost half of the teachers (46.7%) have been employed within the last ten years. From the study, most of the respondents seem to have much experience in their work and can therefore accurately determine if they need higher education.

4.2.7: Respondents' current professional qualification

Table 4. 7: Current Professional Qualification of the respondents

	Frequency	Percent
Graduate/Bachelors	16	13.3
Diploma	24	20.0
ATS 4	30	25.0
PI certificate	50	41.7
Total	120	100.0

The table above shows the professional qualification of the respondents and as per the study majority of the respondents (41.7%) have PI certificate and ATS 4 had 25% meaning that both groups still have an opportunity to pursue higher education. Those with diploma were 20% while the respondents who had graduated with bachelors had 13.3%. This shows that the study would recommend that the respondents should pursue higher education.

4.3: Influence of school based programme

4.3.1: Whether enrolled for higher education

Table 4.8 Whether Ever Enrolled for Higher Education

	Frequency	Percent
No	49	40.8
Yes	71	59.2
Total	120	100.0

The respondents were queried on whether they have ever enrolled for higher education. As shown in the Table 4.8 above, a good number of the respondents have done so with 59.2% of the respondents pursuing or having pursued higher education. Those who had never enrolled for higher education composed 40.8% of the respondents. It can be concluded that there is still potential for the respondents to enrol and pursue higher education.

4.3.2: Qualification mode of the respondents

Table 4.8: **Modes of Study through which qualification was acquired**

	Frequency	Percent
Regular classes	3	7.5
Weekend classes	8	20.0
School Based	29	72.5
Total	40	100.0

The respondents were asked which mode of study best suited them when they pursued higher education and as per the results shown above, school based had 72.5% meaning it is the most preferred by the respondents followed by weekend classes with 20% while regular classes had 7.5%. This shows that the best method that suited the respondents was the school based programme since it was very convenient to them. It was revealed that

those who selected regular mode managed to do so due to issuance of study leave by the employer.

4.33: Course taken by the respondents

Table 4.9: Course Taken at the University/College

	Frequency	Percent
Masters	2	2.8
B. Ed(Arts)	30	42.3
Diploma (Management)	6	8.5
Diploma (Early Childhood)	29	40.8
Diploma (Special Education)	4	5.6
Total	71	100.0

The respondents were asked the course they took at the university/college. Most of them did Bachelor of Education (Arts) with 42.3% followed by Diploma in Early Childhood with 40.8%. 10% of the respondents had Diploma in Special Education while those with Diploma in Management had 8.5%. Those who have masters had the least percentage of 2.8 implying that there is still need for more respondents to pursue higher education.

43.4: Best preferred mode of study in future

Table 4.10 Mode of Study that would be preferred if Higher Education is Pursued

	Frequency	Percent
Regular Classes	18	15.0
Weekend Classes	8	6.7
Evening Classes	7	5.8
School Based	87	72.5
Total	120	100.0

The respondents suggested on the mode of study that they would prefer if they were to pursue higher education. As shown in Table 4.11 above, majority would prefer school based education (72.5%) while regular classes would have 15%. Weekend classes and evening classes had the least percentages of 6.7% and 5.8% respectively. This shows that the respondents prefer a convenient and cost effective mode in case they are to pursue higher education.

4.3.5: Influence of school based mode

Table 4.11: Manner in which the School based mode of study has Influenced Pursuing of Higher Education

	Frequency	Percent
Very great extent	82	68.3
Some extent	38	31.7
Total	120	100.0

The extent to which the school based mode of study has influenced higher education as shown in the table above is to a very great extent with 68.3% while to some extent had 31.7%. This shows that to a great extent or to any extent the mode of study had an effect on decision to pursue higher education or not.

43.6: Factors making school based mode a better choice

Table 4.13: Factors that Make School based Mode the Better Choice

	Frequency	Percentage
Cost	50	41.7
Lack of study leave	30	25.0
Inconvenience with weekend or evening classes	50	41.7
Time convenience	65	54.2
Employer's requirement	15	12.5
Have ample time with family members	45	37.5
Enough lecturer-student contact time	9	7.5

The respondents stated why they prefer school based mode as the better choice of pursuing higher education. As shown in Table 4.13 above, time convenience had the highest percentage of 54.2 out of all the respondents followed by financial affordability having a percentage of 41.7. Lack of study leave had 25%, inconvenience with weekend and evening classes had 41.7% while ample time with family had 37.5%. This suggests that majority of the teachers prefer school based mode because it does not adversely affect the time of their official duties.

4.4: Technology

4.4.1: Interest in online degree

Table 4.14: Whether interested in an online bachelor's/masters degree through the university in future

	Frequency	Percent
No	11	9.2
Yes	109	90.8
Total	120	100.0

The respondents were asked on whether they are interested on online bachelor's degree through the university in future. As shown in the Table 4.14 above, 90.8% stated yes implying that they are indeed available. Those who stated no had 9.2%. The opinion here is that online education would enable the employed people have time to pursue higher education.

4.4.2: Importance of accessing new technology

Table 4.15: Importance of access to new technology when considering continuing with education programme

	Frequency	Percent
Very Important	110	91.7
Somewhat Important	8	6.7
Minimally important	2	1.7
Total	120	100.0

The respondents see the need of new technology and consider it very important with 91.7% in their pursuance for education. Somewhat important and minimally important had 7% and 1% respectively.

4.4.3: Importance of technology in the next five years

Table 4.16: Importance of technology' in the next five years

	Frequency	Percent
Very Important	117	97.5
Somewhat Important	3	2.5
Total	120	100.0

The availability of technology in the next five years was suggested by the respondents to be of significance with 97.5% saying it very important while 2.5% said it is somewhat important.

4.4.4: Relevance of online technology in educational setting

Table 4.17: Relevance of Online Technology in Education Setting

	Frequency	Percent
Very Important	98	81.7
Somewhat Important	22	18.3
Total	120	100.0

Online technology in education is also considered important with 82% of the respondents believing that it is very important while 18% believe that it is somewhat important.

4.4.5: Challenges faced in the application of online services

Table 4.18: Challenges Faced in the Application of Online Services in Education

	Percentage
Lack of technical knowledge	56
Problems of power failure	4
Glare from the computer screen	6
Lack of personal computer	26
Using storage devices on virus- infected computers	9

The respondents face challenges in the application of online services in education. The major challenge is lack of technical knowledge having 56% of all the respondents followed by lack of a personal computer with 26%. Problems arising from power failure had 4% while glare from the computer screen and using storage devices on virus infected computers had 6% and 9% respectfully.

4.4.6: Convenient ways of accessing the internet

Table 4.19: Ways Convenient for Accessing the Internet

	Percentage
Personal computer	34.2
Internet enabled mobile phone	45.0
Public cyber services	35.0
Office computer	1.7
College/University computer library	4.2

The respondents were asked on the ways that are convenient for them when accessing the internet. As per the results in the above table, 45% of all the respondents prefer internet enabled phones followed by those who preferred public cyber cafes with 35%. Those for personal computers preference was 34.2% while those who would access college computer lab and office computer 4.2% and 1.7% respectfully.

4.5: Professional development

The respondents were queried on their opinion about professional development

4.5.1: Job entry grade of the respondents

Table 4.20: Job Entry Grade of the respondents

	Frequency	Percent
PI	98	81.7
P2	13	10.8
UNTRAINED	9	7.5
Total	120	100.0

The table above reveals the level of job entry for the teachers in the area under study. Majority of the teachers were PI certificate holders with 81.7%, followed by P2 certificate holders with 10.8% while untrained teachers had 7.5%.

4.5.2: Reasons for returning to college

Table 4.21: Reasons for Returning to College

	Frequency	**Percentage**
Employer mandated professional development	25	20.8
Salary increment	75	62.5
Influence from family/peers	26	21.7
Need for promotion	57	47.5
Desire for change of job	29	24.2

The respondents were asked the reasons for returning to college and as per the results in the table above, the reason with the majority of all the respondents was that they returned because of salary increment with 62.5% while those that wanted promotion had a percentage of 47.5. There are also those who desired to change jobs having 24.2% and those who were influenced by family and peers had 21.7%. The reason with the least of all the respondents was employer mandated professional development having 20.8%.

This indicates that after attaining higher education teachers are moved to a higher grade with a pay rise as proposed in the Master Plan on Education and Technology for 1997-2010.

4.5.3: Salary increment's influence to get higher education

Table 4.22: Extent to Which Salary Increment has Influenced Desire for Higher Education

	Frequency	Percent
Very great	70	58.3
Great	38	31.7
Little	7	5.8
Very little	5	4.2
Total	120	100.0

The extent to which salary increment has influenced the desire of the respondents to acquire higher education is very great having 58.3% of the respondents. Those who stated to a great extent had a percentage of 31.7% while those with very little and none had 5.8% and 4.2% respectively.

4.5.4: Whether higher education improves teaching skills

Table 4.23: Whether pursuance of higher education helps improve teaching skills

	Frequency	Percent
No	13	10.8
Yes	107	89.2
Total	120	100.0

The respondents stated categorically that pursuance of higher education will be of benefit in improving their teaching skills with 89.2% with those stating no having 10.8%.This is an indication that higher academic qualifications for teachers improves educational standard in schools.

Summary

This chapter dealt with data analysis, presentation and interpretation of research findings. It contained the demographic information of the respondents as well as the respondents' opinions on the factors influencing primary school teachers to pursue higher education.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the whole research process. A brief summary of the whole study is given. It also provides a summary of the main findings of the study, conclusions of the study, recommendations and suggestions for further research.

5.2 Summary of findings from the study

The purpose of this study was to investigate the factors influencing primary school teachers to pursue higher education in Limuru District of Kiambu County. The research formulated three objectives and three research questions to guide the study. Descriptive survey was adopted for the study. A sample of 12 schools out of 39 was selected for the study. Questionnaire was used as the instrument of research. The respondents of the study were 127 teachers. The questionnaire return rate was 94% and this was considered satisfactory for the study. The researcher visited all the 12 primary schools sampled for the study. Before the main study, a pilot study was carried out so as to test the validity and reliability of the instrument using test-retest method. A correlation of 0.92 was obtained and the researcher being satisfied with the reliability of the instruments, carried out the main study.

Influence of school Based Teacher training »

From the study it can be depicted that a good number of the respondents have enrolled for further studies at 58.3% while those who have not have the rest. While pertaining to the mode of study, school based had 72% meaning it is the most preferred by the respondents followed by weekend classes with 20% while regular classes had 8%. Those pursuing higher education at the university opted for Bachelor of Education (Arts) and a Diploma in Early Childhood at 40% and 39% respectively. Diploma in special education had 10%. Those pursuing masters had the least percentage of 3%.

This study found that majority of the respondents have PI certificate (42%) while ATS 4 had (25%). Both PI and ATS 4 holders still have opportunity to pursue higher education. Those with diploma qualifications were 20% while the respondents who have graduated with bachelor degree had 13%.

Pertaining to the mode of study to be preferred in future by the respondents, majority would prefer school based education (72%) due to its convenience, financial afTordability, lack of study leave, inconvenicnces with weekend and evening classes and having ample time with family members respectively. Regular classes came second at 15%. Weekend classes and evening classes had the least percentages of 7% and 6% respectively. While the extent to which the school based mode has influenced higher education, to a very great extent had 68.5% and to some extent had 31.5%.

Technology

This study found that majority of respondents (91.2%) are interested in online bachelor's/masters degree through the university in future since they consider it very important in pursuing higher education. While asked to rate the relevance of online technology in education, majority indicated that it is very important at 82% while somewhat important had 18%. On the availability of technology in the next five years respondents indicated that it would be significance represented by 97.4% while somewhat important had 2.6%.

This study also found that respondents face challenges when accessing online services in education and the major cause of this is lack of technical knowledge having 86% of all the respondents followed by lack of a personal computer having 55% while problems experiencing power supply had 15%. Glare from the computer screen and using storage devices on virus infected computers were also a challenge.

The respondents were asked on the ways that are convenient for them when accessing the internet and as per the results , most of them prefer internet enabled phones which had 45% of all the respondents followed by those who preferred public cyber cafes having 35% while those for preferred personal computers represented by 34.2%.

Professional development

This study established that the job entry grade with most respondents was PI certificate with 81.5% while P2 certificate had 10.8% and Untrained Teacher (UT) had 7.7%. Compared with the current professional qualifications, it is revealed that only 33% of the teachers have completed further education while others are already in the process or they have not started. On the motives behind their enrolment for further education majority stated that they returned for better earnings at 62.5% while those that wanted promotion had a percentage of 47.5. There are also those who desired to change jobs having 24.2% while those who were influenced by family and peers had 21.7%. The least of the respondents stated employer mandated professional development having 20.8% as the reason why they went back of college. The extent to which salary increment has influenced the desire of the respondents for higher education is very great having 58% while those who stated great extent had a percentage of 32. This study further established that majority of respondents indicated that pursuing higher education will be of benefit in improving their teaching skills represented at 89%.

5.3 Discussion of Research Findings

This study aimed at investigating the factors influencing primary school teachers choice to pursue higher education. Analysis on the data pertaining the school based training, the study revealed that most teachers have acquired their present higher qualifications through the school based programme. Also most of the teachers pursuing higher education currently are on school based programme. As discussed in the literature review, the institutions of higher learning have considered this mode of learning a better one as it does not adversely affect performance of teachers normal duties as learning is scheduled during the school vacations. As revealed in the study findings, high percentage of the teachers (54.2%) revealed that they prefer school based programme because it is convenient to them as they are inconvenienced by regular, evening or weekend classes.

As discussed in the literature review, individual development will lead to institutional development. That is the reason why most teachers (89.2%) suggested that higher academic qualification improves educational standards. As Middlewood and Lumbey (2003) contend, if schools are to become effective learning organizations, then the management of the organizations should enable the staff to learn effectively. Apart from improving their teaching skills, teachers pursue higher academic qualifications to earn a higher salary.

As discussed in the literature review where most parents believe it is important for students to learn how to use computers even before they graduated from high school (Chmielewsk: 1997), most teachers would prefer online education (90.8%). The respondents found it very important to use new technology when considering continuing with education. The respondents however face challenges in the application of online services in education. The greatest challenge they face is the technical knowhow of using computers (56%).

Lack of personal computers is another challenge with 26% of the respondents finding it as a problem. The most convenient way of accessing the internet was internet enabled mobile phones (45.0%), public cyber services (35%) and personal computers (34.2%)

5.4 Conclusions

This study concludes that those respondents in the age of below 50 years are not near retirement age and therefore have enrolled for further education unlike those ones with 51 years and above. On the other hand married respondents are likely to pursue higher education since they have their spouses to leave their responsibilities to as they go to college.

The study also concludes that the majority of the respondents who have enrolled for higher education are those employed by the TSC which is an indication that they have better salaries than those employed by the school committees hence placing them in a better position to finance their education as they can also be able to access to cooperative loans.

The study further concludes that the preferred mode of study among respondents is the school based programme since it is very convenient to them based on the reasons outlined. Further, respondents want a convenient and cost effective plan in case they are to pursue higher education.

In addition this study may conclude that majority of respondents have been compelled by circumstances such as; desire for better salaries as well as job positions to enroll for higher education while a few may have enrolled for further education in order to develop their career.

Lastly, the study concludes that majority of the respondents give credit towards advancement in information technology and would prefer to undertake their courses online. Therefore, it would be prudent to conclude that penetration of internet would result to more enrolments in colleges by the working class (primary school teachers).

5.5 Recommendations

This study explored the factors influencing primary school teachers' choice to pursue higher education and has come up with the following recommendations:

Institutions of higher learning should consider offering education through online technology so as to cater for the needs of most employed people especially teachers who would wish to further their education and are unable to attend face to face classes due to employment commitments.

Upcoming universities and colleges and mostly those ones outside the major towns should consider offering school based education so as to cater for educational needs of teachers who consider it as their best preferred mode.

In order to make basic computer knowledge available to teachers and students, the government should make arrangements of providing computers to schools and include computer subject in the curriculum.

5.6 Suggestions for Further Research

This study was conducted to explore factors influencing primary school teachers' choice to pursue higher education. As such, there is still room for further investigation in this area, with the following suggestions for further studies in future being outlined.

i) The impact of higher education on the implementation of curriculum in primary schools.

ii) The study should be replicated in other parts of the country comprising both private and public primary schools so as to get a national perspective of the factors influencing pursuance of higher education.

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APPENDICES

APPENDIX 1: LETTER OF TRANSMITTAL

Godfrey N. Kinyanjui

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College of Education and External Studies

Department of Extra Mural Studies

Nairobi

May 2012

Dear Sir/Madam,

RE: REQUEST FOR YOUR PARTICIPATION IN A RESEARCH PROJECT

I am a student pursuing a Masters of Arts (M.A) Degree in Project Planning and Management at the University of Nairobi. I am expected to submit a research project report on factors influencing primary school teachers' choice to pursue higher education.

Kindly assist in completing the attached questionnaire. I sincerely assure you that the information you provide is purely for academic purposes and will be treated with utmost confidence. Please do not write your name on the questionnaire.

Should you be interested in the findings of this research, this will be availed to you on request. A copy will also be available at the University of Nairobi library.

Thanks in advance for your cooperation.

Yours Faithfully,

Ngigi Kinyanjui.

APPENDIX II: QUESTIONNAIRE

Section A: Demographic Information

Please check the personal data below that currently apply to you:

1. Gender: Male [ ] Female [ ]

2. Age: under 25 [ ] 25-30 [ ] 31-40 [ ] 41-50 [ ] 51-60[ ]

3. Marital status: Married [ ] Single [ ] Widowed [ ]

   Divorced/Separated [ ]

4. Number of Children: 0 [ ] 1-2 [ ] 3-4 [ ] 5-6 [ ] 7-8[ ] 9-10 []

5. Employment status

   a. T.S.C [ ]
   b. School Committee [ ]

6. Years on the job:

   | Below 5 years

   i | 6-10 years

   • 11-15 years

   ^ 16-20 years

   ^ 21-25 years

[1] 26-30 years

[i] Over 30 years

7. Kindly tick appropriately your current professional qualification from the list given below.

Masters	
Graduate /Bachelors	
Diploma	
ATS 4	
PI certificate	

Section B

I: Influence of School Based Teacher Training

1. Have you ever enrolled for higher education?

Yes N No.

If No, go to question 5

2. Year enrolled

3. Which mode of s^ }>est suited you?

Regular classes Weekend classes Evening classes

School based

4. Course undertaken at University / College

Masters [ ] B.Ed (Arts) [ ] B.Ed(Sci) [ ]

Diploma (Management) [ ] Diploma (Early Childhood) [ ]

Diploma (Special Education) [ ]

5. If in future you intend to pursue higher education which mode of study would you prefer?

Regular classes [ ] Weekend classes [ ] Evening classes [ ]

School Based [ ]

6. To what extent has the School Based mode of study influenced you to pursue higher education?

Very great extent [ ] Some extent [ ]

Very little extent [ ] No extent. [ ]

7. Which of the following makes school based mode of study a better choice for teachers who pursue higher education? Tick all that apply.

Financially cheap [ ]

Lack of study leave [ ]

Inconvenience with weekend or evening classes [ ]

Time convenience [ ]

Employer's requirement [ ]

Have ample time with family members

Enough lecturer-student contact time. 1 I

II: Technology

1. Would you be interested in an online bachelor's/master's degree through the university in the future? [ ] YES [ ] NO

2. What do you think are the biggest benefits of using technology in academic settings?

3. How important is the factor of accessing to new technology apply, when considering a continuing education programme?

   Very important EZ1 somewhat important •

   Minimally important Not important

4. Over the next five years, how important do you think the availability of new technology will be to primary school teachers as they choose a university to attend?

   Very important Q Somewhat important •

   Minimally important Q^j Not important

5. How would you rate the relevance of online technology in education setting?

   Very important Q] Somewhat important

   Minimally important Q Not important •

6. "VMiich of the following factors have been a challenge in the application of online services in your education

Lack of technical knowledge j ^ j Problems of power failure j |

Glare from the computer screen [^J Lack of personal computer •

Using storage devices on virus- infected computers

7. Below are ways of accessing to internet services. Please tick the ones convenient to you.

Personal computer |____1 Internet enabled mobile phone

Public cyber services I I Office computer.

College/University computer library

III: Professional development

1. Which was your job entry grade? —

2. What is your reason for returning to college? Tick all that apply

Employer mandated professional development | |

Salary increment |____| Influence from family/peers

Need for promotion |____| Desire for change of job

Other:

To what extent has salary increment influenced your desire for higher education?

Very great |____| Great 1____| Little

Very little [____| None |____|

Pursuance of higher education helps improve teaching skills.

Yes |____[No |____|