MOTIVATIONAL FACTORS INFLUENCING TEACHERS’ ENGAGEMENT INTO ADULT AND CONTINUING EDUCATION IN KAJIADO NORTH SUB COUNTY, KENYA.

BY

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A RESEARCH PROJECT IS SUBMITTED IN PARTIAL FULFILLMENT FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION OF THE UNIVERSITY OF NAIROBI.
DECLARATION

I hereby declare that this project report is my original work and has not been presented for a study in any other university.

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DEDICATION

To the Almighty God be all the Glory and Honour, this is your favour upon me. To my beloved child Christine Sialo, my mum Winnie, my brother and all my family members, thank you for giving me immense moral support throughout this course. I love you all.
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ACRONYMS AND ABBREVIATIONS

ACE - Adult and Continuing Education
ACET - Adult and Continuing Education and Training
AE - Adult Education
CAL - Characteristics of Adult Learners
CE - Continuing Education
CPD - Continuous Professional Development
CPL - Continued Professional Learning
ECDE - Early Childhood Development Education
EFA - Education for All
LLE - Life Long Education
LLL - Lifelong learning
MDGs - Millennium Development Goals
PTR - Pupil Teacher Ratio
SBTD - School Based Teacher Development
SMASE - Strengthening Mathematics and Science Education
SNE - Special Needs Education
SSR - Social Studies and Religion
TPC - Teacher Proficiency Courses
TSC - Teachers Service Commission
ABSTRACT

The main purpose of this study was to investigate factors influencing teachers’ engagement in adult and continuing education among public primary school teachers in Kajiado North Sub County, Kenya. Four research objectives were formulated to guide this study. The study adopted the descriptive survey design. The target population for the study included teachers and head teachers. Stratified sampling was employed to divide the district into five strata’s according to the number of zones in the sub county; the strata’s were Ngong, Ongata Rongai, Kisames, Magadi and Ewaso zones. The five zones have a total number of 86 primary schools. The study selected 30% of the target population. In total therefore, for this study comprised (26 x 5)130 teachers’ respondents and 26 head teachers summing up to a hundred and fifty six (156). Data was analyzed descriptively by using SPSS (Statistical Package for Social Science) Computer package. Descriptive methods were employed in analyzing qualitative data where frequencies and proportions were used in interpreting the respondent’s perception of issues raised in the questionnaires and interviews so as to answer the research questions. It has been revealed that the need to gain additional skills highly motivates teachers’ engagement in continuing learning. Given the necessary support teachers are able to apply skills and knowledge acquired effectively. However there is a challenge in managing the teaching workload. Career development has motivated them to train in various professions. The availability of subject departments has boosted the career guidance in schools. Teachers are accorded the necessary support for academic advancement. Some teachers are not motivated by the salaries since there is no scheme of service for masters in education. The major challenge quoted was that of finances. Teachers pay a lot of money in their continuing education. There is irregular promotion of teachers. Teachers who have undergone continuing education have high ability of effective teaching, their teaching pedagogies are advanced. The findings show that personal development motivates teachers to engage in continuing learning since it has also contributed to personal achievements, quality life, improvement of wealth, autonomy and independence and development of mature interpersonal relationships. Teachers are dynamic and embrace change. A great difference is noted on teachers who have undergone continuing learning and those who have not. Adequate preparation, positive towards change is evidenced in those who are and undergone continuing learning.
CHAPTER ONE
INTRODUCTION

1.1 Background to the study

Education is recognized as a fundamental human right - one that all individuals children, youth and adults are entitled to enjoy whatever the circumstance in which they live - that also brings important benefits to human society as a whole. This is in light with the November 1948 United Nations general assembly declaration about the nature and extent of human right which was remarkable in its detail (UNESCO, 2012). In this assembly, the right to education was acknowledged for all people. Furthermore, it was declared that technical and professional education will be made generally available and higher education shall be accessible to all on the basis of merit.

Addressing this widely recognized right many years later, the Education for All (EFA) movement was launched at the world conference on Education for All in Jomtien Thailand in 1990 by UNESCO, UNDP, UNFPA, UNICEF and World Bank (UNESCO, 2007). From this conference, the World Declaration on Education for All was adopted which again stressed that education is a fundamental human right for all people, women and men of all ages throughout the world and pushed countries to strengthen their effort to improve education in order to ensure basic learning for all children, youth and adults. It also again stressed on strengthening of higher levels of education and of scientific and technological literacy. Ten years later, with many countries far from reaching this goal the International community met again in Dakar Senegal in 2000 whereby for the purpose of this study Goal 3 and goal 4 stated the importance of adult and continuing education. The two goals emphasized on ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs, as well as achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults. In addition all new millennium goals called the Millennium Development Goals (MDGS), emphasized on the provision of Education for All (EFA) and acquisition of quality basic education and skills so as to enable children, youth and adults to participate actively in various economic activities on the nation (UNESCO, 2012).
As a result of this importance of Education for All goals, attention has become more focused on the significance of Adult and Continuing Education (ACE). As it is through adult education that the mental radiance of adults is purposefully harness thus, making them meaningful and useful parents and leaders in their different communities. Let us understand what is this Adult and continuing education (ACE) then.

Adult education is basically defined as educational programs designed for people regarded as adults (Fayedi and Folaranmi, 2002). It is designed for people who are mentally mature and socially responsible. Adult education or adult learning is the practice of training and developing skills in adults. It is aimed at developing individuals mentally as well as increasing their technical and vocational capacities. Contributing to this position, findings confirmed that Adult Education (AE) does not mean literacy education alone; that AE is more than literacy or remedial education designed to fill the gap that AE is needed by all kind of persons in the society regardless of their previous attainment. That is through educational programs the goal for empowering people is achieved.

Continuing education is an all encompassing term with broad spectrum of post secondary learning activities and programs. Recognized forms of post secondary learning activities include: degree credit courses, non-degree career training, workforce training, formal personal enrichment courses, self-directed learning and experiential learning as applied to problem solving. General continuing education (CE) is similar to adult education at least being intended for adult learners. That is why in this study adult education and continuing education will be used interchangeably or combined to mean one and the same thing.

Furthermore, the conceptualization of AE extends the concept of practice of AE from literacy to include lifelong learning (LLL) for the purpose of human and national development. LLL also referred to as (Education Permanente) refers to the concept of education being a continuing process throughout life from cradle to grave as Muslims are admonished by prophet Mohamed to perform. LLL is the lifelong, voluntary and self motivated pursuit of knowledge for either personal or professional reasons. LLL maintains that all people young and old adults, men and
women irrespective of where they live have a right to learn and to continue learning and must thus be considered learners for basic education/training/learning purposes.

The significance of this approach is gradually being perceived since it has implications not only for AE but also for content of and approach to formal education. LLL is achieved today as key organizing principle for education and training systems of the 21st century. There is an overall shift in focus from lifelong education (LLE) (Faire, 1973, Dave, 1976) to lifelong learning (Delors et al 1996). LLL acknowledges essentially two inter related factors: That learning is lifelong (not confined to a particular period in life) and that learning is life-wide (not confined to school and schooling).

As such it not only enhances social inclusion, active citizenship and personal development but also competitiveness and employability. Learning takes place throughout life in given opportunity of CE, school, curricula, methods and processes must clearly be designed as prelude to the learning which will take place later.

LLL as a form of AE has been viewed from a framework of a program, a process, a social movement and discipline. As a program it provides learning activities organized by adults for adults or educational institutions, churches, labour and other voluntary agencies for adults in school or out of school. As a process, it refers to learning activities designed for adults. As a social movement, AE refers to mobilized action for project or self-help projects such as construction of roads, bridges and political education for the purpose of community development by community people. As a professional discipline or field of study, AE is recognized as a body of knowledge that is the art and the primary aim of ACE is to help each individual man, woman and youth to make the best of life. No system of AE can do all the needed; not every want can be met and priorities will have to be established. Nevertheless, the aim should not be obscure seeking to help each individual to develop their potentialities to the fullest extent possible. This is in light of the president of Tanzania J. K. Nyerere when he noted that: an enquiry mind; and ability to learn from what others do; and reject or adapt it to his own needs; and a basic confidence in his own position as a free and equal member of society; who values others and is valued by them for what he does and not for what he obtain (Nyerere,1970).
Continuing education has been seen to be influence by cultural, political and social factors which vary diverse concepts attributed to this field of study as practised by various nations into the realm of education confirms what J. A Akipele describes as a best truly situational activity in the realm of education, because as E. C. Linderman describes it, curriculum is built around students’ interests and needs, around the situations of adult learners and not around curricular subjects and discipline.

Fasokun (1999) had outlined the basic purpose of adult and continuing education to include the following: to facilitate change in dynamic society, to support and maintain good social order, to promote productivity, to enhance personal growth, to transmit knowledge and culture, to facilitate skills development and to act as an agent of socialization.

Adult and Continuing Education (ACE) is conceived in the following ways: Lifelong education, remedial education, vocational, technical and workers education, social education, community, civic and political education, liberal education. All these concepts may also be regarded as classification for which ACE programs and activities can be categorized.

Much of continuing and professional training and retraining takes place in institutions with formal sector of education and consequently does not come under normally accepted rubric of AE. These are activities in the program of universities, technical colleges and vocational training establishment and mainly for registered students. These training opportunities are usually open for individuals with upper secondary vocational educational and have a few years labour market experience for example teachers who in this study are our interest. Teachers need this type of education for the purpose of human and national development. This is because many of the teachers have self motivated pursuit of knowledge for either personal or professional reasons. In addition AE is recognized as a body of knowledge that is the art and the primary aim of ACE is to help each individual man, woman and youth to make the best of life.

More so teaching profession today is faced by two main challenges, of numbers and quality where quality may be achieved through ACE. According to EFA goals teachers like any other adults are required to reach universal primary education by 2015, this target can only be reached
through providing ACE for teachers. The recruiting of new teachers must go hand in hand with improving the quality of teaching and learning through adult and continuing education. Achieving quality education for all, in line with Goal 6 of the Dakar Framework for Action stating to improve quality education, calls for more and better trained teachers, as pedagogical processes lie at the heart of quality education which can be achieved through continuing education. Equally, schools must be supported in attracting qualified teachers who have different skills and knowledge gained from ACE. The challenge of quantity must be met head-on, while ensuring quality and equity.

The teacher issue is not just one of numbers; it is also one of training and condition of service as required by their career and profession development. As 2005 Report indicates, a large proportion of primary school teachers have adequate academic qualifications, training and mastery of content, especially in developing world (UNESCO, 2004 A). In comparison, more than 20 percent of primary school teachers need training in more than half the countries in Sub-Saharan Africa our country Kenya included (Govinda and Biswal 2005).

Nevertheless, the teacher training situation is improving depending on the level of education and training in pre-service training as well as ACE. The proportion of trained and qualified primary teachers increased between 1998 and 2002 in the majority of forty eight countries with data available. However, while teacher’s training status has improved, quality is still insufficient as the Pupil Teacher Ratio (PTR) grew from 54:1 to 60:1, with the implication for quality teaching and learning and a feeling that ACE for teachers would lead to this quality (Odhiambo, 2005).

Odhiambo adds that the most important resource a country has for achieving its purpose is knowledge and skills of its teachers and the most important strategy for maintaining and improving that resource in school, is a continuing education for teachers. There is need to provide adequate opportunities of CE for practicing teachers depending on their level of education and training to enhance their skills beyond those acquired during their pre-service training.
In addition studies have also revealed that teachers need a lot of information on emerging issues such as HIV/AIDS, life skills drug and substance abuse, gender issues, guidance and counselling, information and technology among others. The current situation calls for urgent development of comprehensive continuing education programs so as to equip teachers with requisite skills, enable them develop their career as well as enabling them enhance their personal advancement.

To ensure this is properly done, a country like Kenya needs to mobilize and assist the Ministry of Education and institutions that provide adult and continuing education in the design and implementation of viable national policies for teacher’s initial and continuous training, recruitment, retention, status and working conditions. This focuses on developing institutional capacity for training and developing a high quality teaching force in the country.

1.2 Statement of the problem

Today, if there is any concept that has gained currency in the world of education, it is Adult and Continuing Education. Adult and continuing education is generating thoughts and attention worldwide as a new approach in the provision of education for adult learners (Titmus, 1981). Bearing this in mind, continuing education for teachers in Kajiado North Sub County is bound to become important as more and more teachers are motivated into these programs.

Wazare and Ward (2000) are of the view that teaching profession plays a major role in socio-economic development of a country. A more efficient and effective teaching force is therefore one that participates in career and professional development through continuing education. This study therefore is to investigate motivational factors influencing teachers’ engagement in adult and continuing education in public primary schools in Kajiado North Sub County in order to prove the above statement right.
1.3 Purpose of the study
The main purpose of this study was to investigate factors influencing teachers’ engagement in adult and continuing education among public primary school teachers in Kajiado North Sub County.

1.4 Objectives of the study
The study was guided by the following objective:
To establish motivational factors that influence teachers’ engagement into ACE programs.
However the specific objectives were:
(i) To investigate how the need to gain addition skills and knowledge motivate teachers’ engagement into ACE.

(ii) To determine how career development motivate teachers’ engagement in ACE programs.

(iii) To find out how personal development influence teachers’ engagement into ACE programs.

1.5 Research questions
In order to achieve the objectives of this study, the study sought to answer the following questions:
(i) Does the need to gain new skills and knowledge motivate teachers’ engagement into ACE programs?

(ii) To what extent does career development motivate teachers’ engagement into ACE programs?

(iii) How does personal development motivate teachers’ engagement into ACE?
1.6 Significance of the study
The government of Kenya has always been encouraging continuing education for all adults including teachers. As stated earlier, Fasokun (1999) had outlined the basic purpose of adult and continuing education to include the following: to facilitate change in dynamic society, to support and maintain good social order, to promote productivity, to enhance personal growth, to transmit knowledge and culture, to facilitate skills development and to act as an agent of socialization. Despite this, this program has not had impact it was intended for because of lack of proper procedure on how it should be carried out well. This study may provide information to the government regarding the motivational factors that influence teachers into continuing education among primary school teachers in public schools in the country so that it can take stock of initiative in provision and retention of teachers in continuing education.

The finding of this study are expected to help the Ministry of Interior and coordination of National government, Ministry of Devolution and Planning, Ministry of Education Department of Education and Department of Science and Technology and TSC the body that employs and promotes teachers to gain a better understanding on the motivational factors influencing primary school teachers’ engagement into adult and continuing education and thus be better able to provide possible intervention that could be employed in provision of ACE.

The findings of this study may also be used to sensitize youth, adults and regular primary school teachers on the importance of ACE. These findings may also be used by education planners, churches, non-governmental organizations and civic leaders to promote academic achievements among all teachers, adults and youth who can acquire this education.

1.7 Limitations of study
Orodo (2008) defines limitations as an aspect of the study that the researcher knows may adversely affect the results or generalization of the study, but over which he/she has no direct control. The respondents were practicing teachers who are still in ACE programs and also those who have completed ACE especially those in public primary schools in Kajiado North Sub County.
Respondents were able to interpret the questionnaire items while completing it. This was facilitated by clarifications made by the researcher. The questionnaire was administered by the researcher in person. Some head teachers did not open up, through prompts the researcher was able to get the information needed. The respondents filled in the questionnaire though some were not returned. However the percentage that never came back was insignificant. Time allocated to data collection was not sufficient to enable the respondents complete the questionnaires as accurately as possible, considering that they are at the same time carrying out their daily duties. The researcher went out of her way to explain the importance of the respondent’s contribution to the study. Finally, the study was conducted in Kajiado North Sub County which is partially occupied by pastoralists as well as a cosmopolitan county. As such, the study findings cannot be generalized in all schools in Kenya because of the different background settings. The researcher recommends similar study to be conducted in other districts to enable generalization. However, the findings would be used to show the general trend on motivational factors influencing primary school teachers’ engagement in ACE in Kenya.

1.8 Delimitations of the study
The proposed study confined itself to Kajiado North Sub County which has teachers who have different social, economical and cultural backgrounds. Hence the findings of this study generalized to other areas with similar characteristics. The proposed study of motivational factors influencing teachers’ engagement into ACE is delimitation itself. Teachers from private institutions were excluded as they do not have equal opportunities for continuing education as those in public schools.

1.9 Assumptions of the study
Mugenda and Mugenda (2003), define an assumption as any important fact presumed to be true but not actually verified. The study was based on the assumptions that the researcher would get permission from the Ministry of Education Department of Education and also from National Council for Science and Technology in Utalii House Nairobi to carry out the study. Also, that the responses of the sample taken would reflect the views of the large population and that all potential respondents would co-operate by answering questionnaires and filling the
questionnaire. It was also assumed that the respondents would provide truthful and honest responses to items in the questionnaire and interview schedule.

1.10 Scope of the Study
The study focused on motivational factors influencing teachers’ engagement into ACE; a study on primary school teachers in Kajiado North Sub County. The Sub County has been selected because of the researcher’s interest to contribute to encourage high motivation of teachers in ACE. Stratified sampling was used to divide the district into strata according to the number of zones in the district. The 5 zones have a total number of 86 primary schools. The study selected 30% of the target population. In total, the study sample size comprised of 26 public primary schools in Kajiado North Sub County spread over the 5 zones. In each school, the study randomly selected 5 teachers undertaking or who have completed ACE. In total therefore, the sample size for this study comprised (26 x 5)130 teachers’ respondents and 26 head teachers summing up to a hundred and fifty six (156). The study was conducted for a period of four (4) weeks.
1.11 Definitions of operational terms

The following terms were used in the study to convey the meaning shown.

**Adult education** - Any form of voluntary learning undertaken by mature men and women in order to enable them operate effectively in their day to day life.

**An adult** - a person who is mature, capable individual who can take up responsibility.

**Continuing education** - All educational programs designed for people who have completed basic years of schooling.

**In-service training** - A program of activities planned and carried out to promote personal growth of staff to enable them improve performance.

**Lifelong learning** - Learning that takes place throughout life.

**Teacher enrolment** - The number of teachers who get admitted to adult and continuing education.

**Teachers** - Trained people involved in the process of providing knowledge and skills to learners.

**Vocation** - What an individual does for a living for example teaching;
1.12 Organization of the study

This study has five chapters. Chapter one includes introduction where we have background of the study, statement of the problem, purpose of the study, objectives of the study as well as research questions. It also include significance of the study, limitations of the study, delimitations of the study, assumption of the study, scope of the study and definitions of operational terms.

Chapter two includes the review of literature. This chapter has the introduction, world view of what is to be studied and themes of the study. It also includes theoretical framework, summary of literature review to identify the research gap as well as the conceptual framework.

Chapter three includes the research methodology. This looks at the study design, target population, sample size and sampling procedure, research instruments, pilot study and data collection procedure. It also includes data analysis techniques.

Chapter four, data obtained is analyzed, presented and interpreted in this chapter. This chapter presents and interprets the findings of the study based on the research objectives. The chapter presents findings on the motivational factors influencing teachers’ engagement in adult and continuing education among public primary school teachers in Kajiado North Sub County.

Chapter five summarizes the study and highlights the conclusions made from the findings. It explains the findings and makes recommendations based on the study that are related to the problem studied. Finally, the chapter suggests several lines of research that will contribute to making the research’s endeavour more meaningful and relevant.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction
This chapter contains the review of literature related to motivational factors influencing teachers’ engagement into ACE. It also includes theories related to the importance of this study. It highlights conceptual framework of how various variables interact with each other not forgetting the identification of the research gap. Much of the literature reviewed here is obtained from several internet websites, books, journals, seminar papers, thesis, newspapers, periodicals and magazines.

The researcher aimed at identifying and evaluating opinion, knowledge and attitudes of various studies and people towards motivating factors that influence teachers’ engagement into Adult and Continuing Education Programs. This is from the fact that adults have a range of different motivations for selecting a course/program. Some reasons they may choose to take a course include: For personal development purposes e.g. communication and financial management skills, for professional advancement e.g. upgrading skills to enhance employability or change careers, to meet employment expectations e.g. an employer may require that the person attend, to bring additional skills to workplace e.g. presentation skills or information technology skills, to develop skills that will benefit the local community, to sample topic, that might consider studying greater depth, to prepare further study fulltime education, to resolve personal problems e.g. conflicts, to facilitate/accommodate life changes e.g. retirement/parenting, to make or maintain social relationship, for escape or stimulation and for interests only (Cross, 1980).

2.1 Potential Motivators for Teachers in CE
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, (Dawson & Maclnerney, 2003; Eccles & Wigfield, 1995; Martin, 2003) or at mastery of teaching skills Tschannen-Moran & Hoy, 2001). Research into continuing education focused on external factor e.g. the structure and content of CE activities (Tom, 1999) how teachers learn (Wilson & Berne, 1999) and impact of professional development on teacher’s beliefs and practices (Desimone
Very little research has focused on psychological and other variables which may influence teachers’ decision to engage or not in adult education. Little is known from empirical research about the motivations teachers may or may not have to engage in adult education especially as offered through continuing education in universities and diploma colleges.

A review of professional development and psychological literature identifies a number of potential motivators both intrinsic and extrinsic for teachers participating in continuing education. These are: Pedagogical content and knowledge - professional learning motivated by the opportunity to improve teaching competencies and skills by acquisition of knowledge in specific subject area (Cannars, 1987; Kwakman, 2003; Scribner, 1999; Wilson & Berne, 1999), serving and enabling students - professional learning concerned motivated by desire to relate to students more meaningfully and help them learn better (Guskey, 1986, Suppvitz&Zief, 2000), educational philosophy - professional learning motivated by exploration of beliefs and values in education and the exploration of educational issues(Knight, 1989; Justins, 2004) and motivated by desire to perform educational practice in school and classroom(Blunt & Yang, 2002), attainment value - the value of outcome associated with a task or activity, (Eccles&Wigfield, 2002), such as career advancement (Grzyb Jr. et al; 1998), Kwong et al, 1997; Livneh&Livneh, 1999; Monk &Kwong, 1999), family support - professional learning motivated by teacher release time and remuneration (Ingvarson, 1998; Scribner, 2000; Supovitz, 1995), school/system expectations - professional learning motivated by registration requirements (Ingvarson, 1998; Supovitz&Zief, 2000) or school culture (Kwakman, 2003; Scriber, 1999, 2000), performance avoidance goals - the desire to avoid demonstration of lack of ability (Martin, 2003), performance approach goal - the desire to achieve in order to demonstrate superiority over others (Dowson &McInerney, 2003; Eccles&Wigfield, 2002; Pintrich, 2000) and personal advancement - professional learning motivated by the need to achieve high status in job secure professional advancement and stay abreast with competitors.

This study was aimed at investigating motivational factors influencing teachers’ engagement into adult and continuing education which includes among many, career development-the value of outcome associated with a task or activity, personal advancement to achieve higher status in
job and stay abreast of competitors as well as to bring additional skills and knowledge that is learning motivated by opportunity to increase teaching competencies and skills and by acquisition of knowledge in specific subject area, (Conners, 1987; Kwakman, 2003; Criber, 1999; Wilson & Bernard, 1999).

2.2 Additional Knowledge and Skills
Education policy has long put more priority on initial teacher training than on continuing education, but this balance is now changing (OECD, 2004: 6) both in industrialized and in developing countries (ADEA, 2003:19). At any point in the life of their society, teachers are producers of wealth. Schultz (1988) asserts that investing in education is very crucial for any country’s long term economic development. Private and social returns to educational investment have both proven to be high particularly in teacher education. For them to be productive teachers’ need knowledge and skills that they can apply in work situations to obtain desired results.

Furthermore the world that teachers are preparing young people to enter is changing so rapidly. Increasing globalization and competitiveness combine with rapid technological changes have made continuing education and training in modern societies more important in the social stratification process and as an economic growth factor (OECD, 1998). The teaching skills required are evolving likewise, teachers need positive attitudes that will motivate them to work and improve the quality of their lives. No initial course of teacher continuing education can be sufficient to prepare a teacher for a career of 30 to 40 years hence the need for continuing education. The function of CE and training has often been associated with LLL. In current knowledge societies where technological developments follow each other rapidly, the risk of skills becoming obsolete is relatively high and participating in continuing education and training is used to maintain and develop (new) skills (Bartel 1991; Miles and Ducatel, 1994; Tuijnman, 1997; De Grip and Van Loo, 2002).

Much of the research suggests that sustained and active exploration of larger skills and knowledge by teachers are likely to bring about changes in teaching and learning (Hawley & Valli, 1999; Smylie, Blicer, Greenberg & Harris, 1998).
Continuing education courses normally provide in-depth study over a period of time in particular area. It has been argued that teachers’ beliefs need to be challenged and bring about change and continuing education normally allows candidates to explore and develop their own thinking in particular areas as well as providing challenges to beliefs and practices. Important teacher learning takes place when teachers’ extant assumptions are challenged (Ball & Cohen, 1999). Also ‘learning, real learning is hard work’ (Wilson & Berne 1999, P.200) and continuing education is perceived by ‘real learning’. In addition teachers’ backgrounds are considered important in determining what they learn from professional development opportunities (Ball, 1996).

2.2.1 The need for additional skills and knowledge
For them to be productive teachers need knowledge and skills that they can apply in their work situations to obtain the desired results. They all need positive attitudes that will motivate them to work and improve the quality of their lives. They are people with many needs and responsibilities Everyday they face problems of survival for themselves as individuals and for their families. This means that in their lives there are many competing priorities and they can participate only in those activities they consider to be of benefit. When they want to learn is because they see that need for knowledge and skills to be acquired. Adult learning, therefore, has a definite purpose; it is for equipping the learner with the means to address felt needs.

2.3 Career and Professional Development
Continuous professional development (CPD) is process by which teachers (like other professionals) reflect upon their competences, maintain them up and develop them further through continuing education. The extent to which education authorities support this process varies as does the effectiveness of the different approaches of continuing education. A growing research base suggests that to be most effective, continuous professional development activities should: Be spread overtime, be collaborative, use active learning, be delivered to group of teachers, include periods of practice, coaching and follow-up, promote reflective practice, encourage experimentation and respond to needs of teacher (Ingvarson,2002).
With increasing emphasis on teachers accountability (Ingvarson, 2002), it is important that teachers are not just equipped as they enter teaching but continually develop as lifelong learners through continuing education. The professional development of teachers should be a critical component of their ongoing effectiveness and satisfaction in teaching (Hughes, 1991; Ingvarson, 1998).

Teacher professional learning is not normally an isolated event but a continuous and career long process (Scriber, 1999) and a critical component of teachers’ ongoing effectiveness and satisfaction in teaching (Hughes, 1999; Ingvarson, 1998). Career paths that place greater value on teachers’ work will provide greater incentives to all teachers to develop towards high level of effectiveness by participating in continuing education (Ingvarson, 1998).

However, teachers’ professional learning needs vary over time and at different stages of their career (Fenstermacher & Berliner, 1985; Zimpher, 1998). Beginning teachers generally start their new career motivated with a desire to learn more and it is often assumed that most teachers are self-motivated, responsible professional who are concerned about their professional career learning and the ability to teach effectively (Hughes, 1991). However, some studies have shown that over time workers participate less in professional development (Schamback & Blanton, 2001).

2.3.1 Career stage and professional learning
Continued Professional learning (CPL) is a term used to describe the activities carried out by teachers, schools systems and tertiary bodies to promote personal growth and professional growth.

External motivators for CPL as expressed in professional development literature may be often dependent on the career stage of the teacher (Scriber, 1999; P.248). Research into the lives of teachers has revealed that teachers have different attitudes and approaches and varying levels of knowledge and skills at various stages during their career (Lynn, 2002). Teachers’ career has been viewed as progressing through three or four sequential stages (Burden 1982; Newman, Burden & Appegate, 1980, Cited in Lynn 2000).
The early career stage is usually applied to the first five years of teaching with most empirical studies identifying a period of consolidation, refining and mastery of teaching towards the end of this phase (Huberman, 1989). During the mid-career stage, which ranges from six to fifteen years, teachers often diversify their teaching and explore different approaches in an attempt to increase their effectiveness in the classroom. In addition studies have shown that teachers in mid-career phase in the 32-45 year age group appear to fear stagnation and may review their decision to become a teacher (Huberman, 1989). Promotion is often expected during this stage and some teachers can feel a failure if this does not happen.

Later career teachers are said to be in a career wind down phase (Fessler, 1992 cited in Lynn, 2002) and appear to move from being fairly active in school affairs to become more reflective. Generally the level of career ambition decreases in this phase. Teachers can become negative in this phase and are often skeptical of change in the education system (Peterson, 1964, cited in Huberman, 1989). Towards retirement is a phase where teachers have often taught for over 25 years. They start to disengage themselves from teaching and re-channel their energies outside the school as they prepare for retirement.

Lynn (2002) advocates that educational leaders should view a teacher’s continued professional learning (CPL) in the light of their career phase and provides in-service and professional growth opportunities accordingly. For example the needs of the beginning teacher in early career phase differ from that of an experienced teacher who has reached the mid-career stage. A study into teacher job satisfaction found that teachers with over five years experience in mid career phase were general dissatisfied with staff development and do not consider it relevant to their needs (Fraser, Draper & Taylor, 1998). Lynn (2002) maintains that teachers do not consider professional learning relevant to their particular teaching needs.

2.3.2 Other Career Development Stages in Teaching Profession
Mobley (1982) observes that the increasing knowledge on career development and career dynamic may provide a foundation for better understanding on why teachers participate in continuing education. Graffin (1987) quoting Fuller & Brown (1975), in Widean & Andrews (1987) also believes that teachers go through a number of professional development stages:
1. **Exploration stage** - a period which the teacher is concerned first with self or how well he/she as a person will fit in the school environment.

2. **Establishment stage** - a period when the teacher is concerned with how well he/she will execute the duties associated with being a teacher.

3. **Maintenance Stage** - period when the teacher is concerned with whether his teaching will have impact or will be effective in bringing about the desired learning experiences in students. Okumba (2002) adds a fourth stage.

4. **The decline Stage** - a period when teacher’s career characterized by waning professional and physical abilities as the teacher approaches retirement. Therefore an understanding of teachers (individually or collectively) in regard to these four stages is necessary in appreciating teachers attitudes towards deployment and retention.

### 2.4 Personal Advancement

(Arshad, 1993) observes that personal development includes activities that improve awareness and identify developments and potential, build human capital and facilitate employability, enhance quality of life and contribute to realization of dreams and aspirations. The concept is not limited to self-help but includes formal and informal activities for developing others in roles such as teachers, counsellor, guide, life coach and mentor. When personal development takes place in the context of institutions, it refers to the methods, programs, tools and techniques and assessment systems that support human development at individual level in organizations.

At the level of individual, personal development includes the following activities: Improving self awareness, improving self knowledge, building or renewing identity, developing strengths or talents, improving wealth, spiritual development, identifying or improving potential, building employability or human capital, enhancing lifestyle or quality of life, improving health, fulfilling aspirations, initiating a life enterprise or personal autonomy, defining and executing personal development plans and improving social abilities.

The concept covers a wider field than self development or self help. Personal development also includes developing other people. This may take place through roles such those of a teacher or mentor, either through a personal competency (such as the skill of certain managers in
developing the potential of employees) or a professional service (such as providing training, assessment or coaching).

2.4.1 Personal Development in Continuing Education

Personal development has been at the heart of education in the west in form of the Greek philosophers and the east with Confucius. Some people emphasize personal development as a part of higher education. Wilhelm Van Humboldt, who founded the University of Berlin (since 1949, Humboldt University of Berlin) in 1810, made a statement interpretable as referring to personal development................. *if there is one thing more than another which absolutely requires free activity on the part of the individual, it is precisely education, whose object is to develop the individual.*

During the 1960’s a large increase in the number of students on American campuses led to research on the personal development needs of under graduate students. Arthur Chickering defined seven vectors of personal development for young adults during their undergraduate years (Arthur, 1960):

1. Developing competence
2. Managing emotions
3. Achieving autonomy and interdependence
4. Developing mature interpersonal relationships
5. Establishing identify
6. Developing purpose
7. Developing integrity

In the UK, personal development took a central place in university policy in 1997 when the Dearing Report declared that universities should go beyond academic teaching to provide students with personal development. In 2001 a Quality Assessment Agency for UK universities provided guidelines for universities to enhance personal advancement as: *A structural and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development and*
objectives related explicitly to student development; to improve capacity of students to understand what and how they are learning and to review, plan and take responsibility for their own learning.

2.4.2 Personal Development in the Workplace

Abraham Maslow (1954) proposed a hierarchy of needs with self-actualization at the top defined as:

\[ \text{the desire to become more and more what one is, to become everything that one is capable of becoming.} \]

Since Maslow himself believed that only a small minority of people self-actualize - he estimate one percent - his hierarchy of needs had the consequence that organization came to regard self-actualization or personal development as occurring at the top of the organizational pyramid, while job security and good working conditions would fulfil the needs of the mass of employees.

Personal programs in companies fall into two categories: - the provision of employee benefits and fostering of development strategies. Employee’s benefits have the purpose of improving satisfaction, motivation and loyalty. Typical program in this category include: Work life balance, time management, health programs and counselling. As an investment, personal development has the goal of increasing human capital improves productivity, innovation or quality.

2.5 Theoretical Framework

Motivational factors influencing teachers into adult and continuing education compels a need for the understanding of the motivation which drives adults to want to learn because teachers are adults themselves. This study was guided by this theory, Six Factor Theory.

Boshier and Collins (1985) suggested that six factor model was the most theoretically and psychometrically defensible in understanding the need for adults to become involved in any adult learning programs. According to them, the adult learners were deemed to participate because of the need for:-
**Social contact:** These adults want to make and consolidate friendships, to be accepted by others, to gain insight into personal problems, to improve relationships and their social positions. They participate because of their need for group activities and congenial friendships.

**Social Stimulation:** Adults want to get relief from boredom, to overcome the frustration of day-to-day living, to escape intellectual narrowness and to have a few hours away from other responsibilities. The essence of the factor is the use of adult education as an escape from boredom or frustration.

**Professional advancement:** Adults want to secure professional advancement, achieve higher status in their job or gain knowledge that will help in other courses. They are primarily job oriented.

**Community service:** Adult learners want to become more effective citizens, to prepare for community service, to gain insight to human relationships and to improve their ability to participate in community work.

**External expectations:** The adults are complying with instructions laid down by someone else. They have enrolled on the recommendation of some authority such as an employer, a social worker, a friend, a religious leader or a counsellor.

**Cognitive interest:** Adults enjoy learning for its own sake. They merely want to ‘satisfy an enquiring mind’ or “seek knowledge for its own sake”.

2.6 Conceptual Framework

The study was guided by the following conceptual framework showing how various variables interacted with each other.

![Conceptual Framework Diagram]

**Figure 2.1 conceptual framework**

(Source, Author 2014)

The conceptual framework above indicates that the factors that motivate teachers into adult and continuing education is determined by three variables which are to gain additional skills and knowledge, career development and personal advancement.
2.6.1 Summary of Literature Review
The increasing preference for provision of adult and continuing education in diploma colleges and universities is encouraging many teachers to be motivated in participating in adult education. The principle of characteristics of adult learners; autonomous and self-directedness, life experience and knowledge, relevancy, goal oriented and practical is among the most important principle of adult and continuing education in general. The establishment of continuing education thus necessitates additional effort by educational institutions to provide equal opportunities to all adults. The hallmark of ACE is the teacher’s willingness to participate in continuing education. Their attitudes and knowledge about ACE are important as these are indicators of such willingness. This study was to investigate motivational factors influencing primary school teachers’ engagement into adult and continuing education in Kenya and more specifically, Kajiado North Sub County.

2.6.2 Research Gap
The idea of motivation of ACE stated earlier should be addressed through various institutions and other strategies should be put in place. All stakeholders need to be active in implementation of strategies and provision of this education. All learners have the capacity to excel. For this reason teachers should actively be involved in continuing education to perform effectively. Proper provision can help teachers to be motivated to into ACE. The confidence can be built through provision of diploma and degree courses in various colleges and universities. The government should play a leading role in provision of these programs so that teachers can learn new approaches, skills and knowledge.

According to United Nations Human Rights declaration of 1948, Education for all people children, youth and adults should be provided. Practicing teachers are one of the groups of adults who need this type of education. Therefore the result of the study is to identify the strongest motivators for teachers’ engagement in continuing education. The results should be of interest to tertiary institutions and the governments in determining what factors motivate teachers into continuing education. The results should also be of interest to schools in helping teachers understand how they can better support and encourage their teachers to engage in continuing education and thus the study.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research methodology that was used by the researcher to collect and analyze data collected from the field. This chapter covered the following areas: research design, target population, sample size, sampling procedures, research instruments, validity and reliability of instruments, data collection procedures and data analysis techniques.

3.1 Research Design

Ogula (1995) defines a research design as a plan and strategy on investigation conceived so as to obtain answers to research question. The design for this study is survey. Mugenda and Mugenda (1999) define survey as an attempt to collect data from members of a population in order to determine current status of that population with respect to one or more variables. The research project employed descriptive survey design. According to Orodho (2004), descriptive survey design is a technique in which detailed information concerning a social phenomenon is gathered by posing questions to the respondents. This study used descriptive survey design because it is intended to avail useful information on motivational factors influencing teachers’ engagement into ACE in Kajiado North Sub County.

Table 3.1 sample design

<table>
<thead>
<tr>
<th>Zones</th>
<th>No. of schools</th>
<th>30% of schools</th>
<th>No. of teachers</th>
<th>Head teachers to be interviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ewaso</td>
<td>23</td>
<td>7</td>
<td>35</td>
<td>7</td>
</tr>
<tr>
<td>Ngong</td>
<td>9</td>
<td>3</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>OngataRongai</td>
<td>9</td>
<td>3</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Kisames</td>
<td>29</td>
<td>9</td>
<td>45</td>
<td>9</td>
</tr>
<tr>
<td>Magadi</td>
<td>16</td>
<td>5</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>86</td>
<td>27</td>
<td>135</td>
<td>27</td>
</tr>
</tbody>
</table>
Neuman (2000) indicate that a sample size 30% of target population is large enough so long as it allows for reliable data analysis by cross tabulation provides desired level of accuracy in estimates of the large population and allows for testing for significance of differences between estimates.

Patton (2002) argues that the sample size depends on what one wants to know, the purpose of the inquiry, what is at stake, what will be useful, what will have credibility and what can be done with available time and resource.

Lincoln and Juda (1985) in Patton (2002) recommend sample selection should be:

“To the point of redundancy……...thus if the purpose is to maximize information, the sample is terminated when no more information is forthcoming from new sample units and that redundancy in the primary criterion” (pg. 246).

3.2 Target population
Mugenda and Mugenda (1999) have defined target population of a study as a complete set of individuals with common observable characteristics. The population of this study included teacher and head teachers. The 5 zones: Ngong, Ongata Rongai, Kisames, Magadi and Ewaso have a total number of 86 primary schools. The study selected 30% of the target population. In total therefore, for this study comprised (26 x 5)130 teachers’ respondents and 26 head teachers summing up to a hundred and fifty six (156).

3.3 Sample and Sampling Procedures
Mugenda and Mugenda (1999) defined sampling as a smaller group obtained from the accessible population. Sampling is the process of selecting a number of individuals for the study in such a way that the individuals selected represent the large population from which they are selected (Brinker, 1988).

The study used stratified sampling to divide the Sub County into strata according to the number of zones in the district. The zones were Ngong, Ongata Rongai, Kisames, Magadi and Ewaso. The five zones have a total of 86 primary schools. The study selected 30% of the target population. In total, the study sample size comprised of 26 public primary schools in Kajiado.
North Sub County spread over the 5 zones. The 26 schools were selected using simple random sampling technique. A number was given to every school written on a piece of paper then placed the pieces of paper with numbers in a container, shook then picked one paper at a time, recorded then repeated until they corresponded to the 26 schools required in the sample. In total therefore, the sample size for the study comprised of (26 x 5) 130 teacher respondents and 26 head teachers summing up to a hundred and fifty six (156).

3.4 Research Instruments.
Data for this study was collected using questionnaires and interview schedules for triangulation of instruments and source of information.

3.4.1 Questionnaires.
The use of questionnaires in this research is important in obtaining information from head teachers and teachers. Orodho (2004) points out that a questionnaire has the ability to collect large amount of information in a reasonably quick space of time and the questions can be quickly analyzed. It is designed for teachers and head teachers in Primary Schools. The types of questions used were open ended giving the respondents a chance to supply their own answers without being constrained by a fixed set of possible responses and attitude questions in form of a Likert’s scale providing a battery of attitude statements like how much they agree or disagree with each other.

3.4.2 Interview Schedule Guide
According to Orodho (2004), interview schedule is a set of questions that an interviewer asks directly to the respondents face to face. Interview provides reliable, valid and theoretical satisfaction results than a questionnaire from unknown sources especially in some societies where interactions are highly personalized because of emotions and feelings. The interview schedule in this study was designed as personal interview for head teachers. The information gathered was basically to supplement data collection from questionnaire items filled by teachers.
3.5 Validity of Research Instruments

Mugenda and Mugenda (1999), defines validity as the accuracy and meaningfulness of interferences which are based on research results. Validity in other words is the degree to which results obtained from the analysis of data actually represents the phenomenon under investigation (Orodho, 2004). In order to test hence improve validity of the questionnaire the researcher will first pre-test in pilot study. According Mulusa (1998) 10 percent of cases which represent the target population in all major respect can be used in a pre-test.

3.5.1 Pre-Study.

A pre-study of the district was conducted to get acquaintance with the intended study area and educational officials both at division and zonal level. This pre-visit was preceded by a formal call at the DEO’S office to make them aware of the researchers intended purpose for the study and to humbly make known any possible assistance the researcher may require, especially the need for support and co-operation from field officers, head teachers and teachers and details on how to access schools or hints on “hidden” local factors that need to be considered prior to and during data collection period so as to ensure all areas of the district which is partly a pastoralists area as well as a cosmopolitan are fairly and well represented. This borrows from Krathwohl (1997), who observes that for some problem areas, it is worth checking with typical informants from the target population for potential hidden problems.

3.5.2 Pilot Study

A pilot study was conducted in one of the sample schools randomly selected from a smaller list to pre-test the instruments to ensure potential respondents under it or rather find out possible areas of difficulty in understanding the items in data collection instruments to respondents so that corrective measures can be taken in consultation with the supervisor as well as of ensuring reliability of the instrument and to give credibility to the methodology. The pilot school was eventually excluded from the final sample schools.

The pilot study helped the researcher to identify items in the instruments which are ambiguous and very difficult. The instruments were modified to improve the quality of the instrument and its validity.
3.6 Instrument Reliability
According to Mugenda and Mugenda (2003), the reliability of an instrument is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. In order to test the reliability of the instrument to be used in the study, the test-retest method was used. The questionnaire was administered twice within an interval of one week. To determine the coefficient of stability, Pearson product moment formula was used. A correlation coefficient of 0.7 was realised. The result was considered reliable. The results obtained from the pilot study assisted the researcher in revising the questionnaire to ensure it covered the objectives of the study.

3.7 Data Collection Procedure
The Researcher acquired a research permit from National Council for Science and Technology. She also got permission from the District Education Officer to carry out the study. The researcher piloted the questionnaire and modified it with the help of the supervisor. The questionnaire was then distributed to the targeted schools. The researcher administered interviews to the head teachers in person.

3.8 Data analysis Techniques
Data analysis refers to examining that has been collected through various methods and making deduction and inferences (Kombo and Tromp, 2006). Data analysis for quantitative data was facilitated by use of SPSS (Statistical Package for Social Science) Computer package. Descriptive statistics such as frequency distribution and percentages were then calculated from the SPSS output and data presented in form of tables, graphs and charts. Qualitative data from interview guides were grouped and analysed and findings organised thematically following the logic of the study objectives and are presented in text form in Chapter Four.
4.0 Introduction

The data obtained was analyzed, presented and interpreted in this chapter. This chapter presents and interprets the findings of the study based on the research objectives. The chapter presents findings on the motivational factors influencing teachers’ engagement in adult and continuing education among public primary school teachers in Kajiado North Sub County. Each analysis is followed by the interpretation and then discussion. Out of 135 questionnaires given to teachers only 110 were returned. These presents 81% and therefore it is considered valid for interpretation and discussion.

Data from the head teachers’ interviews were also analysed. The study had sampled up 27 head teachers out of which only 23 were available for the scheduled interviews. This constitutes 85% which is considered valid.

4.1 Demographic Data of the Respondents

The researcher sought to establish the teachers’ gender, age, highest academic qualification and their length of service in Kajiado North Sub County so as to lay a background on which their responses may be based. Again generalization and conclusions are largely drawn on the basis of characteristics of the respondents and their experiences. Demographic data is summarised in table 4.1 below:
Table 4.1 Demographic Data of the Respondents

<table>
<thead>
<tr>
<th>Demographic information</th>
<th>percentage (n=110)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>66.3</td>
</tr>
<tr>
<td>Male</td>
<td>33.7</td>
</tr>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>Below 25 years</td>
<td>16.4</td>
</tr>
<tr>
<td>26-30 years</td>
<td>13.0</td>
</tr>
<tr>
<td>31-40 years</td>
<td>40.2</td>
</tr>
<tr>
<td>Above 40 years</td>
<td>30.4</td>
</tr>
<tr>
<td>Academic Qualification</td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>35.8</td>
</tr>
<tr>
<td>Diploma</td>
<td>42.8</td>
</tr>
<tr>
<td>Degree</td>
<td>19.6</td>
</tr>
<tr>
<td>Masters</td>
<td>2.2</td>
</tr>
<tr>
<td>Teaching experience in Kajiado North Sub County</td>
<td></td>
</tr>
<tr>
<td>Less than 5 years</td>
<td>26.1</td>
</tr>
<tr>
<td>5-10 years</td>
<td>35.9</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>38.0</td>
</tr>
</tbody>
</table>

Most (66.3%) of the teachers surveyed were female while 33.7% were male. This shows that there is gender imbalance in the teaching fraternity. The disparity is not only slight but also a true reflection of the general gender differences currently existing among teachers in public primary schools in Kajiado North Sub County.

Among these respondents, 40.2% were aged between 31 years and 40 years, 30.4% were above 40 years, 16.3% were below 25 years with only 13% aged between 26 years and 30 years. Age is an important factor in variation in attitude and feelings. All the teachers surveyed were professionally qualified with 42.4% being diploma holders, 35.9% were certificate holder, 19.6% were degree holders with only 2.2% holding masters degree. This means that teachers in the area
of study have average levels of education. Hence, teachers possess sound professional qualification an indication of continuing learning in the area.

A few (38%) of the teachers have worked in Kajiado North Sub County for over 10 years, 35.9% have worked for less than 5 years with another 26.1% having been in the district for 5-10 years. This implies that only 64.1% (38% and 26.1%) had been in Kajiado North Sub County for 5 and above years.

This implies that teachers have adequate teaching experience. An experienced teacher is able to engage in continuing learning to compete favourably with colleagues. Majority of the teachers are between the ages of 31-40, this age bracket has the energy and the ability to engage in continuing learning.

According to the interviewed head teachers, most urban schools are well staffed some are even overstuffed. Schools in the interior of Kajiado North Sub County are understaffed most of them reporting of 7 teachers against 8 classes.

### 4.3 Additional Skills and Knowledge

Teachers need knowledge and skills that they can apply in their work situations to obtain the desired results. They all need positive attitudes that will motivate them to work and improve the quality of their lives.

#### 4.3.1 Skills and Knowledge Gained in Continuing Education

The respondents were requested to state skills and knowledge gained in their continuing learning:
Figure 4.1: Skills and Knowledge Gained in Continuing Education

The figure above shows that majority (19%) of the teachers have gained computer skills (17%) acquired life skills, 14% interpersonal skills while 11% socialization skills have been acquired. Other respondents 9%, 7%, 7%, 6%, 4%, 6% have acquired cooperation, management, guidance, counselling, special needs and early childhood skills respectively.

Head teachers confirms that quite a number of teachers have completed their continuing education. At least there is a teacher who has completed continuing education in each visited school. Majority of teachers 65% are continuing with their learning in various institution of continuing learning. About 45% of teachers have not enrolled in any institution of continuing learning.

4.3.2 Do they Apply Skills Learnt in Teaching

The respondents were asked whether they apply skills learnt during continued learning in teaching:
Figure 4.2 shows that majority (93%) of the respondents apply skills and knowledge in their teaching. Further, 7% of the teachers do not apply what they have learnt during teaching.

### 4.3.3 Reasons for Applying the Skills and Knowledge

The study sought to establish the reasons for applying the skills learnt in their teaching. Hence the respondents were requested to state such reasons. The results are summarised in table 4.3 below:
Table 4.2 Reasons for Applying the Skills and Knowledge

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching effectively</td>
<td>41</td>
<td>37</td>
</tr>
<tr>
<td>Guiding and counselling</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Use of teaching and learning resources</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Handling learners with special needs</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Effective communication</td>
<td>37</td>
<td>34</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>110</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Majority of the respondents 37% apply their gained skills and knowledge by teaching effectively. 34% communicate effectively with their learners while 10% are able to guide and counsel and handle learners with special needs. 9% use teaching and learning resources.

4.3.4. Important Role Played by Teachers in Imparting Skills and Knowledge

Teachers were also asked how they impart skills and knowledge to their learners and their responses are summarized in table 4.3:

Table 4.3 Important Role Played by Teachers in Imparting Skills and Knowledge

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>85</td>
<td>77.3</td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>22.7</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Disagree</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Undecided</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>110</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The table 4.3, shows that most (77.3%) of the respondents agreed that indeed teachers play an important role in imparting new knowledge and skills to learners while a minority (22.7%) of the
respondents agreed with this. These findings imply that teachers are very important in imparting skills and knowledge to their learners.

**4.3.5 Opportunity of Using Skills.**

The researcher sought to find out whether the teachers get opportunity to fully use their teaching skills and results are summarised in table 4.4:

**Table 4.4 Opportunity of using Skills**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>36</td>
<td>33</td>
</tr>
<tr>
<td>Agree</td>
<td>55</td>
<td>50</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Disagree</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Undecided</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>110</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The results in the table shows that most (50%) of the respondents reported that they fully get opportunity to fully use their teaching skills. On the other hand, 33% of the teachers strongly agree with this. 12% disagree while 5% of the respondents strongly disagree that they don’t get opportunity to fully use their teaching skills.

**4.3.6 Manageable Workload**

The researcher sought to know whether the teaching workload is manageable and the results are summarized in table 4.5:
Table 4.5 Manageable Workload

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
<td>4.5</td>
</tr>
<tr>
<td>Agree</td>
<td>20</td>
<td>18.2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>36</td>
<td>33</td>
</tr>
<tr>
<td>Disagree</td>
<td>43</td>
<td>39.1</td>
</tr>
<tr>
<td>Undecided</td>
<td>6</td>
<td>5.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>110</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Majority of the respondents 39.1% find teaching workload unmanageable by disagreeing, 33% strongly disagree. 18.2% agree that the workload is manageable. 4.5% strongly believe that the workload is manageable while 5.2% of the respondents are undecided.

4.3.7 Teaching Hours Satisfactory

The researcher sought to find out whether the teaching hours are satisfactory. The results are summarised in the table below:

Table 4.6: Teaching Hours are Satisfactory

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>65</td>
<td>59.1</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Disagree</td>
<td>15</td>
<td>13.7</td>
</tr>
<tr>
<td>Undecided</td>
<td>20</td>
<td>18.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>110</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Majority of the respondents 59.1% agree that teaching hours is satisfactory; while 18.2% are undecided on this. Others 13.7% disagree that the teaching hours are satisfactory; while 9% strongly disagree. This might have been contributed by the fact that teaching hours are standardised by the government.
4.4 Career and Professional Development

Continuous professional development (CPD) is process by which teachers (like other professionals) reflect upon their competences, maintain them up and develop them further through continuing education. The extent to which education authorities support this process varies as does the effectiveness of the different approaches of continuing education. A growing research base suggests that to be most effective, continuous professional development activities should: Be spread overtime, be collaborative, use active learning, be delivered to group of teachers, include periods of practice, coaching and follow-up, promote reflective practice, encourage experimentation and respond to needs of teacher (Ingvarson, 2002).

4.4.1 Professional Training Taken

The researcher sought to find out the professional training taken. The results are summarised in the figure below:

![Fig 4.3: Professional Training Taken](image)

Figure 4.3 show that most (36%) of the respondents have trained in diploma level, while 11%, 9% and 9% of the teachers were trained ECDE, guidance and counselling and SBTD respectively levels respectively. Others 8%, 8%, 5%, 5%, 4%, 4% stated that they have trained to
degree level, none, HIV and AIDS, SNE, SMASE and TPC professional courses respectively. These findings show that teachers have engaged in a variety of professional training.

4.4.2: Subject Taught

The respondents were asked to indicate the subjects they teach and the findings were indicated in figure 4.4 below:

![Bar chart showing subject taught](image)

**Fig 4.4 Subject Taught**

Figure 4.4, indicates that most (53.6%) of the respondents mentioned that they teach all subjects while (20.9%) said that they teach CRE and SSR. A few that is 15.5% and 10% teach Kiswahili and mathematics respectively.

4.4.3 Availability of Subject Panels

On the availability of subject departments the respondents were asked to indicate whether they exist in their schools. The results are summarised in the figure 4.6:
Majority of the respondents 81.8% confirmed that subject panels/departments exist in their schools. 18.2% do not have them in place.

4.4.3.1 How Subject Panels Work

The respondents were requested to explain how the subject departments work. The results were summarized in table 4.7 below:
Table 4.7 How Subject Panels Work

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>sharing ideas</td>
<td>7</td>
<td>6.4</td>
<td>6.4</td>
<td>6.4</td>
</tr>
<tr>
<td>emerging issues</td>
<td>6</td>
<td>5.5</td>
<td>5.5</td>
<td>11.8</td>
</tr>
<tr>
<td>setting exams</td>
<td>14</td>
<td>12.7</td>
<td>12.7</td>
<td>24.5</td>
</tr>
<tr>
<td>varied teaching methods</td>
<td>23</td>
<td>20.9</td>
<td>20.9</td>
<td>45.5</td>
</tr>
<tr>
<td>formation of departments</td>
<td>17</td>
<td>15.5</td>
<td>15.5</td>
<td>60.9</td>
</tr>
<tr>
<td>construction of teaching aids</td>
<td>17</td>
<td>15.5</td>
<td>15.5</td>
<td>76.4</td>
</tr>
<tr>
<td>syllabus coverage, challenges and way forward</td>
<td>26</td>
<td>23.6</td>
<td>23.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Most of subject panels/departments 23.6% help in syllabus coverage, discussion of challenges facing them and mapping out the way forward. 20.9% help in variation of teaching methods; while 15.5% construct teaching aids in these departments. 12.7% set examinations, 6.4% discuss emerging issues; while a few 5.5% share ideas based on their subject areas.

4.4.3.2 Why subject panels don’t work

The respondents were asked to give reasons of not having subject panels in their schools. The results are summarised in figure 4.7 below:
Figure 4.6 Why there are no Subject Panels

Most of those who said ‘NO’ 89.1% cited shortage of teachers as the major reason of lacking the panels in their schools. 7.3% felt that ignorance of the administration is has contributed to the absence of this departments. A few 3.6% blame the panel’s leaders for their laxity.

4.4.4 Professional development acquired through continuing education

Teachers have different professional advancement they acquire during their training.

4.4.4.1 Headteachers allow Academic Advancement

The researcher sought to find out whether the headteachers allows teachers to advance in their academics. The results are summarised in the table below:
### Table 4.8 Headteachers allows Academic Advancement

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>11</td>
<td>10.0</td>
<td>10.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>14</td>
<td>12.7</td>
<td>12.7</td>
<td>22.7</td>
</tr>
<tr>
<td>Undecided</td>
<td>8</td>
<td>7.3</td>
<td>7.3</td>
<td>30.0</td>
</tr>
<tr>
<td>Agree</td>
<td>58</td>
<td>52.7</td>
<td>52.7</td>
<td>82.7</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>19</td>
<td>17.3</td>
<td>17.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Most of the respondents 52.7% agree that they are allowed for academic advancement; while 17.3 strongly agree with this. 12.7%, 10% disagree and strongly disagree with the fact that their head teachers allow chances to advance academically. A few 7.3% were undecided on the issue. All the interviewed head teachers support continuing learning in their institutions. They alert teachers on available opportunities, allow teachers further their studies (school based programmes) by exempting them from holiday duties. They also recommend them for promotions when chances arise.

#### 4.4.4.2 The Head Teachers inform teachers on any In-service Training

The researcher further sought to find out whether the head teacher informs teachers on in-service training:
Figure 4.7: Head Teachers informs on In-service Training

Majority of the respondents 63.64% agreed that they were informed on in-service training; while 20.91% disputed this by strongly disagreeing. A few 7.27% strongly agree and same number of respondents disagrees on the issue. About 1% of the respondents are undecided on the information on in-service training.

According to the head teachers, in-service courses are organized within school, division and zonal levels where education officers train teachers on current issues in education. They also alert teachers on TPC, SMASE, SBTD courses every time they are advertised. This implies that, In-service training should be centred on the school as a whole so that significant changes in the school culture may be realised.
4.4.4.3 Training allows Career Advancement

Figure 4.8 Training allows Advancement of Career

Majority of the surveyed respondents 66(60%) strongly agree that their training allows them improve career advancement, whereas 38(34.5%) agree with this. A few 6(5.5%) strongly disagrees with the fact that their training enables them advance their career.

It is important for teachers to engage in continuing learning since it increases skills and knowledge in matters of education. It boosts teachers’ morale since their salary is increased. Effective teaching is noted, hence increased performance. This is what came out from majority of the head teachers.

4.4.4.4 Training offers Opportunity for Satisfactory Salary

The respondents were also asked to ascertain on whether their training offers opportunity for satisfactory salary. The findings are summarised in the table below:
Table 4.9 Training offers Opportunity for Satisfactory Salary

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>27</td>
<td>24.5</td>
<td>24.5</td>
<td>24.5</td>
</tr>
<tr>
<td>disagree</td>
<td>27</td>
<td>24.5</td>
<td>24.5</td>
<td>49.1</td>
</tr>
<tr>
<td>agree</td>
<td>19</td>
<td>17.3</td>
<td>17.3</td>
<td>66.4</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>37</td>
<td>33.6</td>
<td>33.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Most of the respondents surveyed strongly disagreed that training offers opportunity for satisfactory salary; while 24.5% of them strongly agreed and disagreed on this. A few 17.3% confers by agreeing that training offers them opportunity for satisfactory salary.

4.4.4.5 Training offers Opportunity for Adequate Allowances

The researcher further sought to find out whether the respondents training offers opportunity for adequate allowances and the findings are summarised in figure 4.10 below:
Most of the respondents (53%) surveyed are in the agreement that they receive adequate allowances through their trainings opportunities; while 22 (20%) disagree on the same. A few 13 (12%), 10 (9%), and 7 (6%) strongly disagree, strongly agree and undecided on the fact that the training they receive offers opportunity for adequate allowances respectively.

**4.4.4.6 Professional Advancement helps to Teach Effectively**

The researcher asked the teachers whether their professional advancement helps them teach effectively and the results are summarised below:
Table 4.10 Professional Advancement helps to Teach Effectively

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>strongly disagree</td>
<td>7</td>
<td>6.4</td>
<td>6.4</td>
<td>6.4</td>
</tr>
<tr>
<td>disagree</td>
<td>5</td>
<td>4.5</td>
<td>4.5</td>
<td>10.9</td>
</tr>
<tr>
<td>agree</td>
<td>45</td>
<td>40.9</td>
<td>40.9</td>
<td>51.8</td>
</tr>
<tr>
<td>strongly agree</td>
<td>53</td>
<td>48.2</td>
<td>48.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Majority of the respondents 53(48%) strongly agree that their professional advancement help them teach effectively; while 45(40.9%) are in the agreement. A few 7(6.4%) and 5(4.5%) strongly disagree and disagree with the issue respectively.

4.4.4.7 My Professional Advancement helps in Promotion

The researcher sought to find out whether the respondents professional advancement increases their promotion chances. The results are summarised in the figure below:
Figure 4.10: My Professional Advancement helps in Promotion

The highest percentage of the respondents 76(69.1%) agreed that their professional advancement increases their chances of promotion; while 18(16.4%) strongly agree with this. A small percentage 8(7.3%), 5(4.5%) and 3(2.7%) are either undecided, disagree and strongly disagree on promotion issue.

4.4.4.8 Professional Advancement helps in Job Security

The respondents were requested to indicate whether their professional advancement enables them to have job security. The results are summarised in table 4.11 below:
### Table 4.11 Professional Advancement helps in Job Security

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>strongly disagree</td>
<td>21</td>
<td>19.1</td>
<td>19.1</td>
<td>19.1</td>
</tr>
<tr>
<td>disagree</td>
<td>26</td>
<td>23.6</td>
<td>23.6</td>
<td>42.7</td>
</tr>
<tr>
<td>undecided</td>
<td>2</td>
<td>1.8</td>
<td>1.8</td>
<td>44.5</td>
</tr>
<tr>
<td>agree</td>
<td>61</td>
<td>55.5</td>
<td>55.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The highest proportion of the respondents 61(55.5%) are in the agreement that their professional advancement enables them to have job security; while 26(23.6%) disagree with this. A few 21(19.1%) and 2(1.8%) strongly disagree and undecided on the fact that their professional advancement influences their job security respectively.

#### 4.4.4.9 Professional Advancement has Impact on Desired Learning Experiences

The respondents were asked to indicate their opinion on the impact their professional advancement has in bringing about the desired learning experiences. The results are summarised in the table below:

### Table 4.12 Professional Advancement has Impact on Desired Learning Experiences

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>agree</td>
<td>55</td>
<td>50.0</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td>strongly agree</td>
<td>55</td>
<td>50.0</td>
<td>50.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
The respondents 55(50%) equally agree and strongly agree that their professional advancement has impact in bringing about the desired learning experiences.

All the head teachers confirmed that teachers are positive about continuing learning despite some challenges. The major challenge quoted was that of finances. Teachers pay a lot of money in their continuing education. They also have children undergoing the same and others in primary and secondary schools.

According to the interviewed head teachers those teachers who have undergone continuing education have high ability of effective teaching, their teaching pedagogies are advanced and they stand high chances of promotion.

4.5 Personal Advancement
Personal development includes activities that improve awareness and identify developments and potential, build human capital and facilitate employability, enhance quality of life and contribute to realization of dreams and aspirations. The concept is not limited to self-help but includes formal and informal activities for developing others in roles such as teachers, counsellor, guide, life coach and mentor. When personal development takes place in the context of institutions, it refers to the methods, programs, tools and techniques and assessment systems that support human development at individual level in organizations.

4.5.1 Employer improves Satisfaction, Motivation and Loyalty after Completion of Continuing Education
The researcher sought to find out whether the employer improves respondents satisfaction, motivation and loyalty after completion of continuing learning.
Table 4.13 Satisfaction, Motivation and Loyalty after Completion

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>agree</td>
<td>54</td>
<td>49.1</td>
<td>49.1</td>
<td>49.1</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>18</td>
<td>16.4</td>
<td>16.4</td>
<td>65.5</td>
</tr>
<tr>
<td>disagree</td>
<td>38</td>
<td>34.5</td>
<td>34.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Majority of the respondents 54(49.1%) are in the agreement that their employer improves their satisfaction, motivation and loyalty after they complete their continuing learning; while 38(34.5%) disagrees with this. A few 18(16.4%) strongly disagrees.

4.5.2 Personal Advancement acquired through Continuing Learning

Personal development has been at the heart of education in the west in form of the Greek philosophers and the east with Confucius. Some people emphasize personal development as a part of higher education.

4.5.2.1 Training enables one to Contribute to own Personal Achievement

The respondents were required to indicate whether their training enables them to contribute to their own personal achievements. The results are summarised in the table below:

Table 4.14 Training enables one to Contribute to own Personal Achievement

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>undecided</td>
<td>5</td>
<td>4.5</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>agree</td>
<td>67</td>
<td>60.9</td>
<td>60.9</td>
<td>65.5</td>
</tr>
<tr>
<td>strongly agree</td>
<td>38</td>
<td>34.5</td>
<td>34.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Majority of the respondents 67(60.9%) indicated they agree that the training enables them to contribute to their personal achievement; while 38(34.5%) strongly agrees on the same. A few of them are undecided on whether the training contributes to their own personal achievements.

4.5.2.2 Training enables one to improve Awareness of Issues in Life
The respondents were required to indicate whether their training enables them improve awareness of issues in life. The results are summarised in the figure below:

![Figure 4.11: Training enables one to improve Awareness of Issues in Life](image)

Figure 4.11: Training enables one to improve Awareness of Issues in Life
The highest percentage of respondents 70(64%) agree that their training enables them to improve awareness of issues in life; while 40(36%) strongly agree in this.

4.5.2.3 Training Enhances Quality of Life
The researcher sought to find out whether the respondents training enhance their quality of life. The results are summarised in the table below:
Table 4.15 Training Enhances Quality of Life

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>agree</td>
<td>58</td>
<td>52.7</td>
<td>52.7</td>
<td>52.7</td>
</tr>
<tr>
<td>strongly agree</td>
<td>52</td>
<td>47.3</td>
<td>47.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Most of the respondents surveyed 58(52.7%) are in the agreement that the training enhances their quality of life; while 52(47.3%) strongly agrees on the same.

4.5.2.4 Training enables one Realize their Dreams and Aspirations

The study sought to determine the extent to which training realizes respondents’ dreams and aspirations. The results are summarised in the table below:

Table 4.16 Training enables one Realize their Dreams and Aspirations

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>agree</td>
<td>61</td>
<td>55.5</td>
<td>55.5</td>
<td>55.5</td>
</tr>
<tr>
<td>strongly agree</td>
<td>49</td>
<td>44.5</td>
<td>44.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Majority of the respondents are in the agreement that training enables they realise their dreams and aspirations. A few of them strongly agrees on the same.
4.5.2.5 Training enables one Develop, Handle, Strengths and Weaknesses
The study sought to determine whether the respondents training enables them to develop, handle their strengths and weaknesses. The results are summarised in the table below:

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>71</td>
<td>64.5</td>
<td>64.5</td>
<td>64.5</td>
</tr>
<tr>
<td>strongly agree</td>
<td>39</td>
<td>35.5</td>
<td>35.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The highest proportion (64.5%) of the teachers surveyed agrees that the training they receive in the continuing learning enable them to develop, handle their strengths and weaknesses. A small proportion (35.5%) strongly agrees on the same.

4.5.2.6 Training enables one improve Wealth
The respondents were asked to indicate their opinion on whether their training improves their wealth. The results are summarised in the figure below:
Fig 4.12: Training enables one improve Wealth

The highest proportion of the respondents surveyed 89(80.9%) agreed that their training improves their wealth; while a small proportion of 21(19.1%) strongly agree on the same.

4.5.2.7 Training enables one achieve Autonomy and Independence

The researcher sought to find out whether the respondents training enables they achieve autonomy and independence. The results are summarised in the table below:

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>agree</td>
<td>92</td>
<td>83.6</td>
<td>83.6</td>
<td>83.6</td>
</tr>
<tr>
<td>strongly</td>
<td>18</td>
<td>16.4</td>
<td>16.4</td>
<td>100.0</td>
</tr>
<tr>
<td>agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Most of the respondents 83.6% agreed that their training influences their independence and autonomy while a very small proportion 16.4% strongly agreed on the same.

4.5.2.8 Training enables one Develop Mature Interpersonal Relationships
The respondents were required to indicate whether the training enables them develop mature interpersonal relationships. The results are summarised in the table below:

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequenty</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>68</td>
<td>61.8</td>
<td>61.8</td>
<td>61.8</td>
</tr>
<tr>
<td>strongly agree</td>
<td>42</td>
<td>38.2</td>
<td>38.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Most of the respondents are in the agreement that training enables them to develop mature interpersonal relationships. Others strongly agrees that training has influence in their interpersonal relationships.

4.5.3 Teachers should not be Resistant to change since it is Inevitable when it comes to Continuing Education
“Teachers should not be resistant to change since it is inevitable when it comes to continuing education” Teachers were asked state their opinion on the statement. The results are summarised in the figure below:
Figure 4.13: Change is Inevitable

The highest percentage of respondents 106(96.4%) are positive to change since it is inevitable; while a very small percent 4(3.6%) are neutral on this.

4.5.3.1 Reasons for Inevitable to Change

The researcher sought to find out the reasons for the inevitable change. Teachers gave different opinions which are summarised in the table below:
<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>world dynamic, hence must accept change if positive</td>
<td>30</td>
<td>27.3</td>
<td>27.3</td>
<td>27.3</td>
</tr>
<tr>
<td>better job opportunities</td>
<td>12</td>
<td>10.9</td>
<td>10.9</td>
<td>38.2</td>
</tr>
<tr>
<td>digital era</td>
<td>23</td>
<td>20.9</td>
<td>20.9</td>
<td>59.1</td>
</tr>
<tr>
<td>relevance in profession</td>
<td>12</td>
<td>10.9</td>
<td>10.9</td>
<td>70.0</td>
</tr>
<tr>
<td>improve performance</td>
<td>25</td>
<td>22.7</td>
<td>22.7</td>
<td>92.7</td>
</tr>
<tr>
<td>healthy competition</td>
<td>8</td>
<td>7.3</td>
<td>7.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Majority of the teachers 30 (27.3%) felt that world is dynamic hence they must accept change if positive. A population of 25(22.7%) indicated that change is inevitable for improved performance; while 23(20.9%) affirms this as digital era. An equal number of respondents 12(10.9%) felt that change is inevitable for better job opportunities and to remain relevant in the profession. Healthy completion 8(7.3%) was also cited as a reason for change.

Majority of the head teachers noted a great difference on teachers who have undergone continuing learning and those who have not. Most of them prepare adequately, they are positive towards change and they embrace the digital era.
CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter summarizes the study and highlights the conclusions made from the findings. It explains the findings and makes recommendations based on the study that are related to the problem studied. Finally, the chapter suggests several lines of research that will contribute to making the research’s endeavour more meaningful and relevant.

5.2 Summary of the findings
This section summarizes the findings of the study based on the research objectives.

The findings reveals that most of the teachers surveyed were female an indication that there is gender imbalance in the teaching fraternity. The disparity is not only slight but also a true reflection of the general gender differences currently existing among teachers in public primary schools in Kajiado North Sub County.

Age is an important factor in variation in attitude and feelings the study found out that majority of the teachers fall between ages 31-40 forming an energetic team for continuing learning. All the teachers surveyed were professionally qualified; this means that teachers in the area of study had average levels of education. Hence, teachers possess sound professional qualification an indication of continuing learning in the area.

Majority of teachers 64% have worked in kajiado North Sub County for more than 5 and above; this implies that teachers have adequate teaching experience. An experienced teacher is able to engage in continuing learning to compete favourably with colleagues. Majority of the teachers are between the ages of 31-40, this age bracket has the energy and the ability to engage in continuing learning. According to the interviewed head teachers, most urban schools are well staffed some are even overstuffed. Schools in the interior of Kajiado North Sub County are understaffed most of them reporting of 7 teachers against 8 classes.
5.2.1 The need to gain addition Skills and Knowledge Motivate teachers’ Engagement into ACE.

Teachers need knowledge and skills that they can apply in their work situations to obtain the desired results. They all need positive attitudes that will motivate them to work and improve the quality of their lives.

The findings were that teachers have gained computer skills, acquired life skills, interpersonal skills, socialization skills, cooperation, management, guidance, counselling, special needs and early childhood skills among others. This implies that teachers are engaged in continuing learning. Head teachers confirms that quite a number of teachers have completed their continuing education. At least there is a teacher who has completed continuing education in each visited school. Majority of teachers 65% are continuing with their learning in various institution of continuing learning. About 45% of teachers have not enrolled in any institution of continuing learning. The findings further reveals that majority (93%) of the respondents apply skills and knowledge gained in teaching effectively, communicating effectively with their learners while others are able to guide, counsel, handle learners with special needs and use teaching and learning resources effectively.

Majority (77.3%) of the respondents agreed that indeed teachers play an important role in imparting new knowledge and skills to learners while a minority (22.7%) of the respondents agreed with this. These findings imply that continuing learning plays an important role to teachers. The findings show that (83%) of the respondents reported that they fully get opportunity to fully use their teaching skills. This is an indication that teachers get support from their head teachers to put in practice the gained skills. Majority of the respondents find teaching workload unmanageable, this may be contributed by high number of pupils in the classrooms. The diversity of learners may also lead to unmanageable workload. Majority of the respondents 59.1% agree that teaching hours is satisfactory; while 18.2% are undecided on this. Others 13.7% disagree that the teaching hours are satisfactory; while 9% strongly disagree. This might have been contributed by the fact that teaching hours are standardised by the government.
5.2.2 Career Development Motivates Teachers’ Engagement in ACE Programs.

Continuous professional development (CPD) is a process by which teachers (like other professionals) reflect upon their competences, maintain them up and develop them further through continuing education. The extent to which education authorities support this process varies as does the effectiveness of the different approaches of continuing education. A growing research base suggests that to be most effective, continuous professional development activities should: be spread overtime, be collaborative, use active learning, be delivered to a group of teachers, include periods of practice, coaching and follow-up, promote reflective practice, encourage experimentation, and respond to the needs of teachers (Ingvarson, 2002).

The study reveals that most teachers have trained in different professions. These include those who have trained in diploma level, ECDE, guidance and counselling, and SBTD degree level, HIV and AIDS, SNE, SMASE, and TPC. These findings show that teachers have engaged in a variety of professional training. The findings indicate that a majority (53.6%) of teachers teach all subjects. This may have been attributed by the fact that the target population was primary school teachers. The study shows that in most schools 81.8% of subject panels/departments exist. Most of subject panels/departments help in syllabus coverage, discussion of challenges facing them and mapping out the way forward, variation of teaching methods; construction of teaching aids, setting examinations, discuss emerging issues and share ideas based on subject areas. The findings show that shortage of teachers as the major reason of lacking the panels in their schools. Ignorance of the administration and the laxity of the panel’s leaders have contributed to the absence of these departments.

The findings show that head teachers allow for academic advancement. All the interviewed head teachers support continuing learning in their institutions. They alert teachers on available opportunities, allow teachers further their studies (school based programmes) by exempting them from holiday duties. They also recommend them for promotions when chances arise. Majority of the respondents 63.64% agreed that they are informed on in-service training. According to the head teachers, in-service courses are organized within school, division and zonal levels where education officers train teachers on current issues in education. They also alert teachers on TPC, SMASE, SBTD courses every time they are advertised. This implies that, in-service training
should be centred on the school as a whole so that significant changes in the school culture may be realised.

Majority of the surveyed respondents 66(60%) strongly agree that their training allows them improve career advancement. It is important for teachers to engage in continuing learning since it increases skills and knowledge in matters of education. It boosts teachers’ morale since their salary is increased. Effective teaching is noted, hence increased performance. This is what came out from majority of the head teachers. Most of the respondents surveyed strongly disagreed that training offers opportunity for satisfactory salary. Teachers’ salaries do not conform to the continuing education taken. There is no scheme of service for teachers who have taken masters in education courses. According to the head teachers promotion of teachers was halted some years back. Most of the respondents58 (53%) surveyed are in the agreement that they receive adequate allowances through their trainings opportunities. Majority of the respondents 53(48%) strongly agree that their professional advancement help them teach effectively

The highest percentage of the respondents 76(69.1%) agreed that their professional advancement increases their chances of promotion. The highest proportion of the respondents 61(55.5%) are in the agreement that their professional advancement enables them to have job security. The study reveals that 55(50%) equally agree and strongly agree that their professional advancement has impact in bringing about the desired learning experiences.

All the head teachers confirmed that teachers are positive about continuing learning despite some challenges. The major challenge quoted was that of finances. Teachers pay a lot of money in their continuing education. They also have children undergoing the same and others in primary and secondary schools. According to the interviewed head teachers those teachers who have undergone continued education have high ability of effective teaching, their teaching pedagogies are advanced and they stand high chances of promotion.
5.2.3 Personal Development influence Teachers’ engagement into ACE programs.

Personal development includes activities that improve awareness and identify developments and potential, build human capital and facilitate employability, enhance quality of life and contribute to realization of dreams and aspirations. The concept is not limited to self-help but includes formal and informal activities for developing others in roles such as teachers, counsellor, guide, life coach and mentor. When personal development takes place in the context of institutions, it refers to the methods, programs, tools and techniques and assessment systems that support human development at individual level in organizations.

It was found out that majority of the teachers are in the agreement that their employer improves their satisfaction, motivation and loyalty after they complete their continuing learning. Personal development has been at the heart of education in the west in form of the Greek philosophers and the east with Confucius. Some people emphasize personal development as a part of higher education. Majority of the respondents 67(60.9%) indicated they agree that the training enables them to contribute to their own personal achievement. The highest percentage of respondents 70(64%) agree that their training enables them to improve awareness of issues in life. According to this study most of the teachers surveyed 58(52.7%) are on the agreement that the training enhances their quality of life. Majority of the respondents are in the agreement that training enables they realise their dreams and aspirations. A few of them strongly agrees on the same. The highest proportion (64.5%) of the teachers surveyed agrees that the training they receive in the continuing learning enable them to develop, handle their strengths and weaknesses. The highest proportion of the respondents surveyed 89(80.9%) agreed that their training improves their wealth.

Most of the respondents 83.6% agreed that their training influences their independence and autonomy while a very small proportion. Most of the respondents are in the agreement that training enables they develop mature interpersonal relationships. Others strongly agree that training has influence in their interpersonal relationships. “Teachers should not be resistant to change since it is inevitable when it comes to continuing education” The highest percentage of respondents 106(96.4%) are positive to change since it is inevitable. Majority of the teachers felt that world is dynamic hence they must accept change if positive. Change is inevitable for
improvement of performance; others affirmed that this as digital era. A number of teachers felt that change is inevitable for better job opportunities and to remain relevant in the profession. Healthy competition was also cited as a reason for change. Majority of the head teachers noted a great difference on teachers who have undergone continuing learning and those who have not. Most of them prepare adequately, they are positive towards change and they embrace the digital era.

5.3 Discussion of the Findings

5.3.1 Introduction
This section discusses the findings of the study based on research objectives. This study assessed the factors influencing teachers’ engagement in adult and continuing education among public primary school teachers in Kajiado North Sub County.

5.3.2 Addition Skills and Knowledge
The findings of the study show that teachers engage in continuing learning for the need to gain additional skills and knowledge. This study found out that teachers have acquired various skills such as computer skills, life skills, interpersonal skills, socialization skills, cooperation, management, guidance, counselling, special needs and early childhood skills among others. It was found that teachers apply the acquired skills and knowledge in teaching effectively, communicating effectively with their learners while others are able to guide, counsel, handle learners with special needs and use teaching and learning resources effectively.

The study further revealed that teachers play an important role in imparting new knowledge and skills. They fully get opportunity to fully use their teaching skills, an indication that teachers get support from their head teachers to put in practice the gained skills. These findings tend to agree with shultz (1998), who reiterates that “teachers need knowledge and skills that they can apply in their work situations to obtain the desired results.”

The study found that despite the continuing learning teaching workload is unmanageable, this is contributed by high number of pupils in the classrooms there is also an outcry of teacher shortage.
in the area of study. The diversity of learners may also lead to unmanageable workload. According to teachers teaching hours are satisfactory. This might have been contributed by the fact that teaching hours are standardised by the government.

5.3.3 Career and Professional Development

The study found out that career development motivates teachers’ engagement in ACE programs. Teachers have trained in different profession such as diploma level, ECDE, guidance and counselling and SBTD degree level, HIV and AIDS, SNE, SMASE and TPC. Almost all teachers recorded to teach all subjects. This may have been attributed by the fact that the target population was primary school teachers. It was found that subject panels/departments exist. The work of the subject panels/departments is syllabus coverage, discussion of challenges facing them and mapping out the way forward, variation of teaching methods; construction of teaching aids, setting examinations, discuss emerging issues and share ideas based on subject areas. Similarly, the findings of the study show teachers and heads of department do not offer support to one another due to shortage of teachers, ignorance of the administration and the laxity of the panel’s leaders.

The findings indicated teachers are accorded the necessary support for academic advancement. All the interviewed head teachers support continuing learning in their institutions. They alert teachers on available opportunities, allow teachers further their studies (school based programmes) by exempting them from holiday duties. They also recommend them for promotions when chances arise. It was also revealed that in-service courses are organized within school, division and zonal levels where education officers train teachers on current issues in education. This implies that, In-service training should be centred on the school as a whole so that significant changes in the school culture may be realised. This conforms with Lynn (2002), who advocates that educational leaders should view a teacher’s continued professional learning (CPL) in the light of their career phase and provides in-service and professional growth opportunities accordingly.

The study shows that it is important for teachers to engage in continuing learning since it increases skills and knowledge in matters of education. It boosts teachers’ morale since their
salary is increased. Effective teaching is noted, hence increased performance. This is what came out from majority of the head teachers. Further the study shows that teachers are not motivated by the salary. Teachers’ salaries do not conform to the continuing education taken. There is no scheme of service for teachers who have taken masters in education courses. According to the head teachers promotion of teachers was halted some years back. Despite the salaries majority of teachers are satisfied with the allowances awarded. Professional advancement has influences job security and brings about the desired learning experiences. All the head teachers confirmed that teachers are positive about continuing learning despite some challenges. The major challenge quoted was that of finances. Teachers pay a lot of money in their continuing education. They also have children undergoing the same and others in primary and secondary schools.

The findings revealed that teachers who have undergone continued education have high ability of effective teaching, their teaching pedagogies are advanced and they stand high chances of promotion. These findings agree with those of Hughes, (1991), which reiterates that at the beginning teachers generally start their new career motivated with a desire to learn more and it is often assumed that most teachers are self-motivated, responsible professional who are concerned about their professional career learning and the ability to teach effectively.

5.3.4 Personal Advancement
The findings show that teachers are in the agreement that their employer improves their satisfaction, motivation and loyalty after they complete their continuing learning. The study further revealed that training enables teachers contribute to their own personal achievement, improve awareness of issues in life and enhances their quality of life. This conforms to Arshad, (1993) who observes that personal development includes activities that improve awareness and identify developments and potential, build human capital and facilitate employability, enhance quality of life. Further the findings show that personal advancement contribute to realization of dreams, develop, handle their strengths and weaknesses. The study indicated that personal development improves wealth and influences independence and autonomy. This is an indication that there are quite a number of benefits in engaging in continuing learning. These findings agree with those of (Ingvarson,2002), which reiterates that to be most effective, continuous professional development activities should: Be spread overtime, be collaborative, use active
learning, be delivered to group of teachers, include periods of practice, coaching and follow-up, promote reflective practice, encourage experimentation and respond to needs of teacher.

The findings of the study show that teachers should not be resistant to change since it is inevitable when it comes to continuing education. The world is dynamic hence change is a must. Positive change is inevitable for improvement of performance. Others affirmed that this as digital era where teachers need to keep on updating themselves through continuing learning. It was also found that change is inevitable for better job opportunities and to remain relevant in the profession. Healthy competition was also cited as a reason for change. A great difference noted on teachers who have undergone continuing learning and those who have not. Adequate preparation, positive towards change is evidenced in those who are and undergone continuing learning.

5.4 Conclusions

Based on the findings of the study, several conclusions were drawn. It was noted that the need to gain additional skills highly motivates teachers’ engagement in continuing learning. Given the necessary support teachers are able to apply skills and knowledge acquired effectively. However there is a challenge in managing the teaching workload

Most teachers felt that their career development has motivated them to train in various professions. The availability of subject departments has boosted the career guidance in schools. Teachers are accorded the necessary support for academic advancement. Teachers are not fully motivated by the salaries since there is no scheme of service for masters in education. The major challenge quoted was that of finances. Teachers pay a lot of money in their continuing education. There is irregular promotion of teachers. Teachers who have undergone continued education have high ability of effective teaching, their teaching pedagogies are advanced.

The findings show that personal development motivates teachers to engage in continuing learning since it has also contributed to personal achievements, quality life, improvement of wealth, autonomy and independence and development of mature interpersonal relationships.
Teachers are dynamic and embrace change. A great difference is noted on teachers who have undergone continuing learning and those who have not. Adequate preparation, positive towards change is evidenced in those who are and undergone continuing learning.

5.5 Recommendations

From the findings of the study the following recommendations were suggested:

1. The government needs to employ more teachers to ease the unmanageable workload.
2. The government should regularly promote teachers who have acquired skills and knowledge through continuing learning.
3. The government should come up with masters in education scheme of service for teachers.
4. The government should increase teachers’ salaries to conform to their training.
5. Consequently the government should subsidise continuing learning for teachers.

5.6 Areas for further studies

As this study strictly assessed the motivational factors influencing teachers’ engagement in adult and continuing education among public primary school teachers in Kajiado North Sub County, it is advisable to conduct other studies such as:

1. Factors influencing teachers’ engagement in adult and continuing education among public primary school teachers in Kajiado North Sub County.
2. Factors influencing youth engagement in continuing education among youth in Kajiado North Sub County.
REFERENCES:


APPENDIX A - COVERING/INTRODUCTORY LETTER

Lennah Simeloi Nchao,
University of Nairobi,
Private Bag,
Nairobi.

To my fellow teachers,

I am a Master of Education (M.Ed) student in the school of Education, Department of Educational Foundations at University of Nairobi, carrying out a research on motivational factors influencing teachers’ engagement in Adult and Continuing Education in Public Primary Schools in Kajiado Sub County.
Your help in filling in the questionnaire will be highly appreciated. All information will be treated with absolute confidentiality.

Thank you in advance.

Lennah Nchao.
APPENDIX B - TEACHERS QUESTIONNAIRE

This questionnaire is to collect data purely for academic purposes. The study seeks to investigate “The motivational factors influencing teachers’ engagement in adult and continuing education in public primary schools in Kajiado North Sub County.”

All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.

Please tick or fill in the blanks spaces as appropriate.

SECTION A - GENERAL INFORMATION

1. What is your gender?
   - Female ☐
   - Male ☐

2. Indicate your age bracket
   - Below 25 yrs ☐
   - 26 -30 yrs ☐
   - 31 - 40 yrs ☐
   - Above 40 yrs ☐

3. What is your present professional qualification?
   - Certificate ☐
   - Diploma ☐
   - Degree ☐
   - Master ☐

4. For how long have you worked as a teacher in Kajiado North Sub County?
   - 5yrs ☐
   - 4 - 10 yrs ☐
   - above 10 yrs ☐

QUESTIONNAIRE

SECTION B - Additional Skills and Knowledge

In addition to what you learnt in your teachers college. What are the other skills and knowledge you have gained in your continuing education?

(a) ________________________________

(b) ________________________________

(c) ________________________________

(d) ________________________________

(f) Others (specify) ________________________________
Do you apply skills learnt in your continuing education in your teaching?
Yes ☐  No ☐

If yes how?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

If no why?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Teachers play a very important role in imparting new knowledge and skills to learners.
Strongly agree ☐  Agree ☐  undecided ☐
Strongly Disagree ☐  Disagree ☐

I get opportunity to fully use my teaching skills.
Strongly agree ☐  Agree ☐  Strongly disagree ☐
Disagree ☐  Undecided ☐

The teaching workload is manageable.
Strongly agree ☐  Agree ☐  Strongly disagree ☐
Disagree ☐  Undecided ☐
The teaching hours are satisfactory

Strongly agree □  Agree □  Strongly disagree □
Disagree □  Undecided □

SECTION C: Career and Professional Development

List all professional training you have taken in your continuing education.

(a) _________________________________________________________________
(b) _________________________________________________________________
(c) _________________________________________________________________
(d) _________________________________________________________________
Others (specify) _____________________________________________________

List the subjects you teach

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Do you have subject departments in your schools?
Yes □  No □

If yes, how do they work?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
The table below shows some professional development acquired through continuing education. Please tick where appropriate.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  The head teacher allows academic advancement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>B  The head teacher informs us on any in service training.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>C  My training enables me to improve my career advancement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>D  My training offers opportunity for satisfactory salary.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>E  My training offers opportunity for adequate allowances.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>F  My professional advancement helps me teach effectively.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>G  My professional advancement helps me be promoted.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>H  My professional advancement enables me to have job security.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I  My professional advancement has impact in bring about the desired learning experiences to learners.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
SECTION D: Personal Advancement

Your employer improves your satisfaction, motivation and loyalty after you complete continuing education.

Strongly agree □ Agree □ Strongly disagree □
Disagree □ Undecided □

The table below shows some personal advancement acquired through continuing education.
Tick where appropriate.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A My training enables me to contribute to my own personal achievements.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>B My training enables me improve awareness of issues in life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>C My training enhances my quality of life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>D My training enables me realize my dreams and aspirations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>E My training enables me to develop handle my strengths and weaknesses</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>F My training enables me improve my wealth.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>G My training enables me achieve autonomy and interdependence.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>H My training enables me develop mature interpersonal relationships.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Teachers should not be resistant to change since change is inevitable when it comes to continuing education.

Positive □ Negative □ Neutral □
Give reasons for your answer.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
APPENDIX C- INTERVIEW SCHEDULE

INTERVIEW SCHEDULE FOR THE HEADTEACHER

The following question will guide the researcher during the interviewing session:

(i) How many teachers do you have in your school?

(ii) How many of these teachers have completed their continuing education?

(iii) How many of these teachers are still in different continuing education programs?

(iv) How many of these teachers have not enrolled into continuing education programs?

(v) Do you support teacher going for continuing education?

(vi) Why is it important for teacher to attend continuing education programs?

(vii) What do teachers say about continuing education?

(viii) Is there a difference between teachers who have gone for continuing education and those who have not gone?

THE END