FACTORS INFLUENCING PRIMARY SCHOOL TEACHERS' PARTICIPATION IN ADULT AND CONTINUING EDUCATION IN KIBWEZI SUB-COUNTY, KENYA

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DECLARATION

This proposal is my work and has not been presented for a degree course in other university.

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This Proposal has been submitted for examination with my approval as University Supervisor;

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DEDICATION

This research project is dedicated to my beloved wife Evelyn Nyatichi and our children: Hanet Basweti, Milly Moraa, Kevin Omwansu and Janet Kwamboka. You are uncommon gift from God. I appreciate you and trust God to make us heads as per His promise. Your love and understanding was and is enough for me to move. Your moral, psychological and physical support contributed a lot to the success and completion of this work. May God bless you immensely.

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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

EFA   -   Education for All

LLE   -   Life Long Education

LLL   -   Lifelong learning

MDGs -   Millennium Development Goals

PTR   -   Pupil Teacher Ratio

TSC   -   Teachers Service Commission

ICT   -   Information computer technology

HIV/AIDs- Human immunodeficiency Virus acquired immune deficiency Syndrome

UNESCO – United Nations Educational, Scientific and Cultural Organisation

ACACE- Advisory Council for Adult and Continuing Education

KNLS- Kenya National Literacy Survey

SPSS- Statistical Package for Social Science

CPE- Continuing Professional Education

UNHCR- United Nations High Commissioner for Refugees

OECD- Organization for Economic Cooperation and Development

UPE – Universal Primary Education

ABSTRACT

The main purpose of this study was to investigate factors influencing teachers' participation in adult and continuing education among public primary school in Kibwezi Sub County- Kenya.

Three research objectives were formulated to guide this study. The study adopted the descriptive survey design. The target population for the study included teacher and head teachers. Purposive and proportional stratified sampling was employed to divide the district into three strata's according to the number of divisions in the sub county. The strata's were; Machinary division, Mtitu Andei division and Kibwezi division. The three divisions have a total number of 284 primary schools. The study selected 30% of the target population. 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. Teachers are not motivated by the salaries since there is no scheme of service for masters. 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 continue 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

Adult and Continuing Education (ACE), has been on the country's development agenda since independence in 1963. This is because Education is recognized as a fundamental human right, evident in the commitment made in the Session Paper No. 10 of 1965, which declared carefully a planned attack on poverty, disease and ignorance in order to achieve social justice, human dignity and economic welfare for all'. United Nations general assembly, (1948) declared on the nature and extent of human right which was remarkable in its detail (UNESCO, 2012). Education was acknowledged for all people. Accessibility to technical and professional education was availed and higher education should be on the merits.

In Kenya, the right to education is enshrined in the World Declaration on Education for All, which was launched at the world conference in Jomtien, Thailand, 1990; Dakar Framework for Action on Education for All (EFA), Dakar, Senegal, 2000, and the Belem Framework for Action, Belem, Brazil, 2009. In these conferences, it was realized that education is a fundamental human right for all men, women, youths and children throughout the world.. The Dakar Senegal conference of 2000, targeted the importance of adult and continuing education in the Millennium Development Goals (MDGs) which emphasized on the provision of Education for All and the acquisition of quality basic education and skills for participation in various economic activities on the nation, (UNESCO, 2012).

The Kenya national adult literacy survey KNALS, (2007) indicates that the government of Kenya is a signatory of educational to all framework for action adapted at the world education forum in Dakar, Senegal (2000). Titmus (1989), Karani (1996) noted that there was a decline in adult literacy enrolment for the case in Kenya. They identified factors behind this decline as follows; inability to recruit adequate and qualified teachers, social factors which discourage some adults from attending classes, non-availability of appropriate reading materials among the many factors. The issue of participation of adult education learners is universal. This has been a subject of study and debate in many countries for a long time, and Kenyan situation on the front line. For instance, Kenya adult education department had been shifted from one ministry to another. For example, in 1976 it was placed under the Ministry of Housing and Social Services and later, Ministry of Cultural and Social Services. It is only recently when adult education was placed under the Ministry on Education.

Adult and continuing education provide avenue for to develop professionally. It is built on previously acquired knowledge and skills for purposes of certification, self-improvement and more effective participation in community and national development. Advisory Council for Adult and Continuing Education, (ACACE, 1979), states that continuing education has long been a popular idea among some people concerned with the education of adults. The conceptualization of adult education extends the concept of practice of adult education from literacy to including lifelong learning for purposes of human and national development. Continuing education is not the same as further education. Further education is post-compulsory but not necessarily post initial. Further education tends to imply a specific level of study whereas continuing education does not; further education is usually pre-vocational, vocational or academic while, conceptually,

continuing education need not be directed towards any course assessment or award (Jarvis, 1983).

Lifelong learning refers to the concept of education being continuing process throughout life from cradle to grave. It is a voluntary and self-motivated pursuit of knowledge for either personal or professional purposes. Also recruitment of teachers is done with much consideration of quality. Achieving quality education for all, in line with Goal 6 of the Dakar Framework for Action, (2000) stating to improve quality education, calls for more and trained teachers, as pedagogical processes lie at the heart of quality education which can be achieved through continuing education. The challenges of quantity should be met head-on, while ensuring quality and equity. Continuing education is therefore seen to be a continuation of the educational provision beyond initial education, especially in the vocational sphere, and is a concept that implies no criticism of the present system.

The concept of teacher training is one of conditions of service as required by their career and profession development. UNESCO, 2005 report, indicated a large proportion of primary school teachers have adequate academic qualifications, training and mastery of the content, especially in developing world. In comparison, more than 20% of school teachers need training in more than half of the countries in Sub-Saharan Africa where Kenya falls (Govinda and Biswal, 2005). All the same, 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 teachers increased between 1998 and 2002 in the majority of forty seven counties with data available. However, while teacher's training status has improved, quality of service 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).

According to Max Scheler (1980) the more knowledge possessed by people become outdated, the more new knowledge they have to learn, if they are to remain in harmony with their culture. This means that one can participate freely in much welfare which generates income. Studies have revealed that teachers need a lot of information on the emerging issues in the contemporary society. Such issues like substance abuse, HIV/AIDS, gender issues, life skills, ICT, and guidance and counseling among others. To deal with these phenomena, teachers have to keep on up-dating their knowledge.

Kenya needs to mobilize and assist the Ministry of Education and institutions that provide ACE in the design and implementation of viable national policies for teacher's initial and continuous training, recruitment, retention, status and working conditions. Through this mobilization the Ministry of Education will focus on developing institutional capacity for training and developing a high quality teaching force in the country.

Kibwezi sub-county is found in the Eastern part of Kenya. It is a spasely populated sub-county due to its semi-arid nature. The parcels of land are large. And the population roughly 120000 people. The economic status of people is generally low due to semi-arid land. Low rains are the major cause of poor economic status. The local try subsistence farming which most of the time fails them. As boys and girls come of age and drop out of school, result to move to towns and try other avenues of getting money to keep up their families. The sub-county majorly depended on relief food from donors which is not consistency.

The number of trained teachers is low and most of them come from outside the sub-county. The few trained, their level of qualification is simply P1. There is always scarcity of teachers in this sub-county since the employed teachers keep on going back to their home counties due to the nature of hardship at Kibwezi Sub-County. Teachers' participation in adult and continuingeducation is low and motivational factors needs to be put in place.

1.2 Statement of the problem

The purpose of adult and continuing education is to ensure that society grows such they have their origin in individuals and in organizations formed by them, and should rise from there to become the goals of the entire society. Despite the government's commitment of adult basic education programme and recognition of its importance in national development, the programme is experienced poor participation in most regions in Kenya. This was further supported by KNALS which revealed that such literacy had been nonexistent for many years and there was still a short coming in the adult literacy programme. Participants have failed to focus on what adult education incorporates such as; enlarging men's understanding, activating them, helping them to make their own decisions and implementing those decisions themselves. The teaching profession has been playing a major role for all the above to be met. It determined the socialization and development of an individual and society. This profession is precise and should be treated like a precise instrument for growth. It should be sharpened, and not be neglected. Therefore, a more efficient and effective teaching force should be developed by adult and continuing education this is the only vehicle for transformation and empowerment of the individuals and society. This study therefore investigated factors that influenced primary school

teachers' participation in ACE in public primary schools in Kibwezi Sub-County to overcome factors leading to poor participation e.g reduction in attendance rate, increase in dropout rate and low completion rate. The problem addressed by this study is the factors that influenced primary school teacher's participation in ACE in Kibwezi sub-county. The study established determinant factors that influenced teachers' participation in ACE and suggested measures to be taken to improve the participation of especially primary school teachers since they play a major role in ACE.

1.3 Purpose of the study

The purpose of this study was to establish the factors that influenced teachers' participation in adult and continuing education in public primary schools in Kibwezi Sub-County.

1.4 Objectives of the study

i. To determine how the desire for more skills and knowledge influenced teachers' participation in adult and continuing education.
ii. To establish how career and professional development motivated teachers' participation in ACE programs.
iii. To establish how career development influenced teachers' participation into ACE programs.

1.5 Research questions

The study sought to answer the following questions:

1. To what extent did the desire for more skills and knowledge influenced teachers' participation in ACE?

2. To what extent did career development influence teachers' participation in ACE programs?

3. To what extent does personal development influence teachers' participation in ACE?

1.6 Significance of the study

Findings of the study would help all the stakeholders involved in education to understand the factors that influenced participation of primary school teachers' in ACE programme and therefore come up with measures of improving participation.

Through the findings of this study, Ministry of Education Planning department, would see the need for improving the access rates and continuity of education for teachers in the service. Also, it would be helpful to the Teachers Service Commission (TSC) in considering the advancement of teachers from this and other regions by either offering education leaves or in-service training.

Other stakeholders are Ministry of Planning and Devolution; together with aforementioned policy makers, the finding of this research would be helpful to them in formulation of effective policies on ACE.

This study would also be used to sensitize, youths, adults and regular primary and secondary school teachers on the importance of ACE. It would be used by education planners, churches, NGOs and civic leaders in promoting academic achievements among teachers, adults and youth involved through ACE.

1.7 Assumption of the study

 The study was based on the assumption that the researcher was to be granted permission from the Ministry of Education Department of education and National Council for Science and Technology. Also, that the responses of the sample taken reflected the views of the large population and that all potential respondents co-operated by answering questionnaire. At the same time it was presumed that the respondents provided truthful and honest responses to the items in the questionnaire and interview schedule.

1.8 Limitations

According to Simon M. (2011), it can be humbling and empowering at the same time to realize you are critically restricted in many ways when conducting scholarly research. These deficiencies include the availability of resources and even reasoning processes and human failings.

Kibwezi Sub County is in a very remote region of Makueni County. The roads are poor and thus the access to various schools was quite a challenge. However, effort was made to ensure most schools participated in this study.

This study was also limited to a specific budget due to financial constraints as illustrated in appendix v, and it was carried out within a specific timeline as indicated in appendix iv.

1.9 Delimitation

The study was delimited to Kibwezi Sub-county where there have been noted a small number of teachers are participating in ACE.This study also delimited itself to three objectives as stated as well as three research questions.

They were adequate to aid the researcher address the research problem.

The researcher employed questionnaires and interview guide to collect data. Questionnaires presented an even stimulus potentiality to large numbers of people simultaneously and provided the investigation with an easy accumulation of data. Interview guides enabled the participants to speak freely and openly by utilizing communication techniques such as clarification, paraphrasing, and summarizing, probing and minimal non-verbal responses.

1.9 Theoretical framework

The study adopted its theoretical framework from classical liberal theory of equal opportunity advanced by Horace Mann, (1796). Classical liberal theory of equal opportunity asserted that each person is born with given amount of capacity, which to a large extent is inherited and cannot be substantially changed. Thus education system should be designed so as to remove barriers of any nature; social-economic, gender, geographical, professions, age and policy that prevent learners from taking advantage of inborn talents. The theory is found relevant for this study because by removing all barriers that has been hindering participation in ACE, ideal environment should be created to enhance participation of teachers, thus reducing mono-professionalism, limited knowledge and skill.

1.10 Definition of operation terms

The following terms and their meaning are used in the study

Adult: Mature person who is capable of making decisions.

Participation: An act of taking part or sharing.

Adult education: Any form of voluntary learning undertaken by mature men and women to enable them to take part actively in the social-cultural and political processes that shape their future.

Continuing education: Education undertaken beyond earlier acquired for purposes of improving one' educational status and level of certification.

In-service training: Learning planned and carried out to promote personal growth to improve performances.

Lifelong learning: Learning birth to death.

Adult educator: One who is involved in teaching of adults or in the organization and administration of education of adults.

Teacher: One who is trained and is engaged in the process of providing knowledge and skills to learners.

Teacher enrolment: The number of teachers involved in ACE.

1.11 ORGANISATION OF THE STUDY

The study was organized in three sections. Section one dealt with introduction, statement of the problem, objectives, research questions, significance of the study, assumption of the study delimitation of the study, limitations of the study and theoretical.

Section two dealt with introduction, overview of adult and continuing education, influence of skills and knowledge on teachers participation in ACE, influence of career and professional and development on teachers' participation in ACE, influence of personal development on teachers' participation and conceptual framework.

Section three dealt with research methodology; introduction, research design, target population, sample size and sampling procedure, research instruments, validity of research instruments, instrument reliability, data collection procedure, data analysis procedure and ethical consideration.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter contains the review of literature related to factors that influenced teachers' participation in ACE. It would also include theories related to the importance of the study. It highlights conceptual framework of how various variables interact each other, not forgetting the identification of the research gap.

2.2 Factors influencing teachers into ACE

Eunson (1987), defined factors as 'what is important to you'. The early theories of Maslow and McGregor Robbins, (1998) focused on personal needs and wants as the basis for influence. And for factors to work well is usually related to job satisfactory, Mullens (1994). Jarvis (1987, 1992), following George Herbert Mead, noted that self-concept is central to learning theory. They argued that the mind and the self are learned phenomena, since the brain stores memories of experiences. So, influencers are strength that drive one to learn and work. Research into continuing education focused on external factors like the structure and content of Continuing Education activities Tom, (1999). The present structures conform closely to those occupations generally regarded as semi-profession, and so the introduction of training may be regarded as a stage in its professionalization.

A review of professional development and psychological literature identified a number of potential factors that influenced teacher's participation in continuing education. These were both

intrinsic and extrinsic factors. For example: Pedagogical content and knowledge, which is a professional learning influenced by the opportunity to improve teaching competencies and skills by acquisition of knowledge in specific subject area (Kwakman, 2003; Scribner, 1999; Wilson and Berne, 1999). Educational philosophy, which has been professional learning influenced by exploration of beliefs and values in education and the exploration of educational issues (Justins, 2004; Knight, 1989 and factors that influenced desired educational practice in school and classroom (Blunt and Yang, 2002); Serving and enabling students, professional learning influenced by the desire to relate to students more meaningfully and help them better (Guskey, 1986; Suppvitz and Zief, 2000. Attainment value, the value of outcome associated with a task or activity such as career development (Eccles and Livneh, 2002). Family support, which professional learning influenced teachers release time and remuneration (Ingvason, 1998; Scribner, 2000; Supovitz, 1995). School /system expectations, a professional learning influenced by registration requirements, (Ingvarson, 1998), or the school culture (Kwakman, 2003; Scribner, 2002). Performance avoidance goals, the desire to avid demonstration of lack of ability (Martin 2003), and performance approach goals, the desire to achieve in order to demonstrate superiority over others (Dowson and Mclnerneyy, 2003; Eccles and Wigfield, 2002; Pintrich, 2000), and personal development,a professional learning influenced by the need to achieve high status in job secure professional development and stay abreast with competitors.

2.3 Factors influencing the Desire for Additional Knowledge and Skills

For a long time, Kenyan education policy has put initial teacher training higher than on continuing education. This under-balance is changing OECD, (2004) both in industrialized and

in developing countries (Institutes for Democratic Education in America IDEA, 2003). At any point in life of their society, teachers are producers of wealth. Schultz, (1988) reported that investigation 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 at work situations to obtain desired results.

Again the world is changing very fast. The teachers have got the responsibility of preparing young people to such a world. 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 have evolved likewise, teachers need positive attitude that will influence them to work and improve the quality of their lives. There will be no initial course of teachers that will be sufficient to prepare a teacher for a career of 30 to 40 years hence continuing education should have no option. In contemporary society where technological development follows each other rapidly, the risk of skills becoming obsolete is relatively high and participating in continuing education and training will be used to maintain and develop new skills (Bartel, 1999; Miles and Ducatel, 1994; Tuijnman, 1997; De grip and Van Loo, 2002). Much of the research suggest that sustained and active exploration of larger skills and knowledge by teachers are likely to bring about changes in teaching and learning (Hawley and Valli, 1999; Smylie, Blicer, Greenberg and Harris, 1998). Continuing education courses normally will provide in-depth study over a period of time in particular area. It has been argued that teachers' belief need to be challenged and bring about change and continuing education normally allows

learners to explore and develop their own thinking in particular areas as well as providing challenges to beliefs and practices. In addition, teachers' backgrounds should be taken into consideration in determining what they will learn from professional development opportunities Ball, (1996). With continuing education, teachers shall be productive. Their knowledge and skills shall be used and the returns shall be desirable. This means that in their lives there are many competing priorities and they can only participate in those activities they consider to be of benefit. Adult learning, therefore, has a definite purpose; equipping the learners with means for sorting out their needs.

2.4 Influence of skills and knowledge on teacher participation

Continuing Professional Development 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, continuing professional development activities should: Be spread overtime, be collaborative, use active learning, be delivered to groups of teachers, include periods of practice, coaching and follow-up, promote reflective practices, encourage experimentation and respond to needs of teacher, with the increasing emphasis on teachers accountability (Ingvarson, 2002). It is important that teachers will be equipped as they enter teaching but continually develop as lifelong learners through continuing education. The professional development of teachers shall be a critical component of their ongoing effectiveness and satisfaction in teaching (Hughes1991; Ingvarson, 1998).

Teacher professional learning shall not be an isolated event but a continuous and career long process (Scriber, 1999). Career paths that place greater value on teachers' work shall provide greater incentives to all teachers to develop towards high level of effectiveness by participating in continuing education (Ingvarson, 1998)

However, teachers' professional learning need vary over time and at different stages of their career (Fenstermacher and Berliner, 1985; Zimpher, 1998). Beginning teachers generally start their new career influenced with a desire to learn more and it is often assumed that most teachers areself-influenced, 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 and Blanton, 2001).

2.5 Influence of Career stage and professional learning on teachers

Continued Professional Learning (CPL) is term which shall be used to describe the activities carried out by teachers, school systems and tertiary bodies to promote personal growth and professional growth.

External factors for CPL as expressed in professional development literature may be often dependent on the career stage of the teacher (Scriber, 1999). 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 will be viewed as progressing through three or four sequential stages (Burden, 1982; Newman, Burden and Appegate, 1980).

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). Then shall be the mid-career stage, which shall range from six to fifteen years, when teachers shall diversify their teaching and explore different approaches in an attempt to increase their effectiveness in the classroom. In addition, studies has shown that teachers in mid-career phase in the 32-45 years age group appear to fear stagnation and may review their decision to become a teacher (Huberman, 1989). Promotion is often expected at 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), and appear to move from being fairly active in school affairs to become more reflective. Generally the level of career ambitions decreases in this phase. Teachers can become negative in this phase and are often skeptical of change in the education system (Peterson, 1964). 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 and Taylor, (1998). Lynn, (2002) maintains that teachers do not consider professional learning relevant to their particular teaching needs.

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. Griffin (1987) quoting Fuller and Brown (1975), in Widean and Andrews, (1987) also believes that teachers go through a number of professional development stages:

i. Exploration stage – a period which the teacher is concern first with self or how well he or she as a person will fit in the school environment.

ii. Establishment stage – a period when the teacher is concern with how well he / she will execute the duties associated with being a teacher.

iii. Maintenance stage – a period when the teacher is concern with whether his/her teaching will have impact or will be effective in bringing about the desired learning experiences in students. Okumba (2002) adds a fourth stage.

iv. 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 development and retention.

2.6 Influence of Personal Development on teachers' participation

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, counseling, 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 assessments that support human development at individual level in organizations.

After ACE the teacher would be able to improve self-awareness, improve self-knowledge, build or renew identity, develop strengths or talents, improve 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.

Figure 2.5 Conceptual Framework

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

INPUT   **INTERVENING FACTORS**   **OUT PUT**

Personal advancement
  i.   Self –awareness
  ii.   Improve economic status
  iii. Develop talents
  iv.   Improve wealth
  v.   Build human capital
  vi.   Improve self-ken
  vii. Renew identity
  viii. Enhance quality of life

Career/professional development

  a) Early stage period of consolidation, refining and mastery of teaching
  b) Mid-career stage- teachers fear stagnation
  c) Late career/wind down-teachers start moving from being fairly active at school to become more reflective. Generally the level of career ambitions decreases in phase.

Additional skills and knowledge

  1) Positive attitude to improve the quality of lives
  2) For survival due to many problems they face individually or as groups
  3) Competing priorities
  4) To cope with fast changing world

Career and professional development
  i.   Government study leaves
  ii.   Flexible study programs
  iii. Fee deadlines
  iv.   Publics –private partner ship

Participation
  i.   School based study
  ii.   Full time study
  iii. Scholarship
  iv.   Seminars
  v.   Evening classes
  vi.   Re-admissions

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology that was used in the study. This chapter covered the following areas: research design, target population, sample size, sample procedures, research instruments, validity and reliability of instruments, data collection procedures and data analysis techniques.

3.2 Research Design

The researcher used descriptive survey in this study. Mugenda and Mugenda (1999) pointed out that descriptive survey is useful in studies where large populations and that a sample is chosen from the population to represent the bigger population, it also enables a researcher to establish conclusions and findings with the aim of generalizing the findings to a greater population under study like in the case of Kibwezi Sub County. It also facilitates establishment of evidence of existing condition like teacher participation.

3.3 Target population

Target population of a study was a complete set of individuals with common observable characteristics (Mugenda and Mugenda 1999). The target population in this study involved 48 schools, 48 school Head Teachers and 291 teachers in the three divisions, namely; Machinery, Kibwezi and Mtito Andei.

3.4 Sample size and sampling procedures

Sample size refers to the exact number of respondents who participated in the actual study picked from the target population. Patton (2000) pointed out that a sample size depends on purpose of enquiry, data required and what will be credible with the available resources. This study sample used 30% of the target population will. Tromp (2006) asserted that with relatively small population a sample size of 10% would be a representative. However, this study used 30% which constituted 48 head teachers and 291 teachers. The researcher used proportional stratified sampling procedure by dividing the sub county in three strata. From this 30% of the total population was got from the three Division and from this a proportion of both gender was a representative.

The selection of principals will use purposive sampling. This because, they have prior information of the teachers in their schools who are on study leave or undertaking further studies and therefore can give us the numbers that would determine those who are actively participating in adult and continuing education.

The following table shows the sample size from the respective Divisions.

Table 3.3.1: sample size and sampling procedures

Respondents	Sampling procedure	Sample size
Principals	Purposive	48
Teachers	Proportional stratified sampling	291
Totals		339

3.5 Research Instruments

This research will use questionnaires and interview methods for collecting data. The questionnaires will be admitted to the 291 sampled teachers. Gay 1992 maintains that questionnaires give respondents freedom to express their views and opinions on observable social behavior, teacher participation being one. An interview schedule would be administered to the principals. Mugenda and Mugenda (2003) notes that an interview is a set of questions that one uses to probe more information in a face to face communication. In this study an interview schedule will be useful to help the researcher collect both quantitative and qualitative data and its status of participation from the principals. It will also be useful in helping the researcher in making clarifications, summarizing, and probing both verbal and nonverbal.

3.6 Validity of Research Instruments

According to Borg and Gall, (1983) validity is the degree to which a test measures what it purport to measure. In other words, validity is the degree to which resulted obtained from the analysis of the data actually represent the phenomena under study. Mugenda and Mugenda (1999), defines validity as the accuracy and meaningfulness of interferences which are based on research results. In order to test hence improve validity of the questionnaire the researcher will first pre-test in the pilot study, which can be represent the 10% of target population in all major respect Mulusa (1998). After the piloting, the content validity will be ascertained by the experts in the school of Educational Foundations, University of Nairobi.

3.7 Instrument Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials Mugenda and Mugenda, (2002). Before the actual data collection the researcher will test the reliability of the instrument using Spearman Brown prophesy formula of split half technique? The researcher will categorize all the responses given in the open-ended questions and assign numbers to them by coding. The pilot questionnaires will be divided into two equivalent halves and then a correlation coefficient foe the two halves computed. A correlation coefficient of 0.7 and above will be deemed reliable since Borg and Gall (1983) recommend a reliability coefficient of 0.7 and above.

3.8 Pilot Study

According to Borg and Gall (1983) it is difficult to give the exact number for the pilot group; however, it is recommended that researchers pilot 5-10% of the final sample. Piloting of the questionnaires will be done on 3 principals, and 6 teachers from public secondary schools in each of the divisions. The pilot study is important as it will enable the researcher to gather information that will help in improving reliability and validity of the research instrument. It will also allow researchers to familiarize themselves with data collection procedures. Piloting also enable the researcher to test the reliability of the instrument and to identify any items in the questionnaires that are ambiguous or unclear to the respondents and change them effectively. The pilot study also will enables the researcher to familiarize with administration of the instrument.

3.9 Data Collection Procedure

The researcher will obtain a research permit from National Council for Science and Technology. Permission to carry out research will also be sought from the District Education Officer. The researcher will pilot the questionnaire and modified it with the help of the supervisor. The questionnaires will then be distributed to the target schools. The researcher will administer interviews to the head teachers and teachers in person.

3.10 Data Analysis Techniques

Data analysis refers to examining that has been collected through various methods and making deduction and inferences Kombo and Trop, (2006). Data analysis for quantitative data is facilitated by use of Statistical Package for Social Science(SPSS, version 22 the latest)Computer

package. Descriptive statistics such as frequency distribution and percentages is then calculated from the SPSS output and data was presented in form of tables, graphs and charts. Qualitative data from interview guides were grouped and analyzed and findings shall be organized thematically following the logic of the study objectives and presented in text form.

3.11 Ethical considerations

The researcher was bound by very high ethical standards, especially those dealing with confidentiality. This study sought to obtain very sensitive administrative data from the schools. Due to this reason, the researcherl obtained an introductory letter from University of Nairobi which was used to obtain a research permit from National Council of Science and Technology and the (County Director of Education). The researcher requested for permission to conduct research in the selected schools from the principals. Prior to the commencement of data collection the researcher will hold briefing sessions with the respondents where the respondents were assured of anonymity and confidentiality in handling collected data and that the data will be used solely for research. The participants were advised not to indicate any personal information that could reveal their identity such as names, personal numbers or identity card numbers. No respondent were compelled to provide information. All respondents were provided with ample time to respond to the researchers questions.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents research findings analysis and discussions of the data obtained from the field to determine factors influencing primary school teacher's participation in adult and continuing education in kibwezi sub county, Kenya. Data collected from questionnaires was edited classified and tabulated. Later it was analyzed according to the set objectives and presented by use of frequencies percentages and graphs. Besides, descriptive narratives were used in response to data for the open ended questions.

4.2 instrument return rate

Population samples included 291 teachers and 48 head teachers. The teachers and the head teachers were classified in terms of age academic qualifications, teaching experience and gender. From the table below shows the return rate of questionnaires by male and female.

Table 4.2.1

Questionnaire return rate for teachers

Gender	Frequency	Percentage
Males	130	44.00
Females	136	47.00
Total	275	91.00

Of the 140 male teachers, only 130 returned their questionnaires accounting for only 44.00 percent while of the 140 females only 136 returned their duly filled questionnaires accounting 47.00 percent of the teacher sample of 291 members.

The researcher interviewed 45 out of 48 headmasters accounting for 94.00 percent response rate of the head teachers. They were important respondents because purposively they gave reliable data on the teachers in adult and continuing education.

Age profile of teachers

During the research, the researcher established the age of the teachers and categorized it into classes of ten years difference. Below is the tabulated data.

Table 4.2.2

Age groups of teachers

Age group	Frequency	Percentage
20-30	24	8.00
31-40	134	46.00
41-50	92	32.00
Over 50 yrs	41	14.00
Total	291	100

The researcher observed that the highest number of teachers was aged between 31-40 and 41-50 years that accounted for only 46.00 and 32.00 percent respectively of the total sample that participated in the research. On the other hand the lowest number was aged 20-30 years accounting for only 8.00 percent of the total that participated. There were a handful number of teachers who are aged above 50 years. Within the 12 who accounted for only 14.00 percent, 8 have more than 55 years since the retirement age was extended to 60 years. This meant that they could have sought for transfers or study leaves to further their studies as it is shown in the analysis of this questionnaire.

The age profile for head teachers

As an administrative office, the head teachers' position requires a lot of teaching experience. Therefore, there was no head teacher below 35 years. Most of the head teachers are aged 50 years and above as shown in the table below. Most of the head teachers are male except 5 females who are in that position the other 12 are males.

Figure 4.1:

Age group of head teachers
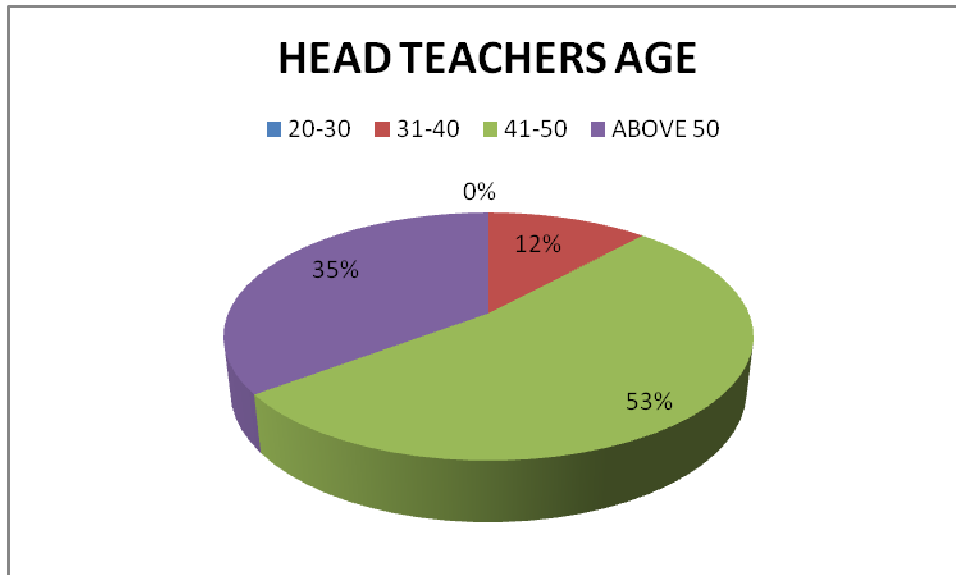
Academic qualification for teachers and head teachers

During the research, the researcher attempted to establish the academic qualifications so as to constitute later whether their levels of education influenced their participation in ACE. This summed up in the Figure 4.2 below.

Figure 4.2: Academic qualifications of teachers and head teachers
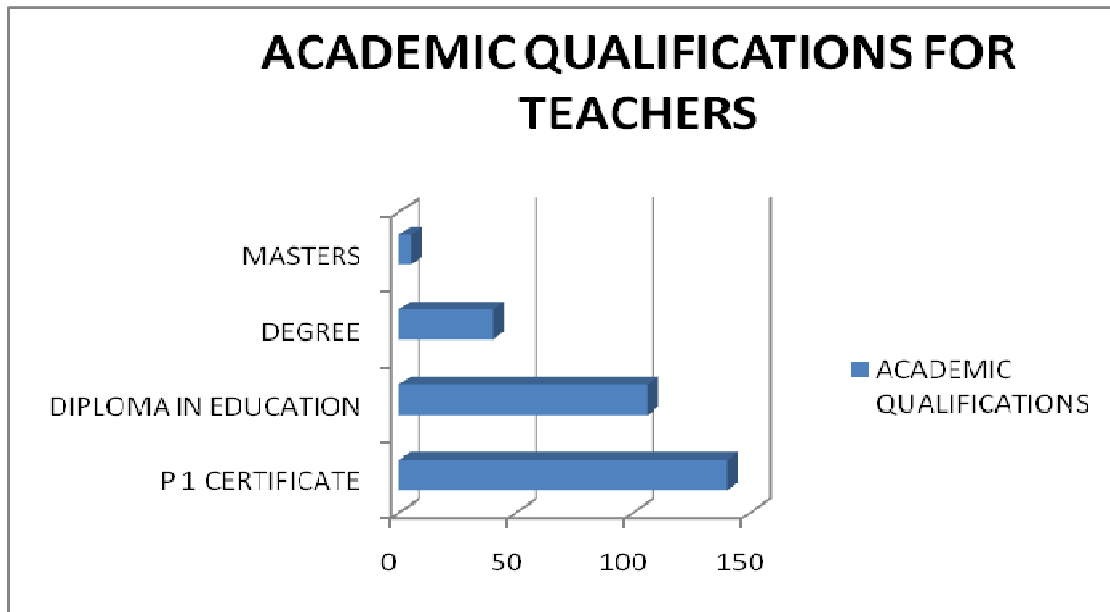
Out of 291 teachers only 275 returned the questionnaires accounting for only 91.00 percent of the ones who participated. Only

Teachers' teaching experience

The researcher attempted to establish the teaching experience of the teachers. This was to determine whether teachers' experience influenced their participation in ACE. The data is summed up in Figure 4.2.3 below.

Table 4.2.3

Teaching experience

Years	Frequency	Percentage
1-3	7	2.00
4-6	10	4.00
7-9	21	7.00
10-12	96	33.00
Over 12 yrs	157	54.00
Total	291	100

Of the 291 teachers 157 had an experience of above 12 years accounting for 54.00 percent of the total teachers who participated. 17 teachers had 6 and below years of experience with 10 having an experience of 3 years accounting only 2.00 and 3 had 6 years constituting 4.00 percent of the sample population. There were 96 teachers with 10-12 years experience accounting for 33.00 percent of the sample population while the other 21 teachers had an experience of 7-9 years accounting for 7.00 percent of the sample population.

Other skills acquired through ACE

Apart from the knowledge acquired through ACE, teachers acquired managerial skills which are very helpful in dealing with matters of administration. Deputy head teachers found it helpful as they deputize the head teachers hence making good administrators. Through ACE teachers are

exposed to new ways and methods of teaching which are applicable in their classrooms as they interact with learners. Also teachers build up their conceptual skills as they find themselves thinking and approaching educational matters in an intellectual view.

Application of the above mentioned skills

The teachers armed with newly acquired skills were able to instill discipline to their learners and interact well with their colleagues in the work place. The teachers are constantly interacting with learners; most of the skills were applied in the classroom as they teach and also in conflict management within the school. The relationship with learners and the other teachers drastically improves. Also, the teacher is also exposed to new trends which are not written in the curriculum, for instance the new system of devolution.

After going through the ACE, the teacher's job security improves as more allowances and salary increased and this served as a motivation in the work place.

The researcher attempted to establish whether the teachers impacted the skills to learners. This was aimed to determine whether really there was the need to go for further studies. The figure 4.3 below sums it up.

Table 4.3

Teachers impact new skills to learners

Response	Frequency	Percentage
Strongly agree	110	38.00
Agree	123	42.00
Undecided	27	9.00
Disagree	17	6.00
Strongly disagree	14	5.00
Total	291	100

Of the sample population, 232 teachers agreed that there was impact of the new earned skills to the learners. This constituted 80.00 percent of the total sample population. Only 30 teachers accounting for only 11.00 percent disagreed. This meant that there was an increased desire for more education in order to acquire more skills and knowledge.

Teachers impart newly acquired knowledge to learners

The researcher attempted to find out the extent of teachers imparted of new knowledge to the learners. This aimed at establishing whether impartation of newly acquired knowledge was a factor influencing the teacher participation. This is summed up the Figure 4.4 below.

Table 4.4

Teachers impart of new knowledge to learners

Response	Frequency	Percentage
Strongly agree	86	29.00
Agree	123	43.00
Undecided	45	15.00
Disagree	24	8.00
Strongly disagree	14	5.00
Total	**291**	100

From the table above, 72 percent agreed that imparting the newly acquired knowledge was evidenced. Only 13 percent disagreed. This implies that impartation of new knowledge to learners increased the desire to get more education hence influencing their participation in ACE.

Opportunity to use teaching skills

The 275 teachers who participated in the research gave the below data on getting an opportunity to use teaching skills.

Table 4.5

Opportunity to use teaching skills

Response	Frequency	Percentage
Strongly agree	58	20.00
Agree	171	59.00
Undecided	41	14.00
Disagree	10	4.00
Strongly disagree	11	3.00
Total	291	100

From the table it is clear that 79 percent agreed that they had an opportunity to use the teaching skills. Only 7 percent disagreed. This implies that teachers' opportunity to use the newly acquired teaching skills was factor that influenced their participation in ACE. The interaction of the teacher with learners in classroom situation improved. Giving of assignments and allowing group discussions made the learning leaner centered.

Relationship with other teachers and learners

The figure below show the extent to which the relationship other teacher and other learners improved.

FIGURE 4.3: Relationship with other teachers and learners

RELATIONSHIP WITH OTHER TEACHERS

■ VERY WELL   ■ FAIRLY WEELL   ■ WELL
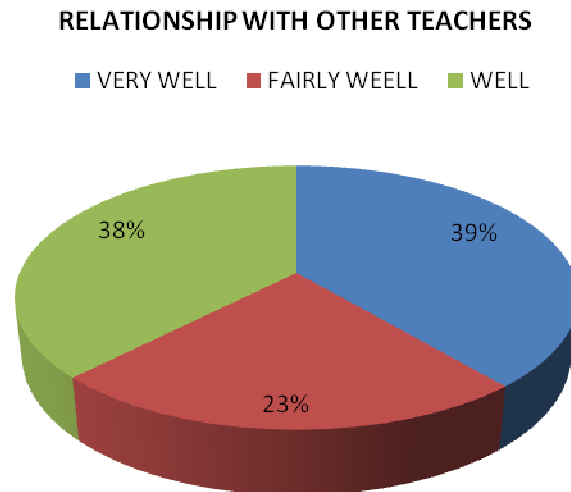
To a greater extent the relationship of the teacher with other teachers and learners improved. As shown in the figure above 73 percent of the teachers that participated in the research agreed that their relationships improved. This was evidenced through conflict resolutions and management principles they depicted as a result of new exposure and newly acquired skills.

Managing the teaching workload

The researcher sought to establish whether the teachers were able to manage their workload. This was to determine if teacher's workload influenced their participation in ACE. The Table 4.6 summarizes it the data.

Table 4.6

Teaching workload manageable

Response	Frequency	Percentage
Strongly agree	65	23.00
Agree	82	29.00
Undecided	7	2.00
Disagree	86	30.00
Strongly disagree	49	16.00
Total	291	100

From the table above, 52 percent of the teachers who participated agreed that the workload was manageable while 46 percent disagreed. This meant that teacher had to juggle between teaching and learning. With an increased enrolment due to the Free Primary Education, the teacher worked extra harder to manage the workload. This was seen as a factor that influenced the teachers' participation in ACE.

Response on teaching hours

Table 4.7

Rating handling learners

The figure 4.4 below shows the teachers efficiency of handling in handling learners.

Figure 4.4: Efficiency rating

EFFICIENCY IN HANDLING STUDENTS

■ VERY EFFICIENT ■ FAIRLY EFFICIENT ■ POORLY EFFICIENT
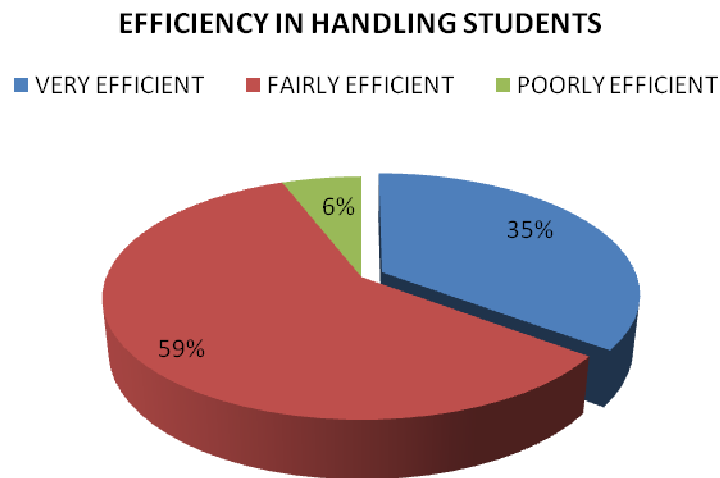
From the above figure, 59 percent of the teachers who participated agreed that their handling of learners was very efficient while 35 percent said it was poorly efficient. This implies that although the teacher has acquired new skills and knowledge there is need to go for more. For instance, if a P1 teacher had acquired a Diploma in Education will have to go for Degree in Education in order to improve the efficiency in handling the learners.

Training taken by teachers in continuing education

The researcher sought to establish the trainings the teachers had gone through. As shown in (Figure 4.2) 140 teachers had P1, 106 had a diploma in education plus a P1, 40 had degrees plus P1 and only 5 teacher had a Masters in education. This indicated that out of 291 teachers who participated in the research on only 149 sought for further education. They had taken Diplomas in Special Needs Education, Diploma in Education, Bachelors of Education and only 5 Masters in Education. Deputy head teachers and head teachers underwent a diploma in education management offered by KEMI.

Figure 4.5 Subject taught
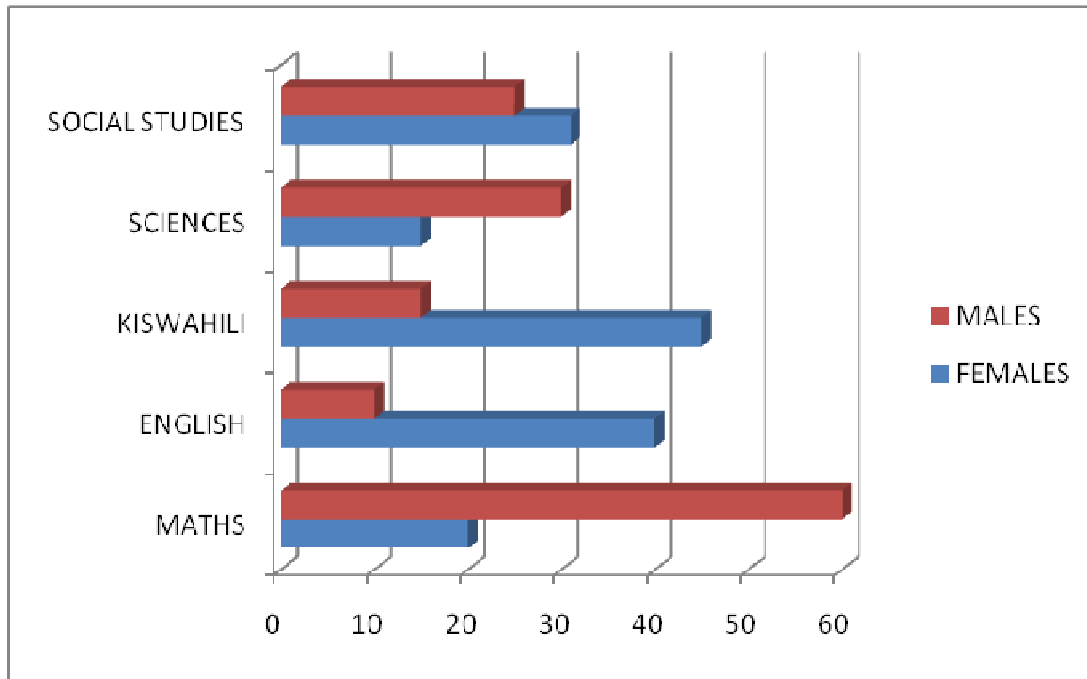
Subject departments

Some of the schools had subject departments while others did not. The most active departments were guiding and counseling and games. The guiding and counseling department work together with the office to instill discipline and counsel learners when need be. Games and athletics department is active only during the activities season that is term and two. It organizes the learners to participate in the activities. The absence of active subject department influenced the teachers' participation in ACE since the teachers were not in grouped together for one course hence lacking the motivational spirit.

The head teachers encourages the teachers to go for ACE by talking to directly to them. He also reports any in service training to the teachers and allows them to attend.

The head teacher relieved holiday duties to the teachers and challenged them to go for higher education. Some head teachers invite professionals to talk to the teachers. In this way they influenced the impact on teachers' service provision to learners.

Head teachers allow academic advancement

The researcher attempted to establish whether the head teachers allowed the teachers to go for academic advancement. The Table 4.7 below summed up the teachers response.

Table 4.7

Head teacher allow academic advancement

Response	Frequency	Percentage
Strongly agree	103	35.00
Agree	120	41.00
Undecided	31	11.00
Disagree	27	9.00
Strongly disagree	7	4.00
Total	291	100

Out of the sample population of teachers who participated in the research 76 percent agreed that the head teachers allowed academic advancement. Only 13 percent of the sample population disagreed. This showed that most of the teachers participated in the ACE comfortably.

Head teachers report in service training

The research wished to establish whether the head teacher reported in service training to the teachers. The table 4.8 below summarizes the teachers' response.

Table 4.8

Head teacher report teachers in service training

Response	Frequency	Percentage
Strongly agree	96	33.00
Agree	120	41.00
Undecided	24	8.00
Disagree	17	6.00
Strongly disagree	34	12.00
Total	291	100

Of the total sample population, 75 percent agreed that the head teachers reported in service training to the teachers while only 18 percent disagreed. This implies that more teachers participate in in-service training. This influenced the participation of teachers in ACE.

Training enabled service delivery

The researcher wished to establish whether the training enabled to improve service delivery. The table 4.9 below summarizes the teachers' response.

Table 4.9

Training has enabled service delivery

Response	Frequency	Percentage
Strongly agree	75	26.00
Agree	137	47.00
Undecided	34	12.00
Disagree	3	1.00
Strongly disagree	41	14.00
Total	291	100

From the table above, 73 percent of the teachers of the sample population agreed that training enabled them to improve service delivery while only 15 percent the sample population disagreed. This implied that more training with improved service delivery encourages the teacher to seek for education. This desire for academic career development influenced more participation in ACE.

Training enabled teachers to earn a good salary

The researcher attempted to establish whether after the training the teacher's salary went up. Table 4.10 below summarizes the teachers' response.

Table 4.10

Training increased good salary

Response	Frequency	Percentage
Strongly agree	65	22.00
Agree	99	34.00
Undecided	31	11.00
Disagree	51	18.00
Strongly disagree	45	15.00
Total	291	100

From the above, 56 percent of the sample population agreed that the salary was good after training while only 33 percent of the sample population disagreed. This shows although was an increment in salary it was not good enough. The little increment however motivates the teachers to go for the training thus influencing their participation in ACE.

The allowances were good after training

The researchers attempted to establish whether the teacher received good allowances after training. Below is the summed up response from the teachers.

Table 4.11

Training brought good allowances

Response	Frequency	Percentage
Strongly agree	103	35.00
Agree	34	12.00
Undecided	31	11.00
Disagree	82	28.00
Strongly disagree	41	14.00
Total	291	100

From the above table, 47 percent of the sample population agreed that the allowances were good after training while only 42 percent of the sample population disagreed. This is an implication that although the allowances are there they are below the teachers' expectation. Also, after the training one is promoted from one job group to another. For instance a P1 teacher in job group G will move to job group K after taking bachelors in education. This comes with a possibility of

managerial promotion where one be appointed a head teacher. These influenced the participation of the teachers in ACE.

Career advancement enabled the teacher to teach effectively

During the research, the researcher attempted to establish whether the career advancement enabled the teacher to teach effectively. The teachers' response is summarized in the data below.

Table 4.12

Career advancement to teach effectively

Response	Frequency	Percentage
Strongly agree	113	39.00
Agree	96	33.00
Undecided	27	11.00
Disagree	34	13.00
Strongly disagree	21	6.00
Total	291	100

Of the total sample population who participated 72 percent agreed career advancement enabled them to teach effectively while only 19 percent of the sample population who participated

disagreed. It was evidenced that career advancement will make the teaching effective and easier to deal with bulk workload due to the broad curriculum. Many teachers sought to go for more education to advance their career. This influenced the participation in ACE.

Training opens more avenues for promotion

During the research, the researcher attempted to establish whether more training opened more avenues for teachers' promotion. Their response is summarized in the table below.

Table 4.13

Training opens more avenues for promotion

Response	Frequency	Percentage
Strongly agree	137	47.00
Agree	69	24.00
Undecided	41	14.00
Disagree	24	8.00
Strongly disagree	21	7.00
Total	291	100

According to the data summed up above, 71 percent of the sample population that participated in that research agreed that training opens more avenues for promotion while only 15 percent of the sample population that participated disagreed. This meant that desire for promotion motivated the desire for more education.

Job security improves

The researcher attempted to establish whether the teachers job security improved after training. The table below summarizes their response.

Table 4.14

Job security improves

Response	Frequency	Percentage
Strongly agree	154	53.00
Agree	55	19.00
Undecided	24	8.00
Disagree	31	11.00
Strongly disagree	27	9.00
Total	291	100

According to the table above, 71 percent of the sample population that participated in the research agreed while only 10 percent of the sample population that participated disagreed. This implies that with promotions allowances and a good salary we feel more secure in the job.

Personal development enabled the teacher to achieve their dream

The researcher sought to establish whether personal development enabled the teacher to achieve their dreams. The data is summarized by the table below.

Table 4.15

Personal development enabled the teacher to achieve their dream

Response	Frequency	Percentage
Strongly agree	65	22
Agree	140	48
Undecided	34	12
Disagree	38	13
Strongly disagree	14	5
Total	291	100

According to the above table, 60 percent of the sample population agreed that personal development enabled the teacher to achieve their dreams while only 18 percent of the sample population disagreed. This showed that desire to achieve ones dreams will push teachers to acquire more education.

Training improved awareness of issues in life

The researcher wished to establish whether the teachers awareness of issued of life improved after training. The response is summarized below.

Table 4.16

Training improved awareness of issues in life

Response	Frequency	Percentage
Strongly agree	110	38
Agree	123	42
Undecided	10	4
Disagree	41	14
Strongly disagree	7	2
Total	291	100

From the above table, 80 percent agree that awareness of issues of life improved while only 16 percent disagreed. This implies that teachers are able to keep in touch with the current affairs and what is trending after training.

Training enabled teacher to realize their aspiration

The researcher wished to establish whether training enabled teachers to realize their aspirations. The data is summarized by the data below.

Table 4.17

Training enabled teacher to realize their aspiration

Response	Frequency	Percentage
Strongly agree	144	49
Agree	55	19
Undecided	27	9
Disagree	51	18
Strongly disagree	14	5
Total	291	100

Significant number of teacher shows that most of them realized their aspiration as 68 percent agreed while only 23 percent disagreed. This implies that many teachers aspire to live a good life with job security and thus they will desire to go for more training.

Training enabled teacher to handle their strengths

The researcher sought to establish whether teacher were able to handle their strengths after training. Their response is summarized below.

Table 4.18

Training enabled teacher to handle their strengths

Response	Frequency	Percentage
Strongly agree	116	40
Agree	110	38
Undecided	17	6
Disagree	38	13
Strongly disagree	10	3
Total	291	100

Many teachers were able to handle their strengths as the table above 78 percent of the sample population agreed that after training they were able to handle their strengths while only 16 percent disagreed.

Training enabled teacher to cope weakness

The researcher sought to establish whether he teacher were able to cope their weaknesses after training. Their response is summarized below.

Table 4.19

Training enabled teacher to cope weakness

Response	Frequency	Percentage
Strongly agree	31	10
Agree	140	48
Undecided	31	11
Disagree	55	19
Strongly disagree	34	12
Total	291	100

Although not all people are able to cope with their weaknesses, a good number of teachers were able to cope with their weaknesses as the table 58 percent of the sample population agreed while only 31 percent disagreed.

Training enabled the teacher to invest well

The researcher sought to establish whether after training the teachers invested well. The response is summarized below.

Table 4.20

Training enabled the teacher to invest well

Response	Frequency	Percentage
Strongly agree	127	44
Agree	17	6
Undecided	34	12
Disagree	69	23
Strongly disagree	45	15
Total	291	100

Not every teacher thinks of investing as 50 percent agreed that they were able to invest well while 38 percent disagreed. This shows that although a good salary and allowances came their some were reckless in their expenditures while others are the bread winners of their families.

Training enabled the teacher to achieve autonomy

The researcher wished to establish the teachers were able to achieve autonomy. The data is summarized in the table below.

Table 4.21

The training enabled the teacher to achieve autonomy

Response	Frequency	Percentage
Strongly agree	3	1
Agree	103	35
Undecided	34	12
Disagree	92	32
Strongly disagree	24	20
Total	291	100

Not all teachers were able to achieve their autonomy as the table above show that only 37 percent of the sample population was able to achieve autonomy while 52 disagreed.

Training enabled teacher to improve team work

The sought to establish whether teachers improved their team work after training. The data is summarized in the table below.

Table 4.22

Training enabled the teacher to improve team work spirit

Response	Frequency	Percentage
Strongly agree	69	23
Agree	116	40
Undecided	34	12
Disagree	41	15
Strongly disagree	31	10
Total	291	100

The above table show that team work spirit improved significantly after training as 63 percent of the sample population agreed while only 25 percent of the sample population disagreed. With new exposure acquires more social skills that enable him to relate well colleagues.

Training enabled the teacher to develop mature interpersonal relationships

The researcher wished to establish whether the teachers developed matures interpersonal relationships. The data is summarized below.

Table 4.23

Training enabled the teacher to develop mature interpersonal relationships

Response	Frequency	Percentage
Strongly agree	82	28
Agree	92	32
Undecided	24	8
Disagree	55	19
Strongly disagree	38	13
Total	291	100

Interpersonal relationships developed as 60 percent of the sample population agreed while only 32 percent of sample population disagreed. A teacher is a social agent who interacts with both the learners and the other learners.

4.2 Research findings and discussions

After data presentation done above, this part presents the results and discussions of the research findings. The study established that beside having a P1 certificate, 106 teachers had gone for diploma in Education, 40 had acquired degree in education and 5 had gone all the way to attain a degree in Master of Education (Figure 4.2) Besides, 32 head teachers had Diplomas in Education, 11 had degrees while 5 had attained a degree in Master of Education as shown in Figure 4.2. Data from the Kibwezi Sub County Teachers Service Commission unit indicated that still 10 teachers were on study leave. The above numbers of teachers indicated their desire to participate in continuing education. However compared to the exact number of teachers, 972, this accounted for only 16 percent participation rate.   Nevertheless, 87 more teachers were going for their studies during the holiday thus those who had completed their studies ,those on study leave and those already in session totaled to138 accounting for 40.825 participation rate as at July 2015.

4.2.1 Influence of desire for more skills

Teachers desire for more skills and knowledge beyond the P1 certificate made 28 teachers and 13 head teachers enroll and complete their continuing education by 2015 as shown in figure 4.2. Besides, those currently in session were 138 teachers meaning that this 40 percent enrolled already participate in continuing education. Desire for more skill to add on the already acquired

P1 certificate made teachers to enroll and this accounts for 40% participation rate as at July 2015.

The above discussion concurs with reports by OECD (1998), Van Loo (2002) and Bartel (1999) who argued out that increased globalization and competitiveness combined with rapid technological change have made teachers to go back to schools to acquire more skills that will keep the in tandem with evolving world. Besides, the desire for more skills and knowledge are necessitated by the increased desire to develop new skills that will allow them to match with changing curriculum, new opportunities for advancement and most importantly remain relevant in a dynamic academic world.

4.2.2 Influence of career and professional development on teachers' participation on adult and continuous education.

Teachers desire for their career and professional advancement played a major role in motivating teachers to participate. As seen in Figure 4.2 and numbers gotten during research on teacher who have completed and those enrolled, it is clear that a participation rate is currently at 40 percent. Responses from Table 4.7 indicated that 65% of the respondents acknowledged the support from their head teachers. This is a motivational factor to participate in continuing education

The assured increase in salary, promotion and increased job security were other key motivating factors that pushed the teachers to participate in continuing education. 71 percent of respondents indicate that for one to be promoted to some job groups and some administrative posts, one had to acquire certain extra skills and knowledge which meant going back to school in a bid to develop their careers and professional advancement thus participating. Table 4.12 show the 70%

who go back so that they can advance in their career and profession while Table 4.10 indicated that48%were motivated to advance their career by going for more education since completion was associated to promotion to the next job group and consequently increased salary and allowances(Table 4.10 & Table 4.11)

As earlier cited by Scriber (1999) and Ingvarson (1998) professional development necessitated the need to go back to school to acquire more skills and knowledge so that one could match with their advancements. In line with the same, the Ministry of Education introduced a Diploma in Education Management for all head teachers and their deputies as part of capacity building for school administrators which further promoted participation in continuing education as a part of professional advancement.

4.2.3 Influence of personal advancement on participation in continuing education

In the quest for personal development, teachers have gone back to school for more knowledge. In a bid to match with changing and competitive world, the teacher had made it their habit to pursue more studies thus eventually participating in continuing education thus boosting their employability, build human capital and enhance quality of life and contributed to realization of dreams and aspirations (Arshad 1993) This study established that 68 percent of the respondents noted and concurred that in their quest to develop themselves, participation in continuing learning was mandatory.

The study also established that participation rate was at 40 percent by July 2015. Teachers ought to go for further studies in a bid to improve their knowledge, build or renew their identity, improve their wealth, enhance their quality of life, fulfill their aspirations and develop their

talents or strengths. Table 4.16 indicated that 68% of the respondents concurred with Arshard (1993) that personal development plays a major role in helping one realize their aspirations and that more education was key in realization of the same.

Besides, 70% of the respondents (Table 4.16) supported that further education played an important role in realization of one's dream. In this case those who wanted to be degree holders but did not meet minimum university requirement went for P1 certificate and later went for the degree. In this category, of the 102 respondents, 15 members had attained degrees in education but used their P1 certificate as a stepping stone to realize their dream of getting a degree.

In their bid to improve interpersonal relationship and team work, 60% of the respondents concurred with the researcher that personal development was attained by the participation in continuing education. As established in Table 4.21, 63% of the respondents confirmed that continuing education helped them improve their tam work thus boosting team spirit in work place.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMMENDATIONS

5.1 Introduction

This chapter dealt with introduction, summary of the study, discussions of the research findings, conclusions and recommendations for further study, all derived from research findings of the study.

5.2 Summary of the study

The study sought to determine factors influencing public primary schools teachers' participation in adult and continuing education. Their participation depended on availability of funds, opportunities, personal aspirations and the desire to advance their career. The study adopted Classical Liberal Theory of Equal Opportunity which asserted that each person had inborn amount that cannot be changes. The theory supports the removal of these barriers ranging from gender, socioeconomic, professions, age and policy that prevent learners to participate in ACE.

According Kwakman (2003), Scriber (1999) and Wilson and Berne (1999), participation of teachers in ACE depended on desire for more knowledge and skills. The study established that this was a major motivational factor in promoting participation in ACE. Teachers went back to school to acquire more skills and knowledge to match with changing times and technological advancements.

Lyn (2002), Fessler (1992) and Peterson (1964) had pointed out that as a teacher gains more experience, teachers undergo early career stage, middle and late career stage. The latter is

characterized by desire to quit teaching. It is at this stage that teachers choose to pursue further studies for career and professional development in order to remain relevant and climb the professional ladder. This study established that more studies went hand in hand with increased salaries and allowances, prospects for promotion to the next job group and job security and consequently the teachers went for further studies therefore participating in ACE.

AS earlier reported by Arshad (1993), the desire for one to develop themselves was a major contributing factor in the participation in ACE. Individual teachers aspire to enhance their lives in order to contribute t their dreams and aspirations. In teaching profession, this takes place by enrolling in programs that support human development at individual level in the organization. Among these programs is further studies done over holidays, part-time or full time for those who get study leaves. This in turn contributes to the participation in ACE.

5.3 Discussion of the findings

The study established that 41 teachers had completed various diplomas and degree courses while other 10 were on study leave. Besides 87 more teachers were already enrolled in various trainings and learning.

The study established that the perennial desire for more skills and knowledge was a motivating factor in participation. Teachers who wanted more skills and knowledge had to look for means and ways or acquiring the same by enrolling for degrees and diplomas in a bid to acquire new skills and knowledge that would make them relevant in the system. Others had joined Kenya National Examination Council and had received training part-time as examiners and eventually contracted by KNEC to mark national exams.

The study established that in quest to develop the self, one had to undertake various trainings so that they can achieve their desired professional and career peaks in teaching. To realize these dreams and aspirations participation in ACE was mandatory and therefore contributing to the statistics of those who are in ACE programs whether full time, part-time or occasional trainings.

The study established that personal development in quest to realize their dreams, aspirations and general improvement in quality of their lives, teachers participated in programs that promoted the same. More skills and knowledge meant acquisition of more certificates. Upon appraisal these certificates would enable one to get recognition from the employer in terms of salary increment, promotion and investment.

5.4 Conclusions

The main objective of this study was to determine the factors that influenced participation of public primary school teachers in ACE in Kibwezi Sub-county. The study concluded that:

i. The greatest contributor to participation in ACE is the desire for more skills and knowledge. This was hampered by inadequate funds to go for further studies, inadequate training which is insufficient to take teachers for a career of 30- 40 years.

ii. Teachers reflected upon their competences and the requisite skills they needed to maintain and develop themselves further through continuing education

iii. Continued Professional Learning (CPL) was established to be essential in promoting personal and professional growth of the teachers. This meant that they had to enroll in

programs which would help them to improve their earnings, relationship with others, realize their aspirations and help them achieve personal dreams.

iv. Improvement of salaries and allowances after graduating followed by prospective promotion to next job groups or cadre was a motivating factor to those who had not started and those enrolled to participate in ACE.

5.5 Recommendations

This section dealt with making suggestions made in the light of research findings. Some of the recommendations include:

i. The government should provide grants or loans with low interest rate to enable more teachers to participate in ACE

ii. Government should employ more teachers since in schools where a teacher was on study leave, the school had to employ someone to teach adding extra burden to parents who will be asked to pay those PTA teachers

iii. There was need to establish a well coordinated capacity building trainings for teachers throughout their teaching period in order to match with dynamic education systems and technological advancements.

iv. Pay teachers more salaries in a bid to retain them especially those who have gone for further studies

v. Subsidize education cost to a manageable level to attract as many teachers as possible.

5.6 Suggestions for further research

The study established that there are various factors influencing participation in ACE and it is dynamic. The researcher made the suggestions in the following areas:

a) A case study individual and institutional factor influencing teacher participation in public primary school in Kibwezi Sub-county in order to in-depth analyses.

b) Factors affecting female public primary school teachers in participating in ACE.

c) Factors that influence the desire for male teachers to participate in ACE.

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APPENDICES

APPENDIX I: Introduction Letter

Chris Obare Mokaya

University of Nairobi

P.O Box 30197 -00100

Nairobi.

Dear my fellow teachers,

I am a Master of Educational student in the school of Education, Department of Educational Foundations at the University of Nairobi. I am currently undertaking a study/survey in Factors Influencing primary school Teachers Participation in Adult and Continuing Education in Public primary Schools in Kibwezi Sub County Makueni County, KENYA. I would like to assure you that the information gathered will be confidential and used strictly for the purpose of this research only.

Thanks in advance for taking your time to fill in this questionnaire.

Yours Faithfully,

Chris Obare Mokaya.

APPENDIX II: TEACHERS QUESTIONNAIRE

The aim of this study is to establish factors which influence teacher's participation in adult and continuing education in Kibwezi Sub County. I kindly request you to fill the questionnaire below to the best of your knowledge. The information provided will be treated with utmost confidentiality and will only be used for the intended purpose: please do not indicate your name.

Section A: General Information

Please tick (√) *or fill the blanks spaces as* appropriate.

1.   What is your gender? Male ☐ Female ☐

2.   Indicate your age bracket.

20-30 years ☐   31-40 years ☐   41-50 years ☐

Over 50 years ☐

3. What is your present Academic Qualifications?

Certificate ☐ P1 ☐ Diploma in Education ☐ Bachelors Degree ☐

B.SC/BA with PGDE ☐ Master Degree ☐ Ph ☐

4.   For how long have you worked as a teacher in Kibwezi county?

1 –3 ☐   4 – 6 ☐ 7 – 9 years ☐ 10-12 years ☐ Over 12 years ☐

Section B. Desire for more skills and knowledge

5. A part from what you learnt at college, what are the other skills and knowledge you have gained as a teacher through continuing education?

(a)………………………………………………………………………………………..

(b)………………………………………………………………………………………

(c)………………………………………………………………………………………

Others……………………………………………………………………………………

6. Do you apply the above mentioned skills and knowledge in your daily activities?

Yes ☐No   ☐

If yes, how?

………………………………………………………………………………………………

……………………………………………………………………………………………

If no why?

………………………………………………………………………………………………

……………………………………………………………………………………………

7. The teachers impart newskills to the learners.

Strongly agree☐Agree☐Undecided☐ Strongly disagree☐

Disagree ☐

8. The teachers impart new knowledge to the learners.

Strongly agree   ☐   Agree   ☐   Undecided ☐   Strongly disagree   ☐

Disagree   ☐

9. I get opportunity to fully use my teaching skills

Strongly agree☐ Agree☐UndecidedStrongly disagree☐   Disagree   ☐

10. How do you find your relationship to others teachers and learners?

Very well ☐   Fairly well☐   Well   ☐

11. The teaching workload is manageable?

Strongly agree☐Agree☐Strongly disagree☐Disagree☐Undecided☐

12. The teaching hours are satisfactory

Strongly agree☐Agree☐Undecided☐ Strongly disagree☐

Disagree ☐

13. How do you rate your efficient in handling the students' psychological needs?

Very efficiently☐   Fairly ☐Poorly ☐

Section C: Career development influence teachers' participation in ACE Programs

14. Name at least three training you have taken in your continuing education.

(a)…………………………………………………………………………………………

(b)…………………………………………………………………………………………

(c)…………………………………………………………………………………………..

Others…………………………………………………………………………………….

15. List the subject you teach

……………………………………………………………………………………………………

…………………………………………………………………………………………………

16. Do you have subject departments at your school?

Yes　　　　　☐No☐

 If yes, how do they work?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

…………………………………

If no, why?

……

……

……………………………

16. What does the head teacher do to boost the teachers' participation in ACE?

……

……

17. How does the head teacher'influence impact on teachers' service provision to learners?

……

……………………………………………………………………………………………………

18. Tick where appropriate in the table below. How career development is influenced by ACE.

	STATEMENT	Strngly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	Your head teacher allows academic advancement.	1	2	3	4	5
2	Your head teacher reports any service training.	1	2	3	4	5

3	Training has enabled me to improve service delivery.	1	2	3	4	5
4	Training enables one to earn good salary.	1	2	3	4	5
5	The allowances are good after training.	1	2	3	4	5
6	Mycareer advancement enables me to teach effectively.	1	2	3	4	5
7	Training opens avenues for promotion.	1	2	3	4	5
8	The job security is more likely aftertraining.	1	2	3	4	5

SECTION D: Personal Development

19. The employer satisfied you with the kind of improvement done on your earning after you completed continuing education.

Strongly agree ☐ Agree☐ Strongly disagree☐ Disagree ☐ Undecided☐

20. Tick where appropriate in the Table below and indicate how ACE has assisted you to attain personal development.

	Statement on personal development	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	Personal development enabled me to achieve my dreams.	1	2	3	4	5
2	Training improved my awareness of issues in life.	1	2	3	4	5
3	Training enabled me to realize my aspiration.	1	2	3	4	5
4	Training enabled me to handle my strengths.	1	2	3	4	5
5	Training enabled me to cope with my weaknesses.	1	2	3	4	5
6	Training enabled me	1	2	3	4	5

	to invest well.					
7	Training enabled me to achieve autonomy.	1	2	3	4	5
8	Training helped me to improve team work spirit	1	2	3	4	5
9	Training enables me to develop mature interpersonal relationships	1	2	3	4	5

ACE at least enables teachers to be flexible when it comes to continuing education.

Positive ☐ Negative ☐ Neutral ☐

Give reasons for your answer:

……

………………………………………………………………………………………………

APPENDIX III – INTERVIEW SCHEDULE FOR HEAD TEACHERS

The aim of this study is to establish factors which influence primary school teachers' participation in adult and continuing education in Kibwezi Sub County. I kindly request you to fill the questionnaire below to the best of your knowledge. The information provided will be treated with utmost confidentiality and will only be used for the intended purpose: Please do not indicate your name.

Section A: General Information

Please tick (√) *or fill the blanks spaces as* appropriate.

1.   What is your gender? Male ☐   Female ☐

2.   Indicate your age bracket.

20-30 years ☐   31-40 years ☐   41-50 years ☐

Over 50 years ☐

3. What is your present Academic Qualifications?

Certificate ☐ P1 ☐   Diploma in Education ☐ Bachelors Degree ☐

B.SC/BA with PGDE ☐ Master Degree ☐   Ph ☐

4.   For how long have you worked as a head teacher in Kibwezi county?

1 – 3 ☐   4 – 6 ☐ 7 – 9 years ☐   10-12 years ☐ Over 12 years ☐

The following questions will guide the researcher during the interviewing sessions:

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

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

(c) How many are in different continuing education programs?

(d) How many of your teachers have not enrolled into continuing education programs?

(e) How do you support teachers going for continuing educational programs?

(f) In your own assessment, is it important for teachers to attend continuing educational programs?

(g) What do teachers say about continuing education?

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

APPEDIX IV: WORK PLAN

Activity schedule	NOV '14	DEC 14'	JAN '14	FEB '14	MAR '15	APR '15	MAY '15
Literature review	■	■	■	■	■	■	■
Proposal preparation				■			
Proposal submission				■	■		
Proposal corrections					■		
Piloting					■		
Data collection						■	
Data analysis						■	

Writing of Report							
Submission							

APPEDIX V: BUDGET

ACTIVITY	AMOUNT
Stationary	10,000
Travelling	15,000
Subsistence allowance	10,000
Preparation and binding of report	15,000
Miscellaneous expenses	15,000
TOTAL	65,000

APPENDIX VI: Letter of Inquiry

Chris obare Mokaya

P.O BOX 3 - 90129

NZEEKA.

DATE_____

THE HEAD TEACHER

_____ PRIMARY SCHOOL

P.O BOX _____

KIBWEZI

Dear Sir/madam,

RE: PERMISSION TO VISIT YOUR PRE-SCHOOL

I humbly request permission to visit your school on _____ at _____. I am currently collecting data to assist me in a research work I am undertaking. Kindly inform teachers and students about it.

Thanks in advance.

Yours faithfully,

Chris Obare Mokaya