

**EFFECTIVENESS OF TEACHERS WITH DEGREE QUALIFICATIONS IN
EDUCATION IN THE DELIVERY OF INSTRUCTION IN PUBLIC PRIMARY
SCHOOLS IN NYANDO SUB-COUNTY, KENYA**

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DECLARATION

This research project is my original work and has not been presented for award of degree in any other university.

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DEDICATION

I continue to dedicate this work to my late foster father, Japuonj Reuben Nango fondly known to many as the paragon of virtue. Baba had true moments of honest and dedicated intercessions with God on our behalf. I have never stopped believing that it is out of his prayers that I continue to make these unbelievable steps in my life. His resolve to deny himself many pleasures of this world and direct his energy and resources to serving God is a bank account that we silently benefit from as his family. I am forever indebted to you my mentor!

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LIST OF ABBREVIATIONS AND ACRONYMS

CC	County Commissioner
CDE	County Director of Education
MOE	Ministry of Education
MOEST	Ministry of Education, Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
P1	Primary School Teacher
SMASSE	Strengthening Mathematics and Science in Secondary Education
SPSS	Statistical package for the Social Science
TSC	Teachers Service Commission
TTC	Teachers Training College

ABSTRACT

The purpose of this study was to investigate the effectiveness of teachers with degree qualification in education in the delivery of instruction in public primary schools in Nyando Sub-County, Kisumu County. The main objectives of the study were to: establish the effects of subject area of specialization at the degree level on the delivery of instruction in public primary schools; determine the effect of the acquired methodology on the delivery of instruction; establish the effects of acquired methods of assessment on the delivery of instruction and examine effects of the teachers' attitude on the delivery of instruction. The researcher employed descriptive survey design targeting all public primary schools in Nyando Sub-County, headteachers, teachers with degree qualification in education and pupils. The target population composed of 100 headteachers, 114 teachers with degree qualification and 3,384 pupils. Stratified sampling technique was used to select the respondents. Of the target respondents all the 30 headteachers, 89 teachers with degree qualification in education and 338 pupils responded. This was a total of 457 respondents giving a questionnaire return a rate of 100%. Questionnaire and interview schedule were used for data collection. Prior to the actual data collection, a pilot study was conducted to ascertain the reliability and validity of the instruments. The study gathered both quantitative and qualitative data. Quantitative data was analysed using descriptive statistics including frequencies and percentages. Qualitative data was put under themes consistent with the research objectives. From the study, the researcher found that the subject area of specialization affect the delivery of instruction. Methodology and methods assessment acquired at the university also affect the delivery. It was also established that the attitude of the teachers with degree qualification affect their delivery of instruction. The study recommended that there should be specialization in the primary teaching. This will allow teachers to teach subjects which they perform best in. The universities should introduce courses for subjects offered at the primary school to give teachers relevant methodology. There should also be improvement in the way learners are assessed. This can be done by proper internal mechanism set by the headteacher and the staff. Finally, the attitude of the teachers with degree qualification should be geared towards improving their delivery.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Improving quality and maintenance of standards has been the greatest concern in most education systems. This is because education forms the basis upon which economic, social and political development of any nation is founded. Investment in quality education can therefore help to foster economic growth, enhance productivity, contribute to national and social development and reduce social inequality. United Nations Educational, Scientific and Cultural Organization (UNESCO, 2005) argues that the level of a country's education is one of the key indicators of its level of development.

Primary education is the first stage of the compulsory education. Also known as elementary education, the major aim of primary education is to provide basic literacy and numeracy amongst the pupils. In the strive to achieve this, Sitima (1994) observed that a country's quality of education at whichever level is as good as the quality of teachers and thus quality of training programmes in place. Nwobuku (1996) states that a very important component of the education system is the teacher. Success in education is made or marred by the quality of the teaching force. This success is seen in the teaching methodology, evaluation methods used including the attitude of the teacher.

In many countries, a lot of effort has been put that is aimed at improving the quality of teacher education and training. In France, teachers are respected and have much autonomy to improve their own skills for better delivery of instruction. Among the African countries, Ethiopia teacher education and the programmes for degree level

education of teachers, date back to 1958. They are aimed at upgrading the professional and academic competence of teachers.

In Nigeria, the Primary School Supervision Course (PSSC) was introduced in the 1978–9 session. Its purpose was to identify the weakness of Grade 1 teachers and hence provide them with skills that they require to perform their duties, (Jeremy, 1986). As a motivation, the Ghana education system also allows teachers with Diploma in basic education to get degree education at the university and be qualified to teach in a higher grade level– Secondary schools. The major aim of these efforts is to enable teachers to become more effective in their various areas of specialization. This would be seen in the methodology employed, their ways of assessing the learners and the general attitude.

The search for quality programmes geared towards quality in education has majorly targeted teachers. As noted by Godwins, (2003), inadequately equipped teachers cannot implement sound educational programmes. A teacher's effectiveness and competencies in the delivery of instruction to an extent is seen to depend on the quality of education undertaken. This is therefore one of the reasons why teachers in primary schools are not left behind in their quest for degree level education. The proportion of primary school teachers that has opted to go back to school is increasing by the day. In Kenya the debate over quality of teacher education was echoed by the findings of the Presidential Working Party on Education and Manpower training, for the next decade and beyond (Sessional paper No. 6. of 1988). The proposal dubbed Kamunge Report asserts that the quality of teaching is determined by the level of academic and professional teacher education and training.

Successive educational committees by the government have also tried to address quality of teacher education including those illustrated by the master plan on education and technology for 1997 – 2010. In the plan, there is a proposal to encourage teachers to study for higher academic qualifications as a way of making them increase their academic knowledge provided that such studies do not adversely affect performance of their official duties (MOEST 2003). The study further suggests that teachers who acquire higher relevant qualifications be given commensurate promotion or salary adjustment. It is this spirit that has seen a huge number of primary school teachers who were otherwise trained as P1, or diploma, joining university to acquire degree qualification.

According to the Ministry of Education Science and Technology, (MOEST 2003), the variables of quality education expected of these teachers are: the type of curriculum offered, teaching/learning materials, equipment, physical facilities, finances, teaching force and school institutional management. The key characteristics of quality delivery of instruction as observed by Schmoker, (2006) can be summarized as: highly focused lesson design with clear objectives; high demands of pupils' involvement and engagement with the learning; high levels of interaction for all pupils, appropriate use of teacher questioning and teaching resources; modeling and explaining; an emphasis on learning through dialogue with regular opportunities for pupils to talk both individually and in groups; an expectation that pupils will accept responsibility for their own learning and work independently, regular use of encouragement and authentic praise to engage and motivate pupils.

Education in Kenya and especially after the introduction of free primary education in 2003 triggered the fact that the quality of teacher education and subsequent delivery by the teachers themselves has to improve. The recent Uwezo report of June 2015 which stated that 50% of the standard 8 pupils cannot read and write has raised eyebrows from many corners. The report meant that the majority of students joining high school annually from the primary schools are illiterate. To make things worse, the report further states that only three out of ten pupils in class three can do basic class two work. All these reports coming in a backdrop of an education level that is encouragingly getting filled with teachers who have acquired degree level education is enough cause for alarm. Nyando Sub County as one of the Sub Counties in the country also contributed to the Uwezo report. In the report, the Uwezo attributed the high level of illiteracy on stakeholders' laxity and poor government policies.

1.2 Statement of the Problem

In recent times, researchers have tried to find out factors that influence teaching and learning in schools. Ochieng (2013) examined classroom based factors influencing teaching and learning, Kunga (2012) investigated influence of teaching methods on pupils' performance in mathematics while Oyugi (2010) and Matara (2014) both looked at the teacher related factors affecting teaching of science and mathematics respectively. None of these studies touched on the effectiveness of degree qualification on delivery of instruction in public primary schools. In Nyando Sub-County the performance in schools is still dwindling despite the fast growing number of teachers with degree qualification as shown below.

Table 1.1 KCPE Performance and number of teachers with Degree Qualification in Nyando Sub-county

	2010	2011	2012	2013	2014
KCPE Mean Score	239.25	239.22	255.04	255.39	249.15
No. of Teachers with degree qualification	26	39	60	72	98

Source: Awasi Zonal Office, 2014

Table 1.1 indicates the mean scores achieved in the past five years and the increasing number of teachers with degree qualification in the five years. Through this study, the researcher intended to assess the effectiveness of teachers with degree level qualification on management and delivery of instruction in public primary schools in Nyando Sub County, Kisumu County.

Despite their degree qualification and being the top most learned in their schools, the level of delivery of these graduate teachers at times don't reflect the rich knowledge, skills and attitudes acquired at the university. In fact, some of them have performed dismally poorer than even the untrained support teaching staff, Geon Wegan, (2008). Through this study, the researcher sought to address the issues that surround their ways of delivery of instruction to determine their effectiveness. The methodology and assessment procedures used by these teachers were examined including their attitude towards teaching in primary schools.

1.3 Purpose of the Study

The purpose of this study was to investigate the effectiveness of teachers with degree qualification in the delivery of instruction in public primary schools in Nyando Sub-county, Kenya.

1.4 Objectives of the Study

The study was set to achieve the following objectives:

- i) To establish the effect of subject area of specialization at the degree level on the delivery of instruction in public primary schools in Nyando Sub-county.
- ii) To determine the effect of the acquired teaching methodology on the delivery of instruction in public primary schools in Nyando Sub-county.
- iii) To establish the effect of the acquired methods of assessment on the delivery of instruction in public primary schools in Nyando Sub-county.
- iv) To examine the effect of the teachers' attitude on the delivery of instruction in public primary schools in Nyando Sub-county.

1.5 Research Questions

The following were the research questions for the study:

- i) How does the subject area of specialization at the degree level affect the delivery of instruction in public primary schools in Nyando Sub-county?
- ii) What is the effect of the acquired teaching methodology on the delivery of instruction in public primary schools in Nyando Sub-county?
- iii) How does the acquired method of assessment affect the delivery of instruction in public primary schools in Nyando Sub-county?

iv) What is the effect of teachers' attitude on the delivery of instruction in public primary schools in Nyando Sub-county?

1.6 Significance of the Study

This study contributes to policy issues in relation to delivery of instruction by the teachers. It can be of use in educating planners in areas of human resource development as it provides information that could be referred to in future for any relevant adjustment towards better performance by teachers. It is also hoped that the study provides a basis for further studies on the delivery of instruction by teachers with degree qualification in primary schools by setting precedence to further research in the area of university education by P1 teachers. Finally, it is hoped that this study would make positive contribution to the general body of knowledge and more especially in the area of education.

1.7 Limitations of the Study

The vast distance between schools coupled with poor transport network, posed a hindrance to the research work. Some of the respondents who participate in the study, teachers with degree qualification in education thought of giving responses that would not risk their jobs. The respondents were however assured that their identities were going to remain confidential. This was to enhance a better perception of the target population at various stages.

1.8 Delimitations of the Study

The study targeted only public schools in Nyando Sub County, Kisumu County not private schools. The findings of the study may not apply to other Sub Counties therefore generalization of its findings should be done with caution as it may not be a true representation of the whole county.

1.9 Assumption of the Study

The study was based on the following assumptions:

- i) That the respondents would provide truthful and honest responses free from influence of any kind.
- ii) Degree qualifications positively influence the delivery of instruction in public primary schools in Nyando Sub County.

1.10 Definition of Significant Terms

Assessment refers to tests, assignments and exams used by teachers to determine the success of the teaching/learning objectives.

Attitude refers to a teacher's generalized feeling to respond to given objective in a Consistently favourable or unfavorable way.

Delivery of Instruction refers to teaching process performed by the teacher in the classroom.

Degree Qualification refers to university Education that primary teachers go for while in service to acquire degree certificate.

Effectiveness refers to the degree of achievement of the intended results in the delivery of instruction.

Subject Area of Specialization refers to specific teaching subjects that graduate teachers are trained to teach in schools.

Teaching Methodology refers to the Purposeful actions or activities initiated by the teacher to enable the pupils to learn.

1.11 Organization of the Study

The study is organized in five chapters. Chapter one gives the introduction with the following sub-topics; background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study, basic assumptions, definitions of significant terms and organization of the study. Chapter two covers the literature review. It has areas covering; degree programme by primary school teachers, subject area of specialization methodology and styles used in teaching, methods of assessment, and the attitude of the teachers with degree qualification in education. The chapter ends with the summary of literature review, theoretical framework and the conceptual framework. Chapter three is about research methodology with the following sub-headings; research design, target population, sample size and sampling techniques research instruments, validity and reliability of the instruments as well as data collection procedures and data analysis techniques. Chapter four summarizes the reports main results as it gives data analysis, presentation and interpretation and discussion of the findings. Chapter five offers the summary, conclusions and recommendations based on the study and give suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the study. It first covers the literature on the concept of degree programme by the primary school teachers. The literature is then reviewed on the teachers' qualifications and subject area of specialization. The teaching methods and styles then followed together with methods of evaluation. The attitude of the teachers with degree qualification is also examined. Finally, a summary of the literature review is given followed by a theoretical framework and conceptual framework of the study.

2.2 Overview of the Degree Level Education and Delivery of Instruction

The rush for degree programme by the primary school teachers can be traced back to the mid 1970s (Gachathi report, 1976). In 1976, the government of Kenya's report of the National Committee on Educational objectives and policy concluded that there were large numbers of people who did not get an opportunity to benefit from university education but who would have wanted to do so while continuing in their respective occupations. The findings dubbed, Gachathi report thus recommended the creation of external degree programmes to enable those who were unable to undergo full university residential education to further their studies.

Lindsay (1976) in a report on an Open University and the possibility of first degree by external studies in the University of Nairobi observed that the view was based on the enthusiasm for pursuit of external degree programme and a desire to acquire certificates.

Upon adoption of the recommendations from various committees, external degree programme became legally established at the University of Nairobi in 1985.

2.3 Subject Area of Specialization and Delivery of Instruction

Researchers have made observations regarding the importance of teachers' academic and professional qualifications and its relation to knowledge, skills and the attitude of the teacher. Indeed, teachers' professional qualification shows an important but complex relationship to student's outcome, (Wellington, 2006). Students acquire more knowledge from teachers with high academic and professional qualification than teachers with weak academic skills.

At the university, subject area specialization is where students take one, two or three priority subjects. This is because the teachers' degree level education programme is meant to prepare students to become more specialized in these subjects. They are guided to choose what subject areas they intend to teach. Mutai (2010) observed that this is meant to equip the teachers with special knowledge, skills and attitude needed for the implementation of educational programmes.

Specialization therefore allows the teacher to educate himself more in a particular line. This will in turn help him broaden his knowledge skills and methodology in teaching the subject. Bishop (1980) noted that for teachers to be able to educate others, they must be educated. Law (2008) also observed that teacher's skills and knowledge of the subject counts for a great deal more in curriculum renewal than do changes in content and method.

In Kenya, primary school teachers are expected to teach all subjects taught at the primary level. A graduate of English and Literature may even be required to teach science, social studies or even mathematics. Surprisingly he may not even have the opportunity to handle English in the primary school. As such there is no opportunity to even exercise or practice his subject of specialization. Most university degree programmes also target high school teaching. Teachers are therefore trained in their various subject areas. When these teachers go back to their primary schools, the application of the right methodology in a different subject may pose a challenge. This is especially if these teachers are given different subjects ranging from class one to eight.

As noted earlier, researchers including Fisher (2006), Wellington (2006) and Law (2008) have made observations regarding the importance of a teacher's general academic and professional qualification in relation to skill, knowledge and attitude of the teacher. Moseki (2007) and Chemutai (2010) also observed that a teacher's education and other in-service programmes are important for the effective implementation of the curriculum. None of them addressed the effect of specialization by teachers with degree qualification in their teaching at the primary schools. This is especially when they are supposed to handle all subjects from classes one to eight. This research was therefore meant to address this gap.

2.4 Teaching Methodology and Delivery of Instruction

Pincet (1962) views teaching methodology as the selection and arrangement of elements of the curriculum in various ways in which they are introduced to the learners. Hayman (1970) on the other hand, observed ten points which a teacher should consider before

selecting teaching method. According to him, the teaching method should suit the teachers' ability, acknowledgement of the subject matter and interest. It should also suit the students' relationship with the subject matter and the teacher's relationship with the student.

In normal practice, other extraneous factors dictates which methods the teacher will use; this includes teacher's professional qualification, teaching experience, teachers' attitude and belief, time limitation and class size. Farrant (1997) views classroom that provides truly conducive educational environment as a place where children will learn unconsciously and therefore a teacher should always create and build a learning atmosphere in order to capture students' attention. According to Berry (2009) most teachers appear to use teacher centred methods more often than using the learner centre methods.

Walkin (1982) identifies Blooms taxonomy as one area of consideration that can be used as a basic for deciding the mode of instruction. In deed the Blooms taxonomy should be understood better by the teachers with degree qualification. The three main categories of learning as spelt by Bloom's taxonomy include cognitive, affective and psychomotor. Walkin, (1982) asserted that in cognitive domain, learning may take place using any methods of teaching. In effective domain, goals may be achieved using discussion, case study and role play methods while in psychomotor, learning may best be acquired by active physical participation such as demonstration followed by practice, experiment or project work. In France, a certified primary school teacher has his training more oriented towards pedagogy. This explains the reason for high degree focus on methodology practiced in France classrooms. Ghana's College of education emphasizes training on

both content and methodology with appropriate qualifications in their subject areas (classbase.com//Ghana education system).

In Kenya, the Ministry of education (MOE 2006) defines teaching methods as ways and means that can be used to achieve a stated objective. These methods are approaches to the teaching of the subject instructional methods and teaching/learning activities and how the required skills are developed. In the views of the Ministry, any skilled teacher is supposed to use a variety of learner centred methods in a single lesson depending on the level of the learner and teaching/learning situation during the lesson. In all this, the learner should be placed at the centre of the teaching and learning process through methods that actively and meaningfully engage learners in learning activities. The methods employed must therefore be task oriented and participatory on the part of the learners. These methods if well used will facilitate understanding and affect the outcome. Eken (2000) noted that in a student centred class, teachers are more of facilitators and students take on the discussion role. Students are seen as being able to assume a more active and participatory role *visa-a-vi* traditional approaches. This teaching method promotes active participation of students in the classroom activities.

A research carried out by Njoroge (2002) revealed that Kenya students continue to perform poorly due to poor teaching methods. This as Andrew (2007) noted is because, instructors develop a teaching style based on their beliefs about what constitutes good teaching, personal preferences, their abilities and their particular discipline. This is done in disregard of the learners' learning needs. Moseti (2007) found out that learner centred methods of teaching are rarely used in Kenya. This study intended to establish the effects

of choice of methodology used particularly by teachers with degree qualification in the public primary schools.

2.5 Methods of Assessment and Delivery of Instruction

Assessment is the methods or tools used to evaluate measure and document the academic readiness, learning process, skill acquisition, or educational needs of students. Mary (1988). In education it is necessary to have assessment in all aspects and stages of teaching and learning. As Laurillard (1993) puts it, assessment is an interactive process and should take place at every stage of educational process. The assessment will allow us to examine other factors which will lend themselves to the successful integration of the products with a course including aims and objectives of the course.

Assessment procedures are also used to determine whether the subject, learners, meets criteria such as qualifying for specific education service. When we assess, we engage in some process that is designed to provide information that will help us make a judgments about a given situation. Traditionally many teachers have assessed their learners knowledge by giving them examination often only at the Middle and end of the quarter, (Felder and Brent, 2004). This assessment has been focused in achieving learners' academic skills and intellectual development e.g. if the learners have sufficient background knowledge or academic skills to move on to next topic. Learner's assessment has also been aimed at leaner's own learning skills, for example if they feel prepared to learn new materials from the text book without classroom review. Another aim has also been learners' reaction to various teaching methods and materials. There is also the need to find out if learner's believe that the exams given fairly covers the material stressed in class by the teacher.

According to Angelo and Cross (1993) when appropriate tests are available, assessment of students learning are a prime criterion of effective teaching. As a return, teachers who have acquired degree qualification in education are expected to be more effective in the way they assess their learners. The high achievement of these learners is also expected to be seen in the end result. The study was therefore meant to establish the methods of assessment used by the teachers with degree qualification on pupils in primary schools.

2.6 Teachers' Attitude and delivery of Instruction

An attitude is an internal state of person that is focused on objects, events or people that exist in the person's physical world (Lumpe, 2008). Teachers' attitude is majorly affected by the teachers' knowledge base and mastery of the subject and the socio-cultural context, (Osakwe 2006). This attitude is associated with quality teaching and learning in the classroom. A teacher who has a negative attitude impairs the ability of students to be able to receive messages from the subjects that they teach leading to wrong interpretation of concepts.

Lumpe (2008) looked at teachers' beliefs and attitudes which form part of the process of understanding how teachers conceptualize their work. This, he argues, is in turn important in the understanding of the teachers' practices and their decisions in the classroom. Teachers' beliefs, attitudes and performance cannot be examined out of context. The relationship between teachers' attitude and actual performance in delivery of instruction was complex and context dependent. Passion of positive work attitude enhances teaching leading to the achievement of learning objectives and the overall education objectives, Okorodud (2006). On the other hand, most children have a belief in the teachers perceiving theory. Okorodud (2006) further states that the child who is an

observer also changes behaviour after viewing the behaviour of a model who is the teacher. Therefore, the child's behaviour, attitude and belief can be affected positively or negatively by the consequences adopted from the model. Any sense of negative attitude can have serious effect in learning.

Young and Huang (2008) carried out a survey in Malawi on Secondary school learners' attitude towards learning English and their effects on performance. The students complained that the teachers embarrassed them continuously during lessons and this was associated to negative attitude that the teachers of English had towards the subject.

A study conducted in Kenya by SMASSE baseline studies (SMASSE, 2014), found out that teachers had negative attitude towards teaching of science; they were reluctant to perform experiments. The study indicated that the teachers' attitude had strong influence on the students' attitude towards science and this had strong bearing on the achievements. Although this study was conducted in secondary Schools, and not in primary schools, it reflected on teachers' personal aspirations and general attitudes which normally influence delivery and subsequent outcome.

After acquiring degree qualification, a teacher's attitude and beliefs regarding teaching in primary schools and the learners there may have significant influence on his delivery of instruction as a teacher. Some teachers may feel short changed and robbed of the opportunity for mobility to higher levels, for example moving to secondary schools. As such they may feel unrecognized or being underused. They may also end up turning their frustrations on their pupils and colleagues by being negative to them.

It therefore stands to reason that teachers' attitude in the classroom play pivotal role in the successful delivery of instruction. Hargreaves (1994 in Clemente 2002:47) argues that

we have much to learn about teacher's feelings, emotions and desires when they actually teach in classrooms. All these studies have however not established how degree level education especially by primary school teachers affects their attitude towards teaching in the primary schools. Hence, this study sought to investigate the individual teacher's attitude towards teaching in public primary schools after acquiring degree qualification.

2.7 Summary of the Literature Review

According to education international working paper No. 14 2005, professional development of teachers is considered a key guarantee of quality education and must be linked to all faces of teacher education. Somers and Sikorora (2002) explain that education of teachers is mainly intended to improve their professional knowledge, skills and attitudes in order that they can educate children more effectively. According to Dean (1988) this education is also intended to support and assist in the professional development that teachers ought to experience throughout their working lives. Education for degree level qualification especially by primary school teachers should therefore be seen as a process through which these teachers become more professional thus improving in their delivery of instruction.

From the discussion presented, it can be seen that for effective delivery of instruction, interplay of several factors need to be considered. Primary school teachers with degree qualification are expected to be effective and have enriching effect and lifelong educational and career aspirations of their learners. They are therefore meant to enhance learning and increase their learners' achievement.

To achieve this, teaching methods should be carefully chosen by the teacher to facilitate delivery. Odonde (2005) observes that the complex nature of the teaching profession demands that all teachers practicing should have a thorough knowledge of pedagogical methods and skills as they relate to different learning outcome. Effective teachers have high expectations that all their students will achieve to their potential. They are committed to providing a high quality education for all their learners. Even after acquiring degree qualification, primary school teachers should have the right attitude towards their learners and fellow teachers. They should treat their pupils as individuals, positively acknowledging their differences and building collaborative learning relationships. They should go for the most effective methodology that is learner centered, be approachable and communicate clearly with their learners. They listen to the aspirations that the learners have and are responsive in the actions they take including in the assessment of these learners.

Studies undertaken on teachers have concerned themselves more with teacher, pupil or school factors and not the effectiveness of degree qualification on the delivery of instruction by the primary school teachers. Matara, Mwamba and Mbae (2014), looked at the teachers related factors and other general factors influencing the implementation of curriculum. They fell short of reflecting on the influence of degree qualification on the delivery of instruction. This research therefore provided a study to establish the effectiveness of degree qualification on the teachers' comprehensive pedagogical and content knowledge of their subject area. It sought to establish how these teachers respond to learners' needs and interests, their attitude including the methods they use in teaching and assessing the learners.

2.8 Theoretical Framework

This study is based on Human Capital Theory which is a modern extension of Adam Smiths' explanation of wage differential by the so called net (dis) advantages between different employments. Developed by Mincer (1958), Schultz (1961) and Backer (1975), the theory states that a person's education is an investment to human capital. This investment involves costs in terms of direct spending on education and the opportunity costs on students' time. As a return the investment is expected to make the individuals more productive and accrue a future stream of benefits such as superior productivity, higher wages and other non-monetary benefits. The society is also expected to benefit.

Human Capital Theory (HTC) best suits the study because it looks at the reasons for the investment in human capital. It affirms that time and money spent on education builds human capital hence one should be able to estimate the rate of return (RoR) on such investment, in a way similar to investment in physical capital. After getting a degree qualification, it is expected to translate into effectiveness in the management and delivery of instruction by the teachers with such education. There should be improvement in the teachers' way of planning, executing and evaluation of his or her pupils. The influence of the investment should also be seen in the teachers' attitude towards the learner's, fellow teachers and teaching as a profession. This is because the theory emphasizes how education increases productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability which is a product of innate abilities or investment in human beings, (Babalola, 2003).

2.9 Conceptual Framework

This section gives the conceptual framework of the study as is captured in the literature review in chapter two.

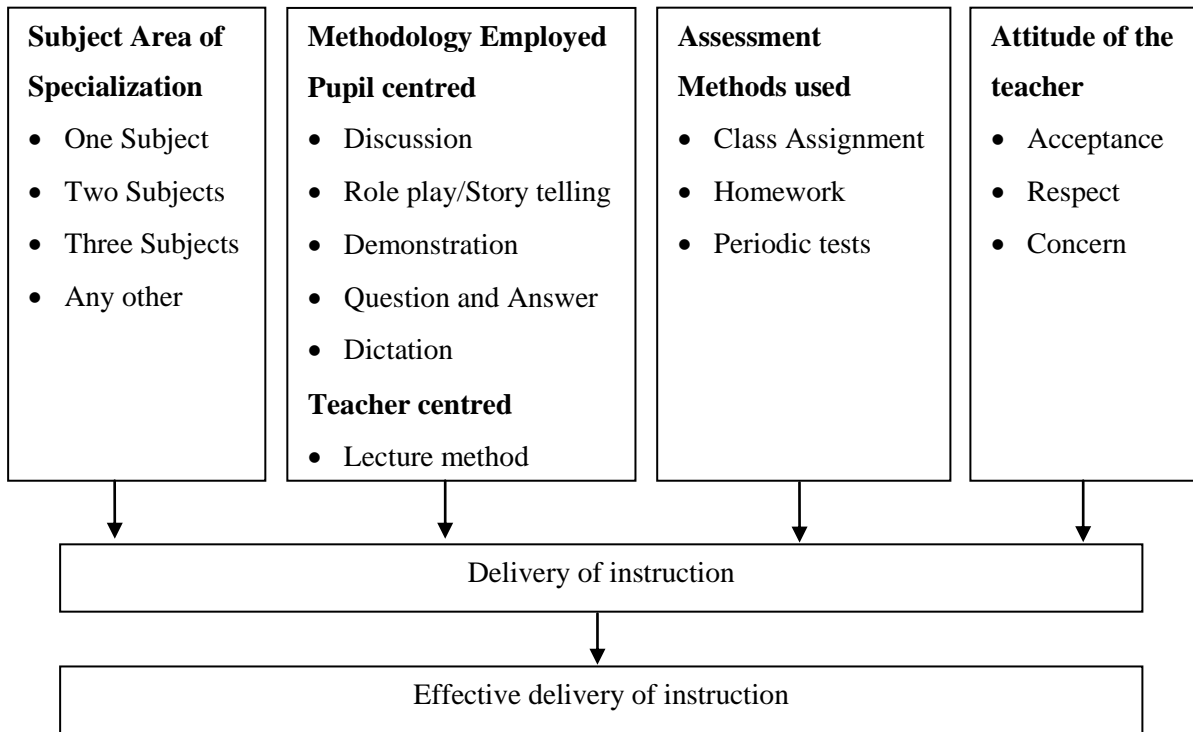


Figure 2.1 The relationship between degree qualification in education and delivery of instruction

Subject area of specialization, methodology employed by the teacher, method of assessment used and the attitude of teachers with degree qualification in education have a direct bearing on the delivery of instruction in the primary school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methods used in carrying out the study. It is organized a long the following sub-headings; research design, target population, sample size and sampling techniques, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis.

3.2 Research Design

This study used descriptive survey design which is that branch of social science investigation which studies large and small population or universe by selecting samples from populations to establish relative incidences, distribution and interrelations.

Mugenda and Mugenda (2003), state that survey is an attempt to collect data from members of a population with respect to one or more variable. Descriptive survey is useful because it secures evidence and describes situations the way they are thus helping to determine the necessary steps to be taken in order to solve societal problems. Descriptive survey design was preferred for this study because the design enabled the researcher to explore incidences, opinions, attitudes and relationships between variables. Variables such as attitudes, methods of evaluation and methodology were surveyed to see how they influence the teacher's effectiveness in the delivery of instruction.

3.3 Target Population

Kombo and Tromp (2006) define population as a group of individuals, objects or items from which samples are taken for measurement. The target population is a group to which the researcher wants to generalize the result of the studies. For the purpose of the study, the target population consisted of all the 100 public primary schools, 114 teachers with degree qualification, 100 head teachers and 3,382 pupils in Nyando Sub County, Kisumu County (Zonal Office-Awasi Zone 2014).

3.4 Sample Size and Sampling Technique

A sample is a small subset of the total population, (Mugenda and Mugenda 2003). Sampling techniques are the methods used to arrive at the desired size (Kumas, 2005). Purposive sampling is mostly used in qualitative studies where the researcher selects particular individuals or cases because they will be particularly informative about the topic. The teachers with degrees were therefore purposively sampled for the study.

Stratified proportionate sampling technique was applied in selecting the number of schools to be used in the study. The schools are grouped in two divisions which make Nyando Sub County. Nyando Division has 55 schools (Awasi Zone 2014) from which 12 schools were selected through simple random sampling. Kadibo Division has 47 schools (Awasi zone 2014) from which eight schools were selected through simple random sampling. In total, thirty schools and their heads were selected. The pupils were selected through simple random sampling by using the ballot sampling proportionally according to the enrolment of each school or class. This sampling technique gave the researcher a chance to apportion the sample size based on population representation in the overall target population.

According to Mugenda and Mugenda (2003) a sample size of 10 – 30% of the respondents can represent target population. Based on this guideline, the researcher sampled 30% of the target population thus having 30 schools and their head teachers and 338 pupils. 89 teachers with degree qualification were sampled according to Glenn Israel (1992) Table of Sample Size Selection. The sample size had 457 respondents.

3.5 Research Instruments

The research instruments used in collecting data are questionnaires and interview guide which were designed by the researcher. As Kombo and Tromp (2006) put it, questionnaire saves time, upholds confidentiality and its representation seals opportunity for the interviewer's biasness. Interview guide collects data through oral-verbal stimuli and replies in terms of oral-verbal responses.

The questionnaire for teachers with degree qualification had five sections. Section A solicited the demographic information of the teacher. Section B 1 collected information on the teacher training, level of education and area of specialization. Section C collected information on the methodology used by the teacher in teaching including assessment and section D solicited information on the teacher's attitude. Pupils' questionnaire had sections A to C. Section A collected information on the pupils' background, Section B collected information on the availability of teaching and learning resources. Section C solicited information on the teaching methods and styles used by the teachers with degree qualification.

Interview guide for the head teacher had four items. This included information on the head teacher professional background and experiences; the education level of the teachers in the school, methodology and assessment methods used by the teachers with degree qualification, and finally the head teacher's attitude towards the teachers with degree qualification.

3.6 Instrument Validity

Kombo and Tromp (2006) argue that the validity of a test instrument is a measure of how well the test instrument measures what it is supposed to measure. It is the degree to which a test measures what it is supposed to measure, (Borg and Gall 1989). Validity is therefore concerned with soundness or effectiveness of the instrument. To enhance content validity, adequate and appropriate items will be included in the questionnaires.

A pilot test was used to gauge the content validity of the instruments. This gave the projection of the content validity. As recommended by Orodho, (2004), 1% of the entire sample size can be used for pilot test. The supervisors from the University of Nairobi also assisted in the evaluation of the validity of the test instrument.

3.7 Instrument Reliability

Thorndike and Hogen (1983) pointed out that instrument reliability is the level of internal consistency or the stability of measuring instruments. Reliability therefore refers to the extent to which the test scores are free from measurement errors. As Mugenda and Mugenda (2003) noted, it is a measure of the degree to which a research instrument yields consistent results or data after repeated trials.

The researcher adopted test-retest technique. The time factor taken to carry out test-retest was two weeks. Responses for the two sets of tests were seconded and analyzed using

SPSS data analysis software. They were then correlated using the Pearson correlation coefficient formula to determine the consistency of the two sets of scores. According to Mugenda and Mugenda (2003), a coefficient of 0.80 or more implies that there is a high degree of reliability of data.

To ensure that the instruments are reliable, the researcher ensured that the questions asked were clear. During Pilot study, the (number) selected teachers from the selected schools in Nyando Sub County were given the questionnaires to respond to. After two weeks, the same questionnaires were given to respondents and response collected. The two sets of questionnaires were correlated to test the reliability of the research instruments.

3.8 Data Collection Procedures

A research permit was obtained from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher then informed the County Commissioner (CC) and the County Director of Education (CDE) before the commencement of the study. The researcher then visited the selected schools sampled for the main study, made a request and informed the head teacher, teachers with degree qualifications and the pupils. The researcher then administered the questionnaires personally to the teachers with degree qualification and the pupils. He also interviewed the head teacher. Teachers' and pupils' questionnaire were collected on the same day.

3.9 Data Analysis Technique

Quantitative analysis data was driven from the demographic section of the questionnaires. Other closed questions were analyzed using descriptive statistics using percentages and frequencies. Qualitative data generated from the open ended questions in the research

instruments were organized in themes and patterns categorized through content analysis and tabulated data were then computed using the Statistical Package for Social Science (SPSS), (Mugenda and Mugenda 2003).

3.10 Ethical Consideration

Ethics may be conceptualized as a special case of norms governing individual or social actions, (Neumann, 2008). During the interview process, the researcher endeavoured to establish rapport with respondents with the aim of making them feel like a friend, a colleague and a partner in the research exercise. The researcher also ensured that nobody gave information under duress. The respondents were assured of high privacy, confidentiality and anonymity. They were also informed that the research is purely for academic purpose and were advised not to write their names or any other person name anywhere in the questionnaire. Finally, the researcher showed appreciation for the participation of the respondents by verbally thanking them for having taken part in the study.

CHAPTER FOUR

PRESENTATION ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This chapter presents the organization of the analyzed data, which is tied to the research questions that guided the study. The respondents were classified into three categories: the teachers with degree qualifications and the pupils who filled the questionnaires and the head teachers who responded to the interview guide. The structured questions generated quantitative data while the unstructured questions generated qualitative data. The analysis of quantitative data was done using descriptive statistics and has been represented using tables, pie charts and graphs. The qualitative data was analyzed using content analysis. The interpretation and presentation of findings was organized around the key variables such as subject area of specialization, teaching methodology, methods of assessment and teachers attitude.

4.2 Questionnaire Return Rate

The questionnaires were distributed to 89 teachers with degree qualifications, 338 pupils and a total of 30 head teachers were interviewed. Out of the above respondents, all the 89 teachers and 338 pupils returned their questionnaires. All the 30 head teachers were also interviewed. The return rate is compiled in Table 4.1.

Table 4.1 Questionnaire Return Rate

Instrument	Target	Number returned	Percentage
Head teacher	30	30	100.0
Teachers	89	89	100.0
Pupils	338	338	100.0
Total	457	457	100.0

The findings of the study as shown in Table 4.1 established that all teachers and pupils returned the questionnaires. The questionnaire return rate was 100.0%. This return rate was considered quite positive for the study.

4.3 Background Information of Respondents

This section contains the background information from the various respondents. It includes gender, age, qualification and the teaching experiences of the teachers with degree qualifications.

4.3.1 Gender of the Respondents

The researcher sought to find out the gender of the respondents. The findings are recorded in Table 4.2.

Table 4.2 Gender of the Respondents

	Gender	Frequency	Percentage
Teachers with degree qualification	Male	36	40.0
	Female	53	60.0
Pupils	Male	169	50.0
	Female	169	50.0
Headteachers	Male	23	76.7
	Female	7	23.3

The researcher established that 40.0% of teachers with degree qualification were male and 60.0% were female, meaning that all the gender was represented well in the study. The discrepancy between the male and female teachers was high. This means that there was gender parity among the teachers with degree qualification in education in Nyando Sub-County. There were more female teachers returning to upgrade their education than the male ones. The pupils were selected with equal number of gender representation. There were 169 male pupils and 169 female pupils in the study. Therefore, the findings used were of equal gender presentation among pupils. In the study, the highest number of head teacher respondents was the male who composed 76.7% of the study whereas the female were 23.3%. When the researcher sought to find out from Awasi zone officer (C.S.O), the officer said, “A number of female teachers shy off from headship citing the commitment that comes with it and the remoteness of some schools in Nyando sub-county”.

4.3.2 Age of the Teachers

The study sought to find out the age bracket of the teachers with degree qualification in education in Nyando sub-county. The findings from the study were recorded in Figure 4.1.

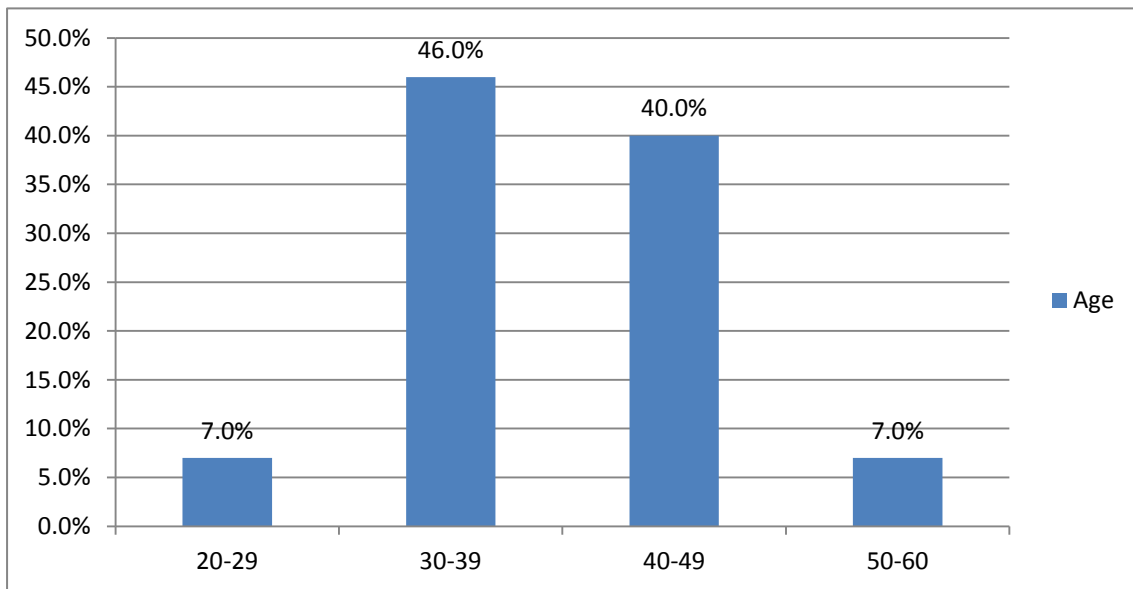


Figure 4.1 Age of Teachers

The study established that majority (46.0%) of the teachers with degree qualification were between 30-39 while 40.0% were between 40-49. Those who were aged between 20-29 years and 50-60years were each represented by 7.0%. This means that they were still young and energetic enough in teaching and were capable of implementing the acquired skills, knowledge and attitude from the university.

4.3.3 Qualifications of the Respondents

The researcher asked the teacher with degree qualification to indicate their level of education by filling the response in the questionnaire. The findings from the study are indicated in Table 4.3.

Table 4.3 Teachers Degree Level Qualifications in Education

Degree Level	Frequency	Percentage
PGD	21	23.3
Graduate	53	60.0
MED	15	16.7
Total	89	100.0

The findings established 60.0% of the teachers with degree qualification are graduates with first degree, 23.3% are graduates with diploma in education while 6.7% of the teachers have master degree in education. From this finding the researcher established that these teachers are qualified to perform competently in the schools.

4.3.4 Teaching Experience of Respondents

The researcher sought to find out the teaching experience of the teachers with degree qualification. The findings are shown in Table 4.4.

Table 4.4 Length of Time in Teaching after Degree Qualification

Age Bracket	Frequency	Percentage
Less than 1 yr	12	13.3
1-3 yrs	36	40.0
4-6 yrs	24	26.7
7-9 yrs	12	13.3
More than 10 yrs	5	6.7
Total	89	100.0

The findings of the study as indicated in Table 4.4 shows that most of the teacher respondents (40.0%) have been working after degree qualifications for 1-3 years, while 26.7% for 4-6 years, 12.3% for 7-9 years and less than one year. Those who had worked for more than 10 years were 6.7%. As can be seen from the Table 4.4, majority of the teachers (93.3%) had served for between 1-10 years and this gave the researchers confidence that the teachers had served long enough after their degree qualifications therefore are experienced enough in teaching to allow for effective delivery.

4.4 Subject Area of Specialization and Delivery of Instruction

This section offers general findings on the first objective which is the subject area of specialization after acquisition of degree qualification in education and the effect on the delivery of instruction. The respondents were asked various questions such as; the number of subjects they specialize in, their views on teaching all the subjects in primary school after specialization and whether a teacher's higher qualification affect the delivery of instruction in primary schools.

4.4.1 Teachers Subject Area of Specialization and the teachers' view on teaching all subjects in primary schools

To address the research objectives, the researcher sought to know the number of subjects that teachers with degree qualification in education area trained to teach and their view on the idea of teaching all the subjects. The findings are highlighted as shown in Table 4.5.

Table 4.5 Subject Area of Specialization

No. of Subjects	Frequency	Percentage
2	59	66.7
3	18	20.0
Others (ECD/SNE)	12	13.3
Total	89	100.0

The researcher established that majority (66.7%) of teachers with degree qualification in education are trained to teach two subjects, 20.0% are trained in three subjects while 13.3% are trained in Early Childhood Education (ECD) and Special Needs Education (SNE). The higher percentage (66.7%) of teachers trained to teach two subjects influenced the researcher who decided to investigate the results. The study established that the higher percentage of teachers trained to teach two subjects was due to the fact that most of these teachers are trained in subjects that are taught in secondary schools. This specialization in different subject areas informed the researcher that the methodology and style of delivery acquired also differ as per the subject and level of the learner.

Table 4.6 Teachers View on the Idea of Teaching all Subjects after Specialization

Response	Frequency	Percentage
It is good	33	36.7
It is not good	56	63.3
Total	89	100.0

Table 4.6 shows that 63.3% of the teachers felt that it is not good to teach all the subjects in primary school after specializing in specific areas. 36.7% were of the contrary opinion. Most of the teachers felt that although they were initially trained in TTC to teach all the subjects in primary school, one may not be effective or good at all of them. There is also the claim that there is not enough time for one to practice and better one's subject area of specialization. 36.7% who said teaching in primary is good even after this specialization argued that nothing much has changed during their university training. They feel that they still have the necessary skills and the methodology for all the subjects from their former teachers training colleges (TTCs). From this research findings, subject area of specialization affect the deliver y of the teachers since most teachers feel it is not good to teach all of them after specialization.

4.4.2 A Teacher's Higher Professional Qualification and Effective Delivery of Instructions

The study sought the opinion of teachers with degree qualification in education as to whether they think a teacher's higher professional qualification can affect effective delivery of instruction in primary schools. The findings are given in Table 4.7.

Table 4. 7 Whether a Teacher’s Higher Professional Qualification can affect Effective Delivery of Instruction in Primary Schools

Response to whether qualification affect delivery	Frequency	Percentage
Yes	74	83.3
No	15	16.7
Total	89	100.0

The findings of the study show that majority (83.3%) of the teachers with degree qualification think that higher professional qualification affects delivery of instruction while 16.7% think otherwise. Majority of the teacher respondents argue that professional qualification enhances ones knowledge, skills and ability making them more conversant with the subject content. The remaining 16.7% argued that teaching is all about commitment to learners. They argued that professional qualification even specialization at degree level does not affect effective delivery of instruction at the primary school. Some teachers cited cases where untrained support staffs have got better subject results with their pupils in the national exam than even the trained teachers.

4.5 Methodology used by the Teacher

In responses to the second research question the researcher sought to find the methodology used by teachers with degree qualification in education in the delivery of instruction in primary schools.

4.5.1 Head Teachers' View on the Teaching Methods and the Level of language Used during Delivery of Instruction

This section gives the head teachers' views on whether teachers with degree qualification in education use learner centered methods and appropriate language to the level of learners in the delivery of instruction. The findings are in Table 4.8 below.

Table 4. 8 Head Teachers' View on Methodology Used

Learner Centered Methodology	Frequency	Percentage
Appropriate – learner centered	21	70.0
Not appropriate	3	10.0
Not sure	6	20.0
Total	30	100.0

When the question, “How do you consider the teaching methods used by the teachers with degree qualification in delivery of instruction?”, was asked, 70.0% of the heads responded in agreement saying it is appropriate, 20.0% were not sure. The study found out that the high approval by the head teachers was attributed to the teacher's first training at the P1 level. They argued that the teacher's level of delivery comes from within him/her and it does not matter how many degrees one has acquired. Most of those who were uncertain felt that a teacher is largely controlled by attitude. This can make him/her use appropriate methods or not.

Table 4.9 Head Teachers' View on the Level of Language Used

Language Level	Frequency	Percentage
Appropriate to the learners level	26	87.0
Not appropriate	4	13.0
Total	30	100.0

Table 4.9 indicates that 87.0% of the head teachers feel that teachers with degree qualification use appropriate language that is to the level of the learners during their delivery of instructions. 13.0% feel that they don't. Most of the head teachers said that the aim of teaching is for the learners to get what the teacher is delivering so the teachers and especially those teaching lower classes use appropriate language. Those who feel otherwise said that some of these teachers with degree qualification sound high above their learners due to the pride of being a degree holder. These they say, affect their ways of delivery of instruction.

4.5.2 Teachers' Views on their Teaching Methods and Style after specialization and the influence on the delivery of instruction

The researcher sought to find out which teaching methods and styles are employed by the teachers with degree qualification in the delivery of instruction at the primary schools. There was also the need to seek their views on these teaching methods especially after specialization. The results are shown on Table 4.10.

Table 4.10 Teacher’s Teaching Methods and Styles

Teaching Methods and Style	Frequency	Percentage
Demonstration	24	27.4
Lecture method	4	4.2
Discussion	22	25.1
Story telling	19	21.3
Question and answer	16	17.8
Others	4	4.2
Total	89	100.0

Table 4.10 indicates that most of the teachers, (27.4%) use demonstration as their main teaching method. 25.1% use discussion, 21.3% use story telling, 17.8% use question and answer, 4.4% use lecture method while 4.1% use other methods. What emerges here is that the teacher respondents use more of demonstrations which they say make students more attentive and active during the lessons. This finding contravenes what Moseti (2007) found out that learner centered methods of teaching are rarely used in Kenya.

Table 4.11 Influence of Teaching Methods on the Delivery of Instruction

Whether teaching methods influence The delivery of instruction	Frequency	Percentage
Yes	83	93.3
No	6	6.7
Total	89	100.0

In Table 4.11, most of the teacher respondents (93.3%) agree that the choice of methodology influences effective delivery of instruction by the teachers. According to the Ministry of Education (2011), the learner should be placed at the center of teaching and

learning process through methods that actively and meaningfully engage them in the learning activities. Learner centered methods like group discussion, role play and demonstration make learning interesting to learners. A good teacher uses several methods of teaching depending on the level of learners and the environment.

4.5.3 Pupils View on Learning Methods and Styles they use in classroom

The researcher sought to find out the learners view on the methods of learning they frequently engage in during lessons. The findings are shown in Table 4.12.

Table 4.12 Pupils Learning Methods and Styles

Learning Methods and Style	Frequency	Percentage
Demonstration	81	21.4
Discussion	75	22.0
Question and answer	69	20.3
Story telling	62	18.3
Dictation	61	18.0
Total	338	100.0

In the study, most of the pupil respondents (22.0%) indicated that the teacher took them through discussion method of learning, 21.4% demonstration, 20.3% question and answer, 18.3% story telling while 18.0% indicated dictation. Discussion and demonstration are learners' centred methods. This also confirms what methods the teachers said they use in teaching in Table 4.10.

4.5.4 Methodology Problems during Delivery of Instruction and how Pupils are Involved during Lessons

The researcher sought to find out whether teacher with degree qualification do encounter problems with methodology in the subjects done in primary schools other than those they specialize in. There was also the need to establish how pupils are involved during the class lessons. This is shown on Figure 4.2 and Figure 4.3.

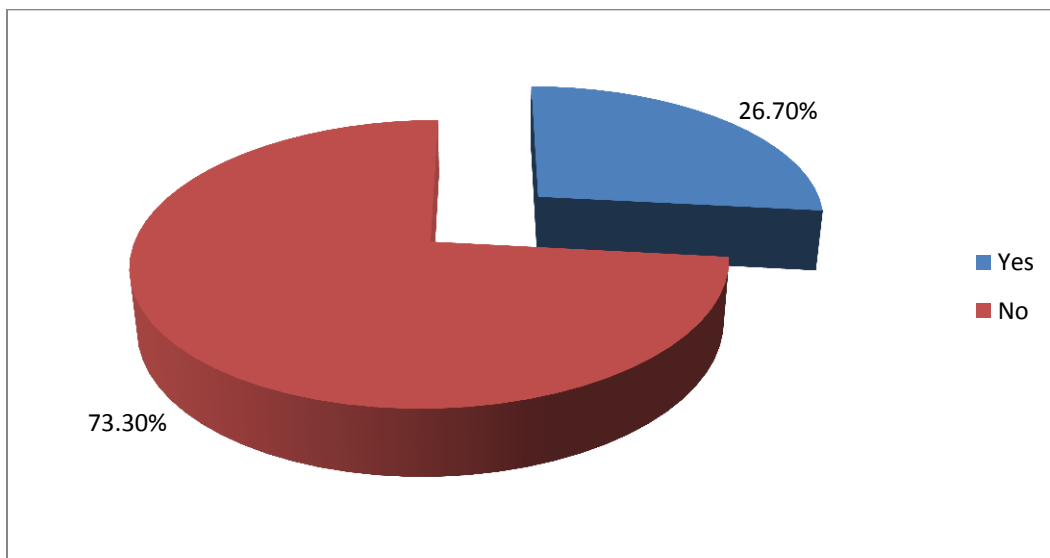


Figure 4.2 Methodology Problems during Delivery of instruction

Figure 4.2 shows that most of the respondents (73.3%) were of the view that they do not encounter problems while 26.7% said there are problems. Most of those who feel they do not encounter problems agree that they apply appropriate methodology acquired from TTC. The dissenting opinions attributed their feeling to the influence of specialization during their degree level training.

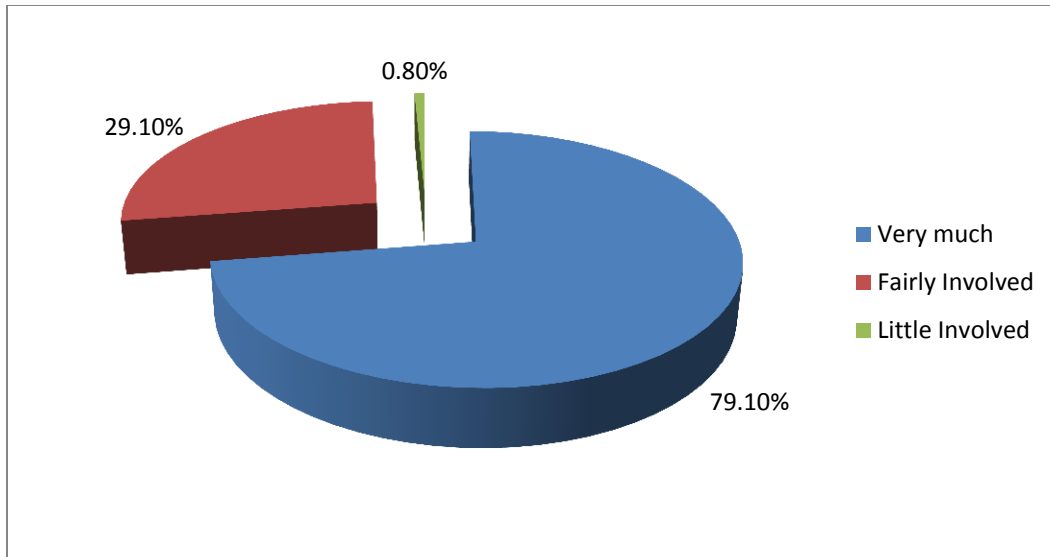


Figure 4.3 Pupils Involvement during the Lessons

Figure 4.3 gives the findings on how pupils are involved during lessons. When teachers were asked, “How are pupils involved during the lessons?”, majority of them (79.1%) responded that they were very much involved while 29.1% said that they were fairly involved. 0.8% said that they were little involved. The 79.1% responses indicate that the teachers employ learner centred methods of teaching.

4.5.5 Responses on Consultation by Pupils on Individual Questions

The researcher sought to find out if the pupils do consult their teachers with degree qualification on individual questions after the lesson. The responses are given in Table 4.13.

Table 4.13 Teachers and Pupils Response on Consultation for Individual Questions by Pupils

	Responses to whether pupils consult teachers	Frequency	Percentage
Teachers	Yes	62	70.0
	No	27	30.0
Pupils	Yes	304	89.9
	No	34	10.0

Table 4.13 indicates that 70.0% of the teachers are consulted by the pupils for individual questions when they are free while 30.0% feel they are not consulted. When pupils were asked, “Do you consult your teacher on individual questions when you are free?”, the response was; 89.9% of them said they do while 10.1 % said they do not.

Most of the teachers who said pupils don’t consult them (30.0%) feel that the pupils get what they are taught in the classroom and thus do not see the need of seeing the teachers afterwards. However, some of the pupils who do not consult the teachers (10.1%) argue that some of these teachers are harsh and have very little time with pupils. Consultation or lack of it may be a result of effective delivery by the teacher during lessons. There could also be the fear to consult.

4.6 Assessment Methods used by Teachers with Degree Qualification in Education

In view of addressing the third research objective, the study sought to find out if the method of assessment acquired at the university affect the teacher’s ways of assessing the pupils at the primary level. This section highlights the findings.

4.6.1 Influence of Assessment Methods Acquired from the University

The researcher sought to find out from teachers if the method of assessment acquired from the university do influence their ways of assessing learners. The findings are shown in Table 4.14.

Table 4.14 Influence of Assessment Methods Acquired from the University

Response	Frequency	Percentage
Yes	62	70.0
No	27	30.0
Total	89	100.0

As can be confirmed from table 4.14, 70.0% of respondent teachers said that methods of assessment acquired at the university do affect their ways of assessing the pupils at primary level, 30.0% felt that it does not affect. The researcher found that the high numbers of those who agree (70.0%) was a result of the fact that there is little time allocated for effective assessment as some of the ways are more advanced and above the developmental age of the primary pupils. Majority however are of the view that it has affected them for the better as it has improved their ways of assessing their learners. Some of those who said that it does not affect them feel that they are well versed with the methods and ways of assessing primary pupils as was taught to them during their earlier TTC training.

4.6.2 Learners Views on Assessment Methods by the Teachers with Degree Qualification

The researcher sought to find out the view of the learners on the assessment methods used by the teachers with degree qualification. The findings are shown in Figure 4.4.

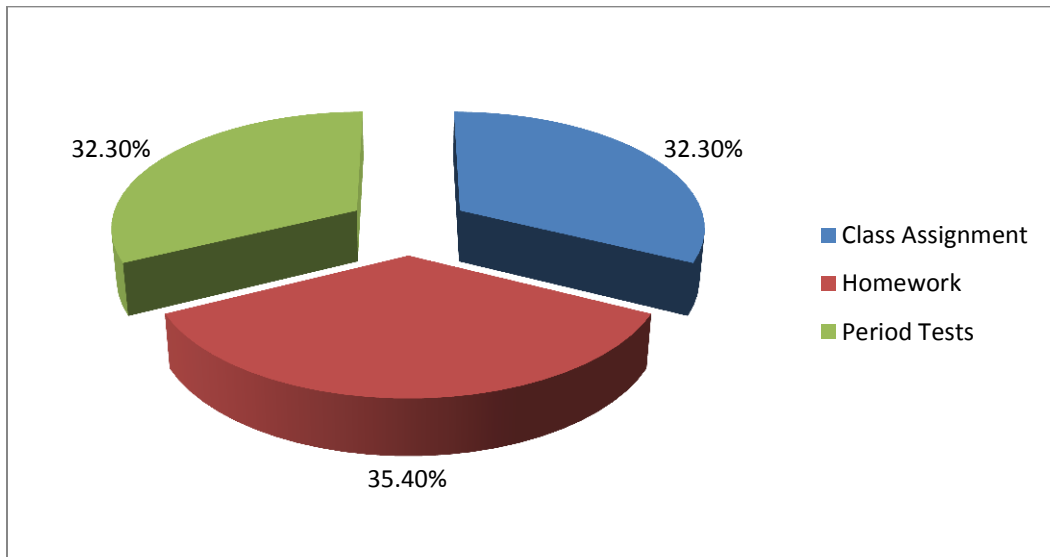


Figure 4.4 Learners View on Assessment Methods by the Teachers with Degree Qualification

From figure 4.4, it is evident that most pupils (35.4%) feel that the teachers with degree qualification give them home work while 32.2% agree that the class assessment and periodic tests are given by the teachers. The assessment given fairly covers class assignment, periodic tests with homework dominating. It was therefore important to find out how frequent this homework was given and whether it was marked in time.

4.6.3 Assignment of Homework by the Teachers with Degree Qualification

The researcher sought to find out how often the respondent teachers do assign homework to pupils. The findings are highlighted in Table 4.15.

Table 4.15 Assignment of Homework

Response	Frequency	Percentage
Never	0	0.0
Everyday	62	70.0
Once or twice a week	27	30.0
Less than once a week	0	0.0
Total	89	100.0

Most of the teacher respondents (70.0%) indicated that they give homework on a daily basis while 30.0% said that homework is given once or twice a week. The researcher observed that teachers especially those taking “Tusome” classes (Std. One and Two) are, as per their programme supposed to be giving homework daily, (Awasi Zonal Office, 2016). Though this is not the only way to test learners, assignments reflect greatly on the teacher’s commitment to teaching activities which finally affects the end result.

4.6.4 Teachers and Pupils view on completion of Assignment in Time by the Pupils

It was important to find out if pupils do finish the assignment given by the teacher in good time. The responses of the teachers and pupils were recorded in Table 4.16.

Table 4. 16 Completion of Assignment in Time by the Pupils

	Assignment completion in time	Frequency	Percentage
Teachers	Yes	53	60.0
	No	36	40.0
Pupils	Yes	338	100.0
	No	0	0.0

According to the study, 60.0% of teachers and 100.0% of the pupils said that the assignment given is completed in time. 40.0% of the teachers however feel that pupils don't complete assignment in time. Whereas the majority of the respondent teachers (60.0%) generally agreed that pupils finish their assignment in time, the agreement was not overwhelming. The responses were not one sided as only slightly high agreed with the statement. On inquiry, the researcher found that some of the pupils have big work load at home whereas others have economic problems back at home. This according to the teachers, prevents them from completing the given assignment in time.

Other than the teachers, all the pupil respondents answered in affirmation that they do finish the teacher's homework assignment in time. This is an indication that the pupils are ready to learn.

4.6.5 Marking of Assignment by the Teachers with Degree Qualification

The study sought to find out opinions of the pupils if the assignment given is marked by the teacher in time. Table 4.17 highlights the findings.

Table 4. 17 Marking Assignment by the Teacher

Response	Frequency	Percentage
Yes	304	89.9
No	34	10.1
Total	338	100.0

From the findings of the study, most pupil respondents (89.9%) agree that their work was marked in time by the teachers while 10.1% disagree. Tests are essential part of learning process as they enable teachers to assess the level of learning among pupils and also to identify problem areas of the topics taught. Test among other important functions enables teachers to gauge the mastery of content as well as motivation learners to revise continuously. Whereas the majority of the respondents were in agreement, this response was not one sided thus prompting the study to investigate the reason. It was discovered that the 10.1% population was a result of the teachers who tend to be too busy doing other things while others keep promising that they would mark and continue adding more work which they do not mark at the end of it all.

4.6.6 Head Teachers' view on the Improvement in Delivery by the Teacher

The researcher considered it important to get the head teacher's views on whether there has been improvement in the delivery of instruction by the teachers since their acquisition of degree qualification. The findings are as shown in the Table 4.18.

Table 4.18 Head Teachers view on the Improvement in Delivery by the Teacher

Response as to whether there is improvement in the delivery	Frequency	Percentage
Yes	16	53.0
No	14	47.0
Total	30	100.0

When the question, “Is there improvement in their subject areas since they acquired degree qualification?” was asked, majority (53.0%) agreed there was improvement while 47.0% disagreed. Even though there was an affirmation among the head teachers, this agreement was not overwhelming. The responses were not one sided as quite a good number of head teachers (47.0%) did not think degree qualification improves a teacher’s way of delivery of instruction. Most of the headteachers argued that improvement of a teacher in the delivery of instruction is attitudinal. The 53.0% who agreed feel that having acquired their degree qualification, their morale in teaching has improved.

4.6.7 Performance by Pupils in the Teacher’s Subject

The researcher asked the pupil respondents how they perform in the teacher’s subject.

The response is as shown below.

Table 4.19 Pupils Performance in the Teacher’s Subject

Pupils’ performance	Frequency	Percentage
Highly	203	60.1
Fairly	94	27.8
Poorly	41	12.1
Total	338	100.0

In the research findings, majority 60.1% of the pupils scored highly in the teacher’s subject, 27.8% got fair scores while 12.1% of the pupils performed poorly in the teacher’s subject. The high difference in the response prompted the researcher who decided to find out the reason. The researcher was able to find out that these teachers whose subjects are performed well have had the culture of good performance even before they got their degree qualification. It is therefore evident that degree qualification is not necessarily what influences delivery and the subsequent good result. According to most of the pupils, the serious commitment and thorough work done by these teachers has made them improve.

4.7 Attitude of Teachers with Degree Qualification

As a way of addressing the fourth research objective, the researcher sought to find out the attitude of teachers with degree qualification in education in the delivery of instruction at the primary school.

4.7.1 Classes Taught by Teachers with Degree Qualification

The researcher sought to find out the classes taught mostly by the teachers with degree qualification in education. In primary schools, the classes are grouped into lower and upper classes. The table below highlights the findings.

Table 4.20 Classes Taught by Teachers with Degree Qualification

Classes taught	Frequency	Percentage
Upper primary	19	63.3
Lower primary	8	26.7
Both lower and upper primary	3	10.0
Total	30	100.0

Table 4.20 indicates that 63.3% of the teachers with degree qualification teach upper primary, 26.7% teach lower primary whereas 10.0% teach both upper and lower primary. The researcher got interested to investigate if there was any reason as to why lower primary has a smaller percentage. The study discovered that the choice of subjects and classes to teach is largely based on interest and ability to handle the subject. Teachers were therefore allowed to pick the subjects they are interested in and they opted for upper primary instead of lower primary. The choice of subjects based in interest and ability is seen as a way of addressing the teachers' feelings, emotions and desires (Hargreaves, 1994 in Clement 2002:47).

4.7.2 Response to Whether Teaching in Primary is Boring after Degree

Qualification

It was considered important as a way of addressing research objectives to seek the respondent teachers' opinion on how they feel about teaching in primary school after acquiring degree qualification. The results were tabulated in the pie chart below.

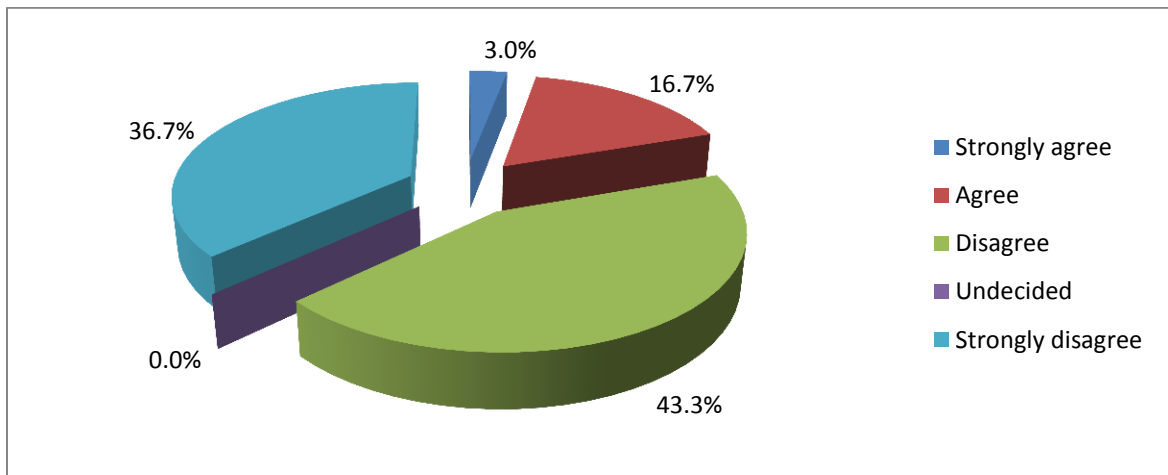


Figure 4.5 Response to Whether Teaching in Primary School is Boring after Degree Qualification

The statement, "Since I got degree qualification in education, teaching in primary is boring", elicited the above response whereby 43.4% disagreed, 36.7% strongly disagreed, 16.7% agreed while 3.0% strongly agreed. Those who disagree feel that it is not boring to teach at the primary school and this shows that they fit well in the primary.

4.7.3 Whether it is Enjoyable to Teach in Primary after Degree Qualification

The researcher sought to find out whether teachers with degree qualification enjoy teaching at the primary schools. The findings are shown in Figure 4.6.

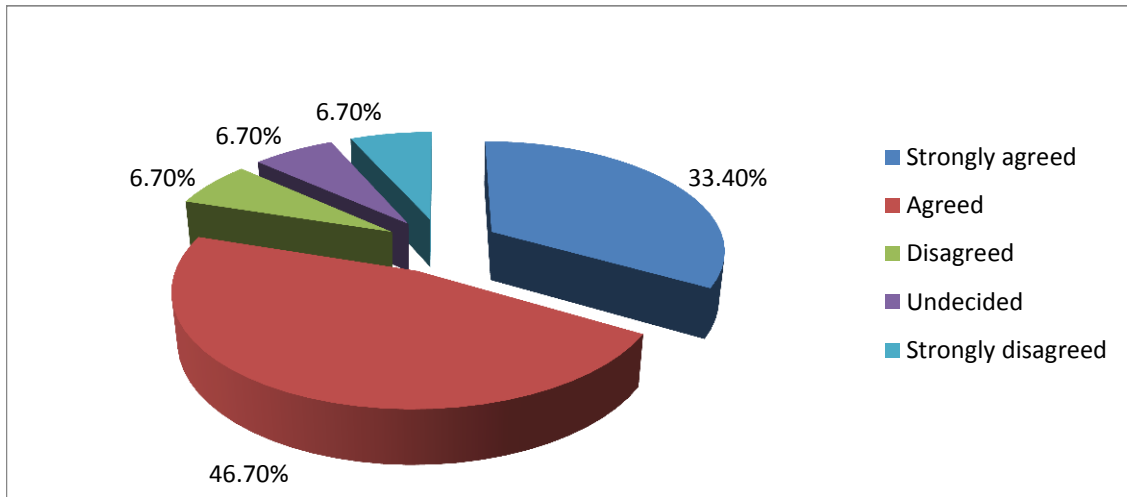


Figure 4.6 Response to Whether Teachers with Degree Qualification Enjoy Teaching in Primary School

The statement, “Since I got the degree qualification, I enjoy teaching in primary schools”, elicited responses where those teachers who agreed with the statement were 46.7%, those who strongly agreed were 33.4% whereas those who disagreed, undecided or strongly disagreed were 6.7% each. From the findings those who enjoy teaching at the primary after degree qualification is high. This compares well with those who feel that teaching at primary school is not boring.

4.7.4 Response to Whether Teaching at the Primary School is too Tasking after Degree Qualification

The researcher sought to find out the feeling of the teachers whether teaching at the primary schools is too tasking after their degree qualification. The result of the findings is shown in Figure 4.7.

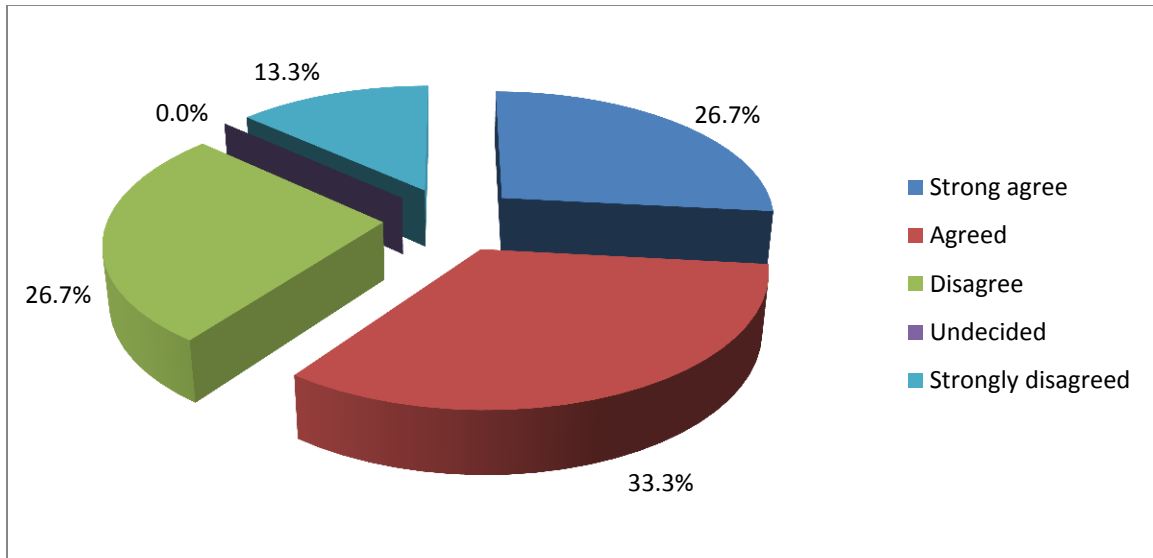


Figure 4.7 Response to Whether Teaching in Primary is too Tasking after Degree Qualification

The statement, “Since I got the degree qualification, teaching in primary school is too tasking”, elicited responses whereby 33.3% agreed with it, 26.7% strongly agreed, 26.7% disagreed while 13.3% strongly disagreed. In the findings, majority (60%) agreed that teaching in primary school is too tasking. This could be as a result of the burden of handling of all subjects from lower primary to upper primary. This attitude is likely to affect the delivery of instruction by the teacher. As Lumpe (2008) puts it, a teacher’s attitude and believe form part of the process of understanding how teachers conceptualize their work.

4.7.5 Whether Teachers with Degree Qualification Prefer Teaching in Secondary Schools

The researcher sought to find out whether teachers with degree qualification prefer teaching in secondary schools. The findings are shown in Figure 4.8.

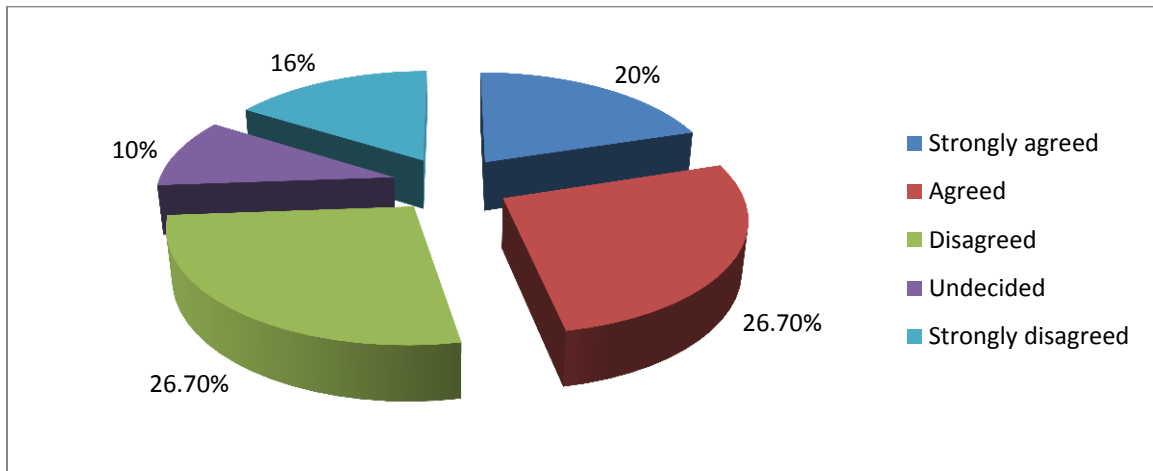


Figure 4.8 Response to Whether Teachers with Degree Qualification Prefer Teaching in Secondary School

The statement, “Since I got the degree qualification, I prefer teaching in secondary school”, elicited responses whereby 26.7% agreed with the statement, 26.7% disagreed, 20.0% agreed strongly, 10.0% were undecided while 16.6% strongly disagreed. From the findings 46.7% prefer being in secondary school while 43.3% disagreed with the statement. It is clear that a big population is not fully committed to being at the primary schools. This attitude is likely to affect their delivery in the primary schools. Okorodod (2006) observed that the relationship between teacher’s attitude and actual performance and the delivery of instruction was complex and context dependant. Passion or positive work attitude enhances teaching leading to the achievement of learning objectives and the overall educational objectives. The dissenting opinions who don’t want to be at the

primary therefore show that their attitudes are affected thus cannot perform effectively at the primary.

4.7.6 Provision of Remedial Lessons by Teachers with Degree Qualification

The researcher sought to find from the respondent head teachers whether teachers with degree qualifications provide any remedial lessons to their learners. The result of the findings is in Table 4.21.

Table 4.21 Provision of Remedial Lessons by Teachers with Degree Qualification

Provision of remedial lessons	Frequency	Percentage
Often	17	56.7
Rarely	11	36.7
Never	2	6.6
Total	30	100.0

The study established that 56.7% of the respondent head teachers felt that teachers with degree qualification do offer remedial lessons to the learners, (36.7%) feel that the offer is rare while 6.6% said that they do not offer it at all. In the finding, although majority (56.7%) of the heads interviewed agreed that these teachers offer remedial lessons, the response is not overwhelming. Those who rarely give remedial lessons and those who do not give it at all is a number that clearly shows that a sizeable number of these teachers are not committed in their teaching at the primary school.

4.7.7 Pupils View on the Delivery of Instructions by the Teacher

The researcher sought to find out the general view of the pupils as to whether they like the way these teacher delivers their lessons. The result of the finding is in table 4.22.

Table 4.22 Pupils View on the Delivery of Instruction by the Teacher

Whether pupils like the teachers way of delivery	Frequency	Percentage
Yes	284	84.0
No	54	16.0
Total	338	100.0

From the findings, majority 84.0% of the pupil respondents affirmed that they like the way their teachers deliver while 16.0% do not like the way their teachers teach. This response was as a result of the question, “In your opinion, do you like the way the teacher is teaching?”

Although the affirmation was overwhelming (84.0%), the study decided to find out the reason for the few dissenting views. The findings were that a few teachers were reported to have little time with the learners, not approachable and generally too special for the learners to consult. As Okorodod (2002) puts it, a child who is an observer also changes behaviour after viewing the behaviour of a model who is the teacher. This is one of the reasons that might make the 16.0% dissent.

4.7.8 The Teacher's and the Headteacher's View on the Relationship between the Teacher with Degree Qualification and the Other Members of the Staff

As a way of addressing the research objectives, it was important to find out from the teacher respondents how they relate with other members of their staff. The findings are shown in the Figure 9.

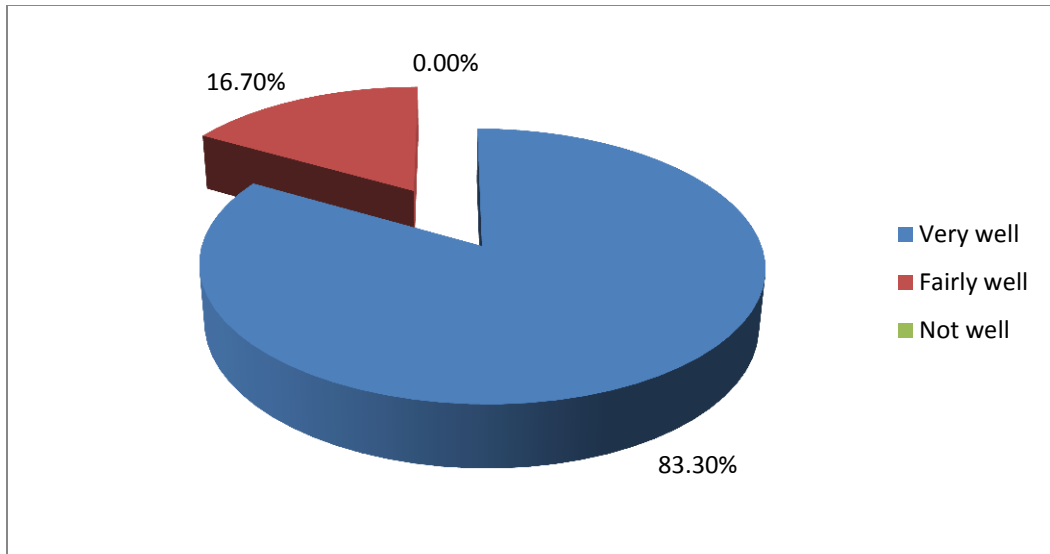


Figure 4.9 The Relation between the Teacher and Other Members of Staff

From the research findings, 83.3% of the teachers said that they relate very well with their staff members, 16.7% said the relation is fairly well while nobody responded to the last option – not well. This shows that in the teacher's view they fit well with the other members of staff. This is seen as a good factor of team work.

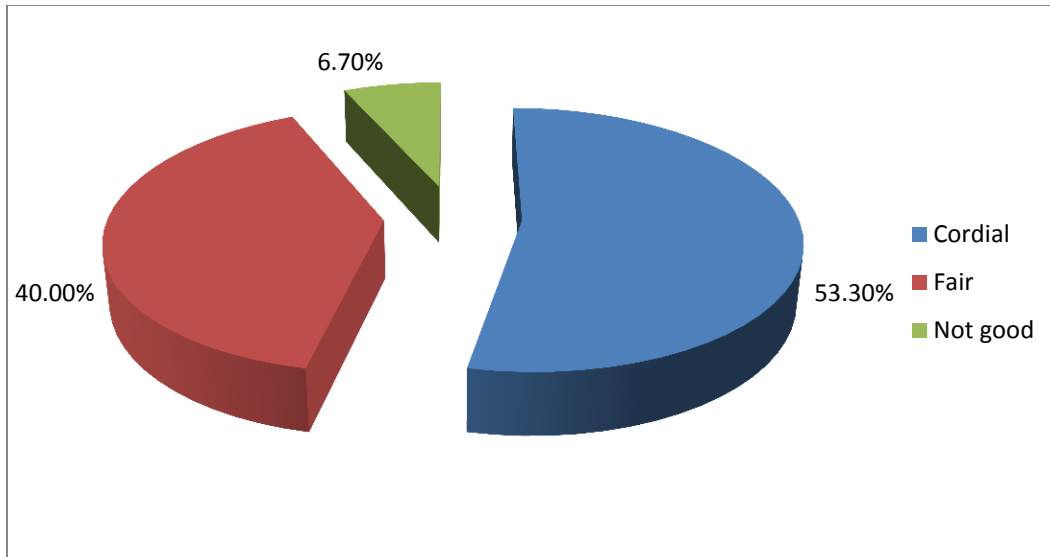


Figure 4. 10 Headteacher’s view on the Relationship between the Teacher with Degree Qualification and other Members of Staff

Majority (53.3%) of the head teachers interviewed said that relationship between the teachers with degree qualification and the other members of the staff is cordial, 40% said it is fair while 6.7% said it is not good. This indicates a positive work environment.

4.7.9 Head Teachers View on Whether Degree Qualification in Education Improves the Delivery of Instruction by the Teacher

In responding to the research objectives, the study sought to find out the views of the head teachers as to whether degree qualification in education improves the delivery of instruction by the teacher. The result of the finding is given in the figure below.

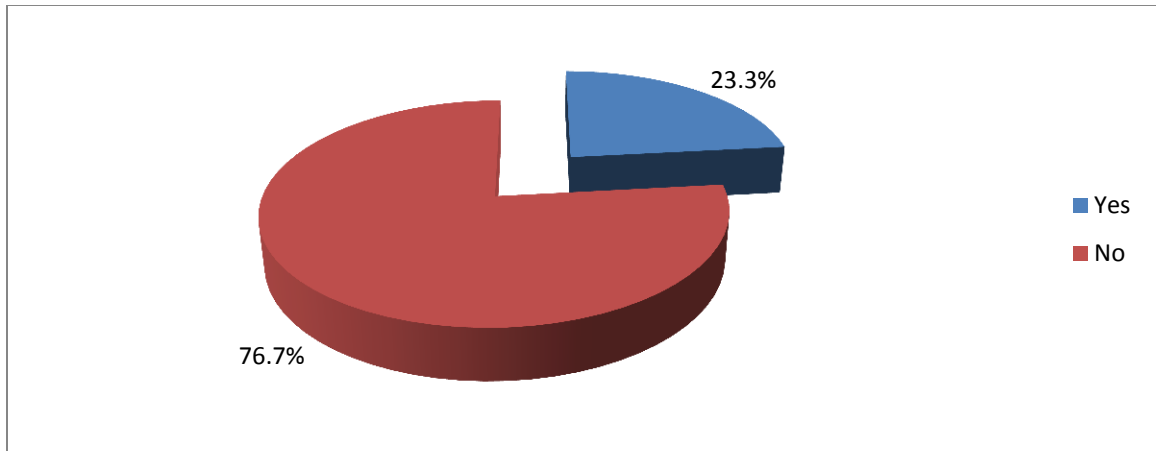


Figure 4.11 Head Teachers View on Whether Degree Qualification in Education Improves the Delivery of Instruction by the Teacher

In response to the research question, “In your view, does degree qualification in education improve the delivery of instruction by the teacher?” majority (76.7%) of the teachers disagreed while only 23.3% agreed.

This high percentage of teachers disagreeing prompted the researcher who decided to investigate. The researcher was able to find out that most head teachers believe that teachers only go for degree education or any other further education just to improve their pay. They argue that the difference between the teachers’ ways of delivery of instruction after and before is almost not there. To these respondent headteachers, the performance of a teacher is largely attitudinal other than the academic or professional level.

Subject Area of Specialization and Delivery of Instruction

From the findings of the study, the researcher established that subject area of specialization influences the delivery of instruction by the teachers with degree qualification in education. A number of the respondent teachers 66.7%, Table 4.5 are

trained to teach the subjects offered at the secondary schools. Their displeasure in teaching all the subjects offered at primary even after specialization is expressed in Table 4.6 where 63.3%, responded that it is not a good thing. Some of these teachers argued that the teaching of all subjects as was the training at their previous teachers training colleges was not in consideration of the fact that one is not necessarily good at all these subjects. Okore (2003), argued that a teacher cannot possibly succeed unless he or she has thorough knowledge of the subject and mastery of the content. Bandura's theory of self-efficacy (1986) also predicts that teachers with high self-efficacy should persist longer, provide a good focus in child-centered classroom and exhibit different types of feedbacks. Specialization especially in areas of interest makes a teacher get thorough knowledge and skills in the subject.

When asked whether there are challenges in methodology in teaching the other subjects other than those they specialized in, quite a good percentage (26.7%, Table 4.11) said there are. Their reason was that some of the methodology taught during specialization does not apply when handling other subjects. This therefore means that what is acquired at the university does not entirely benefit the effective delivery of instruction at the primary schools. A teacher with degree qualification in business studies and mathematics has little benefit to the primary teaching because business studies is not a subject offered at the primary. Even the level of mathematics that one is trained in is not that of primary. Degree qualification in these subjects and others that are not for primary teaching cannot therefore improve the delivery of the teacher.

There are some university colleges which offer degree courses in primary education. Unfortunately these universities also train teachers in two or three subjects and not all the

subjects taught at the primary. Considering subject area of specialization, degree qualification in education does not necessarily improve a teacher's level of delivery since the training is not meant for all the subjects done at the primary. Some of the subjects are even irrelevant and don't apply at the primary.

Teaching Methods and Delivery of Instruction

According to the study findings, most teachers with degree qualifications in education use appropriate learner-centred methods such as demonstration and discussion when delivering instruction in the classroom. This was confirmed even by their headteachers and the pupils. It was however interesting to note that the headteachers don't attribute this to degree level education or any further education. To them, this is a result of what was acquired in the teacher's first training as P1 in the various teacher training colleges (TTCs). Further to that, they argue that a teacher's decision on whether to use learner-centred method of teaching in the classroom is largely attitudinal other than ones higher professional qualification.

While most of the respondent teachers (83.3%, Table 4.18) feel that degree qualification in education improves a teacher's level of delivery, nearly all the headteachers disagree. Interestingly the few dissenting teachers with degree qualification (16.7%, Table 4.18) do agree with most of the headteachers on the fact that a teacher whose method of delivery is poor does not improve even after degree qualification.

The study also found that the methodology acquired at the university is much more streamlined to two or three subjects especially those that are taught at the secondary schools. In deed, even the university colleges offering primary option degree for teaching

at the primary, only allow their students to take two or three subjects and not all that is taught at the primary. This therefore means that the two levels of degree qualification, secondary and primary options, do not offer much methodology sufficient for all subjects at the primary schools. As such the effectiveness of the teachers with these degree qualifications is in doubt.

Methods of Assessment and Delivery of Instruction

Angelo and Cross (1993) observed that measurement of student learning is very important for effective teaching to be realized. Tests and other ways of assessment given by the teacher are key in determining the effectiveness of a learning process. They also give feedback on the effectiveness of the teacher and his methods of classroom delivery. In the study, 70.0%, (Table 4.14) of the teacher respondents indicated that assessment methods acquired at the university do affect the way they assess the learners at the primary schools. Majority of those who agree indicated that these test methods only need enough time allocation for them to be implemented effectively. They argue that implementing these test methods at the primary is sometimes difficult since they are advanced and above the developmental age of the primary pupils.

When learners taught by these graduate teachers were asked how frequent they are given class assignment, homework and other periodic tests by the teachers, majority of them especially those in the lower classes indicated homework to be the most frequently given. The study established that homework especially for classes one and two is under *Tusome Programme* (Awasi Zonal office, 2016). This new initiative by the government has homework in its daily assessment programme. It therefore doesn't matter whether the teacher has degree qualification or not. Similarly when learners were asked whether the

teachers with degree qualifications do mark their assignment in time, majority (89.9%, Table 4.17) agreed. Some of the dissenting voices (10.1%, Table 4.17) claimed that their teachers keep on promising that they would mark their work and continue piling more work which they end up not making in the long run.

The headteachers' view on whether there is improvement in the subjects taught by these teachers with degree qualification was not an overwhelming affirmation. Only 53.0%, (Table 4.18) indicated that it has improved. A headteacher who had five degree holders in his staff observed that, "Those who were effective before have remained effective even after their degree qualification whereas those who are not for the child have remained so-some worse than before." From these findings, it is clear that there is no better assessment method acquired at the university that is applied at the primary level to improve ways of delivery by the teacher and the subsequent final result.

Teacher's Attitude and Delivery of Instruction

From the findings of the study, majority of the teachers with degree qualification in education (47.6%, Figure 4.5) are okay with teaching at the primary schools. Interestingly their attitude is not the same as there is another majority who feel that teaching in primary is tasking. As such 26.7%, (Figure 4.5) of the respondent teachers prefers to teach in secondary schools.

When asked how they relate with fellow members of staff including the headteachers, most of them feel it is okay and this is a sign of a favourable work environment. As to whether teachers with degree qualification offer remedial lessons to the pupils or not, majority 56.7%, (Table 4.21) of the headteachers indicated that they do but were almost

unanimous on the fact that these teachers have had that culture of having the child at heart even before their degree education. This informed the study why most headteachers interviewed (76.7%, Figure 4.11) feel that degree qualification in education does not improve a teacher's level of delivery. To them a teacher who is not willing to have something extra for the child remains so and cannot be influenced even by further education. Some of the headteacher respondents had the opinion that going for further education by teachers is largely intended, "to improve their pay slips and nothing more." From these findings, it is clear that going for degree or getting degree qualification in education has very little intention towards improving the delivery of the teachers.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary, conclusions and recommendations based on the data gathered during the field study in Nyando Sub-County, Kisumu County. The purpose of the study was to investigate the effectiveness of teachers with degree qualifications in education on the delivery of instruction in public primary schools.

5.2 Summary of the Study

This section will offer a summary of the findings in line with the specific objectives of the study. The purpose of this study was to investigate the effectiveness of teachers with degree qualification in education in the delivery of instruction in Nyando Sub-County, Kisumu County – Kenya. The study sought to establish the effect of subject area of specialization at the degree level on the delivery of instruction in public primary schools in Nyando Sub-County and determine the effect of the acquired methodology on the delivery of instruction. The study further delved on the effect of the teachers' attitude and the delivery of instruction in public primary schools. In the methodology, the researcher used descriptive survey design. The target population was 3595 and a sample size of 457 was taken. The research instruments included questionnaire and interview schedule. To gauge the content validity of the instrument, a pilot test was conducted followed by a test retest technique to ascertain their reliability. Data collection was done followed by data analysis.

5.3 Summary of the Findings

The findings of the study revealed that despite having degree qualification in education, the delivery of some of these teachers is still wanting. Among the areas examined to be having influence is the subject area of specialization at the university, the methods and style used including ways of assessing the pupils. In subject area of specialization most teachers (66.7%) with degree qualification in education are trained to teach in secondary schools while a few who did Primary Option, Early Childhood Education or Special Needs Education are not trained to teach all subjects taught at the primary schools. The methodology and style used in classroom delivery including assessment methods are confined to the few subjects they are specialized in. The burden of having to handle all subjects in the primary school even after you specialize aggravated the situation as one may not be good at all of them. The study found that most teachers still uphold the training they acquired in TTCs which continues to help them most. In examining the attitude of these teachers, the study found out that the degree qualification has not influenced the teachers' attitude much. Those who were hardworking before the acquisition of the degree have remained so while those who were not hardworking have continued even after their degree qualification. In the next two sections, the study gives the conclusions and recommendations of this study in line with its findings.

5.4 Conclusion

Over the years, the number of primary school teachers going back to school to acquire degree qualification in education has been increasing in Nyando Sub-County just like any other sub-county in Kenya. Despite this, the classroom delivery of these teachers has not translated into any better result. From the study findings, the researcher got the answer to

the research questions which included how the subject area of specialization affects the delivery of instruction; the effect of the acquired methodology on the delivery; assessment methods used and the effects of the teachers' attitude. It was established that specialization in a few subjects denies these teachers the opportunity to get training in all the subjects at the primary.

Methods that one is trained to use in the instruction delivery of these subjects may not necessarily apply in all subjects at the primary. The same could be seen in methods of assessment used by these teachers with degree qualification. Again the researcher concluded that attitude of the teachers is very important in the effective delivery of instruction more especially after one has acquired some higher qualification in his profession. As it is expected, the return on investment in education, just like any other investment, should be seen in the effective delivery and subsequent high performance among the learners. Investment in further education of teachers should therefore be geared towards producing a similar high result in the delivery of instruction.

5.5 Recommendation

Based on the findings, the study makes the following recommendations:

- i) The findings of the study revealed that most teachers with degree qualification in education are trained to teach subjects offered in secondary schools. With the new policy guidelines from the teachers service commission (TSC) barring graduate primary school teachers from moving to teach at secondary schools, there is need to streamline the degree programmes for these teachers to make them more relevant in their teaching at the primary schools. More university collages should

revise their programmes of training and start offering options that cater for primary school subjects.

- ii) The study also recommends that there is need for specialization at the primary schools. Teachers should take not more than three subjects. This will give them opportunity to take the subjects that they are best qualified and interested in. As such it will give the teachers easy time to advance even at degree level.
- iii) The researcher recommends that more emphasis be put on the use of teaching methods that are relevant and learner-centered. These methods should also be those which take consideration of the developmental age of the learners. The level of language used in the delivery of instruction must also be that which learners can understand clearly. Proper methodology can be realized when teachers are allowed to take the subjects they are comfortable with. When teachers are allocated or compelled to take particular subjects against their wishes, they are likely to stagger during the delivery in the classroom.
- iv) The training of most graduate teachers at the primary is focused on secondary teaching. In view of the level and developmental age of the primary school pupils, assessment methods used should be appropriate and relevant to their level. Whether a teacher is a degree holder or not, they should do their work competently well. The Head teachers who are the chief officers of their various schools should have internal mechanisms that ensure effective monitoring of all school programmes. Homework and assignment should be checked and marked by teachers and all lessons should be well attended to. Schools should strengthen

staff academic management programmes. There needs to be functional offices to ensure that tests and examinations are well conducted and managed.

- v) After their degree qualification and subsequent retention to teach at the primary schools there is a greater need for attitudinal change among these teachers if effective classroom delivery is to be realized. In the study findings, quite a number of teachers with degree qualification prefer to be in secondary schools. It is therefore important that these teachers shift from this imagination and settle down at the primary schools. As they do this, they should also employ the acquired skills and knowledge in initiating measures that can make learners more eager to learn .In case one is assigned to teach a subject that he is specialized in at the university, he should be creative enough and try his best delivery methods in the subject. The study also recommends that the government should strongly enforce the appraisal programmes for the teachers. This will ensure adherence to the law, check the teacher's attitude and ensure proper delivery and subsequent good result.

5.6 Suggestion for Further Study

- i) The researcher finds the need for a study to be undertaken to assess the effect of the recent retention policy by the teacher's service commission (T.S.C) barring primary school teachers with degree qualification from moving to teach in secondary schools. This will help decision makers to ensure that right policies that benefit both the teachers and the learners are put in place.

- ii) There is also the need to undertake the study on the effectiveness of primary school teachers who got their degree qualification and managed to get places in secondary schools before the new policy stopped the cross over.
- iii) Finally there is the need for academic perspective as to the relevance of P1 teachers in effective delivery of instruction at the primary schools. Considering the fast changing technology and the advent of new things, it is important to focus on whether P1 training is enough to help facilitate the vision of Kenya towards achieving its development aspirations

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APPENDIX I

LETTER OF INTRODUCTION TO RESPONDENTS

University of Nairobi,
College of Education and External Studies,
Department of Education Adm. and Planning,
P. O. Box 92,
KIKUYU.

THE HEADTEACHER
_____ SCHOOL

Dear Sir/Madam,

RE: PERMISSION TO COLLECT DATA IN YOUR SCHOOL

I am a post graduate student at the University of Nairobi, pursuing a Degree of Master of Education in Curriculum studies. I am conducting a research on Effectiveness of teachers with Degree qualification in education in the delivery of instruction in public primary schools in Nyando Sub-county, Kenya. I intend to carry out the above study in your school.

The purpose of this letter therefore, is to humbly request you to participate in the study by completing the attached questionnaires and respond to the interview schedule. This research is purely for academic purpose and all responses and will be used for research purpose only. Thanks in advance.

Yours faithfully,

OTIENDE AMOS OTIENO

APPENDIX II

QUESTIONNAIRE FOR TEACHERS WITH DEGREE QUALIFICATION

The questionnaire is for carrying out an academic research. Kindly complete it by providing honest response as precisely as possible. Please do not write your name or that of your school anywhere on this questionnaire. Tick (✓) where appropriate or fill in the required information on the spaces provided.

Section A: Demographic Information

1. Gender: (a) Male [] (b) Female []
2. Age bracket: (a) 20-29 [] (b) 30-39 [] (c) 40-49 [] (d) 50-60 []

Section B: Teacher's degree level education and area of specialization

3. Indicate your highest professional qualification
(a) PGD [] (b) Graduate [] (c) MED []
(d) Any other, specify _____
4. For how long have you been teaching after your degree education?
(a) Less than one year [] (b) 1 – 2 years [] (c) 3-5 years []
(d) 6 – 10 years [] (e) More than 10 years []
5. (i) How many subjects are you trained to teach during your university education?
(a) One [] (b) Two [] (c) Three []
(d) Any other []
(ii) Name them
(a) _____
(b) _____

10. In your opinion do pupils enjoy your subject much better using the methods you mostly use?

Yes [] Fairly [] No []

11. (a) Do you encounter any problem with methodology in the subjects done in primary schools other than those you specialize in?

Yes [] No []

(b) If yes explain_____

12. Does the teaching method influence the effective delivery of instruction by the teacher in your opinion?

Yes [] No []

13. (a) Do pupils consult you for individual questions after the lessons when they are free? Yes [] No []

(b) If no explain_____

14. Does the method of assessment acquired at the university affect your ways of assessing pupils at the primary level?

Yes [] No []

Explain_____

15. How often do you assign homework to pupils?

(a) Never [] (b) Everyday [] (c) Once or twice a week []

(d) Less than once a week []

16. Do the pupils finish their assignment in good time?

Yes [] No []

If No, what explanation do they give_____

Section D: Teacher's Attitude

17. Please indicate how far you agree with the statement below by ticking (\surd) against the given codes in the table.

Strongly agree	SA
Agree	A
Disagree	D
Uncertain	U
Strongly disagree	SD

Statement: Since I got the degree in education	SA	A	D	U	SD
Teaching in primary school is boring					
I enjoy teaching in primary school					
Teaching in primary school is too tasking					
I prefer being in secondary school					

18. In your opinion does degree qualification affect one's level of delivery of instruction in primary schools?

Yes [] No []

Explain _____

19. How do you relate with other staff members who do not have degree qualification?

Very well [] (ii) Fairly well [] (iii) Not well []

Thank you for cooperation

APPENDIX III

QUESTIONNAIRE FOR PUPILS

Please respond to each question by providing relevant information. Kindly answer as honestly as possible.

Section A: Background Information

1. What is your gender? Boy [] Girl []
2. What is your age? _____ years
3. What is your class? _____

Section B: Availability of Teaching and Learning Resources

4. (a) Are there learning resources in your class
Yes [] No []
- (b) If yes, how often do you use them with the teacher?
Always [] Rarely [] Never []
Explain _____

Section C: Teaching/Learning Methods and Styles

5. (a) How often do you do the following activities with your teacher?

Activity	Often	Rare	Never
Group discussion			
Story telling			
Demonstration			
Dictation			
Question and answer			

(b) From the above table which activity do you enjoy most _____

(c) Why _____

6. (a) Do you consult your teacher on individual questions when you are free?

Yes []

No []

(b) If No, explain _____

7. (a) How often are you given the following with the teacher?

Activity	Often	Rare	Never
Class Assignment			
Homework			
Periodic Subject Test			

(b) Do you finish the teacher's assignment in time?

Yes []

No []

(b) If no what explanations do you give? _____

8. (a) Is your work marked in time by the teacher?

Yes []

No []

(b) If No, what explanations does she/he give you? _____

9. (a) How do you score in the teacher's subject?

Highly []

Fair []

Poorly []

(b) In your opinion do you like the way the teacher is teaching

Yes []

No []

(c) Explain _____

APPENDIX IV

INTERVIEW GUIDE FOR THE HEADTEACHER

Please note that the information given will be treated with confidentiality


1. a) What is your highest professional qualification? _____
b) What is your teaching experience? _____
c) How long have you been heading this school?
d) How many teachers with degree qualification in education do you have in your staff?
e) What is their professional level?
2. a) How do you assign subjects to your teachers?
b) How do you consider the teaching methods employed by the teachers with degree qualification in your school?
c) What level of language do they use in the classroom?
d) Are teachers with degree qualification using the available teaching and learning materials in your school.
3. a) Is there improvement in their subject areas since they acquired degree qualification?
b) How frequent do they assess their learners?
4. a) Do they provide any remedial lessons to the learners?
e) Which classes do these teachers teach mostly?
f) Do they teach lower primary? If No why
g) What is the relationship between these teachers with degree qualification and the other members of the staff including yourself?
h) In your view, does degree qualification improve the delivery of instruction by the teacher?

APPENDIX V


RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. AMOS OTIENO OTIENDE
of UNIVERSITY OF NAIROBI, 284-40101
ahero, has been permitted to conduct
research in Kisumu County
on the topic: EFFECTIVENESS OF
TEACHERS WITH DEGREE
QUALIFICATIONS IN DELIVERY OF
INSTRUCTION IN PUBLIC PRIMARY
SCHOOLS IN NYANDO SUB-COUNTY,
KENYA
for the period ending:
10th May, 2017

Permit No. : NACOSTI/P/16/75509/10999
Date Of Issue : 11th May, 2016
Fee Received :Ksh 1000




Amh
Applicant's Signature




Director General
National Commission for Science, Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**



REPUBLIC OF KENYA



NACOSTI
National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 9148

CONDITIONS: see back page

APPENDIX VI

LETTER OF AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email:dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/16/75509/10999

11th May, 2016

Amos Otieno Otiende
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Effectiveness of teachers with degree qualifications in delivery of instruction in public primary schools in Nyando Sub-County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for the period ending **10th May, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Kisumu County** before embarking on the research project.

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


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kisumu County.

The County Director of Education
Kisumu County.