

**FACTORS INFLUENCING PRIMARY SCHOOL TEACHERS IN PUBLIC AND  
PRIVATE SCHOOLS TO PURSUE BACHELOR OF EDUCATION IN KIKUYU  
SUB – COUNTY, KIAMBU COUNTY, KENYA**

**BY**

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## **DECLARATION**

This research project is my own original work and has not been presented for any award in any other University.

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## **DEDICATION**

This project is dedicated to my mother Margaret, wife Catherine and children, Carl and Sharon.

## **ACKNOWLEDGEMENT**

The completion of this work has left me greatly indebted to a number of persons whom I would like to express gratitude for the assistance accorded during the process of writing this project; My special gratitude and appreciation goes to my supervisors Dr. Daniel Komo Gakunga and Mr. Caleb Makatiani who diligently offered professional advice and guidance on how to write an acceptable research project. I acknowledge my mother for nurturing me to the fitness such work requires, also my dear wife Catherine, for her love, encouragement and moral support that this undertaking was possible and fulfilling. To my children, Carl and Sharon, who cheered me on to bring this undertaking to a conclusion, I hope that it will be a source of inspiration in their future endeavours. My appreciation is extended to my colleagues at Musa Gitau primary school who supported me and gave words of encouragement throughout my project. Also I acknowledge the study respondents – the teachers, head teachers, Kikuyu Sub-County Director of Education and her staff for the support they gave to make this work a success. I also appreciate Mary from Conniesokings Enterprise for her tireless effort in typing this research work. I would like to acknowledge my heartfelt gratitude and appreciation to my wife Catherine and my children for their continued support throughout the study. Lastly, I thank our good Lord for the gift of life, good health and strength to carry out this research. May His name be glorified.

Amen.

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## **ABBREVIATIONS AND ACRONYMS**

<b>B.Ed</b>	Bachelor of Education
<b>CDF</b>	Constituency Development Fund
<b>CEES</b>	College of Education and External Studies
<b>EFA</b>	Education For All
<b>GCSE</b>	General Certificate of Secondary Education
<b>GOK</b>	Government of Kenya
<b>HELB</b>	Higher Education Loans Board
<b>HOD</b>	Head of Department
<b>MDG</b>	Millennium Development Goals
<b>MITEP</b>	Malawi Integrated Education Programme
<b>MOE</b>	Ministry of Education
<b>NCE</b>	Nigeria Certificate of Education
<b>NTI</b>	National Teachers' Institute
<b>PGCE</b>	Post Graduate Certificate of Education
<b>PI</b>	Primary One
<b>QTS</b>	Qualified Teachers Status
<b>ROK</b>	Republic of Kenya
<b>SI</b>	Secondary One
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TCGII</b>	Teacher Certificate Grade II
<b>TPR</b>	Teacher Pupil Ratio
<b>TSC</b>	Teachers Service Commission
<b>TTC</b>	Teachers Training College
<b>UN</b>	United Nations
<b>UNESCO</b>	United Nation Educational, Scientific and Cultural Organization
<b>UoN</b>	University of Nairobi
<b>UPE</b>	Universal Primary Education

## ABSTRACT

The purpose of this study was to investigate factors that influence primary school teachers in public and private schools to pursue Bachelor of Education in Kikuyu Sub- County, Kiambu County, Kenya. This study therefore attempted to establish the influence of category of schools, individual factors, financial factors and mode of study offered by universities on public and private primary school teachers' pursuit of Bachelor of Education Programme. Teachers in primary schools are pursuing Bachelor of Education degree course after completion of pre-service training to further their professional qualification, enhance career development, improved professional competence and enhanced self-esteem. Bachelor of Education degree programme has been adapted to suite the student-teacher needs due to their availability; financial ability; individual factors and work station category. Related literature was reviewed in line with the study objectives. The study employed descriptive survey research design. The target population of the study comprised of 257 primary school teachers. This population consisted of teachers and head teachers in private and public primary schools in the area. A questionnaire was used as the research instrument which was pre tested for reliability and validity. The results of the pilot study were used in making modifications for the instrument to ensure its clarity, accuracy and sustainability. The data collected was then coded and processed using the SPSS. It was then analyzed, interpreted and presented using frequency and percentage tables. The findings of the study indicated that that 56.3 percent of head teachers and 69.1 percent of teachers in public primary schools, and 60 percent of head teachers and 76 percent of teachers indicated that pursuit of Bachelor degree programmes was influenced by the school category at a large extent since the programme interfered with the smooth running of their school. Students' characteristics which included age, gender, marital status, academic qualification and perception were motivating or hindering factors in pursuit of in-service training. Lack of adequate financial ability hindered pursuit of B.Ed programmes and flexibility of mode of study offered by universities influenced pursuit of B.Ed courses to a large extent. The study recommended that private primary school management should be encouraged to allow their teachers pursue B.Ed courses as career development for the benefit of both the teacher and the students in their care. Also university institutions offering B,Ed courses for teacher already working should consider embracing on e-learning. This would encourage those teachers to juggle study, work and life. This would ensure that one can study, when, where and how they want. This addresses the bottle-necks of unavailability. The researcher suggested that a comparative study to investigate the teachers' performance before and after attainment of bachelor of education degree.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the study**

Globally, education is a major market of development in all spheres of life. Underlying the achievement of the Millennium Development Goals (MDGs) in education thus the United Nation's (UN) call for Education For All (EFA) by 2015 (UN, 2000). Education is held up as "an escape route from poverty (Murray, 2002)." Millions of families around the world, rich and poor often invest huge resources, which are sometimes scarce in needy families in going to school at different levels in the hope that it would lead to a better life. This prompted the United Nations Organization (UN) to formulate the 20<sup>th</sup> Century Millennium Development Goals (MDGs) requiring nations to reduce extreme poverty, achieve Universal Primary Education (UPE), promote and empower citizens among other goals. Investment in education especially at university level is a fundamental strategy to facilitate the realization of the MDGs (Republic of Kenya, 2005; UN 2000).

The United Nations Educational Scientific Cultural Organization (UNESCO) asserts that as the world moves towards the achievement of 2015 target of Education For All (EFA) there is need to raise the skills of all citizens. Psacharopoulos (1985) concurs that education and economic development are directly related and underscores the importance of increased investments especially in developing countries to match the steadily rising educational demands at all tiers of social stratification and professionalism.

Improving the quality of education through professional development is an important strategy for raising standard achievement for a professional teacher. The most

important investment in a school system is to create awareness to teachers on the importance of further studies. Gichuru (2013) observes that education is meant to promote human dignity as well as promote professionalism and individual development. Keeping existing knowledge and skills up to date is an integral part of the profession. The teaching profession has recognized the necessity of being up-to-date with the dynamic nature of knowledge. The high demand in teacher profession progression has resulted to the decision by teachers to pursue higher education.

Teacher education is an educational programme that aims at providing well equipped individuals who possess academic knowledge as well as pedagogical skills crucial for guiding learners in the learning process. According to Martin Luther King Junior (1947), education must enable man to become more efficient, to achieve with the increasing facility the legitimate goals of life. He further proposes that 'intelligence plus character is the goal of true education'. This realization has brought about the expansion of university education to train high level manpower of a country (Evans, 2002).

Today teachers pursuing higher education is a necessity for those who wish to work and prosper in an economy that is becoming dependent on brain power. There is need to upgrade the skills of primary school teachers who were trained in middle level colleges, primary Teachers Training colleges (TTC). Dakar Conference (2000) revealed that the world needed better trained and more teachers since there were still more than 100 million children out of school. The children needed more teachers as the world moved towards the 2015 target of Education For All. UNESCO (2001) observed that there was need to raise the skills of existing 60 million unqualified teachers. Teachers' continuing professional development enables teachers to extend knowledge and skills and develop new ones.

In Central and Eastern European countries, in-service training of teachers is done through recognized teachers' programmes in centralized training institutes (Brandit & Rymenans, 2002). In Australia and Turkey, in-service training approaches used in schools is decentralized to local and school levels. The Philippines normal university runs its in-service courses in form of workshops and seminars. It also conducts short term and long term training to enhance teachers' professional growth (UNESCO, 1998). According to UNESCO (2000) Report on international institutes, Teacher Education in China is meant to upgrade teacher's professional qualifications. This was meant to retrain and upgrade teachers who were hastily recruited during the period of rapid expansion. In New Zealand, training of teachers is organized by Board of Trustees and it is compulsory for all teachers to undergo the training. The Government of New Zealand through the Ministry of Education (MoE) finances Bachelor of Education parallel degrees for the teachers who are already in the service (Burgers, Carren & Tedd, 1993).

In United Kingdom teaching profession is reserved for graduates both at primary and secondary school levels. In addition teachers are required to take a recognized teaching programme leading to Qualified Teacher Status (QTS). The programme takes two forms; a Bachelor of Education (B.Ed) with professional training incorporated during the four years programme; one-year full time Post-Graduate Certificate of Education (PGCE) taken by university graduates. Japan has also witnessed a rapid increase in the number of teachers enrolling for a four year B.Ed parallel degree programmes at the universities (Japan MoE, Report 2008).

Primary school teachers in Malawi enroll in Bachelor of Education parallel degree programmes during school vacations. This is supported by Malawian government in integrated in-service training education programme – Malawi Integrated Education



Programme (MITEP). In the past in Nigerian, to teach in primary school a person needed a Teacher Certificate Grade II (TCGDII) from four years of secondary school at a Grade II Teacher-training college. These were phased out after 1998, when the Nigerian Certificate of Education (NCE) became the required diploma for all primary and junior secondary school teachers. The government created the National Teachers' Institute (NTI) in 1978 to conduct programs that would upgrade teacher qualifications to the NCE level, with most of this training carried out by distance learning. A Bachelor of Education program with NTI received approval by the government at the end of 2000. In 2015, the Minister of Education, Ibrahim Shekarau, said that plans were afoot to make bachelor's degree the minimum teaching qualification in Nigeria (Oyenike, 2015).

Tanzania introduced Bachelors of Education programmes in 1990 in order to meet the training demand for the higher number of untrained teachers according to United Republic of Tanzania (1993). In Uganda, according to Uganda Education Report (1998), Uganda primary education drove the country to recruiting more untrained teachers to compete with the high-Teacher Pupil Ratio (TPR) of 1:300 (Gichuru, 2013) Makerere University and other institutions of higher learning started B.Ed parallel degree programmes in effort to meet the rising demands of training and upgrading teachers.

In Kenya, in-service training for teachers takes two forms, formal training and informal training. The informal training is done through workshops and seminars, whereas formal training is done through courses and seminars (Lodiaga, 1987). The independent Government of Kenya in its first education commission (Republic of Kenya, 1964), recommended in-service training of teachers to improve their teaching methods. It further recommended that P1 teachers to be upgraded to S1 upon in-

service training and teachers should undertake degree courses under part-time studies model under the school based degree programmes through distance education.

The Koech report (1999), hailed the External degree programmes of the University of Nairobi as being beneficial to serving teachers and other Kenyans in employment that would otherwise not have been able to enroll for university education on full time basis. The report recommended that the programme be expanded in order to reach many deserving and qualified Kenyans. It also hailed parallel degree programs that have helped individuals who had otherwise been barred from public universities admission despite meeting the minimum qualification threshold (Republic of Kenya, 1999).

At independence in 1963, the GoK recognized the importance of a well-educated and trained workforce which was required to speed up socio-economic and political development (Njeru & Orodho 2003; RoK, 1965). In recognition of human resource development, the Republic of Kenya had a master plan for Education and training for 1997-2010 (RoK). The expanded commentary to the Dakar framework for action elaborates that, all people should be given the opportunity for on-going education. There must be a range of options for continued learning, such opportunities should be made both meaningful and relevant to their environment and needs help them become active agents in sharing their future and develop useful work related skills (UNESCO, 2000). These then suggests that the learning needs of citizens are not just about basic competencies but refers to broader conception of learning that is 'life-wide' and 'lifelong' (Hopper 2007).

The Ministry of Education Science and Technology (MOEST), report (1998 – 1999) noted that, once a teacher completes pre-service training, there are limited

opportunities to enhance their professional growth and development. It was for this reason that, the school based degree programmes had taken root to offer training to teachers especially those in public and private primary schools to attain higher academic and professional qualification. Among the various distance education degree programme currently being offered by most Kenyan public and private universities is the Bachelor of Education (B.Ed).

The benefits of these degree programmes included expanded access to education and training for teachers due it's flexible scheduling structure lessens the effects of many time constraints imposed by personal responsibilities and commitments. According to Mbwesa (2008), distance education has been found to be very useful due to its ability to serve a larger number of students at an affordable cost without constraints of space and time. Promotions and salary increments for teachers in public and private primary schools has influenced enrolment in the degree programmes. The government of Kenya through the ministry of education gives support and motivation to teachers undertaking Bachelor of Education degree programme in upgrading and adjusting their salaries.

Apparently Kiambu County is one of the counties with very high number of both public and private schools and higher teacher population. Consequently, Kikuyu sub-county has a very high population of teachers who are undertaking Bachelor of Education degree programme in public primary schools than their counterparts in private schools. It is thus against this background that this study sought to establish factors influencing primary school teachers in public and private primary schools to pursue Bachelor of Education degree programme.

## **1.2 Statement of the Problem**

Further education has in recent years been on the rise in all professions globally with teaching not being an exception. Teachers in primary schools are pursuing Bachelor of Education degree course after completion of pre-service training in Teacher Training Colleges (TTCs) in the bid to further their professional qualification, enhance career development, improve professional competence and enhanced self-esteem. Bachelor of Education degree programme has been adopted by most public and private universities in Kenya, with tailor made learning modes to suite the student-teacher needs. The furthering of their education runs concurrently with their on-job duties. Therefore accessibility of this programme among primary school teachers is determined by the student-teachers availability; financial ability; individual factors and work station category. Most of these factors are individual based on the student-teacher whilst school category allocation of primary school teachers is an institutional factor. These factors possess difference in accessibility in pursuing Bachelor of Education degree programme among teachers in private and public primary schools. Teachers in public primary schools were better placed on pursuit of B.Ed programmes than their counterparts in private primary schools because they are available during school holidays and evenings due to their school category's elaborate working hours. Public primary school teachers were also better placed to access financing than private primary school teachers who were either poorly remunerated or paid by cash. Most of these factors influencing primary school teachers' pursuance of Bachelor of Education degree programme tended to favour public primary school teachers. It is thus against this back drop that this study sought to investigate factors influencing primary school teachers in public and private primary schools to pursue Bachelor of Education degree programme.

### **1.3 Purpose of the study**

The purpose of this study was to investigate factors influencing primary school teachers in public and private schools to pursue Bachelor of Education in Kikuyu Sub- County, Kiambu County, Kenya.

### **1.4 Objectives of the study**

The study was guided by the following specific objectives:

- i) to establish the influence of category of schools on primary school teachers in public and private schools pursuit of Bachelor of Education degree programme.
- ii) to determine the influence of individual factors on primary school teachers in public and private schools pursuit of Bachelor of Education degree programme.
- iii) to establish the influence of financial factors on primary school teachers in public and private schools pursuit of Bachelor of Education degree programme.
- iv) to determine the influence of mode of study offered by universities on primary school teachers in public and private schools pursuit of Bachelor of Education degree programme.

### **1.5 Research questions**

The research sought to answer to the following research questions:

- i) How does the category of school influence primary school teachers in public and private schools pursuit of Bachelor of Education degree programme?

- ii) How do individual factors influence primary school teachers in public and private schools to pursue the Bachelor of Education degree programme?
- iii) How do financial factors influence primary school teachers in public and private schools to pursue the Bachelor of education degree programme?
- iv) How does the mode of study offered by universities influence primary school teachers in public and private schools to pursue the Bachelor of Education degree programme?

### **1.6 Significance of the study**

The findings from the study could be used by primary school teachers who have not yet enrolled in the programme in making their own decisions towards pursuing the Bachelor of Education through distance education. The findings of this study may also be used to provide information and recommendations that Ministry of Education and universities managements can use to improve the design of new programmes and strengthen the existing ones. The results of the study could be beneficial to all institutions of higher learning involved in providing in-service support and training since they may be able to identify the gaps in the in-service training for primary school teachers. The findings of the study may also act as a source of information to Higher Education Board in universities in helping to formulate policies to make adequate adjustment to allow teachers study time that would enhance teachers' performance in schools in Kenya. The study may further provide evidence on factors influencing the enrolment of primary school teachers for the Bachelor of Education degree programme in universities.

### **1.7 Limitations of the study**

The following constraints were anticipated in course of the research:

Some areas of Kikuyu Sub-County for example Karai zone are sparsely populated and therefore have schools that are far apart. Some respondent were reluctant to give information on their academic background. To mitigate this, the researcher assured the respondents of confidentiality of the data provided. This posed a challenge in time and financial constraints to the researcher. The roads were not all weather roads and were not friendly during the rainy season. The schools were not easily accessible. The researcher however ensured adequate time and funds for the study to overcome these challenges.

### **1.8 Delimitations of the study**

The study was delimited to only four variables that influence primary school teachers to pursue Bachelor of Education Degree programme which include school category, individual factors, finance factors and mode of study leaving out other possible factors that could also contribute. The study also assessed the teachers pursuing Bachelor of Education programmes, leaving out other programmes offered for higher education.

### **1.9 Assumption of the study**

Basic assumptions of the study were: there are primary school teachers in public and private primary schools who have pursued B.Ed degree programmes. Most primary school teachers in public and private primary schools in Kikuyu Sub-county were desirous of pursuing B.Ed degree programmes. There are up-to-date data on teachers pursuit of Bachelor of Education in schools and in the education office records.

## 1.10 Definition of operational terms

**Career development** refers to the series of activities carried on by teachers to higher job responsibilities or making job progression after pursuing Bachelor of Education.

**Competency** refers to the teacher's confidence in subject content during the instructional process.

**Distance learning** refers to the mode of learning where the instructor and the learner are geographically separated by time and space in that the instructor and the learner do not meet face to face during the instructional process.

**Factors** refers to aspects that influence teachers enrolment in pursuing Bachelor of Education degree programme.

**Pre-service** refers to the prior training given to a teacher before employment or engagement in teaching profession.

**Socio-economic background** refers to teachers' information on family, education, wealth and social orientation.

**Teacher development** refers to the enhancement of teachers' professionalism and status resulting from acquisition of professional work related knowledge and understanding of attitudes, competencies, skills and insights



### **1.11 Organization of the study**

This study was organized into five chapters. Chapter one dealt with the background to the study, statement of the problem, the purpose of the study, objective of the study, research questions, significance of the study, delimitation of the study, basic assumptions and finally the definition of the significant terms and the organization of the study. Chapter two comprised of the literature review. Chapter three presented research methodology detailing the research design, target population, study sample and sampling procedures, research instruments and data analysis methods. Chapter four dealt with data presentation and analysis. Chapter five focused on summary, conclusions and recommendations from the study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter presents the review of related literature on factors influencing teachers in public and private primary schools to pursue Bachelor of Education. It also presents the summary of the reviewed literature and the conceptual framework adopted for the study.

#### **2.2 Overview of Bachelor of Education Degree Programme in Kenyan Universities**

Ingavanson (2005) states that teacher education is an important educational programme charged with the role of producing well-equipped individuals with academic knowledge and pedagogical skills for the purpose of quality teaching and learning as well as enhancing teacher professional development. According to Ogolla (2008) the process of educating a teacher does not end in graduating from the Teachers' Training College (TTC) but continues into the service to meet the changing demands in the teaching profession. In the last few years there has been an upward trend in the demand for higher education at the university and tertiary institutions. Primary school teachers have not been left out of this quest for further studies meant for professional development.

Globally, different Universities have different minimum qualifications for degree study. It also depends on the education system in a particular country. An example is the Oxford University that admits students having attained "A" level status. To study at the University of Manchester, one must have the basic requirements for instance G.C.S.E English language grade C, Mathematics grade C or above.

In Africa, students are required to have qualified in Secondary school education mostly at Form Four. There are set minimum entry points or grades. It is noted that different courses at various universities call for different qualification. The prestigious courses like medicine, law, architect, engineering etc calls for highly qualified students, mostly the top cream of secondary schools. The lesser demanding courses call for slightly lower qualifications.

In 1987, the University of Nairobi introduced parallel degree programmes which accommodated admission of students who qualified for university education but missed out due to hitches in admission logistics. This programme was able to accommodate primary School teachers who had the qualifications (Gichuru, 2013). The university especially in the College of Education and External Studies (CEES) set minimum qualification for the entry into degree programs offered to teachers.

The University of Nairobi initiated a Bachelor of Education (B.Ed Arts) programme in 1986 to upgrade secondary One (S1) teacher diploma holders to the degree level. The programme started with an enrolment of 592 students. The second cohort of 1050 students through the B.Ed Arts degree was very impressive taking into consideration the constraints the student experienced such as lack of learning materials which pushed the anticipated programme duration from six to almost eight years. In 1994 a total of 251 students (42.54 percent) out of 529 students graduated from this programme. A further 61 students graduated in 1995, 1996, 1998 giving an overall completion rate of 52.7 percent (Kamau, 2002). Following the success of the B.Ed programme, the UoN started distance taught post graduate diploma in education (PGDE) in 1999 for degree holders who wished to join teaching profession.

The Bachelor of Education (B.Ed) course was tailored to suit the primary school

teachers. The qualification hitherto had been the P1 certificate. The curriculum had been rationalized and revised in accordance with the policy requirements for teachers' education as stated in Sessional Paper Number One of 2005. The B.Ed programme was intended for secondary school teachers, however it had been popular with the primary school teachers who perhaps did not qualify to join the university then, after completing secondary education.

### **2.3 Influence of category of school on primary school teachers pursuit of Bachelor Degree Programmes**

Over the years teacher enrolment has been on the increase as teachers try to further their education and improve their professionalism (Blight, 1995). Different scholars have written on different factors that contribute to private and public primary school teachers enrolment into the Bachelor of Education Degree programs. Pursuing Bachelor of Education programme gives empowerment to the teacher. According to Newstorm and Davis (2010), Empowerment is any process that provides greater autonomy through the sharing of relevant information and provision of control over factors affecting job performance in the different categories of schools.

Empowerment can also be defined as a participative process that uses the entire capacity of employees and is designed to encourage increased commitment to the organizational success Cotton, (2002). In the teaching profession, empowerment therefore refers to a process in which the teacher shares power through decision making process and guiding access to information. This shall finally lead to the teachers being more motivated, more committed to their work/duty, more productive and hence be more satisfied with their profession.

According to Vegas (2004), teacher training and professional development have received attention in the past from educators, policy makers, researchers and

international donor community. A P1 teacher either in private or public primary school upon completion of the Bachelor of Education degree course, graduates with a certificate that sees him/her move to a new grade known as Graduate Teacher Two. The public primary teacher automatically starts to enjoy salary increase and other improved perks like, house allowance, commuter allowance and medical allowance which is rare for private primary school teachers. The graduate public primary teacher hence stands better chances of higher responsibilities like being appointed as Head of subject panel, senior teacher, deputy head teacher or even head teacher-ship unlike graduate private primary school teacher who sits on the degree certificate awaiting greener pastures.

In Kenya primary schools are currently put under two categories namely, public primary schools owned by the Government under stewardship of Ministry of Education whereas private primary schools are owned by individuals, faith organizations or other groups. The management of public primary schools is under the scrutiny of MOE. The teachers are government employees under the umbrella of Teachers Service Commission which is enshrined in the constitution as an autonomous body that has been mandated to manage the affairs of teachers in public primary schools.

In private schools the management is solely in the hands of the proprietor of these schools. The school management has total control of teachers hence they dictate the schedule and the programme of the individual school. Teachers work under instruction emanating from their immediate employers, teachers may have limited opportunities to have a chance for career development due to the tight schedule in these schools and also lack of good will from the school managers.

Teachers in public schools are more flexible to pursue B.ED programme since it is normally school based hence tutorials are carried out during school holidays.

#### **2.4 Influence of individual factors on primary school teachers pursuit of Bachelor of Education Degree Programme**

Bervid and Ekeampong (2007), state that teacher training is vital in academic achievements. It is expected that the higher the level of learning/training the higher the academic achievement of the student through increased teacher's productivity. It is commonly believed that the higher your level of education, the better your social standing or social status. A teacher who has improved his grade or his level of education shall enjoy his occupational prestige on social level, hence he enjoys more recognition than he was before furthering his education.

The individual factors comprise issues like gender, age and career aspirations. Gender being the wide set of characteristics that are seen to distinguish between male and female. The teaching profession is generally dominated by females. Women are vigorously fighting for their economic empowerment under all means. One of these means is through education advancement; this advancement has seen many professional women teachers included join the universities for degree courses. Many women have gone through professional ladder to attain the highest positions at their places of work. Many female teachers upon completion of their degree courses have been promoted to high position in the school set up. The phenomena being observed is that there are many female teachers taking administrative position in the schools today unlike the previous years.

Women are seeking for their economic empowerment through education. Women have been fighting for gender equality in all spheres of life. Empowerment refers to increasing the economic, political, social, educational, gender or spiritual strength of

an entity or entities. Gender equality implies a society in which women and men enjoy the same opportunities outcomes, rights and obligations in all spheres of life. Equality between men and women exists when both sexes are able to share equally in the distribution of power and influence, have equal opportunities for financial independences through work or setting up business, enjoy equal access to education and the opportunity to develop personal ambitions. Like the growth in adult learners, the percentage of women is increasing. More women than men now enroll in college (57 percent of the students are women) a trend supported by fact that more women are entering the work force (Lifelong, 2000).

Donnelly (2004) suggests that it is necessary for a teacher to plan his career development for the teaching career to be successful. Teachers shall always take advantage of opportunities as they come along. Career aspirations are simply the goals one has set out to achieve in either his or her current position or one's desired profession. Many workers are motivated and inspired to enhance their professional skills to achieve advancement in the organization's hierarchy levels. People who seek a position that has potential to establish status, responsibility, higher salary and authority are more likely to advance their professional qualification by enrolling into upgrading educational programmes. P1 teachers upon graduating, with B.Ed degree may have their career aspirations which builds on university skills and knowledge as well as professional experiences.

Wangara (2010), states that promotion is the advancement of a worker to a better job in terms of more skills, responsibilities, status and remuneration. He further describes a well-defined promotion policy in education management as one that should have a well-established system on the job and off the job training programmes aimed at providing employees with necessary skills for their promotion. According to

Nyarindo (2013) promotion is a vertical movement of an employee within the organization. It also refers to the upward movement of an employee from one level in the job to another higher level with the increase in salary, status and responsibilities. Individual promotion has an in-built motivational value as it elevates the authority, power and status of an employee within an organization.

Teachers' communication competencies shall include teachers' capacity to: Think dialogically and foster the development of dialogic thinking in students; Use various discursive techniques and non- verbal language in communication in educational context; Communicate his/her emotions and teach this skill to others; Understand and accept students' language codes and use them to promote their development; and Stimulate linguistic sensitivity in students, revealing to them the values of cultural heritage and the functions of language as an instrument of thought and communication.

Successful teachers are knowledgeable about multiple methods of instruction. They understand levels of human development and that they should be able to diversify their lesson to meet the needs of learners of all ability levels. These teachers are capable classroom, managers and skilled at motivating students and they perennially assess both students and their personal achievement. Teacher's excellence is reflected in a professional's efforts toward continuous improvement in his field. Professional teachers are marked by their personal presentation, reflection, collaboration, the desire to advance and adaptability.

## **2.5 Influence of finance factors on primary school teachers' pursuit of Bachelor of Education degree programme**

Kibera (1997) argues that teaching profession is rated as a low profession due to poor



remuneration, lack of autonomy and few chances of career development. Nyarindo (2013) indicates that education is a private investment and therefore entails the factors and commitment by the individual and his family to meet the direct and indirect cost as a mechanism of harvesting a wide range of tangible and intangible benefits of Education in future. She further states that factors influencing enrolment include level of disposable income-income received by household and available to spend or save equals a personal income less personal taxes. Expenditure on education heavily depends on the amount of disposal income available.

Literature from all over the world attests to the fact that most distance learners who are pursuing bachelor degree or programs are run on user fees as cited by Rambo (2008). This means learners must possess a stable financial background to facilitate entry into the program, continuation and successful completion of the program. Sunguti (2011), states that in most cases individual teachers join upgrading programmes at their own cost to improve their qualification for career progression. The cost of undertaking Bachelor of Education course is comparatively high, since in some cases the potential students have limited access to extra funds apart from the salary. Teachers contemplating obtaining higher education at the university through parallel or distance education are typically faced with the challenge of financing the increasingly steep cost of higher education that usually exceeds whatever limited financial resources they currently have K'ogwang' (2011).

Rambo (2008), argues that most teachers who pursue distance education in Kenya get their financial support from various sources, the most common ones being personal salaries and wages, loans from banks and co-operative societies, small scale businesses and sometimes bursaries from Constituency Development Fund (CDF). Graduate students have traditionally supported their education through employment

income as well as through government-sponsored tuition reimbursement programs (Aiken, Cheung, & Olds, 2009). Unfortunately, with the recent economic downturn, government assistance to aid in the pursuit of graduate studies is becoming increasingly scarce. Limited funding and support for living expenses have contributed to the trend of continuing to work (often full time) while pursuing graduate studies (Livsey et al., 2007).

Learners must possess stable financial background to facilitate entry into the degree program, continuation with the program and successful completion of the programme (K'ongwang. 2011). Simone (2006) state that presently adequate support for distance higher learning remains piecemeal strongly associated with the efforts of Key individuals and not connected with institutes of higher learning. Although the cost of meeting financial obligations are challenging, one has alternative means which include but not limited to self-sponsorship from family's disposable income, scholarships, bursaries, credit facilities from various financial institutions and financial support from Higher Education Loan Board (HELB). Apart from the financial support from various sources such like bank loans, loans from HELB and personal savings, teachers engage in other businesses to add onto their income so as to facilitate their degree programme (Mingo, 2008).

Psacharopolous and Woodhall (1985) observed that private rates of return are benefits which occur to the individual and his family as a result of acquiring a particular level of education. In this regard the individual family foregoes the services that would be offered by the individual undertaking the course, so that the individual goes through his course to enable him acquire knowledge and skills. Private benefits that shall later be enjoyed by the teacher having successfully completed his course shall include among other benefits; better salary, employment opportunities, acquisition of family

property such as a land, improved housing, upgraded social status, promotion, well placed retirement benefits and the ability to invest in income generating projects.

## **2.6 Influence of modes of study offered by universities on primary school teachers' pursuit of Bachelor of Education Degree Programme**

In the last thirty years there has been a formalization of distance education as a discipline. This naturally aroused the need to develop a new learning theory for all those involved. In this competitive world there are many students who are not able to attend their regular classes or colleges due to financial problems, family problems and not being able to leave home town due to the nature of their businesses or family setup. All this put students behind from their higher education where they cannot be able to continue with their further education. To overcome these challenges distance education brings different types of revolutionary ideas for distance learners to carry on with learning without terminating their employments or closing down businesses, (Miller, 2011). For instance, Hornbarger (1990) and Keegan (1994) have identified factors of high enrolment as convenience, flexibility and adaptability of this mode as it suits the learners and especially those who cannot for one reason or another make use of classroom teaching above all adults with profession and family commitment.

Flexible models of teaching allow students to study at any time and at any place. The learner has freedom to start at any time and follow his/her own progression according to personal needs; combining studies with profession, family and social life. Flexibility is thus what makes distance education or learning distinctive. In traditional learning environments one is required to fit his life around his course study, with distance education, the training fits, around the learner's life. For those wanting to improve their skills while balancing other commitments, this saves two important

things- time and money (Kimondo, 2011). Candela et al., (2009) state that online graduate programs allow students the flexibility needed to manage family commitments, as well as work commitments, while overcoming geographical barriers and rigid schedules of traditional programs.

More and more learners are requiring flexibility in the programme structure to accommodate their other responsibilities, such as full time jobs or family needs. With this constraints, students shop for courses that best accommodate their schedules and learning styles and then transfer the credit to the university where they would earn their degrees. Flexibility in distance education enables one to study at his or her own pace. One can study in the comfort of his own home and do as any subject that suits him whether one is undertaking few or many subjects (Camevale, 2000).

University study is not designed to monopolise students' time rather it recognizes that students have social lives, families, other commitments, thus they provide education that is accessible, regardless of whatever one's lifestyle may be. Many different kinds of people decide to take the opportunity to benefit from the flexibility of studying by distance learning. Parents looking after small children at home, people living in remote rural areas, professional people who cannot attend a face-to- face course at set times, mature students who left school with few qualifications, retired people without time for exploring new subject areas and increasing school leavers who choose to combine part time studying with embarking upon their careers.

Distance education has a flexibility continuum which allows learners freedom to start at anytime and follow his/her own progression according to personal needs for combining studies with work, family and social life. Distance education aims to distance education solutions that make learners attain their objectives through

optimum individual flexibility where the learner shall represent resources for each other without being dependent on each other.

In the University of Nairobi college of Education and external studies (CESS) full time study for teachers undertaking B.ED programme is carried out full day between 8.00am to 5.00pm. The teacher student is integrated with the regular students for the course. The course takes four years of study with teaching practice inclusive. The teacher undertaking this mode takes the study leave from his/her employer. The part-time study available for B.Ed student teacher is over the evening and week-end. The evening classes are held during weekday –Monday to Friday between 5.00pm and 8.00pm and the weekend schedule operates between 8.00am and 5.00 pm, full day learning.

The school based programme which is commonly undertaken by teachers both in public and private primary school is held during the school holidays namely, April, August and December. The student teachers are engaged in full day tutorials between 8.00am to 5.00pm Monday to Friday for duration of three weeks. This programme favours teachers because of its flexibility nature. E- learning is yet another mode of learning though it is a relatively new mode of study, where the teacher learns at home through electronic media. E- learning is the use of electronic technology in learning and teaching. E-learning is also the use of electronic media such as online, personalized, interactive or visual education. E- learning basically boils down to learning that is facilitated and supported via information and communications technology. Much of this include, web-based learning, computer-based learning, virtual classrooms and digital platforms. In E-learning the learning materials are transmitted via internet, video tapes, audio tapes etc.

## **2.7 Summary of reviewed literature**

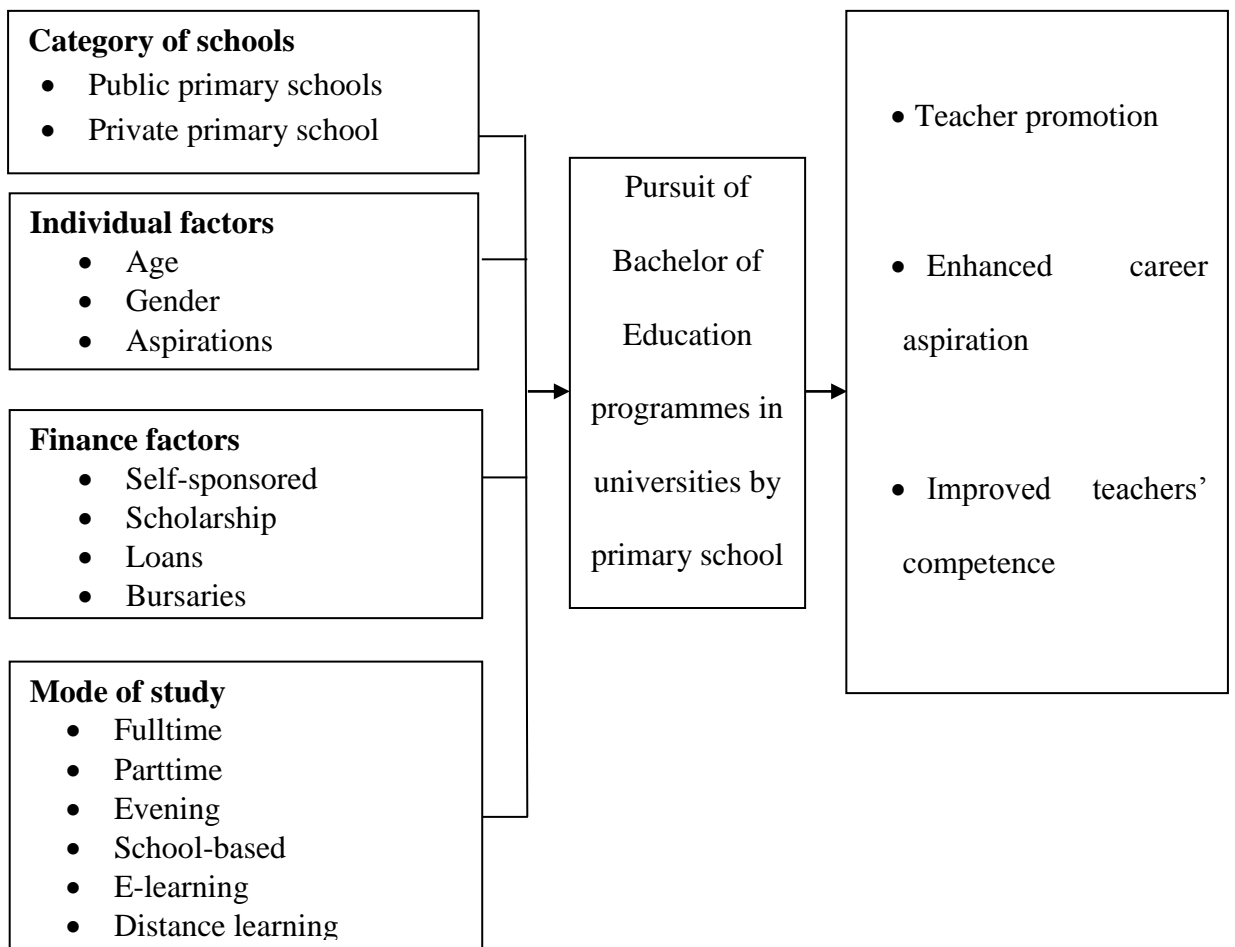
The reviewed literature aimed at reviewing what others have discussed regarding the factors influencing primary school teachers to pursue Bachelor of Education. The literature review began by having an overview of teacher education globally, Africa and here in Kenya. The factors reviewed included school category, financing, individual factors, and mode of study as outlined in the conceptual framework. Different scholars have written on different factors that contribute to private and public primary school teachers' enrolment into the Bachelor of Education Degree programs. Ingavanson (2005) who states that teacher education is an important educational programme charged with the role of producing well-equipped individuals with academic knowledge and pedagogical skills for the purpose of quality teaching and learning as well as enhancing teacher professional development. Ogolla (2008); (Blight, 1995); Sunguti (2011); and Vegas (2004), highlights that pursuing bachelor degree has been on the increase as teachers try to further their education and improve their professionalism. Pursuing Bachelor of Education programme gives empowerment to the teacher.

Other scholars like Newstorm and Davis (2010); Bervid and Ekeampong (2007); Nyarindo (2013); and Donnelly (2004) suggests that education is a private investment and therefore it entails factors that include level of disposable income-income received by household and available to spend or save equals a personal income less personal taxes. K'ogwang' (2011) and Rambo (2008), suggest that flexibility and adaptability of the mode of study to suit the learners and especially those who cannot for one reason or another make use of classroom teaching above all adults with profession and family commitment is an essential determinant of pursuit of the B.Ed programme. All these scholars has tackled on factors determining primary school

teachers pursuit of B.Ed programme based on school categories, students' factors, financial factors and the mode of study. Therefore this study sought to find out how school category, individual factors, financial status and mode of study influenced primary school teachers pursuit of Bachelor of Education degree programme.

## 2.8 Conceptual framework

**Figure 2.1: The relationship of variables that influence primary school teachers to pursue Bachelor of Education degree programme**



The conceptual framework has four independent variables namely; the category of schools individual factors, financing and mode of study. These independent variables; category of school determined whether the teacher would have an opportunity to enroll for the degree program or not in regard to the category of school they teach in. Teachers' individual factors such like age and gender influenced their decisive pursuit of the B.Ed degree course. The cost of education in the B.Ed programme included tuition fee, accommodation, travelling cost, cost of learning materials and money for upkeep. The teacher had a sole responsibility of sponsoring himself/herself through various sources of income that included; personal savings, self-sponsored, scholarships, loans from savings and credit co-operatives societies, loans from financial institutions like banks, loans from Higher Education Loan Board (HELB) or bursaries from CDF.

The mode of study in the degree programme included Fulltime schedule where a teacher is integrated with regular students; Part-time study; Evening classes that run from 5p.m to 8p.m weekdays; school based holidays programme which were very popular with the learners; e-learning programmes was a new concept in our country and distance learning which is also popular in both public and private in Kenya. Moreover, primary school teachers were thus influenced by these factors to join universities to pursue Bachelor of Education Degree course after their initial teacher training in TTC. Following successful completion of the B.Ed programmes teachers achieve promotion, career aspiration, competence, improved self-esteem and social status as the dependent variables or outcomes.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter dealt with research methodology. The following sub-sections were covered; research design, locale of the study, target population, sample size and sampling techniques, data collection procedure, research instruments, piloting, validity and reliability of the instruments, and data analysis techniques.

#### **3.2 Study design**

Research design is a plan, structure and strategy of investigation concerned so as to obtain answers to research questions (Kothari, 2006). Gay (1992) noted that the researcher infers information about a population of interest based on the responses of a sample drawn from the population. The study used descriptive survey design to collect data from respondents on factors influencing primary school teachers to pursue Bachelor of education.

According to Orodho (2005) descriptive survey design is a method of collecting information by interviewing or administering questionnaires to a sample of individuals or subjects. The survey design is commonly used in studying attitudes, opinions, preferences and perceptions of people. The survey design attempts to collect data from members of a population in order to determine the correct status of that population in respect to one or more variables. This research design was appropriate because the study involved getting information, explanations, interpretation and examining the phenomenon from teachers and head teacher on the factors influencing teachers in public and private primary schools to pursue Bachelor of Education Programmes.

### 3.3 Target population

Target population is that which investigator intends to generalize the findings. Target population is a large population from whom a sample population is selected for analysis. Mugenda and Mugenda (2003) defined population as an entire group of individuals, events or objects having common characteristics. Best and Khan (2006) asserts that a target population is the group of individuals who have one or more common characteristics which are of the same interest to the research.

The total target population comprised of 57 public primary schools and 84 private primary schools. The target population of this study included 57 public primary school head teachers, 84 private primary school head teachers, 799 teachers in public primary school and 979 private primary school teachers.

**Table 3.1 Teachers' target population distribution**

Zone	Public primary schools				Private primary schools			
	Total No. of teachers	Graduate teachers		Total	Total No. of teachers	Graduate teachers		Total
		Females	Males			Females	Males	
Thogoto	230	64	12	76	352	8	5	13
Muguga	207	20	9	29	209	1	-	1
Karai	178	26	14	40	110	3	-	3
Kabete	184	28	15	43	308	6	2	8
<b>Total</b>	<b>799</b>	<b>138</b>	<b>50</b>	<b>188</b>	<b>979</b>	<b>18</b>	<b>7</b>	<b>25</b>

**Source:** Kikuyu Sub-County Education office

### **3.4 Sample size and sampling techniques**

A sample size is a sub-set of the population that can be analyzed at a reasonable cost and used to make generalizations about population parameter or that which generalizes the results. Best and Khan (2006), states that the ideal sample should be large enough to serve as adequate preservation of the population to be generalized but also an economic selected size. According to Gay (1992), a researcher selects a sample due to various limitations that may not allow research on the whole population. Mugenda and Mugenda (2003) observed that resources and time tend to be the major constraints in deciding on the sample size to use. Mulusa (1988) suggest that one third of the targeted population is representative enough to make estimate of the characteristics being investigated. Nwana (1982) commenting on sample size observed that there are certain non-definite practices among social research workers that the beginners can adopt. All these scholars indicate that 30 percent of the target population is enough representation in descriptive studies.

This study used stratified sampling to sample 30 percent of the schools that is 17 public schools that were distributed per zone, which were 6 schools in Kabete, 4 schools in Muguga and Karai zones each and 3 schools in Thogoto. In Private schools the study sampled, 25 private primary schools which were distributed according to their zonal distribution (8 schools in Thogoto, 7 schools Kabete, 6 schools in Muguga and 4 schools in Karai). To identify individual schools to participate in the study the researcher divided the study area into strata to ensure homogeneous representation within the sub-county. This was done by selecting evenly distributed sample schools in the four educational zones within the sub-county. The head teachers of the sampled schools participated in the study.

Simple random sampling was used to select 5 teachers in each category of sampled schools whereby 85 teachers in 17 public primary school teacher and 125 teachers in 25 private primary schools. Therefore the total study sample population consisted of 42 head teachers and 210 teachers.

### **3.5 Research instruments**

The researcher collected data using questionnaires which are commonly used to obtain information from the population. According to Orodho (2005) questionnaires are more efficient, require less time, are less expensive and permits collection of data from a wide population. The questionnaire had both open-ended and closed ended questions. This enabled the sampled population to respond more effectively and also allow the investigator to gather adequate information from the respondents.

Head teachers and teachers' questionnaires consisted of two parts and guided by the objectives of the study Section A of the questionnaires had questions to inquire about personal details that are intended to gather information at personal level. Section B, was to collect information on the factors influencing pursuit of Bachelor of Education Degree programme by primary school teachers.

### **3.6 Piloting**

Piloting was important since the researcher was able to confirm whether the instruments of the research were clear to the respondents. The researcher carried out a pilot study in two primary schools, one public and private primary school that were not to participate in the main study. The pilot study involved 2 head teachers and four teachers from both public and private primary schools.

### **3.6.1 Instrument validity**

Mugenda and Mugenda (2003), defines validity as the accuracy and meaningful influences which are based on the research results. It's the degree to which results obtained from the analysis of the data actually represents the phenomenon under the study. Fraenkel and Warren (2000), observed that validity is the process of collecting and analyzing data based on an instrument. The study used content validity and expert judgment from the supervisor to determine content validity by scrutinizing the items on the research tools to ensure that they are accurate in reflect to the study's objectives.

### **3.6.2 Instrument reliability**

Reliability is the ability of a research instrument to consistently measure the characteristics of interest over time. Mugenda and Mugenda (1999) define reliability as the measure of the degree to which a research instrument yields consistent results after repeated trails. Reliability can also be defined as the ability and extent to reproduce similar inferences if the same research design and data analysis were used.

In this study the researcher used a test-retest technique by issuing the research tools to a sample population with similar characteristics twice within a time lapse of two weeks between the two tests and the scores correlated using Pearson Product moment coefficient correlation formula. The results of the two scores were between -1 and +1, therefore a coefficient correlation of 0.8 was acceptable for the purpose of the study as recommended by Mugenda and Mugenda (2003).

### **3.7 Data collection procedure**

Data collection is the process of gathering the specific information used to answer the research questions. Data constitute the basis for decisions as to whether certain objectives and theoretical hypothesis should be confirmed, for the interpretation and explanation of the human behavior and for making inferences and constructions. Data is therefore used in social science research to represent the information gathered by the researcher with the aid of their instruments and techniques. In this study, after clearing with the university, the researcher obtained a research permit from National Council for Science Technology and Innovations (NACOSTI) and proceeded to secure permission from the Sub-County educational officer and visit the selected sampled schools. The researcher started by visiting the offices of the Head teachers to formerly explain the purpose of the visit. The researcher created rapport with the respondents on the purpose of the study. The researcher personally administered the questionnaires to the respondents in the sampled schools. The questionnaires were collected after completion.

### **3.8 Data analysis techniques**

After collection of data the questionnaires were checked for completeness, usefulness and accuracy. The responses from the questionnaires were then be interpreted, classified and categorized according to research objectives. The qualitative data was evaluated, classified into logical thematic categories based on the research objectives and then coded. The coded information was processed by computer using the Statistical Package for Social Sciences (SPSS version 22). Data was analyzed using descriptive statistics and presented using frequency tables. Conclusions were drawn from the analyzed data, leading to recommendations and suggestions for the study.

### **3.9 Ethical considerations**

The study took into account all possible and potential ethical issues. The measures undertaken to ensure compliance with ethical issues included keeping the identity of respondents confidential. The basic ethical requirements demand that the researcher respects the rights, values and decisions of respondents. In this study, the values of the respondents were given due respect. During the research, respondents' responses were neither be interfered with nor contested by the researcher. Informed consent was obtained from the respondents where the research was carried out and all the respondents were treated equally, with respect and confidentiality was highly observed.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND PRESENTATION**

#### **4.1 Introduction**

This chapter dealt with data analysis and interpretation of the findings based on the research objectives. Collected data was analyzed both qualitatively and quantitatively. It was then presented in frequency distribution tables.

#### **4.2 Instrument Return Rate**

The sample population for the study was 42 head teachers and 210 teachers ie 17 head teachers 85 teachers from public school; and 25 head teachers and 125 teachers in private schools thus, a total of 252 questionnaires were administered to the respondents. After data collection, 16 questionnaires (94.1 percent) from head teachers in public primary schools and 20 questionnaires (80 percent) from head teachers in private primary schools were returned. According to the teachers' return rate, 81 questionnaires (95.3 percent) in public primary schools and 96 questionnaires (76.8 percent) from teachers in private primary schools was realized.

Therefore the study realized a total instrument return rate of 213 questionnaires (84.5 percent), which was very satisfactory for the purpose of the study. This response rates were sufficient and representative and conforms to Mugenda and Mugenda (2008) stipulation that a response rate of 50 percent is adequate; 60 percent is good and 70 percent and over is excellent for analysis and statistical reporting. This commendable response rate was due to extra efforts that were made via personal calls and courtesy visits to remind the respondents to fill-in and return the questionnaires.



### 4.3 Demographic information of the respondents

This study first sought to establish an insight on the study respondents' characteristics and the schools' characteristics which included the school category distribution, school operative period, pupil enrolment, and teachers' academic qualification and head teachers' length of stay in their current station. This information was to give the study an insight on the characteristics of both categories of schools participation in the study.

To show the respondent representation in both categories of schools, the study sought to establish the respondents' school category distribution and presented the findings in Table 4.1.

**Table 4.1 Respondents' category of schools**

<b>Response</b>	<b>Head teachers</b>		<b>Teachers</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
	<b>(f)</b>	<b>(%)</b>	<b>(f)</b>	<b>(%)</b>
<b>Public</b>	16	44.4	81	45.8
<b>Private</b>	20	55.6	96	54.2
<b>Total</b>	<b>36</b>	<b>100.0</b>	<b>177</b>	<b>100.0</b>

The study findings revealed the study area had more private primary schools, 55.6 percent, than public primary schools, 44.4 percent. These findings also agreed with data collected from the Sub-County education office on the list of schools and their category distribution that showed that the study area had more private schools than

public schools. Moreover, there were more teachers in private schools, 54.2 percent, than teachers in public schools (45.8 percent). These findings from the study and also collected data from the education office implied that teacher population in private primary schools was higher than their public schools counterparts despite their huge difference in pursuit of Bachelor of Education degree courses.

The study sought to establish whether duration of schools' establishment influence teachers' pursuit of B.Ed courses. The head teachers were thus, requested to indicate the duration their schools had been operational. The findings were presented as shown in Table 4.2.

**Table 4.2 Duration of school establishment**

No of years	Public		Private	
	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)
less than 5 years ago	1	6.2	12	60.0
11 - 20 years ago	2	12.5	5	25.0
Over 20 years ago	13	81.2	3	15.0
<b>Total</b>	<b>16</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

Study findings presented in Table 4.2 showed that 81.2 percent of the public schools in the study area had been established for over 20 years, while 60 percent of the private schools had been running for less than 5 years. These findings implied that majority of the public schools had been running for a very long time while majority of

their private school counterparts were newly established. These findings were a probable indication that due to the short term establishment of private primary schools majority of the teachers in these schools were more occupied in school running activities causing fewer numbers of them to enroll in B.Ed programme. This case was different for their counterparts in public schools who had been in operation for a long time thus they were able to carry on their duties in schools and also pursue for personal development through B.Ed courses.

To establish whether teacher workload in school influenced teachers' pursuit of B.Ed programmes the study sought to establish pupils' enrolment in both categories of schools and presented the findings in Table 4.3.

**Table 4.3 Pupils' enrolment in schools**

No. of pupils	Public		Private	
	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)
Below 100	2	12.5	5	25.0
101 – 200	8	50.0	1	5.0
201 – 300	5	31.2	8	40.0
Over 300	1	6.3	4	20.0
<b>Total</b>	<b>16</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

Table 4.3 showed that pupils' enrolment in half of the public schools was between 101 to 200 pupils. Most of the private primary schools (40 percent) indicated that their pupil enrolment range between 201 to 300 pupils. This was an indication that majority of the private primary schools registered high pupils enrolment in the study area, thus, causing higher teacher workload lowering their chances for enrolment into B.Ed degree courses than their counterparts in public primary schools.

The study also sought to find out the duration head teachers had been in leadership of their current stations. The responses were presented in Table 4.4.

**Table 4.4 Head teachers' duration of headship in current station**

No. of years	Public		Private	
	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)
Less than 1 year	2	12.5	8	40.0
6 - 10 years	5	31.2	12	60.0
Over 10 years	9	56.3	0	0.0
<b>Total</b>	<b>16</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

Information contained in Table 4.4 showed that majority of the head teachers (56.3 percent) in public primary schools in Kikuyu sub-county had been in leadership of their current station of over ten years, however, 60 percent of the private school heads had been in leadership of their station for six to ten years. This was an indication that majority of the school heads in both categories for schools had been in their current

station for long enough to be able to give credible data on teachers' pursuit of Bachelor of Education course in their respective schools. The information captured from the head teachers was thus able to capture teachers' pursuit of Bachelor of Education degree programmes since majority of the head teachers had been within the sub-county for long enough to give accurate trends on the study's objectives.

To establish teachers' levels of academic qualification, they were requested to indicate their highest academic qualification this information was to show the distribution of graduate teachers across public and private primary schools. Teachers' responses were as shown in Table 4.5.

**Table 4.5 Teachers' distribution by academic qualification**

<b>Academic qualification</b>	<b>Public</b>		<b>Private</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
	<b>(f)</b>	<b>(%)</b>	<b>(f)</b>	<b>(%)</b>
Masters	7	8.6	2	2.0
Diploma	8	9.9	21	21.9
Graduate	48	59.3	9	9.4
P1	18	22.2	64	66.7
<b>Total</b>	<b>81</b>	<b>100.0</b>	<b>96</b>	<b>100.0</b>

Data contained in Table 4.5 showed that 59.3 percent of the public primary school teachers were graduates while 66.7 of the private primary school teachers were

certificate holders. This was an indication that more public primary school teachers had pursued Bachelor of Education course than teachers in private primary schools. Also the findings also show this disparity in the number of teachers who had acquired post graduate course where 8.6 percent of the public primary school teachers and 2 percent of the private primary school teachers had attained the same. Therefore, the study findings implied that more public primary school teachers pursued in-service professional development than teachers in private primary schools.

Teachers were further requested to indicate whether they were continuing students to establish the number of teachers that were currently pursuing B.Ed courses. Their responses were presented in Table 4.6.

**Table 4.6 Teachers’ pursuing B.Ed programme**

Response	Public		Private	
	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)
Yes	18	22.2	11	11.5
No	63	77.8	85	88.5
<b>Total</b>	<b>81</b>	<b>100.0</b>	<b>96</b>	<b>100.0</b>

Information contained in Table 4.6 revealed that 11.5 percent of teachers in private primary school and 22.2 percent of teachers in public primary school were B.Ed courses continuing students. This was an indication that still more teachers in public primary schools were pursuing the B.Ed degree programme than teachers in private

primary school. Therefore, even after the completion of the continuing student-teachers enrolled in B.Ed courses more teachers in public schools will have pursued B.Ed courses than in private primary schools.

#### **4.4 Influence of category of school on primary school teachers pursuit of Bachelor Degree Programmes**

The first study objective was to establish whether school category influence primary school teachers' pursuit of Bachelor of Education degree programmes. The study sought to find out the extent to which school category influence pursuit of B.Ed course. Respondents' responses were as presented in Table 4.7.

**Table 4.7 Head teachers and teachers' responses on the extent to which school category influence pursuit of B.Ed**

<b>Response</b>	<b>Public</b>				<b>Private</b>			
	<b>Head teacher</b>		<b>Teacher</b>		<b>Head teacher</b>		<b>Teacher</b>	
	<b>(f)</b>	<b>(%)</b>	<b>(f)</b>	<b>(%)</b>	<b>(f)</b>	<b>(%)</b>	<b>(f)</b>	<b>(%)</b>
To a large extent	9	56.3	56	69.1	12	60.0	73	76.0
To a little extent	5	31.2	18	22.2	8	40.0	14	14.6
No extent	2	12.5	7	8.6	0	0.0	9	9.4
<b>Total</b>	<b>16</b>	<b>100.0</b>	<b>81</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>	<b>96</b>	<b>100.0</b>

Data contained in Table 4.7 showed that 56.3 percent of head teachers and 69.1 percent of teachers in public primary schools, and 60 percent of head teachers and 76 percent of teachers indicated that pursuit of Bachelor degree programmes is

influenced by the school category at a large extent. This was an indication that teachers' in-service training chances have a very great relationship with the school category they are in. The findings therefore, implied that school category influence teachers' pursuit of B.Ed courses to a large extent.

To establish whether school category influence teachers pursuit of B.Ed courses the head teachers were requested to indicate whether teachers' pursuit of Bachelor degree courses interfere with smooth learning of the schools. Their responses were as presented in Table 4.8.

**Table 4.8 Head teachers responses on whether pursuit of B.Ed programme interfere with smooth running of schools**

Response	Public		Private	
	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)
Interferes	5	31.2	12	60.0
Does not interfere	11	68.8	8	40.0
<b>Total</b>	<b>16</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

According to data contained in Table 4.8, 68.8 percent on public primary school head teachers differed with the notion that teachers' pursuit of B.Ed courses interfere with their schools' smooth running. However, with 60 percent of the private primary school head teachers indicated that teachers' pursuit of B.Ed degree programme interfere with the smooth running of their schools. This was an indication that the school heads in both categories of schools perceive pursuit of the B.Ed course



differently. Thus, the head teachers' perception on the schools' running interference due to teachers' pursuit of B.Ed courses influence teachers' chances to enroll for in-service training differently among public and private schools.

Further the respondents were requested to indicate ways school running programmes were interfered with by teachers' pursuit of B.Ed courses. Table 4.9 presents head teachers and teachers responses.

**Table 4.9 Head teachers and teachers' responses on how school running is interfered with by pursuit of B.Ed**

Response	Public				Private				
	Head teacher		Teacher		Head teacher		Teacher		
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	
Teachers									
absenteeism during remedial sessions	0	0.0	0	0.0	9	45.0	69	71.8	
Divided attention	5	31.2	21	25.9	3	15.0	9	9.4	
Not applicable	11	68.8	60	74.1	8	40.0	18	18.8	
<b>Total</b>	<b>16</b>	<b>100.0</b>	<b>81</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>	<b>96</b>	<b>100.0</b>	

Information contained in Table 4.9 showed that 45 percent of head teachers and 71.8 percent of teachers in private schools indicated that school remedial sessions were interfered with by teachers' pursuit of B.Ed courses while teachers and head teachers in public schools disagreed to this aspect. Moreover, 68.8 percent of the head teachers

and 74.1 percent of teachers in public primary schools, and 40 percent of head teachers and 18.8 percent of teachers in private schools differed with notion. These findings indicated that most public school teachers were free to pursue B.Ed programmes that re offered in the evenings and during school holidays while their counterparts in private schools are held up with remedial sessions. The finding thus, implied that more public primary school teacher were able to pursue B.Ed courses due to the flexibility of their school running programmes. These findings concur with Newstorm and Davis (2010), who state that teachers in public schools are more flexible to pursue B.ED programme since it is normally school based hence tutorials are carried out during school holidays when. In the other hand in private schools the management is solely in the hands of the proprietor of these schools. The school management has total control of teachers hence they dictate the schedule and the programme of the individual school.

To establish whether teachers' pursuit of B.Ed degree programmes made any beneficial contribution to the schools teachers were requested to indicate whether their schools benefit from pursuit of B.Ed courses. Their responses were as presented in Table 4.10.

**Table 4.10 Teachers responses on whether schools benefit from pursuit of B.Ed**

	<b>Public</b>		<b>Private</b>	
	<b>Frequency (f)</b>	<b>Percent (%)</b>	<b>Frequency (f)</b>	<b>Percent (%)</b>
Yes	77	95.1	69	71.9
No	4	4.9	27	28.1
<b>Total</b>	<b>81</b>	<b>100.0</b>	<b>96</b>	<b>100.0</b>

Table 4.10 showed that both categories of school, that is 95.1 percent of public primary school teachers and 71.9 percent of private primary school teachers agreed to the notion that pursuit of Bachelor of Education programme can benefit their schools. These findings were an implication that teachers' pursuit of B.Ed courses improves teachers' pedagogical skills during the instructional process therefore, improving pupils' academic performance. The findings agree with Bervid and Ekeampong (2007), who state that teacher training is vital in academic achievements. It is expected that the higher the level of learning/training the higher the academic achievement of the student through increased teacher's productivity.

#### **4.5 Influence of individual factors on primary school teachers pursuit of Bachelor of Education Degree Programme**

The second objective of the study sought to establish whether primary school teachers' individual factors influence pursuit of B.Ed degree programme. The study sought individual characteristics including respondent age, gender and career aspiration to establish their influence on public and private primary schools teachers'

pursuit of Bachelor of Education degree programmes. The respondents' age brackets and the responses were tabulated in Table 4.11.

**Table 4.11 Head teachers and teachers' age bracket**

Age bracket in years	Head teachers				Teachers			
	Public		Private		Private		Public	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Below 30	4	28.6	0	0.0	27	41.5	4	6.8
30 – 40	7	50.0	0	0.0	24	36.9	42	71.2
40 – 50	2	14.3	2	16.7	3	4.6	5	8.5
Over 50	1	7.1	10	83.3	11	1.5	8	13.6
<b>Total</b>	<b>20</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>	<b>96</b>	<b>100.0</b>	<b>81</b>	<b>100.0</b>

Table 4.11 showed that all head teachers in public primary schools were over 40 years old, while half of the private school head teachers were aged between 30 to 40 years old. These findings implied that more head teachers in public schools were elder than the case in private schools because none of the public school head teachers indicated their age bracket to be below 30 years but 28.6 percent of private primary schools were below 30 years old. From the teacher respondents' most 41.5 percent of private school teachers were below 30 years while 71.2 percent of public school teachers were between 30 to 40 years. These findings implied that there are more elderly teachers in public primary schools than in private schools. These findings were an indication that young teachers who were fresh from TTCs did not pursue B.Ed degree

courses since at this age they were busy building their career experience. Therefore age factor was a contributing factor to teachers' pursuit of B.Ed courses in public and private primary schools.

To gain an insight on the respondents' distribution across gender, the study also sought to establish on the respondents' gender distribution and presented the findings in Table 4.12.

**Table 4.12 Head teachers and teachers' gender distribution**

<b>Gender</b>		<b>Head teachers</b>		<b>Teachers</b>	
		<b>Frequency (f)</b>	<b>Percent (%)</b>	<b>Frequency (f)</b>	<b>Percent (%)</b>
Male	<b>Public</b>	11	30.6	14	7.9
	<b>Private</b>	16	44.4	28	15.8
Female	<b>Public</b>	5	13.9	67	37.9
	<b>Private</b>	4	11.1	68	38.4
<b>Total</b>		<b>36</b>	<b>100.0</b>	<b>177</b>	<b>100.0</b>

Information presented in Table 4.12 revealed that more head teachers in public and private primary schools (30.6 percent and 44.4 percent respectively) were male. The findings also revealed that female teachers in public and private primary schools (37.9 percent and 38.4 percent respectively) were higher than male teachers in both categories of primary schools. These findings were an indication that females were more than males in primary schools therefore pursuit of Bachelor of Education degree

programme was not influenced by teachers' gender orientation but the findings were only to show the respondents characteristics by gender distribution. These also findings implied that despite the fact that there are more female teachers than male teachers; more males are in school leadership than females. These findings agree with Cubillo and Brown (2003) who noted that the teaching profession is predominated by women. Though, women are less well represented in administrative positions than they are in teaching jobs.

The study sought to establish whether teaching experience influenced teachers in public and private primary schools pursuit of B.Ed courses. The teachers were requested to indicate their teaching experience in years and their responses presented in Table 4.13.

**Table 4.13 Teachers' teaching experience in years**

No. of years	Public		Private	
	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)
Below 5 years	4	4.9	9	9.4
6 - 10 years	8	9.9	69	71.9
11 - 15 years	25	30.9	14	14.6
16 - 20 years	14	17.3	3	3.1
Above 20 years	30	37.0	1	1.0
<b>Total</b>	<b>81</b>	<b>100.0</b>	<b>96</b>	<b>100.0</b>

According to Table 4.13, most of the public primary schools teachers (37 percent) they had been in the teaching profession for over 20 years while majority (71.9 percent) of their private school counterparts had being teaching for between 6 to 10 years. This was an indication that more teachers in public schools had been in the profession for a longer period. These findings also implied that teachers had enough experience in teaching to give credible information with regard to pursuit of B.Ed degree courses in public and private primary schools in Kikuyu Sub-County.

The study further sought to establish on the extent to which public and private primary school teachers were inspired to pursue B.Ed degree programmes to develop their career. Respondents' responses were as presented in Table 4.14.

**Table 4.14 Influence of B.Ed courses inspiration on teachers' career development**

	Public				Private			
	Head teacher		Teacher		Head teacher		Teacher	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
To a large extent	11	68.8	67	82.7	14	70.0	87	90.6
To a little extent	5	31.2	10	12.3	5	25.0	9	9.4
No extent	0	0.0	4	4.9	1	5.0	27	28.1
<b>Total</b>	<b>16</b>	<b>100.0</b>	<b>81</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>	<b>96</b>	<b>100.0</b>

Data contained in Table 4.14 showed that majority of the respondents (68.8 percent of head teachers and 82.7 percent of teachers in public primary schools, and 70 percent of head teachers and 90.6 percent of teachers in private primary school) indicated that teachers' inspirations to career development influenced pursuit of B.Ed degree courses to a large extent.

This was an implication that all the respondents held pursuit of B.Ed courses with high esteem. The findings also showed that teachers inspiration to career development had a relationship with pursuit of B.Ed Degree courses irrespective of their school category orientation. These findings concur with Donnelly (2004) suggestion that it is necessary for a teacher to plan his career development for the teaching career to be successful. Teachers are motivated and inspired to enhance their professional skills to achieve advancement in the organization's hierarchy levels.



The study sought to establish whether teachers' pursuit of B.Ed degree courses influence their professional promotion, the respondents were requested to indicate the extent to which pursuit of B.Ed programmes influence teachers' promotion chances in public and private primary schools. Table 4.15 presents the findings on teachers and head teachers' responses.

**Table 4.15 Head teachers and teachers' responses on whether pursuit of B.Ed degree programmes influence teachers' promotion**

Response	Public				Private			
	Head teacher		Teacher		Head teacher		Teacher	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Causes promotion	15	93.8	78	96.3	4	20.0	7	7.3
Does not cause promotion	1	6.2	3	3.7	16	80.0	89	92.7
<b>Total</b>	<b>16</b>	<b>100.0</b>	<b>81</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>	<b>96</b>	<b>100.0</b>

Data contained in Table 4.15 showed that majority of the respondents; 93.8 percent, of the head teachers and 96.3 percent of teachers in public primary schools respectively indicated that teachers' pursuit of B.Ed courses cause promotion. However, the situation was different according to 80 percent of head teachers and 92.7 percent of teachers in private primary schools who indicated that teachers pursuit of B.Ed courses do not cause promotion.

This was an implication that teachers in public primary schools were more motivated to pursue B.Ed degree courses due to the promotion incentives in their employment

conditions unlike private primary school teachers who were not motivated through promotion after pursuing B.Ed degree programme. These findings were in agreement with Vegas (2004), argument that public primary teacher automatically starts to enjoy salary increase and other improved perks like, house allowance, commuter allowance and medical allowance which is rare for private primary school teachers.

The study further sought to find out the extent to which primary schools teachers' pursuit of B.Ed degree programmes influence their communication competence. The respondents' responses were as presented in Table 4.16.

**Table 4.16 Head teachers and teachers' responses on the extent to which pursuit of B.Ed courses influence teachers' communication competence**

Responses	Public				Private			
	Head teacher		Teacher		Head teacher		Teacher	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
To a large extent	10	62.5	29	35.8	12	60.0	32	33.3
To a little extent	6	37.5	44	54.3	7	35.0	64	66.7
Not at all	0	0.0	8	9.9	1	5.0	0	0.0
<b>Total</b>	<b>16</b>	<b>100.0</b>	<b>81</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>	<b>96</b>	<b>100.0</b>

According to Table 4.16 62.5 percent and 60 percent of head teachers in public and private primary schools respectively indicated that teachers communication competence was influenced by pursuit of B.Ed programme to a large extent.

However, 54.3 percent and 66.7 percent of teachers in public and private primary schools indicated that teachers' pursuit of Bachelor of Education degree courses influenced their communication to a little extent.

These findings implied that teachers' communication competence skills were acquired right from their initial teacher training and they did not need to pursue B.Ed degree courses to gain instructional communication competence. These findings were in disagreement with Gichuru, (2013) who states that successful teachers are knowledgeable about multiple methods of instruction acquired in in-service training. These teachers are capable classroom managers and skilled at motivating students and they perennially assess both students and their personal achievement.

#### **4.6 Influence of finance factors on primary school teachers' pursuit of Bachelor of Education degree programme**

The third research objective sought to find out whether financial factors of primary school teachers influence pursuit of Bachelor of Education degree programmes. Table 4.17 showed teachers' responses on whether financial factors influence their pursuit of B.Ed course.

**Table 4.17 Teacher responses on whether finance factors influence pursuit of B.Ed**

	<b>Public</b>		<b>Private</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
	<b>(f)</b>	<b>(%)</b>	<b>(f)</b>	<b>(%)</b>
Yes	77	95.1	79	82.3
No	4	4.9	17	17.7
<b>Total</b>	<b>81</b>	<b>100.0</b>	<b>96</b>	<b>100.0</b>

Information contained in Table 4.17 showed that majority of the teachers (95.1 percent and 82.3 percent of teachers in public and private primary schools respectively) agreed to the notion that finance factors influence primary school teachers' pursuit of B.Ed programmes. This was an indication that majority of the teacher perceived that the cost of learning in B.Ed programmes influence their likelihood to pursue Bachelor of education courses.

These findings agree with Nyarindo (2013) who indicates that education is a private investment and therefore entails the factors and commitment by the individual and his family to meet the direct and indirect cost as a mechanism of harvesting a wide range of tangible and intangible benefits of Education in future.

The study sought to establish sources of finances used by primary school teachers to finance pursuit of Bachelor of education programmes and presented the teachers' responses as shown in Table 4.18.

**Table 4.18 Teachers' responses on the sources of finance for pursuit of B.Ed courses**

Sources of funds	Public		Private	
	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)
Self- sponsor	61	75.3	79	82.3
Government aid (HELB loan)	15	18.5	17	17.7
Non-governmental sponsors	5	6.2	0	0.0
<b>Total</b>	<b>81</b>	<b>100.0</b>	<b>96</b>	<b>100.0</b>

According to information contained in Table 4.18, 75.3 percent and 82.3 percent of teachers in public and private primary schools, primary school teachers who pursue bachelor of Education degree programme personally finance their education with only a little percentage 18.5 and 17.7 percent of teachers in both categories of schools respectively accessing Higher Education Loans' Board financing from the government. These findings were an implication that majority of primary schools rely on their own financial ability to pursue Bachelor of Education degree courses. The findings concur with Kibera (1997) who argues that teaching profession is rated as a low profession due to poor remuneration, lack of autonomy and few chances of career development.

The respondents were requested to indicate the extent to which finance factors influence primary school teachers' pursuit of B.Ed programmes. Table 4.19 presents

the respondents responses on the extent to which finance factors influence pursuit of B.Ed courses.

**Table 4.19 Head teachers and teachers’ responses on the extent to which finance factors influence pursuit of B.Ed**

	Public				Private			
	Head teacher		Teacher		Head teacher		Teacher	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
To a large extent	9	56.3	56	69.1	12	60.0	73	76.0
To a little extent	5	31.2	18	22.2	8	40.0	14	14.6
Not at all	2	12.5	7	8.6	0	0.0	9	9.4
<b>Total</b>	<b>16</b>	<b>100.0</b>	<b>81</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>	<b>96</b>	<b>100.0</b>

Table 4.19 showed that majority of all respondents indicated that finance factors influence primary school teachers’ pursuit of Bachelor of Education to a large extent. This was an indication that teachers’ pursuit of B.Ed courses depend on the finance factors thus hindering or promoting the number of teachers who are able to pursue in-service training regardless of their school category.

#### **4.7 Influence of modes of study offered by universities on primary school teachers’ pursuit of Bachelor of Education Degree Programme**

The study’s fourth objective sought to establish whether mode of study offered by universities influence primary school teachers’ pursuit of Bachelor of Education

degree programmes. Table 4.20 presents respondents' responses on the extent to which mode of study influence pursuit of B.Ed courses.

**Table 4.20 Head teachers and teachers' responses on the extent to which mode of study influence student teachers' pursuit of B.Ed courses**

Response	Public				Private			
	Frequency		Percent		Frequency		Percent	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
To a large extent	11	68.8	36	44.4	20	100.0	60	62.5
To a little extent	5	31.2	30	37.0	0	0.0	27	28.1
Not at all	0	0.0	15	18.5	0	0.0	9	9.4
<b>Total</b>	<b>16</b>	<b>100.0</b>	<b>81</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>	<b>96</b>	<b>100.0</b>

According to all of the private primary school head teachers and 68.8 percent of head teachers in public primary school indicated that modes of study offered by universities influenced teachers to pursue B.Ed courses to a large extent. Majority of teachers from both categories of schools also confirmed to this notion. These findings imply that teachers have to balance their commitments at work and also pursuit of B.Ed courses influencing their ability to engage in the provided modes of study.

**Table 4.21 Head teachers and teachers' responses on whether instructional time allocated for the mode of study influence pursuit of B.Ed programme**

Responses	Public				Private			
	Head teachers		Teachers		Head teachers		Teachers	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Yes	5	31.2	36	44.4	20	100.0	50	52.1
No	11	68.8	45	55.6	0	0.0	46	47.9
<b>Total</b>	<b>16</b>	<b>100.0</b>	<b>81</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>	<b>96</b>	<b>100.0</b>

Information contained in Table 4.21 showed that 68.8 percent of head teachers and 55.6 percent of teachers in public primary schools indicated that instructional time allocated for the mode of study do not influence pursuit of B.Ed degree courses. However, all the head teachers and 52.1 percent of teachers in private schools refuted to this disagreement. These findings were an indication that availability of teachers to pursue in-service training differs in both category of schools. The findings are in line with Hornbarger (1990) and Keegan (1994) who have identified factors of high enrolment as convenience, flexibility and adaptability of this mode as it suits the learners and especially those who cannot for one reason or another make use of classroom teaching above all adults with profession and family commitment.



The study also sought to establish the most suitable mode of study that influence pursuit of B.Ed courses. Teachers' responses were as tabulated in Table 4.22.

**Table 4.22 Teachers response on the mode of study that influence pursuit of B.Ed programme**

Response	Public		Private	
	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)
On-campus learning	3	3.7	0	0.0
School based learning	60	74.1	9	9.4
Distance learning	18	22.2	87	90.6
<b>Total</b>	<b>81</b>	<b>100.0</b>	<b>96</b>	<b>100.0</b>

According to data contained in Table 4.22, 74.1 percent of teachers in public primary schools indicated that school-based mode of study influence teachers' pursuit of Bachelor of education Degree courses. Further, 90.6 percent of teachers in private primary school preferred distance learning mode of study to influence pursuit of B.Ed degree programme. This was an indication that the mode of study offered by universities had a relationship with teachers' in public and private primary schools pursuit of B.Ed degree courses.

The study further sought to establish the extent to which flexibility of mode of study influence teachers' pursuit of B.Ed courses. Table 4.23 presents teachers' responses.

**Table 4.23 Teachers' responses on the extent to which flexibility of mode of study influence pursuit of B.Ed programme**

Responses	Public		Private	
	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)
To a large extent	67	82.7	78	81.2
To a little extent	11	13.6	9	9.4
Not at all	3	3.7	9	9.4
<b>Total</b>	<b>81</b>	<b>100.0</b>	<b>96</b>	<b>100.0</b>

Table 4.23 showed that majority of the teachers in both category of schools (82.7 percent in public schools and 81.2 percent of teachers in private schools) indicated that flexibility of mode of study influence pursuit of B.Ed degree courses to a large extent. The study findings therefore implied that flexibility of any mode of study provided for by universities influenced public and private primary school teachers pursuit of B.Ed programme.

The study sought to determine the factors influencing primary school teachers to pursue Bachelor of Education degree programme in public and private primary school, Kikuyu Sub-County, Kiambu County, Kenya. Teachers were therefore requested to indicate their level of agreement on statements on how teachers' pursuit of B.Ed programme is reflected in their schools. The responses were rated on two

point Likert scale where the either agreed or disagreed to the statements provided. The responses were as presented in Table 4.24.

**Table 4.24 Teachers' perception on factors influencing primary school teachers to pursue B.Ed programme**

	Factors under consideration	Public				Private			
		Agree		Disagree		Agree		Disagree	
		F	%	F	%	F	%	F	%
1	Being in public primary school favour teachers to pursue B.Ed degree	65	80.2	16	19.8	64	66.7	32	33.3
2	Being in private school favours teachers to enroll for B.Ed degree	14	17.2	67	82.8	37	38.5	59	61.4
3	Age is a determinant factor course for those pursuing B.Ed programme	15	18.5	66	81.4	50	52.1	46	47.9
4	There are more males than females pursuing B.Ed degree	10	12.3	71	87.7	23	24.0	73	76.0
5	There are more females than males pursuing B.Ed degree programme	63	77.8	18	22.2	41	42.7	55	57.3
6	Teachers enrolment in B.ED programme is influenced by individual factors like age, gender etc.	55	67.9	26	32.1	64	66.7	32	33.3
7	Scholarship/Loans/Bursaries are possible sources of funds for those teachers undertaking B.Ed courses	48	59.3	33	40.7	59	61.5	37	38.6
8	The school based B.ED programme was designed for public primary school teachers.	30	37.0	51	59.9	55	57.3	41	42.7
9	The school based B.ED programme was designed for teachers with financial stability.	44	54.3	37	45.7	73	76.0	23	24.0
10	Primary school teachers enroll in B.ED programme due to its convenience and flexibility.	77	95.1	4	4.9	69	71.9	27	28.2
11	The school based programme attracts more teachers than other modes of study in B.Ed degree programme	67	82.7	14	17.3	64	66.7	32	33.3

Information contained in Table 4.24 showed that 54.3 percent of teachers in public schools and 58.3 percent of their counterparts in private schools were in agreement with the various statements showing the factors that influence primary school teacher to pursue bachelor of Education degree courses. Moreover, statements that showed that school categories, finance factors and mode of study influence pursuit of B.Ed courses received high agreement while statements revealing how the individual factors influence pursuit of B.Ed courses were contrary since they received high disagreement. This was an indication that the three objectives were found to influence teachers' pursuit of B.Ed courses while individual factors like gender, designation and age of teachers did not greatly influence their pursuit of B.Ed degree programmes in both categories of schools.

The study also presented the head teachers with a Likert scale to indicate their agreement or disagreement on the factors influencing teachers pursuit of B.Ed degree programmes. The responses were as presented in Table 4.25.

**Table 4.25 Head teachers' perception on factors influencing primary school teachers to pursue of B.Ed programme**

	Factors under consideration	Public				Private			
		Agree		Disagree		Agree		Disagree	
		F	%	F	%	F	%	F	%
1	Being in public primary school favour teachers to pursue B.Ed degree	10	62.5	6	37.5	20	100.0	20	100.0
2	Being in private school favours teachers to enroll for B.Ed degree	6	37.5	10	62.5	8	40.0	12	60.0
3	Age is a determinant factor course for those pursuing B.Ed programme	5	31.2	11	68.8	8	40.0	8	40.0
4	There are more males than females pursuing B.Ed degree	5	31.2	11	68.8	12	60.0	12	60.0
5	There are more females than males pursuing B.Ed degree programme	11	68.8	5	31.2	8	40.0	8	40.0
6	Teachers enrolment in B.ED programme is influenced by individual factors like age, gender etc.	10	62.5	6	37.5	12	60.0	12	60.0
7	Scholarship/Loans/Bursaries are possible sources of funds for those teachers undertaking B.Ed courses	10	62.5	6	37.5	8	40.0	8	40.0
8	The school based B.ED programme was designed for public primary school teachers.	5	31.2	11	68.8	12	60.0	12	60.0
9	The school based B.ED programme was designed for teachers with financial stability.	5	31.2	11	68.8	8	40.0	8	40.0
10	Primary school teachers enroll in B.ED programme due to its convenience and flexibility.	16	100.0	0	0.0	12	60.0	12	60.0
11	The school based programme attracts more teachers than other modes of study in B.Ed degree programme	11	31.2	5	31.2	8	40.0	8	40.0

As presented in Table 4.25, head teachers' responses confirmed teachers' responses on Table 4.24. These findings thus agree that school category, finance factors and mode of study influence primary school teachers' pursuit of B.Ed programmes. Individual factors were found not to affect teachers' very much since even data collected from the education office did not show any disparity between age, gender, or marital status of teacher who has either pursued or continuing students of B.Ed courses.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter dealt with the summary of the study findings, also made the conclusions, recommendations and the areas recommended for further study in light of the data collected and the analysis thereof.

#### **5.2 Summary of the study**

The purpose of this study was to investigate factors that influence primary school teachers in public and private schools to pursue Bachelor of Education in Kikuyu Sub- County, Kiambu County, Kenya. The research formulated four objectives. The first objective focused on the influence of category of schools on primary school teachers in public and private schools pursuit of Bachelor of Education course. The second objective was to determine the influence of individual factors on primary school teachers in public and private school to pursue the Bachelor of Education course. The third objective was to determine the influence of financial factors on primary school teachers in public and private school to pursue the Bachelor of Education course. The fourth objective tried to examine the influence of mode of study offered by universities on primary school teachers in public and private school to pursue the Bachelor of Education course. The review of related literature focused on the objectives of the study which presented scholar works on teachers pursuit of B.Ed degree programme.

Descriptive survey was employed in the study. A sample of 17 schools out of 57 public schools and 25 schools out of 84 private primary schools were selected for the

study. 85 teachers from public primary school teachers and 125 private primary school teachers were the respondents. The instruments for the research were questionnaires for head teachers and teachers. A pilot study was first conducted in two schools so as to test the validity and reliability of the instrument using a test-retest method. A correlation of 0.85 was obtained meaning the instrument was reliable and therefore the main study commenced. The questionnaire return rate was 84.5 percent which was considered satisfactory. Collected data were analyzed both qualitatively and quantitatively.

### **5.3 Major findings of the study**

The major findings of the study as per the study objectives are as follows:

#### **5.3.1 Influence of category of school on primary school teachers pursuit of Bachelor Degree Programmes**

The first study objective was to establish whether school category influence primary school teachers' pursuit of Bachelor of Education degree programmes. From the study it was deduced in Table 4.7 that 56.3 percent of head teachers and 69.1 percent of teachers in public primary schools, and 60 percent of head teachers and 76 percent of teachers indicated that pursuit of Bachelor degree programmes is influenced by the school category at a large extent. Therefore, teachers' in-service training chances have a very great relationship with the school category they are in. the findings therefore, implied that school category influence teachers' pursuit of B.Ed courses to a large extent.

The study findings also showed that 68.8 percent (Table 4.8) on public primary school head teachers differed with the notion that teachers' pursuit of B.Ed courses interfere



with their schools' smooth running. However, with 60 percent of the private primary school head teachers indicated that teachers' pursuit of B.Ed degree programme interfere with the smooth running of their schools. The school heads in both categories of schools perceive pursuit of the B.Ed course differently. Thus, the head teachers' perception on the schools' running interference due to teachers' pursuit of B.Ed courses influence teachers' chances to enroll for in-service training differently among public and private schools.

The study further revealed in Table 4.9 that 45 percent of head teachers and 71.8 percent of teachers in private schools indicated that school remedial sessions were interfered with by teachers' pursuit of B.Ed courses while teachers and head teachers in public schools disagreed to this aspect. Moreover, 68.8 percent of the head teachers and 74.1 percent of teachers in public primary schools, and 40 percent of head teachers and 18.8 percent of teachers in private schools differed with notion. These findings were an indicated that most public school teachers were free to pursue B.Ed programmes that offered in the evenings and during school holidays while their counterparts in private schools are held up with remedial sessions. The finding thus, implied that more public primary school teacher were able to pursue B.Ed courses due to the flexibility of their school running programmes. On the other hand, in private schools the management is solely in the hands of the proprietor of these schools. The school management has total control of teachers hence they dictate the schedule and the programme of the individual school.

Information contained in Table 4.10 showed that both categories of school, that is 95.1 percent of public primary school teachers and 71.9 percent of private primary school teachers agreed to the notion that pursuit of Bachelor of Education programme can benefit their schools. These findings showed that teachers' pursuit of B.Ed

courses improves teachers' pedagogical skills during the instructional process therefore, improving pupils' academic performance.

### **5.3.2 Influence of individual factors on primary school teachers pursuit of Bachelor of Education Degree Programme**

The study's second research objective sought to establish whether teachers' individual factors influence pursuit of B.Ed Programme. Individual characteristics including respondent age, gender and career aspiration were sought to establish their influence on public and private primary schools teachers' pursuit of Bachelor of Education degree programmes. The study findings revealed that all head teachers in public primary schools were over 40 years old, while half of the private school head teachers were aged between 30 to 40 years old. Data from the teacher respondents showed that most 41.5 percent of private school teachers were below 30 years while 71.2 percent of public school teachers were between 30 to 40 years. These findings imply that there are more elderly teachers in public primary schools than in private schools. Therefore age factor was a contributing factor to teachers' pursuit of B.Ed courses in public and private primary schools.

Information from the study finding revealed that more head teachers in public and private primary schools (30.6 percent and 44.4 percent respectively) were male. The findings also revealed that female teachers in public and private primary schools (37.9 percent and 38.4 percent respectively) were higher than male teachers in both categories of primary schools. Most of the public primary schools teachers (37 percent) they had been in the teaching profession for over 20 years while majority (71.9 percent) of their private school counterparts had being teaching for between 6 to 10 years. Moreover, majority of the respondents (68.8 percent of head teachers and

82.7 percent of teachers in public primary schools, and 70 percent of head teachers and 90.6 percent of teachers in private primary school) indicated that teachers' inspirations to career development influenced pursuit of B.Ed degree courses to a large extent.

Data from the study findings showed that majority of the respondents; 93.8 percent, of the head teachers and 96.3 percent of teachers in public primary schools respectively indicated that teachers' pursuit of B.Ed courses cause promotion. However, the situation was different according to 80 percent of head teachers and 92.7 percent of teachers in private primary schools who indicated that teachers' pursuit of B.Ed courses does not cause promotion. According to 62.5 percent and 60 percent of head teachers in public and private primary schools respectively indicated that teachers communication competence was influenced by pursuit of B.Ed programme to a large extent. However, 54.3 percent and 66.7 percent of teachers in public and private primary schools indicated that teachers' pursuit of Bachelor of Education degree courses influenced their communication to a little extent.

### **5.3.3 Influence of finance factors on primary school teachers' pursuit of Bachelor of Education degree programme.**

The third research objective sought to find out whether financial factors of primary school teachers influence pursuit of Bachelor of Education degree programmes. The study found majority of the teachers (95.1 percent and 82.3 percent of teachers in public and private primary schools respectively) agreed to the notion that finance factors influence primary school teachers' pursuit of B.Ed programmes. According to 75.3 percent and 82.3 percent of teachers in public and private primary schools shown in Table 4.17, primary school teachers who pursue Bachelor of Education degree programme personally finance their education with only a little percentage 18.5 and

17.7 percent of teachers in both categories of schools respectively accessing Higher Education Loans' Board financing from the government.

The study findings revealed that majority of all respondents indicated that finance factors influence primary school teachers' pursuit of Bachelor of Education to a large extent. Therefore teachers' pursuit of B.Ed courses depend on the finance factors thus hindering or promoting the number of teachers who are able to pursue in-service training regardless of their school category.

#### **5.3.4 Influence of modes of study offered by universities on primary school teachers' pursuit of Bachelor of Education Degree Programme**

The study sought to establish whether mode of study offered by universities influence primary school teachers' pursuit of Bachelor of Education degree programmes. According to all of the private primary school head teachers and 68.8 percent of head teachers in public primary school as shown in Table 4.20 indicated that modes of study offered by universities influenced teachers to pursue B.Ed courses to a large extent. Majority of teachers from both categories of schools also confirmed to this notion.

Information from the study shows that 68.8 percent of head teachers and 55.6 percent of teachers in public primary schools (Table 4.21) indicated that instructional time allocated for the mode of study do not influence pursuit of B.Ed degree courses. However, all the head teachers and 52.1 percent of teachers in private schools refuted to this disagreement. These findings were an indication that availability of teachers to pursue in-service training differs in both category of schools. According to 96.3 percent and 90.6 percent of teachers in public and private primary schools respectively, access to support mechanism influence teachers' pursuit of Bachelor of

education Degree courses. Majority of the teachers in both category of schools (82.7 percent in public schools and 81.2 percent of teachers in private schools) indicated that access to support mechanism influence quality of professional preparation to a large extent.

#### **5.4 Conclusions from the study**

This study established the factors influencing primary school teachers' pursuit of bachelor of education degree programmes. From this study, it was concluded that more teachers in public than private primary schools were able to pursue Bachelor of Education degree programmes because of the difference in the administrative style of both categories of schools. Teachers' individual characteristics were found not to hinder teachers in primary schools to pursue B.Ed courses since teachers of all ages, gender and status are not restricted from enrolling for training. However, lack of monetary strength hindered teachers in both categories of schools to pursue B.Ed courses since the courses are mainly self-sponsored. More teachers in public schools pursue B.Ed courses during school holidays than private schools teachers whose schools offer remedial programmes. Thus, flexibility of any mode of study helps the teacher to balance between work, family life and also study.

#### **5.5 Recommendations of the study**

The study came up with the following recommendations:

- i) Private primary school management should be encouraged to allow their teachers pursue B.Ed courses as career development for the benefit of both the teacher and the students in their care.
- ii) The government and other none-state actors should provide good financing schemes to facilitate for teachers willing to pursue B.Ed courses and are prohibited by the cost implication of learning.

- iii) The institutions of higher learning should consider offering bachelor of education degree that has a curriculum tailored for primary schools teachers. This would help facilitate the adoption of a methodology that enhances teachers' capacity and overall performance through subject specialization.
- iv) University institutions offering B,Ed courses for teacher already working should consider embracing on e-learning. This would encourage those teachers to juggle study, work and life. This ensures that one can study, when, where and how one wants. This addresses the bottle necks of unavailability.
- v) The ministry of education in collaboration with the universities should organize school to school programmes that encourage teachers to further their studies in order to enhance teachers' professionalism and improve education standards in the country.
- vi) The T.S.C should continue promoting teachers who have completed B.Ed courses. This would encourage teachers to fully embrace in-service training in their profession and encourage others to undertake training which is vital in complying with the ministry of Education policies so as to integrate into education and training systems in order to prepare the learner and staff of today to the changing technological developments.

## **5.6 Suggestions for further research**

The findings obtained herein may not be totally reflective of the factors influencing public and private primary school teachers' pursuit of bachelor of education degree.

The researcher therefore proposes the following suggestions for further study;

- i) A Comparative study to investigate the teachers' performance before and after attainment of bachelor of education degree.

- ii) Similar study should be replicated to other parts of the country.
- iii) Further study should be carried out to examine the impact of bachelor of education degree on learners' performance.
- iv) A comparative study to investigate the performance of B.Ed. Degree graduates and those without degrees.

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## APPENDIX I

### INTRODUCTORY LETTER TO THE RESPONDENTS

To;

The Head teacher

\_\_\_\_\_ School

P.O Box

Kikuyu Sub-County

Dear Sir/Madam,

#### **RE: PERMISSION TO COLLECT DATA**

I am a postgraduate student in the University of Nairobi, pursuing a Master's degree in Comparative and Contemporary Issues in education. I am researching on **FACTORS INFLUENCING PRIMARY SCHOOL TEACHERS IN PUBLIC AND PRIVATE SCHOOLS TO PURSUE BACHELOR OF EDUCATION IN KIKUYU SUB – COUNTY, KIAMBU COUNTY KENYA.**

I request you to kindly allow me to collect data from your school. This study is purely academic and any information provided by respondents will be used for the purpose of this study only. The respondents and the information provided will be treated with utmost confidentiality.

Thank you.

Yours faithfully,

Eutyachus J. Njenga.

## APPENDIX II

### QUESTIONNAIRE FOR HEADTEACHER

Dear respondent,

This questionnaire is designed to gather information on the factors influencing primary school teachers' pursuit of Bachelor of Education degree programme. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. Your identity will be confidential and the information you provide will only be used for the purpose of this study. Please respond to all items.

#### SECTION A: Background information

1. Please indicate your school category. Private [  ]                      Public [  ]
2. When was the school started?.....
3. For how long have you been heading the school?.....
4. What is the school current enrolment  
Boys [.....]    Girls [.....]
5. What is the total number of teachers in your school?  
Males [.....]  
Female[.....]  
Total[.....]
6. How many teachers are currently in the school based B.ED  
programme  
Female                      [  ]                      Males [  ]

**SECTION B: Factors influencing teachers pursuing Bachelor of Education degree**

7. To what extent does school category influence primary school teachers enrolment in B.Ed? To a large extent [ ] To a small extent [ ] Not at all [ ]

8. Does the B.Ed course interfere with the smooth running of school  
Yes [ ] No [ ]

9. If yes, state how?.....

10. To what extent does the school benefit from the graduate teachers who have undertaken B.ED course  
To a large extent [ ] To a small extent [ ] Not at all [ ]

11. Does the instructional time allocated for the mode of study influence teachers' pursuit of B.Ed courses? Yes [ ] No [ ]

12. Which mode of study influence majority of teachers to pursue B.Ed courses?  
On-campus [ ] Distance learning [ ] School based [ ]

13. Does access to support mechanisms influence teacher education in Bachelor of Education?  
Yes [ ] No [ ]

14. How do you rate the influence of access to support mechanisms on quality of professional preparation  
To a large extent [ ] To a less extent [ ]

15. Do the teachers undertaking B.Ed degree course interfere with the normal/smooth operations of the school? Yes [ ] No [ ]  
Explain your answer.....

16. Does a student characteristics influence teachers to enroll in Bachelor of Education Degree programmes?

Yes [ ]

No [ ]

17. How do you rate the influence of student characteristics on pursuing B.Ed degree course of professional preparation by teachers

To a large extent [ ]

To a little extent [ ]

18. How do you rate the influence of teachers financial ability with pursuit of Bachelor of Education degree programme in your school?

To a large extent [ ]

To a little extent [ ]

**SECTION C:**

19. Indicate the extent to which you agree or disagree with the following statements using the following key:

**SA** - Strong agree

**A** - Agree

**SD** - Strongly disagree

**D** – Disagree

	<b>STATEMENT</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1	Being in public primary school favour teachers to pursue B.Ed degree				
2	Being in private school favours teachers to enroll for B.Ed degree				
3	Age is a determinant factor course for those pursuing B.Ed programme				
4	There are more males than females pursuing B.Ed degree				
5	There are more females than males pursuing B.Ed degree programme				
6	Teachers enrolment in B.ED programme is influenced by individual factors like age, gender etc.				
7	Scholarship/Loans/Bursaries are possible sources of funds for those teachers undertaking B.Ed courses				
8	The school based B.ED programme was designed for public primary school teachers.				
9	The school based B.ED programme was designed for teachers with financial stability.				
10	Primary school teachers enroll in B.ED programme due to its convenience and flexibility.				
11	The school based programme attracts more teachers than other modes of study in B.Ed degree programme				

**Thank you.**

**APPENDIX III**  
**QUESTIONNAIRE FOR TEACHERS**

Dear respondent,

This questionnaire is designed to gather information on the factors influencing primary school teachers' pursuit of Bachelor of Education degree programme. You are kindly requested to tick (√) the appropriate response or respond as indicated. Do not put your name or any other form of identification. Your identity will be confidential and the information you provide will only be used for the purpose of this study. Please respond to all items.

**Section A: Demographic information**

1. Please indicate your gender

Male [ ]                  Female [ ]

2. What is your age bracket

Below 30 years      [ ]                  41 – 50      [ ]

31 – 40                  [ ]                  above 50      [ ]

3. Please indicate your teaching experience

Below 5 years      [ ]                  16 – 20      [ ]

6 – 10 years      [ ]                  above 20      [ ]

11 – 15 years      [ ]



4. Please indicate your current position in your school

Assistant Teacher [ ]

Senior Teacher [ ]

Deputy [ ]

5. What is your highest academic level?

Masters [ ] Graduate [ ]

Diploma [ ] P1 [ ]

Any others specify.....

6. Are you a continuing student in B.ED programme

Yes [ ] No [ ]

If yes tick year and part that you are in

Year 1 part 1 and 2 [ ]

Year 2 part 3 and 4 [ ]

Year 3 part 5 and 6 [ ]

**Section B: Factors influencing teachers pursuing B.Ed**

7. Does a student characteristics influence teachers to enroll in Bachelor of Education Degree programmes?

Yes [ ]

No [ ]

8. How do you rate the influence of student characteristics on pursuing B.Ed degree course of professional preparation by teachers

To a large extent [ ] To a little extent [ ]

9. How do you rate the influence of teachers financial ability with pursuit of Bachelor of Education degree programme in your school?

To a large extent [ ] To a little extent [ ]

10. To what extent does school category influence primary school teachers enrolment in B.Ed? To a large extent [ ] To a small extent [ ] Not at all [ ]

11. Does the B.Ed course interfere with the smooth running of school

Yes [ ] No [ ]

b. If yes, state how?

.....

12. To what extent does the school benefit from the graduate teachers who have undertaken B.ED course

To a large extent [ ] To a small extent [ ] Not at all [ ]

13. Does the instructional time allocated for the mode of study influence teachers' pursuit of B.Ed courses?

Yes [ ] No [ ]

14. Which mode of study influence majority of teachers to pursue B.Ed courses?

On-campus [ ] Distance learning [ ] School based [ ]

15. Does access to support mechanisms influence teacher education in Bachelor of Education?

Yes [ ]

No [ ]

16. How do you rate the influence of access to support mechanisms on quality of professional preparation

To a large extent [ ]

To a less extent [ ]

17. The following statements highlight factors influencing primary school teachers in pursuing based B.ED programme. Kindly tick in the space provided the aspect of school based B.ED programme

**KEY**

**SA-** Strong agree

**A-** Agree

**SD-** Strongly Disagree

**D-** Disagree

	<b>STATEMENT</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1	Being in public primary school favour teachers to pursue B.Ed degree				
2	Being in private school favours teachers to enroll for B.Ed degree				
3	Age is a determinant factor for those pursuing B.Ed programme				
4	There are more males than females pursuing B.Ed degree				

5	There are more females than males pursuing B.Ed degree programme				
6	Teachers enrolment in B.Ed programme are influenced by individual factors like age, gender etc.				
7	Scholarship/Loans/Bursaries are possible sources of funds for those teachers undertaking B.Ed courses				
8	The school based B.Ed programme was designed for public primary school teachers.				
9	The school based B.Ed programme was designed for teachers with financial stability.				
10	Primary school teachers enroll in B.Ed programme due to its convenience and flexibility.				
11	The school based programme attracts more teachers than other modes of study in B.Ed degree programme				

**Thank you.**

## APPENDIX IV

### AUTHORIZATION LETTER



#### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

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

Ref. No. NACOSTI/P/15/63154/8427

Date:  
12<sup>th</sup> November, 2015

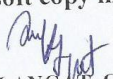
Eutyachus J. Njenga  
University of Nairobi  
P.O. Box 30197-00100  
NAIROBI.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing primary school teachers in public and private schools to pursue bachelor of education in Kikuyu Sub – County, Kiambu County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for a period ending **11<sup>th</sup> November, 2016**.

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu 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.

  
DR. S. K. LANGAT, OGW  
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner  
Kiambu County.

The County Director of Education  
Kiambu County.



*National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified*

# APPENDIX V

## RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:**

**MR. EUTYCHUS J. NJENGA**

**of UNIVERSITY OF NAIROBI, 25-902**

**kikuyu, has been permitted to conduct**

**research in Kiambu County**

**on the topic: FACTORS INFLUENCING**

**PRIMARY SCHOOL TEACHERS IN PUBLIC**

**AND PRIVATE SCHOOLS TO PURSUE**

**BACHELOR OF EDUCATION IN KIKUYU**

**SUB - COUNTY, KIAMBU COUNTY, KENYA**

**for the period ending:**

**11th November, 2016**

**Permit No.: NACOSTI/P/15/63154/8427**

**Date Of Issue : 12th November, 2015**

**Fee Received :Ksh 1000**

**Applicant's Signature**

**Director General**

**National Commission for Science, Technology & Innovation**

