

**INFLUENCE OF BACHELOR OF EDUCATION DEGREE ON TEACHER
DEVELOPMENT: A CASE OF PRIMARY SCHOOLS IN LIMURU DISTRICT,
KENYA.**

BY

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DECLARATION

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

Sign.....

Date.....

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L50/73622/2012

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

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DEDICATION

This research project is in memory of my late father. It is a dedication to my children Lincoln Kagia , Linnet Gathoni and my loving husband Henry Kabue for their support, encouragement, understanding and most of all their unconditional love.

To my dear mother Esther and mother in-law Alice for their support and prayers in the course of my studies.

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ABBREVIATIONS AND ACRONYMS

A.T.S	Approved Teacher Secondary
B.Ed.	Bachelors of education
B.Ed. arts	Bachelors of education in arts
B.Ed. sci	Bachelors of education in science
B.Ed. E.C.D	Bachelors of education in early childhood Development
ECDE	Early childhood Development Education
EFA	Education For all
ICT	Information and Communication technology
K.I.E	Kenya Institute of Education
M. O. E	Ministry of Education.
PTTC	Primary Teacher Training College
PTE	Primary Teacher Education
P1	Primary Teacher with Primary Teachers Training
SACMEQ	Southern and Eastern Africa Monitoring Educational Quality
S.P.S.S	Statistical Package for Social Sciences
SNE	Special Needs Education
TAC	Teachers Advisory Centre
T.S.C	Teachers Service Commission

ABSTRACT

The purpose of this study was to establish the influence of Bachelor of Education degree on teacher development: A case of Primary Schools in Limuru District, Kiambu County. Not enough is known about how teachers working in primary schools adopt and adapt the knowledge and pedagogical skills they have acquired through B.Ed. degree to address the particular learning needs of young students in their actual schools, explore opportunities, income earning, exercising autonomy and chances of career development. This study therefore attempts to establish the influence of B.Ed. degrees on teacher development. The study was guided by four objectives. The first objective focused on the influence of B.Ed. degree in pedagogical skills on teacher development. The second objective determined the influence of B.Ed. degree in information technology literacy on teacher development. The third objective was to determine the influence of B.Ed. degree in career development on teacher development. The fourth objective tried to examine the influence of B.Ed. degree in performance-based pay incentives on teacher development. A conceptual framework was used to get an understanding of the interplay of the variables involved. The study was based on Fredrick Herzberg two factors theoretical perspective. The research design employed was descriptive survey. The target population was 324 primary school teachers. This population comprised of B.Ed. parallel degree graduates and student teachers out of which 99 respondents were sampled. 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 B.Ed. degree had a significant bearing on teacher development. There is a substantial influence on teachers' professional development as well as individual development. This was in terms of improved pedagogical skills, adoption and use of information technology in their professional activities, improved chances of career development and aspirations and improved performance-based pay incentives which motivates teachers. The teachers indicated that primary B.Ed. degree option, adoption of on line learning and promotion of computer qualified teachers would enhance quality education.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is an important area which is generally meant to promote human dignity as well as promote professional and individual development. This realization has resulted to the decision by teachers to pursue higher education. Teacher education is an educational programme that aims at producing well-equipped individuals who possess academic knowledge as well as pedagogical skills crucial for guiding learners in their learning process. Teacher education is an important area; this has played a role in four different but sometimes overlapping areas; initial professional education, continuing professional development, curriculum reform change and teacher career development (UNESCO, 2002).

In Kenya, the report of the National Committee on Educational Objectives and policies,(1976) argues that no matter how education is viewed, the role of quality teachers must be given the most critical consideration if problems related to education and training are to diminish rather than increase with time. Teacher development is the enhancement of teachers' professionalism and status resulting from the acquisition of professional work related knowledge and understanding of attitudes, competencies, skills and insights. (Evans, 2002). There are various reasons for teachers engaging in staff development these include; the need to meet specific classroom needs, bridging the gap between pre-service and in-service, opportunities and chances for career development.

The master plan on Education and Technology for 1997-2010 proposes that, as a way of encouraging teachers to increase their academic knowledge, they be encouraged to study for higher academic qualifications, provided that such study does not adversely affect performance of their official duties. It further suggests that teachers who acquire relevant qualifications be given commensurate promotion or salary increment.

According to Martin Luther King Junior (1947), education must enable a man to become more efficient, to achieve with the increasing facility the legitimate goals of his life. He further proposes that "Intelligence plus character is the goal of true education" and that, the broad education will therefore transit to one not only the accumulated experience of social living.

Different countries and regions have indulged different programmes to facilitate teacher education. The world economic Forum held in Dakar Senegal (2000) and the international conference on education for all, Jomtein Thailand (1990), recommended that countries to identify and implement modern citizen's needs (Educational management Report, 2005) therefore, human resource need to be equipped with the right attitudes, skills and insights for effective socio-economic development.

According to UNESCO (2000) Reports on international Institutes, Teacher Education in China is meant to upgrade teachers' professional qualifications. This was meant to retrain and upgrade teachers who were hastily recruited during the period of rapid expansion. The New Zealand continuous training of teachers is organized by the board of trustees and it is compulsory for all teachers. Here, the ministry of Education (MOE) finances B.Ed. parallel degrees for the teachers who are already in the service (Burgess, Carren & Tedd, 1993).

In United Kingdom teaching is reserved for graduates only both at primary and secondary school levels. In addition teachers are required to take a recognized teaching programme leading to qualified teacher status. The programme take principal forms; a bachelor of Education (B.Ed.) with professional training incorporated during the four years programme; a one-year full time post graduate certificate of Education(PGE) taken by university graduates (<http://www.col.org>).

Japan has also witnessed a rapid increase in the number of teachers enrolling for a four year B.Ed. parallel degree programmes at her universities, (Japan MoE, Report 2008). This is in support to Ogolla (2008) statement that the process of educating a teacher does not end in graduating but continues into the service in order to meet the demands of changing and diversifying field of technology.

The Malawi integrated In-service Teacher Education Programme (MIITEP) supports Primary school teachers to enroll in B.Ed. degree programme which train teachers during the school vacations.

In Uganda according to Uganda Education Report, (1998) Uganda Primary Education (UPE) drove the county to recruiting more untrained teachers to compete with the high teacher-pupil ratio of 1:300. Makerere University and other institutions of higher learning started the B.Ed.

parallel degree programmes in an effort to meet the rising demands of training and upgrading her teachers.

Tanzania introduced B.Ed. parallel degree programmes in 1990 in order to meet the training demands for high number of untrained teachers (United Republic of Tanzania,1993).these untrained teachers had been recruited due to the dramatic rise of primary school population as a result of Universal Primary Education(United Republic of Tanzania (1990).

The University of Nairobi (Kenya) in 1987 introduced parallel degree programmes which accommodated admission of persons who qualified for university education but missed out due to hitches in admission logistics whereby the Joint Admissions Board(JAB) admitted students based on its accommodation capacity. This programme was able to accommodate primary school teachers who had the qualifications. The government of Kenya however, put in place mechanisms for teacher professional development. Teachers interested in their professional and personal growth and development can enlist for degree courses offered in full-time and part-time basis in Kenyan tertiary institutions.

1.1 Statement of the problem

In recent years, there has been a renaissance in pursuit of tertiary education as exemplified by the rise in demand for university degree education globally. Since the world has become a global village due to technological development, information technology, communication and economic globalization, Primary school teachers have not been left out of this quest for further studies in order to be up-to-date with the changes. A significant number of primary school teachers have pursued and still are pursuing Bachelors of Education degree.

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 development. Career paths that place greater value on primary school teachers' work will provide greater incentives for all to develop towards high levels of effectiveness by participating in higher education (Ingvarson, 1998).

Occupational prestige and opportunities, income earning, exercising autonomy and chances of career development seem to influence the type of degree choice to be pursued by those who may want to enroll for B.Ed. degrees (Kibera (2007)).

Research has been conducted on factors that influence primary school to pursue higher education, effects of school based teacher development programmes on the teaching and learning process in public primary schools but, there is very little research on the influence of this degree on teacher development. Not enough is known about how teachers working in primary schools adopt and adapt the knowledge and skills they have acquired through B.Ed. degree to address the particular learning needs of young students in their actual schools and for their individual development. This study therefore attempts to establish the influence of B.Ed. degrees on teacher development.

1.2 Purpose of the study

The purpose of this study was to investigate the influence of bachelor of education degree on teacher development. A case of Primary Schools in Limuru District, Kenya.

1.3 Objectives of the study

The following objectives guided the researcher in the study.

- i. To establish the influence of B.Ed. degree in acquisition of pedagogical skills on teacher development.
- ii. To determine the influence of B.Ed. degree in information technology literacy on teacher development.
- iii. To determine the influence of B.Ed. degree in career development on teacher development.
- iv. To examine the influence of B.Ed. degree in performance-based pay incentives on teacher development.

1.4 Research questions

This study was guided by the following research questions,

- i. To what extent does B.Ed. degree influence improvement of pedagogical skills on teacher development?

- ii. How has B.Ed. degree influenced the teachers' information technology literacy level on teacher development?
- iii. How does B.Ed. degree influence career development on teacher development?
- iv. How has B.Ed. degree influenced performance-based pay incentives on teacher development?

1.5 Significance of the study

This study could be beneficial in a number of ways. The findings could be of help to teachers who intend to enroll for B.Ed. degree programmes offered in the various institutions of higher learning in making the right decision or otherwise change the perception of those not intending to. The findings could also hold crucial information to the Ministry of Education (MoE) in supporting decisions concerning teachers' development and their opportunities in higher learning or alternative tertiary education.

The examination of pedagogical skills acquired by the teachers as well as the technological literacy aspect that may be influenced by the pursuit and acquisition of B.Ed. degree would provide valuable insights for designing future curriculum for primary school teacher training. This would help facilitate the adoption of a methodology that enhances teachers' capacity and overall performance through subject specialization.

The information would also be useful to various stakeholders in the education sector for the school development. These includes the teachers, parents, learners and the society who directly or indirectly benefit from improved quality of education as a result of teacher professional and personal development.

The study could also be used as a basis for further research by other upcoming researchers. It would also be beneficial to the Teachers Service Commission through its bodies such as Teacher Advisory Centres (TAC) to tailor their strategies in advising teachers.

1.6 Limitations of the study

According to Best and Khan (1998) limitation are conditioned beyond control of the researcher that may restrict the conclusion of the study. The foreseen shortcoming in this study was discriminating head teachers and teachers who did not have degree or have other degree. These may negatively influence the respondents by inciting them. Creating a rapport and explaining the intent of the study was employed.

1.7 Delimitations of the study

The study was conducted in Limuru District .Focusing on public primary school teachers who were undertaking and those who had undertaken bachelor of education degree programme. This study did not include teachers who pursue other degrees other than B.Ed. and others in other short term school-based programmes.

1.8 Assumptions of the study

The study assumed that the respondents would give genuine responses upon which the study findings were based. It was assumed that pursuit of bachelor of education degree by primary school teachers had significant influence on teacher development. This is in terms of acquisition of knowledge and skills that are relevant to professionalism.

1.9 Definition of significant terms.

According to this study, the following terms would mean;

B.Ed. programme- This refers to degree training course for teachers at university level.

Career development - This refers to a series of activities of moving to higher job responsibilities, making career change.

Methodology - This refers to principle for carrying out teaching.

Pedagogy - This is the art and science of how something is taught; are the activities of instructing; activities that impart knowledge and skills

Performance-based pay incentives.-This is a scheme that attempts to reward particular teachers who demonstrate promising behavior, outcomes, or skills that positively affect student outcomes.

Pre-service Primary Teacher Education-This refers to training of primary school teachers in recognized Teacher training colleges.

Professional development-This refers to those processes that improve the job related knowledge, skills or attitudes of teachers.

School based programmes - These are teacher training programmes that are undertaken by teachers during the school vacation.

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

1.10 Organization of the study.

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

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents and discusses literature that is related to teacher development as influenced by their pursuit of bachelor of education studies. Teacher education and B.Ed. degree in relation to primary school teacher's professional development and pedagogy, career development, social development, the technological development and performance-based pay incentives. The literature focuses on initial teacher training in Kenya and continuous professional teacher development programmes which is intended to enhance professional, career growth and overall teacher development.

2.2 Teacher Education

Globally different countries and regions have indulged different programmes to facilitate teacher education. The world economic Forum held in Dakar Senegal (2000) and the international conference on education for all, Jomtein Thailand (1990), recommended that countries to identify and implement modern citizen's needs (Educational management Report, 2005) therefore, human resource need to be equipped with the right attitudes, skills and insights for effective socio-economic development.

Teacher education is an educational programme that aims at producing well-equipped individuals who possess academic knowledge as well as pedagogical skills crucial for guiding learners in their learning process. Teacher education is an important area; this has played a role in four different but sometimes overlapping areas; initial professional education, continuing professional development, curriculum reform change and teacher career development (UNESCO, 2002).

Naish(1990) summarizes the aim of teacher education in England and Wales as provision of skills and abilities, knowledge and understanding and to foster and encourage good personal qualities. They go beyond competencies and standards Calderhead & Shorrock, (1997). These authors goes further to urge that teacher education therefore, emphasizes knowledge, skills attitudes and personal quantities, and demands elements of creativity, moral qualities and

responsibility. And that teaching has a multidimensional nature that makes it difficult to achieve its objectives in terms of time and human resource constraints, despite its identified relevance.

In Kenya, teacher education can be traced back to the Kenya Education Commission, commonly known as the Ominde commission Report of 1964 recommended that part time degree through External degree programme be introduced into the university. On teachers the commission recommended and that there be vacation courses to help teachers to upgrade themselves that efforts should be made to train and acquire more graduate teachers. The National Committee on Educational objectives and policies, Gachathi Report of 1975 also realized the need to introduce an external degree programme which was later introduced in 1986. Since then, teachers in Kenya have continued to pursue higher education where primary school teachers have not been left out.

The goal of education is to enrich the lives of students while producing articulate, expressive thinkers and lifelong learners that are socially responsible, resilient, and active citizens of the world, this also applies to teachers when undergoing Bachelor of Education studies. Teachers renewing their education through university education live in the society and hence are expected to interact and relate to each other in a way that promotes harmony and unity of purpose and positive attitude of mutual social responsibility. Teachers are also charged with the social responsibility of educating and forming the young citizens and instilling a sense of reason to guide their actions on pursuit of desirable and fulfilling goals.

2.2.1 Pre-service primary teacher education in Kenya

According to Bunyi et al (2011) research that has been done in Kenya concerning teacher education has been low; this is so especially for primary school teachers. However, there are a few researches that are relevant to this study. From their research on availability and quality of teachers and teacher education; Kenya has virtually wiped out untrained primary teachers from the public education sector, but has a shortage of teachers in the schools and a host of unemployed PTTC graduates owing to budgetary constraints. Teacher education in Kenya is fairly developed with programmes for all levels of education – ECDE, primary and secondary as well as programmes for SNE and technical institutions. Although the history of primary education and teacher education is imbued with discourse on teacher quality, the rhetoric on improving the quality of teachers has not been matched with action with the result that primary teacher education programmes have remained virtually unchanged since attainment of

independence in 1963. On attaining independence in 1963, Kenya set out to expand primary teacher training. The expansion efforts seem to have paid off as, although the percentage of untrained teachers was high (ranging between 21 per cent in 1970 and 37 per cent in 1976 the situation has changed and virtually all primary school teachers in public schools are now trained. Unfortunately, the same cannot be said about the quality of teachers.

Raising teacher grade and entry requirements for the Primary Teacher Education programme have been the two main teacher quality improvement strategies implemented. However, these strategies are misinformed as teacher education research points to reform in teacher education that demonstrates that helping students learn is a complex endeavour which requires a combination of knowledge and skills on the part of the teacher – knowledge about the subject, pedagogic knowledge, and pedagogic content knowledge. Bunyi et al (2011), further contends that unfortunately, raising teacher grades has not been accompanied with activities directed at raising the quality of teacher training. Indeed, there has been no serious effort to interrogate the concept of quality teachers and how the curriculum and structure of Primary Teacher Education can be changed to enhance the quality of training the trainees receive and therefore the quality of teachers in the country. For example, there has been no specific commission on teacher quality and training and the structure and curriculum of Primary Teacher Education has remained very much the same over the years. On the same note, (UNESCO 2003) adds that ‘inadequacy in teacher training together with the changing learning environment put pressure on educational systems to provide better training for teachers.

The argument is that in the 21st century, Kenya requires higher quality teachers. It is also noted that a good proportion of students in PTTCs attained C plus grade, which is the minimum required KCSE examination grade for entry into universities. Such students only enrolled for the PTE certificate course because they lacked the resources to privately pay for university education like other financially better off students, therefore, offering such students only certificate level training is considered unfair. Bunyi et al (2011). This shortcoming has since been addressed by the Kenya government through, the master plan on Education and Technology for 1997-2010 which proposed that, as a way of encouraging teachers to increase their academic knowledge, they be encouraged to study for higher academic qualifications, provided that such study does

not adversely affect performance of their official duties. It further suggests that teachers who acquire relevant qualifications be given commensurate promotion or salary increment.

Research examining teacher quality confirms the logical conclusion that poor quality of students' learning correlates strongly with poor quality of teachers' teaching. Effective student learning and achievement is hampered by weaknesses in teachers' pedagogical content knowledge and classroom practice. (Byamugisha&Ssenabulya, 2005,Akyeampong, Pryor & Ampiah 2006 Pontefract& Hardman 2005; Moon et al. 2005and other SAQMEC country reports) both of which are developed through effective initial teacher education and continuing professional development (CPD) programmes for teachers as cited in(Bunyi, 2011)

Teacher education has been identified as both part of the problem and the solution. Increase in pupil enrolment has meant a huge demand for more teachers and the priority has been to find ways of increasing the numbers appointed either by recruiting more trainees onto established courses, by creating new routes into teaching or by a combination of both strategies (UNESCO 2005). Policy and plans often assume that initial teacher education and continuing professional development (CPD) make a difference to teachers' pedagogic knowledge and skill which in turn will be reflected in enhanced student learning outcomes (Dembele and Lefoka, 2007)

2.3 Teacher development

Teacher development is the enhancement of teachers' professionalism and status resulting from the acquisition of professional work related knowledge and understanding of attitudes, competencies, skills and insights. Evans, (2002).The concept of teacher development has been accepted worldwide since early 80s (Saiti, 2006). According to Guskey, (1986) p.6 teachers are attracted to staff development because they believe it will contribute to enhancing 'their knowledge and skills, contribute to their growth.

The incorporation of programmes goals, school goals, individual teachers' goals, and group goals is another aspect that is seen to contribute to the success of staff development. (Gordon, 2005, Pawlas & Oliva, 2008).The school is made up of individuals and groups. Therefore, the achievement of a school is seen in terms of what is achieved by the individuals and the groups. By addressing the teachers' individual development then, the quality of teaching and learning

which translates to quality education is enhanced. Education is an important area which is generally meant to promote human dignity as well as promote professional and individual development. This realization has resulted to the decision by teachers to pursue higher education. Occupational prestige and opportunities, income earning, exercising autonomy and chances of career development seem to influence the type of degree choice to be pursued by those who may want to enroll for B.Ed. degrees (Kibera (2007). Pursuit of Higher education has its benefits on individual and the society at large, this is directly attributed to development and how much is actually the result of other factors. Individual characteristics that influence the probability of enrolling in and graduating from postsecondary institutions may have a direct and systematic influence on the outcomes.

2.4 Professional Development and Pedagogical skills

The term, professional development has been defined by different scholars; other terms used interchangeably with professional development are staff development, in-service, and continuing education induction or orientation but all refer to those processes that improve the job related knowledge, skills or attitudes of teachers (Wanzare& Ward, 2000). Beach & Reinhertz (2000) added a different perspective, and defined professional growth and development as ' all learning experiences, both formal and informal, that teachers encounter that support their continued instructional effectiveness as they adjust to the dynamic nature of the school environment'.

According to (UNESCO, 1975) due to the rapid social, political, economic and technological changes there was need to upgrade teachers' professional skills. The curriculum keeps on changing in order to reflect the current needs of the society and include emerging issues like health, education, and information technology as well as peace education. This calls for training of teachers already in the field in order to keep pace with the subject content and teaching methodologies.

Good practice in teaching is a complex process which requires a great deal of different knowledge - content knowledge, that is, knowing about the subject matter to be taught, pedagogic knowledge that is knowing how to engage with learners and to manage a classroom and, pedagogical content knowledge, which involves knowing how to represent and formulate

the subject matter. It is generally accepted that an adequate supply of well trained teachers is critical to improvements in education

In order to achieve professional development that is substantive, localized long term and short term school based learning has been adapted. This involves engaging teachers in activities that will enable them to account for own growth; link the teacher development to school improvement and respond to individual needs of each learner in the classroom. (UNESCO, 2004).

Greenland (1983) asserts that in the view of continuous renovation and development of general and pedagogical knowledge, of the constant change taking place in education systems and the increasing creative character of pedagogical activities, it did not seem possible to equip the student teacher with knowledge and skills which would be sufficient his whole professional life. Therefore the underlying justification for continuous teacher development was the need to equip teachers with the relevant skills to meet the current needs of the society.

According to Guskey, (1986), teachers are attracted to staff development because they believe it will contribute to enhancing ‘their knowledge and skills, contribute to their growth, and enhance their effectiveness with students’. However, Beach & Reinhartz (2000) advises against the assumptions that teachers are ‘ineffective or lacking in skills and knowledge hence the need for staff development’. Further reasons for teachers engaging in staff development are the need to meet specific classroom needs, bridging the gap between pre-service and in-service, meeting the legal requirements, keeping up to date with developments in their subject areas, progressing in career-related matters and meeting personal needs.(Beach & Reinhert,2000;Gordon,2005;Pawlas &Oliva,2008).as cited by Kamindo (2008) in her research on instructional supervision in an era of change; policy and practice in primary education in Kenya.

According to Wanzare (2000) the quality of teaching depends on the quality of teachers which is determined to some extent by the quality of their professional development through training. For quality education to be realized, teachers should be upgraded of changes taking place globally in the education sector. Dean (1998) recognizes further training of teachers in Western Europe as a vital component in improving teaching and learning. According to (MOEST, 2002) teachers need to be educated learners throughout their lives. Academic and professional qualifications have a

close link with many factors including classroom teaching curriculum development, evaluation of learners and modeling learners' behavior. Teachers who are not trained to a large extent lack the methodology which is a pre-requisite for teaching. Equally other teachers who may have opted to teach as a choice after having done a different degree lack the necessary methodology too. (Masinjila, 1989)

The millennium development goals (EFA 2005) gave impetus to the need to upgrade and enhance the capacity of teachers in the developing world. It has been recognized from research that to change pedagogical practices, professional development programmes needed to focus on the school and curriculum as the best level of intervention for improving the quality of teaching and learning (Scheerens,2000) This can aid in improvement of primary school education system which has been a major challenge facing Kenya.

There has been expansion in the teacher education programmes in Kenya with the result that Kenya now has an elaborate teacher education system. Teacher education programmes other than PTE are focusing on producing teachers for ECDE, secondary schools, Teacher Education for Special Needs Education (SNE) Learners, and technical education and training. According to Middlewood and Lumby (2003,) the assertion is that if schools are to become effective learning organizations, then the management of the organizations, which is to enable staff to learn effectively is central. Even if such a model might have been adopted from the western professional development traditions, there are some lessons that a developing country can learn.

School- based teacher training has been emphasized by Douwe et al.2007 and has highlighted the need for continuous professional development of teachers which is intended to professionalize the teaching force. However, there does not seem to be a general agreement about how teachers learn compared to how student teacher learn in pre- service teacher education. The argument is that due to demands placed upon schools, teachers are expected to learn continuously. From a professional perspective that a qualified teacher may not only know subject matter and pedagogy but they also understand “how to learn and how to make decisions informed by theory and research from bodies of knowledge, and also as informed by feedback from school and classroom evidence in particular contexts” Cochran-Smith,(2000).

In New Zealand and Carolina (USA) school based teacher development enhances teachers methodologies to the benefit of learners in context through which schools operate.

2.5 Information technology

The ministry of Education policy in information communication and technology (ICT) is to integrate into education and training systems in order to prepare the learner and staff of today to the changing technological developments (MOE, Sectional paper No.1 of 2005). In order to integrate ICT in education, the MOE is committed to embrace new technologies and processes to promote teaching and learning, provide new opportunities for teaching and learning and equip schools.

In Kenya, most of the primary school teachers pursue B.Ed. degree through parallel or open and distance education programmes which make use of ICT. Garrison and shale (1990) suggest that distance education majority uses non- contiguous communication between the teacher and learner which facilitates and supports the education process through the use of technology to facilitate the two-way communication.

Countries like Brazil, Burkina Faso, China and others have organized successful in- service programmes for teachers in the use of new information and communication technologies (UNESCO 1998; 2000), however there is a wide recognition that teacher training education and professional development need to be integrated in ways that operational lifelong learning for teachers, the resources allocated to it are usually inadequate and the opportunities too few. (UNESCO, 2006).

In order to achieve sustainable economic growth in the present era, one of the ingredients a county needs in the development of its human capital investment is Information technology. This IT is mainly used to refer to a computer technology, interactive video, and telecommunication devices, which allow users to store, retrieve, transmit and receive data. (Ray and Davis, 1991). These further contends that the educational system is trying to keep pace with the impact that computers are making in society.

According to Kinyua (2010), Modern technologically oriented primary school teachers trained through B.Ed. degree programmes equip learners to become development based on responsible participation hence encourages development initiatives, teamwork and synergies that boost self-employment and entrepreneurship.

In a recent research on the influence of teacher preparedness on the adoption of e-learning in teaching Kagutha, (2010), the study revealed that the level of training is correlated with the level of preparedness in adoption of e-learning in teaching. A large number of those who are well prepared being Bachelor of Education graduates. Generally, training competence and knowledge in electronic systems including computers and internet encourages one to adapt to emerging issues in the teaching and learning process. These attributes in teachers enhances the confidence and positive responsiveness in the adoption of e-learning as an alternative teaching method to the convectional ones. However, lack of computer knowledge among teachers has impacted negatively in the adoption of e-learning in the teaching and learning process.

2.6 Career development

According to Kibera, (1997), teaching profession is rated as a low profession due to poor remuneration, lack of autonomy and few chances of career development. It is necessary to plan your career in teaching if it is to be successful: good fortune plays its part, but teachers can and should plan in order to take advantage of opportunities as they come along (Donnelly, 2004).

According to Darling-Hammond (2000), in a recent research in USA pointed out the role of professional development of teachers, which ought to be to help student teacher learn including helping teachers to “identify conflicts and contradictions, vagueness and even blind spots in their vision”. This “identification of vagueness and blind spots in their vision” would actually enhance career development.

Occupational prestige and opportunities, income earning, exercising autonomy and chances of career development seem to influence the type of degree choice to be pursued by those who may want to enroll for B.Ed. degrees (Kibera (2007). As proposed by the master plan on Education and Technology for 1997-2010 that teachers who acquire relevant qualifications after pursuing higher education be given commensurate promotion or salary increment.

Ingvarson, (1998), States that, Career paths that place greater value on primary school teachers’ work will provide greater incentives for all to develop towards high levels of effectiveness by participating in higher education. Colleges and universities provide an array of opportunities this depends on the characteristics of the students who enroll, the kind of institution they attend, and how long they remain enrolled, how engaged they become in their education, the non-academic

demands made on them, and the nature of experience they have while enrolled. Indeed, a bachelor's degree has been described by Bowles and Gintis, (1976); Jencks and Riesman (1968), as a passport to America's middle class. These further state that, American colleges and universities are responsible not only for educating students, but also for certifying them, "the institutions in which these students enroll are the gateways to their future." \

The educational attainment an individual has achieved is highly valued by the society, although individuals possess personal reasons for their academic aspirations. A study on college attending individuals by Green and Hill, (2003) indicated that their primary reason for pursuing a degree was to increase chances of success in their workplace and make more money

2.7 Performance- based pay incentives.

Education fosters a country's socio-economic and political welfare; provision of basic needs, conservation of environment and provision of development strategies (Republic of Kenya, 2008). Thus, B.Ed. degrees should help teachers attain economic growth; rapid and sustained expansion of production, productivity and income, social environment, political and human relations in order to improve living conditions. Although most people recognize the importance of improving the quality of education systems for reducing poverty and inequalities and for increasing economic development, how to do this is less clear. A growing body of evidence supports the intuitive notion that teachers play a key role in what, how, and how much students learn. Rockoff, (2004). Attracting qualified teachers, providing them with necessary skills and knowledge, and motivating them to work hard and to do the best they can is arguably the key education challenge. Research has been conducted in various parts of the world which focus on the effects of education reforms that alter teacher incentives to achieve teaching quality and to enhance students learning. Reforms explored by Vegas (2011) in several countries to increase teachers' accountability and to introduce incentives to motivate teachers or have introduced salary structures that reward teachers for improved performance and students learning.

According to Vegas, (2004) Teacher training and professional development have received attention in the past from educators, policymaker, researchers and the international donor community. In less industrialized countries, recent research indicates that teachers respond to incentives. In Kenya, an evaluation of a randomized teacher incentives program found that

teachers increase their effort to raise students test scores by offering more test-preparation sessions (Glewwe, Iias and Kremer 2003). More promising, a recent evaluation of a performance-based pay bonus for the teachers in Israel concluded that the incentives led to increases in student achievements, primarily through changes in teaching methods, after-school teaching, and teachers' increased responsiveness to student's needs (Lavy 2004). Many kinds of incentives exist they include; both monetary and nonmonetary, including, educational materials, the internal motivation to improve children's lives, the opportunity to grow professionally, pension and other non-salary benefits, and job stability, recognition and prestige. Lavy (2002) finds that performance-based incentive, positively affect student learning outcomes, particularly in the short term and in those curricular areas or indicators that the incentives target.

2.8 Theoretical Perspective

Fredrick Herzberg's Two-factor theory. This theory was developed in 1955, and states that satisfaction and dissatisfaction is driven by different factors which are motivation and hygiene. Thus referred to as, 'the motivator-hygiene theory.' Motivation is an inner force that drives individuals to attain personal and organizational goals. Motivation are those aspects of the job that make people want to perform, and provide people with satisfaction, for example achievement in work, recognition and promotion opportunities. These factors are said to be intrinsic to the work carried out. Satisfaction and dissatisfaction in this study can be equated to teacher development or otherwise. Teacher development in this study could be influenced by the teachers' self-drive or opportunities that come with further studies. In this case it could be pursuit higher education through B.Ed. parallel programme.

2.9 Conceptual Framework

According to the conceptual framework the researcher considered the following variables that affect teacher development; Improvement of pedagogical skills, competence in the use of information technology, curriculum development and salaries from promotions, these are attributed to bachelor of education degree studies. In this research the dependent and independent variables are interrelated in approach.

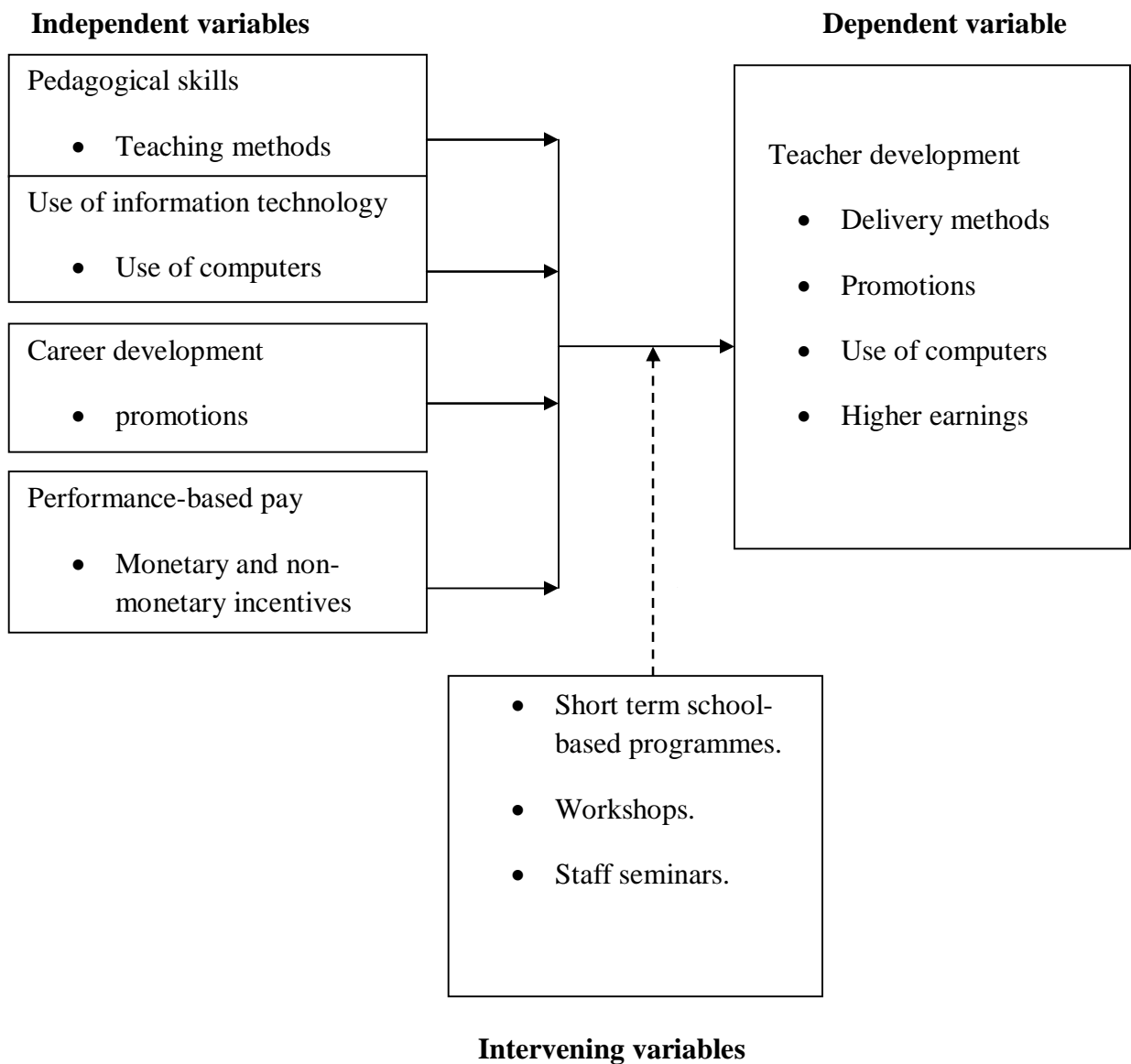


Fig. 1 Conceptual framework.

2.10 Summary of the chapter.

There is consensus in the literature on the importance of B.Ed. degree which leads to achievement of high level of expertise and professionalism, individual growth and development as well as educational growth for teachers' development. The achievement of a school is seen in terms of what is achieved by the individual teachers as a result of renewed pedagogical skills.

While teachers are expected to learn and change their classroom practice, their personal lives cannot be completely separated from their professional life, creating the need to address personal concerns. Therefore the quality of teachers' personal lives appears to influence teachers' effective states directly and that those effective states, in turn, influence the behavior of teachers in school.

B.Ed. Parallel degree as a Staff development programme are a systematic attempt to bring about change-change in the classroom practice of teachers, change in their beliefs and change in learning outcomes of students as well as for individual teachers to be equipped with the right attitudes, skills and insights for effective socio-economic development.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the methodology used in the study. It focused on; the research design, target population, sample size and sampling techniques, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis techniques.

3.2 Research design

According to Borg and Gall, (1983) research design is a process of creating an empirical test to support or refute knowledge claims. This study adopted a descriptive survey. A survey gathers data at a particular point in time with the intention of describing the nature of an existing condition identify the standards against which existing conditions can be compared and determines the relationships that exist between specific events, (Cohen & Manion, 1989).

Mugenda and Mugenda (2003) add that a survey is an attempt to collect data from members of a population in order to determine current status of that population in respect to one or more variables. This study aims at studying events that have already occurred. This design was appropriate for this study since the researcher was able to collect information in the current status of the phenomena.

3.3 Target population

Target population refers to a set of people that the researcher will focus the research on and to which the results obtained will be generalized (Orodho, 2004). The research targeted 324 teachers from 39 public primary schools within Limuru District, as shown in the table 3.1

Table 3.1 Target population.

Zones	No. of schools	No. of teachers
Limuru	14	127
Tigoni	11	106
Ndeiya	14	91
Total	39	324

Source: Area County Director of Education (2013)

3.4 Sample Size and sampling techniques

A sample is a subset of the total population to which the researcher generalizes the results (Best and Khan, 1998). They further suggest that the ideal sample should be large enough to serve as adequate presentation of the population that is to be generalized. The sample should also be economically selected. Sampling is a procedure a researcher uses to gather people, places or things to study. In this study the researcher intended to employ the Purposive Sampling Technique. The study was limited to primary school teachers undertaking and those who had already undertaken Bachelor of Education studies.

Gay (2006), recommendation on sampling is that a sample of 20% of the population is adequate. The researcher will employ Simple Random Sampling in the selection of the respondents for this study. There are three zones in the District. The researcher used sample of 30% to determine the sample population per zone. The same sampling procedure was used to sample out the schools which was 30% of the total number of schools. To get 5 schools each from both Ndeiya and Limuru zones and 4 schools from Tigoni zone. In total 14 schools were selected.

This number was arrived at citing Gay (2006) who suggests that a sample larger than 20% serves better. The number of respondents was sampled using Simple random sampling where 8 teachers from 4 schools each plus 7 teachers from an extra school in Limuru zone were sampled. 8 teachers from 3 schools each plus 9 teachers from an extra school in Tigoni zone were sampled. In Ndeiya zone, 5 teachers from 3 schools each plus 6 teachers from two other extra schools were sampled. The total number of respondents were be as shown in Table 3.2

Table 3.2: Sample population of population for the study.

Zones	No. of schools	No. of teachers	Percentage	Sample size
Limuru	14	127	30	39
Tigoni	11	106	30	32
Ndeiya	14	91	30	28
Total	39	324		99

Source: Area County Director of Education (2013)

3.5 Research instruments

The researcher developed questionnaires which were utilized to collect the information. The questionnaire was structured in such a way that the respondents were expected to respond to all the questions that would aid in meeting the research objectives. The questionnaire was appropriate for this research since it was quick to administer and the researcher was able to collect information from a homogeneous group of literate respondents thus, uniformity was achieved. This questionnaire contained open-ended and close-ended questions. The close-ended questions required the respondent to select one response from the given alternatives while the open-ended question required the respondent to express own views.

3.6 Validity of the research instrument

Validity refers to the degree to which a test measures what it is supposed to measure. According to Mugenda and Mugenda,(2003) Validity refers to the extent of the accuracy and meaningfulness of inferences, which are based on the research results. Content validity indicates the extent to which the degree of content being examined or studied is presented in the study instrument. (Kombo and Tromp 2006).A pilot study was conducted in 2 schools to test the validity of the content.

A questionnaire is said to be valid when it actually measures the laid down item. To enhance the validity of the questionnaire, a pre-test was conducted to assist the researcher to identify the items which are appropriate so as to make necessary corrections, examine responses to determine the level of ambiguity of the questions and determine the percentage of responses. The pre-test

was done in two of the schools that did not constitute the sampled schools in the final study. Expertise advice was sought from the supervisor.

3.7 Reliability of the research instruments.

Reliability is the degree to which a test consistently measures what it measures. The more reliable a test is, the confidence we can have that scores obtained from the administration of the test are essentially the same scores that would be obtained if the test were re-administered. In this study the questionnaires reliability was assessed using the results of the pilot study. This was done using a test-retest technique where the questionnaire was administered to the same group twice at different times giving a one week time lapse. The researcher then correlated the two tests to get the coefficient of reliability using Pearson's product moment formulae.

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

Where: N = the number of respondents.

X = the scores from the first test.

Y = the scores from the second test.

Reliability coefficient above 0.86 generally reflects a good consistency, (Best &khan, 2008). If the coefficient r is close to +1 it shows a strong positive correlation and therefore the instrument is acceptable.

3.8 Data collection procedures

The researcher sought authority to carry out the research from the area's county director of Education. Permission was sought from the head teachers of the sampled school and the piloting school. The questionnaires were then distributed to the teachers after introduction during which the researcher created a rapport with the respondents and explained the purpose of the study. The questionnaires were then left with the respondents and then collected on a later in the day.

3.9 Data analysis technique

Data analysis techniques are statistical methods used to analyze data so that it can be interpreted (Kombo and Tromp 2006). This study employed both qualitative and quantitative data analysis techniques. The raw data collected from the respondents were inspected to establish accuracy and errors in response. The qualitative responses from the questionnaire were tabulated, coded and processed by use of the Statistical Package for Social Sciences (SPSS). Quantitative data were analyzed by use of descriptive statistics and then presented using frequency and percentages table.

Table 3.3 Operationalization of variables.

Objective	Variable	Indicator	Measurement	Scale	Data Collection Method	Data Analysis tools
To establish the influence of B.Ed.degree on primary school teachers’ pedagogical skills.	Independent variable. Pedagogical skills	Teaching methods	Better subject matter knowledge. Individualized learners attention	ordinal	Questionnaire	frequency and percentages
To determine the influence of B.Ed. degree on primary school teachers' information technology literacy.	Independent variable. Information technology	Use of computers,	Typing tests analyzing and compiling learners’ exam results. Internet use	ordinal	Questionnaire	frequency and percentages
To determine the influence of B.Ed. degree on primary school teachers’ career development.	Independent variable career development	Promotions	Job groups, Responsibilities. Career change intentions.	ordinal	Questionnaire	frequency and percentages
To examine the influence B.Ed. degree on primary school teachers’ performance-based pay.	Independent variable performance-based pay	Incentives monetary and non-monetary	Rewards received as a result of good performance.	ordinal	Questionnaire	frequency and percentages

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

This chapter contains analyses, presents and discusses the findings of the study. The study was intended to investigate the influence of bachelor of education on primary school teacher development in Limuru District, Kenya. It involved analysis of the respondents' demographic information and their responses to the research question. Data was examined, interpretation of the research findings conducted hence, answering the research question. The data was compiled and the report presented in frequency and percentage tables.

4.1 Questionnaire return rate

The questionnaires' response rate is the proportion of the sample that participated as intended in the research. Ninety nine (99) questionnaires were dispersed to primary school teacher who were pursuing bachelor of education degree studies and those who had B.Ed degrees, out of which 95 questionnaires were received back. This gave a response of 95.9%. The high response rate was attributed to the fact that the researcher personally administered the questionnaires to the teachers and collected the same day.

4.2: Demographic Information

The demographic information of the respondents was captured in the section of the questionnaire.

4.2.1 Gender of the respondents

The study sought to establish the gender of the respondents as shown in the table 4.1.

Table 4.1 Gender of the respondents

	Frequency	Percent
Male	31	32.6
Female	64	67.4
Total	95	100.0

The table revealed that there were more female teachers with 67.4% compared to the male teachers who had 32.6%. This implies that there is a gender disparity for teachers pursuing bachelor of education degree with more women teachers compared to men. This may be attributed to the choice of profession where more women compared to men opt to be teachers.

4.2.2 Age of the respondents

The study sought to identify the age bracket of the respondents as shown in the table 4.2.

Table 4.2 Age of the respondents

Age	Frequency	Percent
under 25	4	4.2
26-35	33	34.7
36-45	36	37.9
46-55	21	22.1
over 55	1	1.1
Total	95	100.0

The tables above revealed that, majority of the respondents are between the ages 36-45 years with 37.9%, closely followed by those between 26 and 35 years with 34.7%. Those in the age bracket between 46 and 55 years had 22.1%. Those below the age of 25 years recorded the least percentage of 4.2% while those over 55 years had the lowest percentage at 1%. These findings are an indication that those teachers below 55 years of age have had chances of pursuing higher education since they are not close to retirement unlike those above 55 years of age who may not be interested in advancing their academic status due to age. The low percentage of those respondents below 25 years emanates from the fact that, the government has not been employing all the teachers graduating from teachers colleges since the year 1998, but has only been replacing those who leave the profession either through natural attrition or retirement.

4.2.3: Marital status of the respondents

The information contained in the table 4.3 was in relations to the respondents' marital status.

Table4.3: Marital status of the respondents

	Frequency	Percentage
Married	60	63.2
Single	30	31.6
Widowed	5	5.3
Total	95	100.0

According to the table above the majority of the teachers are married with 63.2% which doubles those who are single at 31.6%. Those who are windowed had the least percentage of 5.3%. This indicates that those who are married had pursued higher education this emanates from the shared responsibilities with their spouses, thus enabling them to undertake further studies.

4.2.4: Respondents' Duration of Teaching in Primary School.

The duration or teaching experience the respondents had was sought and presented as in the table 4.4

Table 4.4: Respondents' Duration of Teaching in Primary School.

	Frequency	Percent
below 5 years	7	7.4
6-10 years	19	20.0
11-15 years	19	20.0
16-20 years	21	22.1
21-25 years	22	23.2
26-30 years	6	6.3
over 30 years	1	1.1
Total	95	100.0

The table above shows the duration of the respondents' teaching experience. The findings were that, majority of the respondents have worked for 21-25 years having a percentage of 23.2 closely followed by those who have worked for a period of 16-20 years which has 22.1%. 6-10 years and 11-15 years had 20% each. The least number of respondents were those who had an experience of over 30 years which was only 1.1%. This study revealed that most of the teachers who had pursued or were pursuing bachelor of education degree had period of teaching ranging between 6-25 years. This can be attributed to these teachers' awareness of the advantages of advancing their academic status and the need for teacher development by pursuing B.Ed degree.

4.2.5: Respondents' current professional qualifications.

The respondents were asked to state their current professional qualification since there were those who had other qualifications.

Table 4.5: Current professional qualification of the respondents

	Frequency	Percent
masters	9	9.5
graduate	41	43.2
diploma	18	18.9
ATS 4	7	7.4
P1	20	21.1
Total	95	100.0

The table above reveals that 43.2% of the respondents had a bachelor of education degree, 21.1% had P1 certificates, 18.9% of the respondents were holders of diploma, while 9.5% of the respondents had Masters' degree and the least are ATS4 with 7.4% these teachers attained the ATS grade through the employers' upgrade on merit. The diploma, ATS 4 and the P1 teachers are pursuing a Bachelors of Education degree. This indicates that the benefits that accrue to attainment of a bachelors degree are a motivating factor. The percentage of the holders of a

masters degree though small is an indication that more primary school teachers are ready to advance their academic status.

4.3: Influence of B.Ed. degree on improvement of pedagogical skills.

4.3.1: Whether on-going or graduated.

The information contained in the table is in relation to the status of the respondents whether graduates or students.

Table 4.6: Whether on-going or graduated

	Frequency	Percent
on-going	45	47.3
graduated	50	52.63
Total	95	100.0

The table 4.6 above shows the findings on which the respondents were required to state whether they were pursuing B.Ed degree or had graduated. 52.63% of the respondents had graduated whereas 47.3% of the respondents were on-going or undertaking their B.Ed studies.

4.3.2: Course taken at the University

The information on the course taken at the university revealed the most preferred course.

Table 4.7: Course taken at the University.

	Frequency	Percent
B. Ed. Arts	47	49.5
B.Ed. Science	10	10.5
B. Ed. ECDE	30	31.6
B. Ed. Special Education	8	8.4
Total	95	100.0

The table above indicates that Bachelor of Education Arts is the course taken by a majority with 49.5% of those enrolling for B.Ed degrees. 31.6% of the respondents had taken B.Ed in Early childhood Development Education .It can be concluded that these were the most preferred because of their initial availability in school based programmes. The least were B.Ed in science and Special Education with 10.5% and 8.4% respectively.

4.3.3: Mode of learning used by the respondents.

The researcher sought to establish the preferred mode of study.

Table 4.8: Mode of learning

	Frequency	Percent
School based	88	92.6
Evening classes	7	7.4
Total	95	100.0

The table above shows the respondents' preferred mode of study when pursuing B.Ed degree. Majority with 92.6% used the school based mode of learning while 7.4% used the evening classes programme. This shows that the school based programme is the most convenient in that most of the teachers are available over the school holidays.

4.3.4: Extent to which B.Ed degree had influenced the respondents’ use of a range of teaching strategies.

The study sought to establish the extent to which B. Ed degree has influenced the respondent’s use of different teaching strategies.

Table 4.9: Extent to which B.Ed degree had influenced the respondents’ use of a range of teaching strategies.

	Frequency	Percent
very great extent	59	62.1
some extent	30	31.6
very little extent	4	4.2
no extent	2	2.1
Total	95	100.0

The extent to which B.Ed degree had influenced the respondents’ use of a range strategies as shown in the table above as very great extent at 62.1% while some extent had 31.6%.very little had 4.2% and no extent with 2.1%.This indication that majority of the teachers had improved their teaching strategies from the knowledge and skills acquired through B.Ed studies.

4.3.5: Extent to which B.Ed. degree studies had promoted the respondents’ selection and mastery of subject matter.

The study sought to investigate the extent to which B.Ed. degree studies had promoted the respondents’ selection and mastery of subject matter.

Table 4.10: Extent to which B.Ed. degree studies had promoted the respondents' selection and mastery of subject matter.

	Frequency	Percent
very great extent	52	54.7
some extent	34	35.8
very little extent	8	8.4
no extent	1	1.1
Total	95	100.0

The table above revealed that to a very great extent and to some extent at 54.7% and 35.8% of the respondents respectively had their selection and mastery of subject matter being promoted. While 8.4% had their selection and mastery of subject matter promoted to a very little extent and 1.1% to no extent.

4.3.6: Extent to which B.Ed had helped the respondents to identify their learners' areas of difficulties and assist appropriately.

The information concerning the extent to which B.Ed has helped the respondent to identify their learners' areas of difficulties was contained in the table.

Table 4.11: Extent to which B.Ed had helped the respondents to identify their learners' areas of difficulties and assist appropriately.

	Frequency	Percent
very great extent	64	67.4
some extent	25	26.3
very little extent	6	6.3
Total	95	100.0

According to the table above to a very great extent B.Ed had helped 67.4% and to some extent 26.3% of the respondents to identify their learners’ areas of difficulties and assist appropriately while only 6.3% felt that they were helped to a very little extent. This is an indication that all the respondents viewed B.Ed as having a positive impact in respect to identifying learners’ needs and addressing them accordingly.

4.3.7: Extent to which B.Ed had helped the respondents maintain learners’ interest and motivation by providing an effective classroom environment.

The information on the influence of B.Ed in maintenance of interest and information was sought and given as in the table.

Table 4.12: Extent to which B.Ed had helped the respondents maintain learners’ interest and motivation by providing an effective classroom environment.

	Frequency	Percent
very great extent	53	55.8
some extent	32	33.7
very little extent	8	8.4
no extent	2	2.1
Total	95	100.0

The table above revealed that B.Ed. had helped majority of the respondents at a very great extent with 55.8% and to some extent with 33.7% of the respondents to maintain their learners’ interest and motivation 8.4% felt that this was only to a very little extent.2.1% of the respondents felt that B.Ed has not helped them maintain their learners’ interest and motivation by providing an effective classroom environment.

4.3.8: Extent to which B.Ed degree help the respondents prepare lessons well by use of comprehensive schemes of work and lesson plans.

The respondents were queried on the extent to which B.Ed has assisted them in preparing lessons. The results were as shown in the table.

Table 4.13: Extent to which B.Ed degree help the respondents prepare lessons well by use of comprehensive schemes of work and lesson plans.

	Frequency	Percent
very great extent	56	58.9
some extent	30	31.6
very little extent	5	5.3
no extent	4	4.2
Total	95	100.0

From the table above majority of the respondents at 58.9% identified B.Ed degree as a way of improving their pedagogical skills by preparing lessons well by use of comprehensive schemes of work and lesson plans to a very great extent and 31.6% to some extent.5.3% of the respondents to a very little extent, while 4.2% to no extent.

4.3.9: The extent to which B.Ed degree helps the respondents in coming up with proper evaluation mechanisms

As one of the methodologies, the respondents were required to state the extent to which B.Ed had helped them come up with proper evaluation mechanisms.

Table 4.14: The extent to which B.Ed degree helps the respondents in coming up with proper evaluation mechanisms

	Frequency	Percent
very great extent	52	54.7
some extent	34	35.8
very little extent	4	4.2
no extent	5	5.3
Total	95	100.0

The extent to which B.Ed degree has helped the respondents to come up with proper evaluation mechanisms is very great with 54.7% of the respondents. 35.8% of the respondents stated to some extent. Those who stated very little extent and no extent had 4.2% and 5.3% respectively.

4.3.10: Extent to which B.Ed. degree makes the respondents Knowledgeable in selection and use of learning aids.

The study required the respondents to state the extent to which B.Ed had helped them in selection of learning aids.

Table 4.15: Extent to which B.Ed. degree makes the respondents Knowledgeable in selection and use of learning aids.

	Frequency	Percent
very great extent	59	62.1
some extent	25	26.3
very little extent	7	7.4
no extent	4	4.2
Total	95	100.0

According to the table above to a very great extent B.Ed degree Makes the respondents Knowledgeable in selection and use of learning aids with majority of the respondents at 62.1percent. 26.3% of the respondents stated to some extent while those who stated that it was to a very little extent and no extent had 7.4%and 4.2% respectively.

4.3.11: Respondents’ Suggestions to make B.Ed. degree more effective in primary schools’ teaching methods.

The respondents were requested to give suggestions that would make B.Ed degree more effective in primary school teaching and learning

Table 4.16: Respondents’ Suggestions to make B.Ed. degree more effective in primary schools’ teaching methods.

	Frequency	Percent
Avail learning materials in time.	4	4.2
Embrace e-learning	7	7.4
Improve learning resources	6	6.3
Include primary-based B.Ed. program	21	22.1
Include guidance units	1	1.1
Increase universities	3	3.2
Teaching Practice to be done in primary schools.	6	6.3
More learning time	5	5.3
Provide facilities	1	1.1
Reduce fees	3	3.2
Vary teaching methods	4	4.2
Specialization based on primary school curriculum.	34	35.8
Total	95	100.0

The respondents suggested various ways of making B.Ed. degree more effective in primary schools’ teaching methods. The table indicates that 35.8% of the respondents suggested that there should be subject specialization based on primary school curriculum. Currently, only a few universities offer primary school-based B.Ed. option.22.1% of the respondents’ suggestion was closely related to the above suggestion in that, they suggested that there be a primary school-based B.Ed. programme. This would ensure that the teachers are exposed to skills that are directly related to primary school teaching. This has already been implemented in some of the

universities.7.4% of the respondents suggested that e-learning to be embraced by the universities. This would encourage those teachers willing to study but are not available to attend the face to face residential sessions or the evening classes. E-learning would enable teachers to study in the comfort of their houses or at their convenience. Improved learning materials and relocation of teaching practice to the teachers' working stations were suggestions made by 6.3% of the respondents each. Other suggestions include; Addition of contact hours, making learning materials available in time, variation of teaching methods and addition of institutions offering B.Ed.degree.

4.4: Influence of B.Ed. degree in Information technology on teacher development.

4.4.1: Whether used information technology such as online in pursuing B.Ed. degree.

The study intended to establish whether the respondents used information technology in pursuing bachelor of education degree.

Table 4.17: Whether used information technology such as online in pursuing B.Ed. degree.

	Frequency	Percent
yes	78	82.1
no	17	17.9
Total	95	100.0

The table above revealed that the majority with 82.1% used information technology. Those who did not use online services had 17.9%. The indication here is that majority of the teachers who have or are pursuing bachelor of education studies are I.C.T compliant this can be attributed to the fact that they were exposed to the use when pursuing B.Ed. studies.

4.4.2: Respondents' means of accessing internet.

The respondents were queried on their preferred means of accessing the internet.

Table 4.18: Respondents' means of accessing internet.

	Frequency	Percent
Personal computer	26	27.4
Public cyber	22	23.2
Internet enabled phones	27	28.4
Office computer	3	3.2
Total	78	78.0

The table above indicates that 28.4% of the respondents use internet enabled phones to access the internet closely followed by those respondents who use personal computers with 27.4% and those who used public cyber with 23.2%. Those who use office computers were the minority with 3.2%. This can be attributed to the fact that majority of the public schools in Limuru District are in rural schools which do not own office computers.

4.4.3: Whether the respondents have computer training.

It was crucial for the study to establish whether the respondents had formal training on computers.

Table 4.19: Whether the respondents have computer training.

	Frequency	Percent
Yes	66	69.5
No	29	30.5
Total	95	100.0

From the table above majority of the respondents have pursued computer training with 69.5%. This could have emanated from the need to use information technology in pursuing higher education. 30.5% of the respondents had not undergone any formal training in computers. This group of teachers could have learnt how to use computers through informal training and through experience.

4.4.4: Where trained for computers.

The study required to establish where the respondents had trained for computers.

Table 4.20: Where trained for computers.

	Frequency	Percent
Commercial College	50	75.8
High school	2	3.0
University	4	6.1
P1 college	10	15.1
Total	66	100.0

The study required the respondents to state whether one trained for computer. From the table above we realize that majority with 75.8% trained in commercial colleges followed by those who learnt in primary school teacher training colleges with 15.1%. Those who learnt in university and high school had 6.1% and 3% respectively.

4.4.5: Whether the respondent own a personal computer.

It was crucial for the researcher to establish whether the respondents owned personal computers.

Table 4.21: Whether the respondent own a personal computer.

	Frequency	Percent
yes	42	44.2
no	53	55.8
Total	95	100.0

The respondents were required to state whether they own a personal computer where majority with 55.8% did not own computers 44.2% of the respondents owned personal computers.

4.4.6: How the respondents apply the knowledge and experience in using computers.

Ways in which the respondents used the knowledge and experience in using computers in their profession were sought.

Table 4.22: How the respondents apply the knowledge and experience in using computers.

	Frequency	Percent
Analyzing students exams	3	4.5
Analyzing/keeping Records/browsing.	34	51.5
Browsing	13	19.7
Keeping records	4	6.1
Preparing teaching aid	6	9.1
Typing tests	6	9.1
Total	66	100

The respondents were queried on how they use their knowledge and experience in various activities in their profession. The results were as shown in the table above where majority of the respondents with 51.5% used the knowledge in analyzing and compiling students' examination

results, browsing and keeping students' records e.g. performance records. While those who use the knowledge in browsing alone had 19.7% .Those who prepares teaching aids and type tests had 9.1% each while those who keep records only and analyzing students' results had 6.1% and 4.5% respectively.

4.4.7: Benefits of adopting e-learning in primary schools.

The study required the respondents to state the benefits of E-learning and the responses were as in the table 4.23.

Table 4.23: Benefits of adopting e-learning in primary schools

	Frequency	Percent
Easy time management	16	16.8
Giving a global perspective	13	13.7
Reduced load of books	15	15.8
Short study period/less work Load	51	53.7
Total	95	100.0

The respondents were asked to state the benefits of e-learning in primary schools. The table above reveals that 53.7% of the respondents stated that e-learning would save on time spent in teaching and learning and also make work easy for the students and teachers especially in writing notes.16.8% felt that e-learning would ease time management while 15% of the respondents stated that e-learning would reduce the loads of books carried by students from and to school some of who walk long distances. Those who stated that e-learning gives education a global perspective had 13%.

4.5: Career Development

4.5.1: Respondent's job entry grade.

Information on job entry grade was provided established whether B.Ed had helped the respondents rise in relation to the current grade.

Table 4.24: Respondent's job entry grade.

	Frequency	Percent
Graduate	5	5.3
Untrained	1	1.1
P1	82	91.5
P2	2	2.1
Total	95	100.0

From the table above shows that majority of the respondents with 91.5% held a P1 certificate on employment. 5.3% of the respondents were B.Ed. graduates while 2.1% held P2 certificates and 1.1% were untrained teachers.

4.5.2: Current job grade of the respondents.

The respondents' current job grade would assist in establishing whether there was any change in the job group after acquiring B.Ed Degree.

Table 4.25: Current job grade of the respondents.

	Frequency	Percent
Masters	9	9.5
Graduate II	21	22.1
Graduate I	20	21.0
Diploma	18	18.9
ATS IV	7	7.4
PI	20	21.1
Total	95	100.0

The table above reveals the job grade of the respondents at the time of the study. Majority were graduates with 21.2% graduate II and 20.0% being graduate 1. Those who were holders of P1 certificate followed with 21.1% while 7% of the respondents had ATS IV grade these were either on-going or had graduated and were awaiting promotion. Those who had masters degree were 9.5%.

4.5.3: Job designation of the respondents on job entry.

The job designation of the respondents on job entry was sought.

Table 4.26: Job designation of the respondents on job entry.

	Frequency	Percent
Assistant class teacher	24	25.3
Class teacher	60	63.2
Head of subject panel	5	5.3
Senior teacher	6	6.3
Total	95	100.0

The respondents were required to indicate their job designation on job entry. The responses were as shown in the table above the majority were class teachers with 63.2% followed by assistant class teachers who had 25.3%. those teachers who held the position of senior teachers and subject panel heads had 5.3% and 6.3% respectively.

4.5.4: Whether the B.E.d degree has assisted the respondents to rise in job designation.

The respondents were required to indicate whether B.Ed degree had enabled them rise in their job designation.

Table 4.27: Whether the B.Ed degree has assisted the respondents to rise in job designation.

	Frequency	Percent
yes	62	65.3
no	33	34.7
Total	95	100.0

From the table above B.Ed. degree had assisted majority of the respondents with 65.3% to rise in their job designation.34.7 percent felt that it had not raised. There is a likelihood that this group of respondents was on-going and was yet to leap the benefits of B.Ed. degree.

4.5.6: Respondents' current job designation.

The respondents were queried on their current job designation this would verify their rise in job designation or otherwise.

Table 4.28: Respondents' current job designation.

	Frequency	Percent
Assistant class teacher	2	2.1
Class teacher	20	21.1
Deputy head teacher	8	8.4
Head of subject panel	9	9.5
Head teacher	6	6.3
Senior teacher	17	17.9
Total	62	100.0

The respondents' job designation at the time of the study is as shown in the table above where majority were class teachers with 21.1% followed by senior teachers who had 17.9% while 9.5% of the respondents were heads of subject panels. Those who were deputy head teachers were

8.4% of the respondents while head teachers and assistant class teachers had 6.3% and 2.1% respectively.

4.5.7: Career aspirations of the respondents.

The respondents' carrier aspirations information was vital to establish whether B.Ed had boosted their moral to climb the career ladder.

Table 4.29: Career aspirations of the respondents.

	Frequency	Percent
Author	4	4.2
Other careers outside teaching	6	6.3
County Director of Education	17	17.9
Education cabinet secretary	2	2.1
Head teacher	13	13.7
Lecturer	25	26.3
Managing Director KIE	3	3.2
Professor	5	5.3
Senior principal	4	4.2
Start own school	16	16.8
Total	95	100.0

The respondents were queried about their career aspirations and their responses were as shown in the table above. Those who aspired to become lecturers of higher institutions of learning had majority with 26.3% followed by those who eyed County directorship in Education with 17.9%. Those who aspired to be school owners followed closely with 16.8% and those who wanted to be head teachers had 13.7%. A percentage of 6.3 wanted to venture into other careers outside teaching while 5.3 % aspired to become professors and 4.2% aspired to be senior principals and another 4.2% to be authors. K.I.E managing director and county director of education had 3.2% and 2.1% respectively.

4.5.8: Whether the respondents intend to pursue masters or doctorate degree.

The information on the respondents intension to pursue further studies was as shown in table 4.30.

Table 4.30: Whether the respondents intend to pursue masters or doctorate degree.

	Frequency	Percent
yes	82	86.3
no	13	13.7
Total	95	100.0

The table above reveals that majority of the respondents 86.3% intend to pursue further education either at masters level or doctorate.13.7% do not wish to continue with further studies.

4.6: Performance-based pay incentives.

4.6.1: Form of performance-based reward used in the respondent's school.

The respondents were queried on the forms of incentives awarded in their respective schools and the information was as contained in table 4.31.

Table 4.31: Form of performance-based reward used in the respondent's school.

	Frequency	Percent
monetary	35	36.8
non-monetary	20	21.1
Both	40	42.1
Total	95	100.0

The respondents were queried on the form of reward given in their schools. Majority of the respondents indicated that they received both monetary and non-monetary rewards followed by those which rewarded using monetary form of rewards. Non-monetary rewards were used by 21.1% of the schools.

4.6.2: levels at which respondents received performance-based incentives.

Information on the levels at which incentives were awarded was required in the study.

Table 4.32: levels at which respondents received performance-based incentives.

	Frequency	Percent
County level	0	0
District level	17	17.9
School level	60	63.2
School / zonal / district	3	3.1
Zonal level	15	15.8
Total	95	100.0

The respondents stated the levels at which they had received performance-based pay incentives where majority at 63.2% had received rewards at school level.17.9% of the respondents had been awarded at district level while those who had been awarded at the zonal level were15.8% of the respondents.3.1% had been awarded at the school, zonal and district levels.

4.6.3: Extent to which B.Ed. degree had influenced the respondents 'chances of getting performance-based pay incentives.

The respondents were required to state the extent to which B.Ed had influence their chances of getting awards as a result of their performance.

Table 4.33: Extent to which B.Ed. degree had influenced the respondents 'chances of getting performance-based pay incentives.

	Frequency	Percent
Very great	25	26.3
Great	51	53.7
Little	14	14.7
Very little	3	3.2
None	2	2.1
Total	95	100.0

The extent to which B.Ed. degree had influenced the respondent's chances of getting performance-based pay incentives is great having 53.7% of the respondents followed by those who stated to a very great extent with 26.3%. Those who stated to a little extent had 14.7%.very little and no extent had 3.2% and 2.1% respectively.

4.6.4: Ways in which incentives had uplifted the respondent's life.

The respondents were queried on the ways in which incentives had uplifted and motivated them in their work and life in general.

Table 4.34: Ways in which incentives had uplifted the respondent's life.

	Frequency	Percent
Encourage competition	21	22.1
Improved living standard	15	15.8
Motivated and desired to achieve more	50	52.6
None	1	1.1
Performance improvement	8	8.4
Total	95	100.0

The respondents stated ways in which the incentives had uplifted them. The results were as in the table above with majority stating that they felt motivated and desired to achieve more having 52.6 percent. Those who felt that it encouraged competition among teachers and learners had 22.1% while 15% stated that their living standards had improved. 8.4% of the respondents' performance had improved. 1.11% felt that they had not been uplifted in any way.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the study findings. It also gives the conclusions derived, recommendations given and the areas recommended for further study by the researcher in light of the data collected and the analysis thereof.

5.2 Summary of the findings

The purpose of this study was to investigate the influence of bachelor of education degree on primary school teacher development in Limuru district, Kenya. The research formulated four objectives. The first objective focused on the influence of B.Ed. degree on pedagogical skills on teacher development. The second objective was to determine the influence of B.Ed. degree on information technology literacy on teacher development. The third objective was to determine the influence of B.Ed. degree on career development on teacher development. The fourth objective tried to examine the influence of B.Ed. degree on performance-based pay incentives on teacher development. The study was guided by four research questions. Descriptive survey was employed in the study. A sample of 14 schools out of 39 was selected for the study. 99 teachers who were pursuing or had pursued B.Ed. degree were the respondents. The instrument for the research was a questionnaire. 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 0.95 was obtained meaning the instrument was reliable and therefore the main study commenced. The questionnaire return rate was 95.9% which was considered satisfactory.

5.2.1 Influence of B.Ed. degree on primary school teachers' pedagogical skills.

From the study it was deduced that majority of the respondents at 52.63% had graduated whereas 47.3% of the respondents were on-going or undertaking their B.Ed studies. Bachelor of Education Arts was the course taken by a majority with 49.5% of those enrolling for B.Ed degrees. 31.6% of the respondents had taken B.Ed. in Early childhood Development Education,

the least were B.Ed in science and Special Education with 10.5% and 8.4% respectively. Concerning the mode of study used Majority at 92.6% used the school based mode of learning while 7.4% used the evening classes.

The extent to which B.Ed degree had influenced the respondents' use of a range strategies was very great extent at 62.1% while some extent had 31.6%.very little had 4.2% and no extent with 2.1%.This indication that majority of the teachers had improved their teaching strategies from the knowledge and skills acquired through B.Ed. studies. It was revealed that to a very great extent and to some extent at 54.7% and 35.8% of the respondents respectively had their selection and mastery of subject matter being promoted. B.Ed. had helped majority of the respondents at a very great extent with 55.8% and to some extent with 33.7% of the respondents to maintain their learners' interest and motivation. Majority of the respondents at 58.9% identified B.Ed degree as a way of improving their pedagogical skills by preparing lessons well through use of comprehensive schemes of work and lesson plans to a very great extent and 31.6% to some extent.

The extent to which B.Ed degree had helped the respondents to come up with proper evaluation mechanisms was very great with 54.7% of the respondents. 35.8 percent of the respondents stated to some extent. According to the study it was revealed that to a very great extent B.Ed degree made the teachers knowledgeable in selection and use of learning aids with majority of the respondents at 62.1percent. 26.3% of the respondents stated to some extent.

The respondents made suggestions on changes that would make B.Ed. more effective in primary schools teaching methods. That there should be subject specialization based on primary school curriculum. This would ensure that the teachers are exposed to skills that are directly related to primary school teaching. Another suggestion was that e-learning to be embraced by the universities. This would encourage those teachers willing to study but are not available to attend the face to face residential sessions or the evening classes. Other suggestions include; improve learning materials and relocation of teaching practice to the teachers' working stations, addition of contact hours, making learning materials available in time, variation of teaching methods and addition of institutions offering B.Ed. degree. The implication of the findings has played a role in

teacher development this is by improving the pedagogical skills at a great extent. This means that with the skills and knowledge acquired teachers are able to improve on their methodologies.

5.2.2 Information Technology.

The study aimed at establishing whether the respondents used information technology when pursuing B.Ed. studies it was revealed that the majority used information technology Where 28.4% of the respondents use internet enabled phones to access the internet closely followed by those respondents who used personal computers however, at the time of the study majority did not own personal computers. A small percentage used public cyber. Those who used office computers were the minority this was attributed to the fact that most of these schools in the area of study were in the rural area and had no computers. When asked whether they had any formal training in computers majority had trained with 75.8% training in commercial colleges.

The study also found out that the respondents used their knowledge and experience in various activities in their profession majority with used the knowledge in analyzing and compiling students' examination results, browsing and keeping students' records e.g. performance records. Other activities included browsing, preparing teaching aids and typing tests.

On the benefits of adopting e-learning in primary schools the majority of the respondents stated that e-learning would save on time spent in teaching and learning and also make work easy for the students and teachers especially in writing notes. E-learning would reduce the loads of books carried by students from and to school some of who walk long distances this posed a health risk. E-learning gives education a global perspective.

5.2.3 Career development

The study found that majority of the respondents at 91.5% held a P1 certificate on employment and only 5.3% of the respondents were B.Ed. graduates it was revealed that the job grade of these respondents at the time of the study had risen where majority were graduates with 43.2% and 9.5% had masters degree. Those who held P1 certificates and ATS were either on going or had graduated and were awaiting promotion. B.Ed. degree had assisted majority of the respondents with 65.3% to rise in their job designation. There was a likelihood that the rest were on-going and were yet to leap the benefits of B.Ed. degree. Majority of the respondents aspired

to rise in the education career with a small percent of 6.3 aspiring to change their career. Further study is among the majority of the respondents' priorities.

5.2.4 Performance-based pay incentives

From the study it can be deduced that majority of the schools under study used both monetary and non-monetary rewards to the teachers who performed well. A small percent of the schools used either of the forms. Majority at had received rewards at school level. A fairly small percentage had been awarded at the school, zonal and district levels. On the extent to which B.Ed. degree had influenced the chances of getting performance-based incentives it was to a great extent having 53.7 percent of the respondents. As revealed in the study these incentives had uplifted the teachers in various ways, majority stating that they felt motivated and desired to achieve more, encouraged competition among teachers and learners. Some stated that their living standards had improved.

5.3 Discussion of Research Findings

The purpose of this study was to establish the influence of Bachelor of Education degree on primary school teacher development. From the study several conclusions were drawn. The findings from the data on the influence of B.Ed. degree on pedagogical skills revealed that most of the teachers had improved on a range of skills related to pedagogy which involves, knowing how to engage with learners and to manage a classroom and, pedagogical content knowledge, which involves knowing how to represent and formulate the subject matter this enhanced teachers' professionalism. However, institutions offering B.Ed. degrees were urged to consider offering primary school curriculum-based degree. This would ensure that the knowledge and skills taught are directly related to primary school teaching and learning.

Concerning information technology it is evident that primary school teachers in Limuru who had pursued B.Ed. studies were computer literate and used the knowledge and experience in information technology in various activities in their profession. As discussed in the literature review, these teachers had realized the importance of embracing the changing technological development to promote teaching and learning. Lack of computers in the working stations was a

major challenge which compelled majority of the teachers to the use of internet enabled phones and public cyber.

B.Ed. degree had assisted majority of the respondents with 65.3% to rise in their job designation. Those who had successfully completed B.Ed. degree had been promoted enabling them earn higher salaries this encouraged the respondents motivating them to aspire for higher positions in education. The willingness to further their studies was revealed by majority indicating their intention to do so.

Concerning the influence of B.Ed. degree on teacher development, B.Ed. graduates have improved on their methodology and other skills related to teaching and learning this makes teachers more effective therefore, stand chances of being rewarded for improved performance through performance-based pay incentives. The respondents indicated that these incentives had improved their individual and social economic status. This had boosted their morale making them desire to achieve more. As discussed in the literature review this concurred with other research conducted in various parts of the world which focus on the effects of education reforms that alter teacher incentives to achieve teaching quality and to enhance students learning.

5.4 Conclusions

From this study it can be concluded that there is a gender disparity for teachers pursuing bachelor of education degree with more women teachers compared to men. This may be attributed to the choice of profession where more women compared to men opt to be teachers. Teaching is culturally viewed as a women's career.

The other conclusion was that there was a low percentage of respondents below 25 years emanates from the fact that, the government has not been employing all the teachers graduating from teachers colleges since the year 1998, but has only been replacing those who leave the profession either through natural attrition or retirement

This study revealed that most of the teachers who had pursued or were pursuing bachelor of education degree had a period of teaching ranging between 6-25 years. This can be attributed to these teachers' awareness of the advantages of advancing their academic status and the need for teacher development by pursuing B.Ed degree.

The study concluded that most of the respondents contend that bachelor of education degree play a major role in teacher development .This is in respect to teachers' improved pedagogical skills, the modern technologically oriented primary school teachers trained through B.Ed. degree programmes have adoption of information technology in their professional duties, improved chances of career development and improved motivation to work boosted by incentives.

5.5 Recommendations

This study tried to establish the influence of bachelor of education degree on primary school teacher development. it was revealed that the teachers in Limuru are aware of the benefits of sharpening their skills through continued study.

The study came up with the following recommendations:

1. 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. This would ensure that there is an option for those teachers willing to continue teaching in primary school and those willing to take the secondary school option. A few of the universities have already adopted this.
2. These institutions should also consider embracing on e-learning. This would encourage those teachers juggle study, work and life. This ensures that one can study, when, where and how they want. This addresses the bottle necks of unavailability.
3. 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. The T.S.C should consider promoting teachers who have computer qualifications. This would encourage teachers to fully embrace information technology in their profession and encourage others to undertake computer training which vital in complying with the ministry of Education policy in information communication and technology (ICT) is to integrate into education and training systems in order to prepare the learner and staff of today to the changing technological developments (MOE, Sectional paper No.1 of 2005).

5.6 Suggestions for further research

The findings obtained herein may not be totally reflective of the influence of bachelor of education degree on teacher development. The researcher therefore proposes the following suggestions for further study.

1. A Comparative study to investigate the teachers' performance before and after attainment of bachelor of education degree.
2. Similar study should be extended to other parts of the country.
3. Further study should be carried out to examine the impact of bachelor of education degree on learners' performance.
4. Similar study should be carried out in private schools countrywide
5. A comparative study to investigate the performance of B.Ed. Degree graduates and those others without degrees.

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APPENDIX 1

LETTER OF TRANSMITTAL

Elizabeth Njeri Gichuru,
University of Nairobi,
College of Education and External Studies,
Department of Extra Mural Studies,
Nairobi.

MAY 2013

Dear Madam/sir,

RE: REQUEST FOR YOUR PARTICIPATION IN A RESEARCH STUDY

I am a post graduate student at the University of Nairobi, pursuing a Master of Arts (M.A) Degree in Project Planning and Management .I am conducting a research on influence of B.Ed. degree on teacher development which am expected to submit in partial fulfillment of the award of the degree.

Kindly assist in completing the attached questionnaire as honestly as possible. I sincerely assure you that the information you provide is purely for academic purposes and shall be treated with utmost confidentiality. To ensure this, please do not write your name or the institution's on the questionnaire.

The findings of this study will be available at the University of Nairobi library and can also be availed to you on request in case you will be interested. Thank you in advance.

Yours Faithfully,

Elizabeth Njeri.

APPENDIX II: QUESTIONNAIRE

Section A: Demographic information

Please respond to the information below by ticking in the space provided.

1. What is your gender?

Male [] Female []

2. Age: under 25 [] 26-35 [] 36-45 [] 46-55 [] Over 55[]

3. What is your marital status?

Married [] Single [] Windowed []

4. For how long have you been a teacher?

Below 5 years []

6-10 years []

11-15 years []

16-20 years []

21-25 years []

26-30 years []

Over 30 years []

5. Kindly tick your current professional qualification.

Masters

Graduate

Diploma

ATS

P1

Specify any other.....

Section B

Influence of B.Ed. degree on improvement of pedagogical skills.

6. Tick appropriately whether you are a student in the B.Ed. programme or have graduated.

Ongoing studies []

Graduate []

7. Course taken at the University, tick where appropriate.

B.Ed. Arts	
B.Ed. Science	
B.Ed. ECDE	
B.Ed. Special Education	

Specify any other.

8. Mode of learning used.

School based []

Evening classes []

9. The following statements highlight characteristics that show the extent to which B.Ed. degree studies have improved primary school teachers' pedagogical skills. Tick appropriately on the space provided against each statement according to the extent of their effect.

Key:

VGE: Very great extent

SE: Some extent

VLE: Very little extent

NE: No extent

No.	Statements	VG E	SE	VL E	NE
i.	B.Ed. degree has enabled me use a range of teaching strategies e.g. group work and learner centred activities.				
ii.	B.Ed. degree studies promote my selection and mastery of subject matter.				
iii.	Helps me to identify my learners' areas of difficulties and assist appropriately.				
iv.	Helps me maintain learners' interest and motivation by providing an effective classroom environment.				
v.	Helps me prepare lessons well by use of comprehensive schemes of work and lesson plans.				
vi.	Helps me in coming up with proper evaluation mechanisms				
vii.	Makes me knowledgeable in selection and use of learning aids.				

10. Give 2 suggestions on changes you would recommend made to make B.Ed. degree more effective in primary schools teaching methods.

- 1.....
- 2.....

Information technology

11. Did you use information technology such as online services in pursuing your B.Ed. degree studies?

YES [] NO []

12. If yes, which means of accessing internet do you prefer? Tick appropriately.

Personal computer	
Public cyber	
Internet enabled mobile phones	
Office computer	

13. Do you have any formal training in computers?

YES [] NO []

14. If yes, in 13 above where did you train? Teachers college, commercial college or university (institution).....

15. Do you own a personal computer?

YES [] NO []

16. Has the knowledge and experience in using computers, apply to the following activities? Tick against the statement in the space provided.

No.	Statement	
1.	Typing tests	
2.	Analyzing and Compiling students examination results	
3	Preparing teaching and learning aids	
4	Browsing	
5	Keeping records e.g. Students' performance records.	

17 .What do you think are the benefits of adopting e-learning in primary schools?

.....
.....
.....

Career development

18. What was your job entry grade?

19. What is your current grade?

20. Indicate your designation on job entry by ticking one.

Assistant Class teacher [] class teacher []

Head of subject panel [] senior teacher []

21. Has B.Ed. degree studies enabled you to raise in your designation any promotion?

YES [] NO []

22. If yes, what is your current designation? Tick where applicable.

Assistant Class teacher [] Class teacher []

Head of subject panel [] senior teacher []

Deputy Head teacher [] Head teacher []

23. What are your career aspirations?

.....
.....

24. Do you intend to pursue other a Masters degree or a Doctorate degree?

YES [] NO []

Performance-based pay incentives

25. Which form of rewarding and motivating teachers is practiced in your school?

Monetary [] non-monetary []

26. At what level do receive performance -based incentives or rewards tick appropriately.

School level

Zonal level

District level

County level

27. To what extent has Bachelor of education degree influenced your chances of getting performance based incentives?

Very great

Great

Little

Very little

none

28. State three ways in which these incentives have uplifted you.

1.
.....

2.
.....

3.
.....

Thank you.